

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: VISTA UNIFIED SCHOOL DISTRICT

CDS Code: 37684520000000

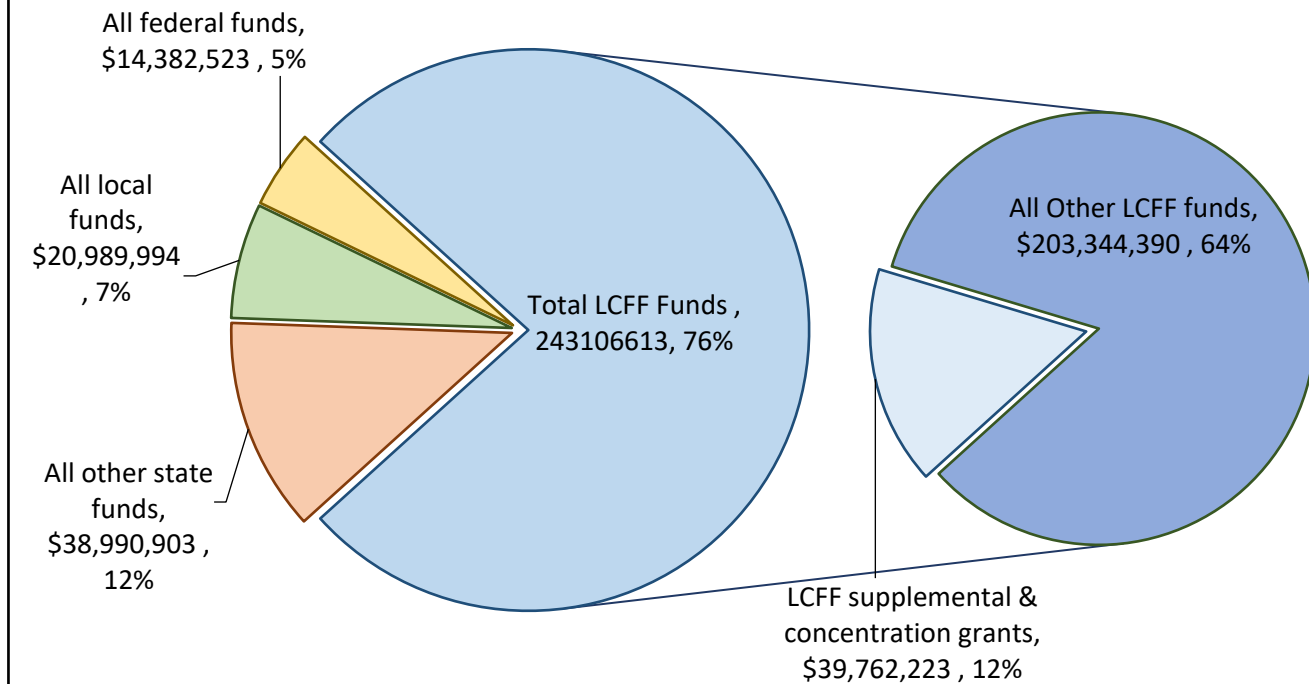
School Year: 2025-26

LEA contact information: Ana Machado 760-726-2170 / anamachado@vistausd.org

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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

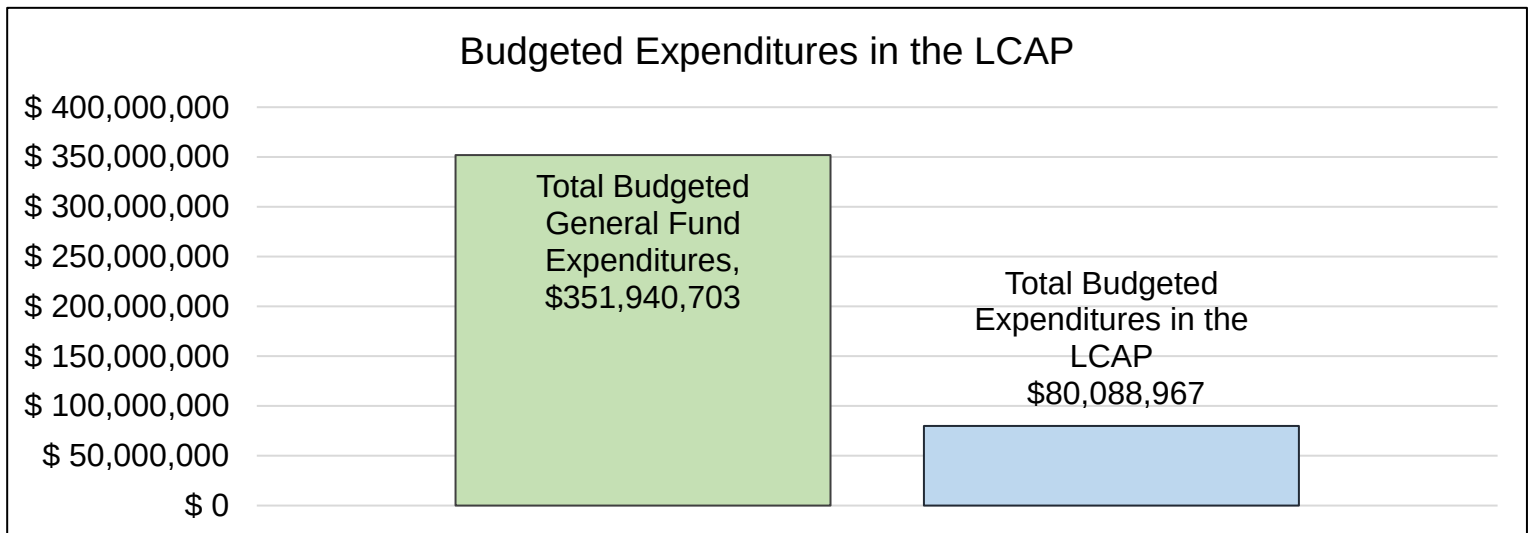


This chart shows the total general purpose revenue VISTA UNIFIED SCHOOL DISTRICT expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for VISTA UNIFIED SCHOOL DISTRICT is \$317,470,033.00, of which \$243,106,613.00 is Local Control Funding Formula (LCFF), \$38,990,903.00 is other state funds, \$20,989,994.00 is local funds, and \$14,382,523.00 is federal funds. Of the \$243,106,613.00 in LCFF Funds, \$39,762,223.00 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 VISTA UNIFIED SCHOOL DISTRICT plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: VISTA UNIFIED SCHOOL DISTRICT plans to spend \$351,940,703.00 for the 2025-26 school year. Of that amount, \$80,088,967.00 is tied to actions/services in the LCAP and \$271,851,736.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

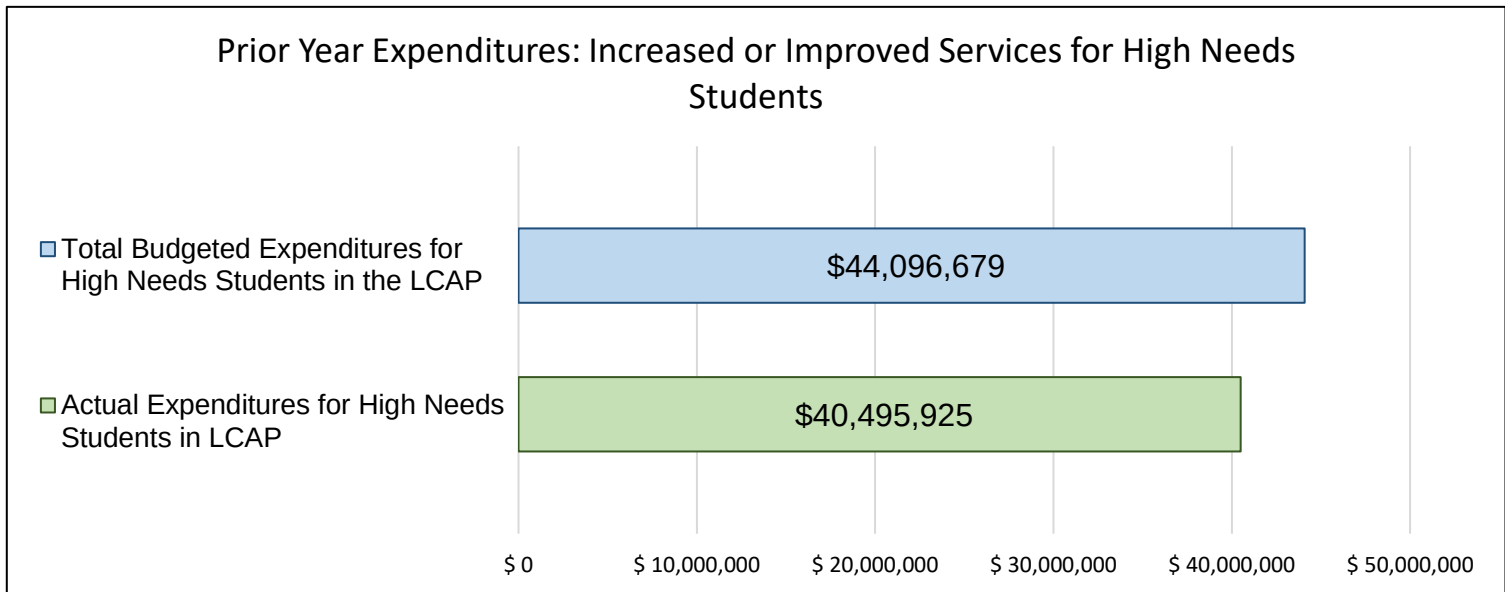
The district has not included in its comprehensive LCAP plan those instructional and administrative services provided under the base, unrestricted general funding, and other restricted services such as routine restricted maintenance, one-time dollar expenditures and special education.

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

In 2025-26, VISTA UNIFIED SCHOOL DISTRICT is projecting it will receive \$39,762,223.00 based on the enrollment of foster youth, English learner, and low-income students. VISTA UNIFIED SCHOOL DISTRICT must describe how it intends to increase or improve services for high needs students in the LCAP. VISTA UNIFIED SCHOOL DISTRICT plans to spend \$40,358,410.00 towards meeting this requirement, as described in the LCAP

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what VISTA UNIFIED SCHOOL DISTRICT budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what VISTA UNIFIED SCHOOL DISTRICT estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, VISTA UNIFIED SCHOOL DISTRICT's LCAP budgeted \$44,096,679.00 for planned actions to increase or improve services for high needs students. VISTA UNIFIED SCHOOL DISTRICT actually spent \$40,495,925.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of \$3,600,754.00 had the following impact on VISTA UNIFIED SCHOOL DISTRICT's ability to increase or improve services for high needs students:

While some actions had lower actual expenditures than their budgeted amounts, the majority of the planned actions and services were fully implemented as intended, with no impact to the increased or improved services for our high needs students. The district continues to make strategic adjustments which reallocate funding sources from supplemental and concentration to other restricted programs. Additionally, for some

Local Control and Accountability Plan



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

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

Plan Summary 2025-26

General Information

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

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

Vista Unified School District (VUSD) is located 40 miles north of the city of San Diego and seven miles inland from the Pacific Ocean and is home to a thriving, diverse community of 18,469 students in transitional kindergarten through grade twelve. The district serves the communities of Vista, as well as parts of Oceanside, Carlsbad, and San Marcos, and encompasses approximately 39 square miles. Major employers in Vista include DJO Global, a provider of medical devices, along with Altman Plants, one of the largest nursery companies in the U.S., and Hot Spring Spas, a manufacturer of spa and wellness products.

Vista Unified serves students from diverse backgrounds and geographic locations, spanning across a total of 27 schools. These include fourteen elementary schools, four middle schools, three comprehensive high schools, two alternative high schools, one K-12 independent study school, an adult education school, an adult transition center, and a special education school. Among these, the district is proud to offer a magnet school program that includes two elementary schools, two middle schools, and one high school, offering educational opportunities to students seeking specialized programs.

Our K-12 student population is a testament to the rich cultural diversity of our community, with representation from various ethnicities including Hispanic/Latino (66.3%), white (22.6%), African American (1.5%), Asian (2%), Filipino (1.2%), Pacific Islander (0.5%), American

Indian (0.2%) and two or more races (5.7%). Among our student body, 16.6% are classified as English language learners, 0.1% are in foster care, and 4% are experiencing homelessness. Additionally, 18.2% are enrolled in special education programs, and a majority, 62.2%, of students, come from low socioeconomic backgrounds.

Over the past decade, like many districts in California, VUSD has faced a significant decline in student enrollment leading to a decrease of more than 3,500 students. This concerning trend prompted the district to form the District Asset Management Advisory Committee tasked with recommending the future of some of our low enrollment schools. Because declining enrollment has a negative impact on district revenue, the Governing Board approved the consolidation of Beaumont Elementary School and Rancho Minerva Middle School in January 2024, with the transition taking place at the end of the 2023-24 school year.

The 2024 California School Dashboard reflects a mixed performance for VUSD, with notable areas of improvement alongside persistent challenges. VUSD has made notable gains in college and career readiness and successfully reduced chronic absenteeism and suspension rates. However, English language arts (ELA) and mathematics remain areas of concern, with student performance still below the standard. Graduation rates have remained steady, but continued focus on academic interventions and student engagement will be crucial to improving overall outcomes. The district's strong performance in school climate and access to educational resources indicates that structural support systems are in place. Moving forward, targeted instructional strategies and support for students with disabilities, English learners, and struggling students will be essential to closing achievement gaps.

In 2024, the California Department of Education (CDE) introduced the Equity Multiplier, a new state funding initiative designed to reduce educational inequities. This funding provides additional resources to schools with high student mobility rates (greater than 25%) and a large proportion of socioeconomically disadvantaged students (greater than 70%). In VUSD, the list of schools eligible for Equity Multiplier funds for the 2025-26 school year has been updated. Vista Visions Academy is now eligible, with 70% of students classified as socioeconomically disadvantaged students and a student mobility rate of 51.9%. California Avenue has been removed from eligibility, as its percentage of socioeconomically disadvantaged students fell below the 70% threshold. The current Equity Multiplier schools in VUSD are Vista Visions Academy, Alta Vista High School, and Major General Raymond Murray High School. These funds must be used for evidence-based services that directly support eligible students, and the use of this funding must be documented in the LCAP beginning in the 2024–25 school year.

The 2025-26 LCAP marks the second year of Vista Unified's three-year LCAP cycle.

Reflections: Annual Performance

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

The [California School Dashboard](#) (Dashboard) is an online tool that provides families, educators, and the public with accessible data on school and district performance across key indicators, including academic achievement, graduation rates, and school climate. To help users easily identify performance levels, the Dashboard uses a color-coded system ranging from Red (very low) to Blue (very high).



For the 2024 Dashboard, performance levels for each eligible state indicator were based on current 2024 and prior year (2023) data. Schools and districts received one of five color-coded performance levels for each indicator. There are six state indicators:

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

State indicator results are also disaggregated by student group, including: African American, American Indian, Asian, English learner, Filipino, foster youth, Hispanic, students experiencing homelessness, two or more races, Pacific Islander, socioeconomically disadvantaged students, students with disabilities, and white student groups.

Each year, Vista Unified School District conducts a comprehensive review of student performance using both local and Dashboard data. As part of our annual reflection, we examine data trends to identify both areas of success and areas where deeper support is needed. We also meet state requirements by identifying any student group or school that was assigned the lowest performance level, Red, on any Dashboard indicator. The areas of greatest need, identified from the 2023 Dashboard, remain fixed¹ and prioritized through the duration of our three-year Local Control and Accountability Plan (LCAP).

¹ Refer to pages 18-22

2024 Dashboard Performance

English Language Arts (ELA)

Student Groups in the Red Performance Level

- 1. *Students Experiencing Homelessness*
- 2. *Long-Term English Learners*
- 3. *Students with Disabilities*

In table 1 below, the ELA *Distance from Standard* data from 2022 to 2024 reveals persistent and widening achievement gaps across student groups. Asian students consistently perform well above standard, improving from +52.4 points above standard in 2022 to +62.1 points above standard in 2024, indicating strong and continuous growth. Filipino students also remain above standard, though their performance has fluctuated, dropping in 2023 before partially recovering in 2024. White students and students identifying as Two or More Races are maintaining above-standard performance, but with only minor year-over-year changes, reflecting stable but stagnant growth. Pacific Islander students, however, experienced a concerning decline, dropping below standard in 2023, and showed only slight improvement in 2024, suggesting a need for closer attention.

African American students continue to perform below standard but have shown relative consistency, with scores ranging from -22.1 to -21.8 over the three years. The overall average for all VUSD students has stayed around -22 points below standard, showing little to no improvement. More concerning is the ongoing underperformance and declining trend among several high-need student groups. Low-income and Hispanic students continue to fall further behind, with scores slipping by more than 3 points since 2022, while Homeless students remain among the lowest-performing, ranging between -77 and -88 points below standard. English Learners (EL) and Long-Term English Learners (LTEL) present serious academic challenges, with ELs dropping from -73.4 in 2022 to -86.8 in 2024, and LTELs emerging in 2024 at -147.4 points below standard. Students with Disabilities also show persistent underperformance, remaining around -98 points below standard with no signs of improvement.

These results underscore the need for focused, equity-driven interventions and differentiated instructional support for underperforming student groups. While some students continue to thrive, the overall district performance remains flat.

Table 1: English Language Arts - Distance (points) from Standard² (2022-2024)

Student Group	2022	2023	2024
Asian	+52.4	+57.2	+62.1
Filipino	+49.6	+34.4	+40.5
White	+27.4	+23.6	+24.4
Two or More Races	+23.6	+15.0	+17.8
Pacific Islander	+4.40	-13.4	-5.60
African American	-22.1	-20.6	-21.8
American Indian	-40.0	-28.8	-34.5
All VUSD Students	-20.2	22.3	-22.6
Low-Income Students	-42.7	-44.0	-45.9
Hispanic	-42.2	-43.6	-45.7
Homeless	-88.6	-77.6	-82.8
English Learners	-73.4	-91.1	-86.8
Students with Disabilities	-98.8	-97.2	-97.6
Foster Youth	-75.2	-142.5	-147.6
Long-Term English Learners	N/A**	N/A**	-147.4

Data Source: California School Dashboard

*No data displayed if fewer than 11 students

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

² Distance from Standard quantifies how far students are from meeting the required academic standards

Mathematics

Student Groups in the Red Performance Level

- 1. Students Experiencing Homelessness
- 2. Long-Term English Learners
- 3. Students with Disabilities

In table 2 below, the mathematics *Distance (points) From Standard* data from 2022 to 2024 shows ongoing and significant achievement disparities across student groups. Asian students consistently perform well above standard, showing strong and steady improvement from +31.4 points above standards in 2022 to +43.9 points above standard in 2024. White students demonstrated growth over the three-year span, moving from slightly below standard in 2022 to just above standard in 2024. Filipino students, initially above standard in 2022 and 2023, declined slightly to -0.9 in 2024, indicating a need for closer monitoring. Students identifying as Two or More Races made gradual progress but remained below standard, improving from -17.7 points below standard to -9.1 points below standard. Pacific Islander students, while showing minor recovery in 2024, remained over 45 points below standard, reflecting ongoing academic need.

African American students remained between 66 and 74 points below standard, showing only marginal improvement. The district wide average (All VUSD Students) improved modestly, from -59.7 points below standard in 2022 to -53.7 points below standard in 2024, but remains significantly below standard. Hispanic and low-income students showed little progress and continue to perform more than 78 points below standard. English Learners saw a worsening trend in 2023, followed by slight improvement in 2024, yet still remained over 113 points below standard. Students with Disabilities performed more than 120 points below standard in all three years, indicating ongoing academic challenges. Homeless students consistently performed far below standard, at 117.6 points below standard in 2024. Foster Youth also demonstrated very low performance levels, with data suppressed in 2024 due to the low number of students in that student group. Most concerning is the performance of Long-Term English Learners, who appeared in the dataset for the first time in 2024 at 199.2 points below standard.

Overall, while a few student groups demonstrate positive momentum, the majority, especially English Learners, Students with Disabilities, Homeless and Foster Youth, and Low-Income students, are facing significant academic deficits in mathematics. These data underscore a need for targeted instructional supports, resource alignment, and systemic intervention to close longstanding and widening opportunity gaps.

Table 2: Mathematics - Distance (points) from Standard³ (2022-2024)

Student Group	2022	2023	2024
Asian	+31.4	+40.6	+43.9
Filipino	+6.20	+4.6	-0.90
White	-9.30	-5.7	+1.40
Two or More Races	-17.7	-16.6	-9.10
Pacific Islander	-38.3	-48.4	-45.4
African American	-73.7	-68.2	-66.9
American Indian	-71.1	-61.0	-67.6
All VUSD Students	-59.7	-56.5	-53.7
Hispanic	-82.6	-79.6	-79.5
Low-Income Students	-83.1	-16.6	-78.1
Homeless	-125.5	-109.8	-117.6
English Learners	-104.5	-117.3	-113.4
Students with Disabilities	-128.3	-123.7	-125.6
Foster Youth	-126.3	-114.7	-170.4
Long Term English Learners	**N/A	**N/A	-199.2

Data Source: California School Dashboard

**No data displayed if fewer than 11 students*

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

³ Distance from Standard quantifies how far students are from meeting the required academic standards

Graduation Rate

Student Groups in the Red Performance Level

1. Students with Disabilities

In table 3 below, graduation rate data from 2022 to 2024 shows steady overall performance across the district, with some student groups making notable gains while others continue to lag behind. The district wide graduation rate (All VUSD Students) held relatively steady, rising slightly from 85.9% in 2023 to 86.8% in 2024. Asian and White students maintained high graduation rates, both consistently above 90% by 2024. Filipino students appeared in the data for the first time in 2024 with a graduation rate of 90.9%, aligning with other high-performing groups. Students identifying as Two or More Races demonstrated continuous improvement over the three years, reaching 93.3% in 2024. In contrast, African American students made significant progress from 77.8% in 2022 to a peak of 86.7% in 2023, then slightly declined to 85.2% in 2024. Hispanic students showed a gradual and positive upward trend, increasing from 83.6% in 2022 to 84.9% in 2024, while low-income students followed a similar trajectory, reaching 86.0% by 2024.

However, persistent disparities remain among the district’s most vulnerable student populations. English Learners, while showing improvement from 59.8% in 2022 to 69.0% in 2024, continue to graduate at significantly lower rates than their peers. Long-Term English Learners appeared for the first time in 2024 with a graduation rate of 71.9%, further emphasizing the need for sustained language development and academic support. Students with Disabilities experienced a sharp drop in graduation rate in 2023 to 58.6%, followed by a partial recovery to 64.4% in 2024, still well below the district average. Homeless students also showed a slow but positive increase, from 68.6% in 2022 to 72.7% in 2024. Graduation data for Pacific Islander and Foster Youth students were not reported, due to small student group sizes.

While the district's overall graduation rate remains stable, significant and persistent gaps exist for English Learners, Long-Term English Learners, Students with Disabilities, and Homeless students. These findings suggest a continued need for targeted interventions and support structures to ensure equitable access to graduation for all students.

Table 3: The Percentage of Students who Graduated (2022-2024)

Student Group	2022 (%)	2023 (%)	2024 (%)
Asian	96.2	90.7	91.2
Filipino	96.3	93.3	90.9

Student Group	2022 (%)	2023 (%)	2024 (%)
White	92.5	88.3	90.2
Two or More Races	85.2	92.6	93.3
Pacific Islander	100%	_*	_*
African American	77.8	86.7	85.2
American Indian	_*	_*	85.2
Hispanic	83.6	84.3	84.9
All VUSD Students	86.7	85.9	86.8
Low-Income Students	84.7	84.6	86.0
Homeless	68.6	69.9	72.7
English Learners	59.8	68.8	69.0
Students with Disabilities	67.2	58.6	64.4
Foster Youth	_*	_*	_*
Long Term English Learners	N/A**	N/A**	71.9

Data Source: California School Dashboard

**No data displayed if fewer than 11 students*

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

K-8 Chronic Absenteeism

Student Groups in the Red Performance Level

1. Foster Youth

Chronic absenteeism among K–8 students showed significant improvement from 2022 to 2024 (Table 4 below), following widespread attendance challenges during the pandemic. In 2022, pandemic-related disruptions led to high rates of chronic absenteeism across nearly all student groups, with over 40% of all students classified as chronically absent. By 2023, the district cut that rate nearly in half, from 41.3% to 23.5%, and further reduced it to 14.6% in 2024, demonstrating a strong districtwide recovery in student attendance. Asian and Filipino students posted the lowest chronic absenteeism rates in 2024, at 7.5% and 3.8% respectively, after also demonstrating the most significant three-year reductions. White students also showed considerable improvement, reducing from 34.4% in 2022 to 9.9% in 2024.

Students from historically underserved groups also made gains, though chronic absenteeism rates remain higher than the district average for many of these populations. Hispanic students reduced their rate from 44.4% in 2022 to 16.6% in 2024, while African American students improved from 41.2% to 16.1%. Low-income students, English Learners, and Students with Disabilities also showed positive three-year declines, but each group’s 2024 rates (17.3%, 16.7%, and 19.7%, respectively) remain slightly above the overall district average. Homeless students experienced one of the largest improvements, dropping from 59.0% in 2022 to 27.1% in 2024. However, Foster Youth saw an unusual trend; after a significant drop from 55.9% in 2022 to 24.0% in 2023, their chronic absenteeism rate rose again to 31.8% in 2024, suggesting instability or access-related challenges. Pacific Islander and American Indian students, although showing year-over-year improvement, continue to experience higher-than-average absenteeism, with rates above 25% in 2024. Long-Term English Learners were reported for the first time in 2024 with a rate of 24.4%, well above the district average.

Overall, the data reflect strong post-pandemic progress in student attendance, with encouraging trends across all student groups. However, the persistently elevated rates among some historically underserved populations, particularly Foster Youth, Pacific Islander, American Indian, and Long-Term English Learner students, indicate a continued need for targeted outreach, access supports, and family engagement strategies to ensure all students are consistently present and learning.

Table 4: Percentage of Students in Grades K-8 who are Chronically Absent (Ten Percent or More of the Instructional Days they were Enrolled) 2022-2024

Student Group	2022 (%)	2023 (%)	2024 (%)
Asian	18.9	14.3	7.5
Filipino	25.2	12.3	3.8
White	34.4	17.2	9.9
Two or More Races	36.5	20.1	12.6

Student Group	2022 (%)	2023 (%)	2024 (%)
Pacific Islander	66.7	34.9	28.1
African American	41.2	25.9	16.1
American Indian	46.7	32.1	26.7
Hispanic	44.4	26.0	16.6
All VUSD Students	41.3	23.5	14.6
Low-Income Students	45.2	27.0	17.3
Homeless	59.0	40.2	27.1
English Learners	47.7	27.8	16.7
Students with Disabilities	47.9	30.9	19.7
Foster Youth	55.9	24	31.8
Long Term English Learners	N/A**	N/A**	24.4

Data Source: California School Dashboard

**No data displayed if fewer than 11 students*

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

College/Career Readiness

Student Groups in the Red Performance Level: N/A

The percentage of high school graduates at the “Prepared” level on the College/Career Indicator (CCI) improved overall from 2023 to 2024, rising from 37.3% to 43.7%. This positive trend reflects growing readiness among graduates for postsecondary success, though significant disparities persist across student groups. Asian and Filipino students continue to demonstrate the highest levels of college and career preparedness, with rates increasing to 70.6% and 69.7%, respectively, in 2024. White students also made notable gains, improving from 51.7% to 62.6%, while students identifying as Two or More Races remained stable at approximately 57%.

Meanwhile, performance among historically underserved groups remains markedly lower. African American students improved slightly from 34.5% to 37%, but still lag far behind their peers. Hispanic students also made gains, rising from 28.6% in 2023 to 34.7% in 2024. However, the most concerning decline occurred among low-income students, whose preparedness rate dropped sharply from 30.3% to just 6.7% in one year, suggesting a potential data anomaly, cohort difference, or need for investigation. English Learners, Students with Disabilities, and Long-Term English Learners continued to show very low levels of preparedness, though all three student groups experienced small year-over-year improvements. English Learners rose from 6.2% to 11.1%, Students with Disabilities from 6.6% to 9.2%, and Long-Term English Learners entered the data set in 2024 at 9.9%. Homeless students showed no improvement, holding flat at 18.4% for both years. Data for Pacific Islander, American Indian, and Foster Youth students was suppressed due to small group sizes.

Although overall CCI “Prepared” rates are trending upward, the substantial and persistent gaps for English Learners, students with disabilities, low-income youth, and homeless students highlight an urgent need for equitable access to college and career preparatory coursework, supports, and pathways. Addressing these disparities will require coordinated intervention, expanded opportunity, and monitoring at both the site and district levels.

Table 5: Percentage of High School Graduates who are Placed in the “Prepared” Level on the College/Career Indicator (2023-2024)

Student Group	2023 (%)	2024 (%)
Asian	59.3	70.6
Filipino	62.1	69.7
White	51.7	62.6
Two or More Races	58.2	57.3
Pacific Islander	_*	_*
African American	34.5	37.0
American Indian	_*	_*
Hispanic	28.6	34.7
All VUSD Students	37.3	43.7

Student Group	2023 (%)	2024 (%)
Low-Income Students	30.3	6.70
Homeless	18.4	18.4
English Learners	6.20	11.1
Students with Disabilities	6.60	9.20
Foster Youth	_*	_*
Long Term English Learners	N/A**	9.90

Data Source: California School Dashboard

**No data displayed if fewer than 11 students*

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

(Note: No data reported for 2022)

K-12 Suspension Rates

Student Groups in the Red Performance Level: N/A

In table 6 below, suspension data from 2023 to 2024 shows a positive downward trend in the percentage of students suspended for at least one day, with overall district rates decreasing from 4.8% to 3.5%. Several student groups experienced meaningful reductions, including those with historically higher suspension rates. Hispanic students saw a notable decline from 5.5% to 3.9%, while White students dropped from 3.1% to 2.2%. Students identifying as Two or More Races decreased from 5.0% to 3.4%, and English Learners dropped from 5.6% to 4.2%. Suspensions among low-income students also declined, from 5.9% to 4.0%, aligning closely with the district wide improvement. The percentage of homeless students suspended decreased significantly, from 9.9% to 5.8%, and Students with Disabilities also showed substantial improvement, falling from 8.3% to 5.6%.

Foster Youth, while still experiencing the highest rate of suspensions among all student groups, improved markedly from 19.0% in 2023 to 13.2% in 2024, indicating progress, though the rate remains very high. Long-Term English Learners appeared in the dataset for the first time in 2024 with a suspension rate of 10.8%, which is more than triple the district average and points to a need for further investigation and support. African American students had persistently high suspension rates, only slightly decreasing from 5.9% to 5.7%, remaining well above the district

average. Conversely, Asian and Filipino students consistently maintained the lowest suspension rates, with both groups under 2% in 2024. Pacific Islander students dropped from 3.4% in 2023 to 0% in 2024, though this result may be influenced by a small population size.

Overall, the data reflect meaningful district wide improvement in reducing suspensions and a shift toward more equitable discipline practices. However, the persistently elevated rates among Foster Youth, African American students, Long-Term English Learners, and Students with Disabilities signal a continued need for targeted behavioral supports, culturally responsive practices, and early intervention strategies to ensure fair and supportive environments for all students.

Table 6: Percentage of Students in Grades K-12 who have been Suspended for at Least One Day in a Given School Year (2023-2024)

Student Group	2023 (%)	2024 (%)
Asian	1.50	1.80
Filipino	1.70	1.30
White	3.10	2.20
Two or More Races	5.00	3.40
Pacific Islander	3.40	0.00
African American	5.90	5.70
American Indian	2.30	2.10
Hispanic	5.50	3.90
All VUSD Students	4.80	3.50
Low-Income Students	5.90	4.00
Homeless	9.90	5.80
English Learners	5.60	4.20
Students with Disabilities	8.30	5.60

Student Group	2023 (%)	2024 (%)
Foster Youth	19.0	13.2
Long Term English Learners	N/A**	10.8

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

English Learner (EL) Progress

Student Groups in the Red Performance Level: N/A

In table 7 below, the percentage of English Learner (EL) students making progress toward English language proficiency has declined slightly over the three-year period from 2022 to 2024. In 2022, just over half of EL students (50.3%) demonstrated year-over-year growth in their English proficiency, but that percentage dropped to 46.8% in 2023 and further declined to 46.2% in 2024. While the rate of decline has slowed, the downward trend indicates that fewer than half of the district’s English Learners are currently meeting expected progress benchmarks. This persistent underperformance suggests a need for increased attention to the quality and consistency of designated and integrated English Language Development (ELD) instruction, as well as targeted supports for Long-Term English Learners and students at risk of stagnating. Improving EL progress will require intentional strategies focused on language-rich instruction, early identification of students falling behind, and professional development for educators on effective ELD practices.

Table 7: Percentage of English Learner Students Making Progress Towards English Language Proficiency (2022-2023)

Student Group	2022 (%)	2023 (%)	2024 (%)
English Learners	50.3	46.8	46.2
Long-Term English Learners	N/A**	N/A**	43.6

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

Equity

Over the past three years, Vista Unified has made measurable progress in closing equity gaps, as reflected in the California School Dashboard. In 2022, five student groups were assigned Red performance levels across four state indicators. By 2023, that number decreased to three student groups across four indicators. These three student groups, English learners, students with disabilities, and foster youth remain at the center of our LCAP strategies, and our targeted support will continue throughout the LCAP cycle.

In 2024, only one student group, students with disabilities, remained in the Red performance level on two indicators: academic performance and graduation rate. This progress over the last three years demonstrates the district's efforts on equity-driven actions with focused interventions, resource allocation, and accountability systems aimed at improving outcomes for our most underserved students. However, while progress has been made, the continued challenges facing students with disabilities affirms our responsibility to deepen our equity work.

Table 8: District Level - State Indicators Assigned Red Performance Levels by Student Group (2022, 2023, and 2024)

	Academics Pupil Achievement			Graduation Rate Pupil Engagement			Suspension Rate School Climate			Chronic Absenteeism Pupil Engagement			College/Career Pupil Outcomes	
Student Group	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2023	2024
African American							Priority 6			Priority 5				
English Learner	Priority 4	Priority 4		Priority 5						Priority 5			Priority 8	
Foster Youth	Priority 4	Priority 4					Priority 6	Priority 6		Priority 5				
Homeless	Priority 4						Priority 6			Priority 5				
SWD	Priority 4	Priority 4	Priority 4	Priority 5	Priority 5	Priority 5	Priority 6	Priority 6		Priority 5			Priority 8	

Despite some persistent challenges, Vista Unified has shown growth in key areas over the past two years. In 2023, we improved in five of the six state measures. Math scores rose, suspension rates declined, and the graduation rate held steady. One of our most significant improvements was in attendance, with chronic absenteeism dropping by 17.8 percentage points in 2023, one of the most improved metrics districtwide. That positive trend continued in 2024, with stronger systems in place for student support and re-engagement. College and career readiness also improved, with more students graduating prepared for post-secondary success. These gains reflect the shared commitment of our educators, site leaders, support staff, students, and families to improving student outcomes and fostering a positive learning environment.

At the same time, we recognize the continued need for improvement in English Language Arts and mathematics. ELA scores declined slightly in 2023 and remained flat into 2024 based on internal assessments. English Learners in particular continue to struggle with both academic proficiency and language acquisition. The percentage of English Learners demonstrating adequate growth on the English Language Proficiency Assessments for California (ELPAC) declined, and reclassification rates dropped from 14.7% in 2023 to 12% in 2024. These findings have led to an expanded focus on supporting teachers with professional learning in integrated and designated English Language Development (ELD) instruction, strengthening dual language pathways, and increasing support for multilingual learners.

To address these challenges and sustain recent gains, Vista Unified's initiatives are guided by four strategic focus areas:

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

In the area of *Access*, educators apply Universal Design for Learning (UDL) principles to design proactive, inclusive instruction. Schools support lesson planning that incorporates differentiated instruction and flexible grouping, monitored through observations, equity walks, the Fidelity Integrity Assessment (FIA), and lesson plan reviews. For *Achievement*, we use a combination of internal and external data sources to monitor progress toward grade-level proficiency in reading, writing, and mathematics. Our *Attendance* efforts are grounded in a districtwide goal of 96% average daily attendance, and the progress we've made reflects a shift toward proactive engagement with students and families. *Attitude* is cultivated through district wide implementation of Positive Behavioral Interventions and Supports (PBIS), which create safe, inclusive, and culturally responsive school environments.

These four focus areas are supported by a systemwide commitment to Continuous Improvement. All district and site teams are engaged in identifying and pursuing Wildly Important Goals (WIGs) that are meaningful, measurable, and aligned to student outcomes. We monitor progress using both Leading Indicators (such as lesson fidelity, formative assessments, and engagement data) and Lagging Indicators (such as state scores, graduation rates, and Dashboard results). We implement Plan-Do-Study-Act (PDSA) cycles to test, refine, and scale strategies in real time, ensuring that decisions are responsive to data and student needs.

This work is guided by Vista Unified's Framework for the Future, which reflects our commitment to long-term student success. Our vision is that every student graduates from Vista Unified as a resilient, agile learner and creative problem solver who navigates the world with confidence and kindness and eagerly embraces local and global challenges. Our Learner Portrait envisions students who are kind and confident, curious and connected, and capable and knowledgeable. Our Adult Portrait describes educators and leaders as compassionate champions, flexible and innovative facilitators, and open-minded, equity-centered learners. Our Systems Portrait commits to inclusive cultures focused on growth, joyful and rigorous learning environments, future-ready systems, and strong family and community partnerships.

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

As required, in year one of the three-year LCAP cycle, we identified schools that were assigned Red performance levels on the 2023 Dashboard. This data, as follows, will remain in the LCAP during the three-year LCAP cycle. The LCAP also outlines specific actions to address identified areas for improvement.

LCAP Required Action Criteria:*

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

School	CA School Dashboard Indicator	Student Group	*LCAP Required Action Criteria	LCAP Actions	LCAP Actions Added to 2025-26 LCAP based on 2024 Dashboard
Alta Vista High (Continuation)	College/Career	All	1	1.2, 4.9, 4.11, 5.4	
Alta Vista High (Continuation)	Graduation Rate	All	1	11.1	
Bobier Elementary	English Language Arts	All	1	3.3, 3.4, 4.3, 4.4, 4.10	
Foothill Oak Elementary	English Language Arts	All	1	3.3, 3.4, 4.3, 4.4, 4.10	
Major General Raymond Murray High	College/Career	All	1	1.2, 4.9, 4.11, 5.4, 8.4	
Major General Raymond Murray High	Math	All	1	8.1	
Rancho Minerva Middle	English Language Arts	All	School closure June 2024		
Rancho Minerva Middle	Math	All			
Roosevelt Middle	English Language Arts	All	1	3.3, 3.4, 4.3, 4.4, 4.10	
Roosevelt Middle	Suspension Rate	All	1	3.2	
Vista High	Math	All	1	3.3, 3.4, 4.3, 4.4, 4.10	
Vista Visions Academy	Chronic Absenteeism	All	1	3.1	11.3
Vista Visions Academy	Math	All	1	3.3, 3.4, 4.3, 4.4, 4.10	11.1, 11.2

District	<u>CA School Dashboard Indicator</u>	Student Group	*LCAP Required Action Criteria	LCAP Actions that Align with the District's Differentiated Assistance Qualifications	
Vista Unified	College/Career	English Learner	2	1.2, 4.9, 4.11, 5.4	
Vista Unified	College/Career	Students with Disabilities	2	1.2, 4.9, 4.11, 5.4	
Vista Unified	English Language Arts	English Learner	2	3.3, 3.4, 4.3, 4.4, 4.10	
Vista Unified	English Language Arts	Foster Youth	2	3.3, 3.4, 4.3, 4.4, 4.10	
Vista Unified	English Language Arts	Students with Disabilities	2	3.3, 3.4, 4.3, 4.4, 4.10	
Vista Unified	Graduation Rate	Students with Disabilities	2	3.1, 7.1, 7.2	
Vista Unified	Math	English Learner	2	3.3, 3.4, 4.3, 4.4, 4.10	
Vista Unified	Suspension Rate	Foster Youth	2	3.2	
Vista Unified	Suspension Rate	Homeless	2	3.2	
Vista Unified	Suspension Rate	Students with Disabilities	2	3.2	
School	<u>CA School Dashboard Indicator</u>	Student Group	*LCAP Required Action Criteria	LCAP Actions	LCAP Actions Added to 2025-26 LCAP based on 2024 Dashboard
Alamosa Park Elementary	English Language Arts	Students with Disabilities	3	3.3, 3.4, 4.3, 4.4, 4.10	
Alamosa Park Elementary	Suspension Rate	Socioeconomically Disadvantaged	3	3.2	
Alamosa Park Elementary	Suspension Rate	Students with Disabilities	3	3.2	
Alta Vista High (Continuation)	College/Career	Hispanic	3	9.1, 9.2, 9.3	
Alta Vista High (Continuation)	College/Career	Socioeconomically Disadvantaged	3	9.1, 9.2, 9.3	
Alta Vista High (Continuation)	Graduation Rate	Hispanic	3	9.1, 9.2, 9.3	
Alta Vista High (Continuation)	Graduation Rate	Socioeconomically Disadvantaged	3	9.1, 9.2, 9.3	
Beaumont Elementary	English Language Arts	English Learner	School closure June 2024		
Beaumont Elementary	English Language Arts	Students with Disabilities			
Bobier Elementary	English Language Arts	English Learner	3	3.3, 3.4, 4.3, 4.4, 4.10	
Bobier Elementary	English Language Arts	Hispanic	3	3.3, 3.4, 4.3, 4.4, 4.10	
Bobier Elementary	English Language Arts	Socioeconomically	3	3.3, 3.4, 4.3, 4.4, 4.10	

		Disadvantaged			
Bobier Elementary	English Learner Progression	English Learner	3	4.1, 4.3, 4.4, 4.10, 4.11	
Bobier Elementary	Math	English Learner	3	3.3, 3.4, 4.3, 4.4, 4.10	
Bobier Elementary	Suspension Rate	Homeless	3	3.2	
Breeze Hill Elementary	Suspension Rate	African American	3	3.2	
Foothill Oak Elementary	English Language Arts	English Learner	3	3.3, 3.4, 4.3, 4.4, 4.10	
Foothill Oak Elementary	English Language Arts	Hispanic	3	3.3, 3.4, 4.3, 4.4, 4.10	
Foothill Oak Elementary	English Language Arts	Socioeconomically Disadvantaged	3	3.3, 3.4, 4.3, 4.4, 4.10	
Foothill Oak Elementary	English Language Arts	Students with Disabilities	3	3.3, 3.4, 4.3, 4.4, 4.10	
Foothill Oak Elementary	English Learner Progression	English Learner	3	4.1, 4.3, 4.4, 4.10, 4.11	
Foothill Oak Elementary	Math	English Learner	3	3.3, 3.4, 4.3, 4.4, 4.10	
Grapevine Elementary	English Language Arts	English Learner	3	3.3, 3.4, 4.3, 4.4, 4.10	
Grapevine Elementary	English Language Arts	Students with Disabilities	3	3.3, 3.4, 4.3, 4.4, 4.10	
Grapevine Elementary	Math	Students with Disabilities	3	3.3, 3.4, 4.3, 4.4, 4.10	
Hannalei Elementary	English Language Arts	English Learner	3	3.3, 3.4, 4.3, 4.4, 4.10	
Hannalei Elementary	English Language Arts	Students with Disabilities	3	3.3, 3.4, 4.3, 4.4, 4.10	
Hannalei Elementary	English Learner Progression	English Learner	3	4.1, 4.3, 4.4, 4.10, 4.11	
Hannalei Elementary	Math	Students with Disabilities	3	3.3, 3.4, 4.3, 4.4, 4.10	
Madison Middle	English Language Arts	English Learner	3	3.3, 3.4, 4.3, 4.4, 4.10	
Madison Middle	English Language Arts	Students with Disabilities	3	3.3, 3.4, 4.3, 4.4, 4.10	
Madison Middle	Math	English Learner	3	3.3, 3.4, 4.3, 4.4, 4.10	
Madison Middle	Math	Hispanic	3	3.3, 3.4, 4.3, 4.4, 4.10	
Madison Middle	Math	Students with Disabilities	3	3.3, 3.4, 4.3, 4.4, 4.10	
Major General Raymond Murray High	College/Career	Hispanic	3	8.4	
Major General Raymond Murray High	College/Career	Socioeconomically Disadvantaged	3	8.4	
Major General Raymond Murray High	English Language Arts	Socioeconomically Disadvantaged	3	8.1	
Major General Raymond Murray High	Math	Hispanic	3	8.1	
Major General Raymond Murray High	Math	Socioeconomically Disadvantaged	3	8.1	

Major General Raymond Murray High	Suspension Rate	English Learner	3	8.3	
Maryland Elementary	English Language Arts	English Learner	3	3.3, 3.4, 4.3, 4.4 ,4.10	
Maryland Elementary	Math	English Learner	3	3.3, 3.4, 4.3, 4.4, 4.10	
Mission Vista High	Suspension Rate	Students with Disabilities	3	3.2	
Monte Vista Elementary	Suspension Rate	Hispanic	3	3.2	
Rancho Buena Vista High	English Learner Progression	English Learner	3	4.1, 4.3, 4.4, 4.10, 4.11	
Rancho Buena Vista High	Graduation Rate	English Learner	3	3.1, 7.1, 7.2	
Rancho Buena Vista High	Graduation Rate	Students with Disabilities	3	3.1, 7.1, 7.2	
Rancho Buena Vista High	Math	Students with Disabilities	3	3.3, 3.4, 4.3, 4.4, 4.10	
Rancho Buena Vista High	Suspension Rate	Homeless	3	3.2	
Rancho Minerva Middle	English Language Arts	English Learner	School closure June 2024		
Rancho Minerva Middle	English Language Arts	Hispanic			
Rancho Minerva Middle	English Language Arts	Socioeconomically Disadvantaged			
Rancho Minerva Middle	English Language Arts	Students with Disabilities			
Rancho Minerva Middle	Math	English Learner			
Rancho Minerva Middle	Math	Hispanic			
Rancho Minerva Middle	Math	Homeless			
Rancho Minerva Middle	Math	Socioeconomically Disadvantaged			
Rancho Minerva Middle	Math	Students with Disabilities			
Rancho Minerva Middle	Suspension Rate	Homeless			
Rancho Minerva Middle	Suspension Rate	Socioeconomically Disadvantaged			
Rancho Minerva Middle	Suspension Rate	Students with Disabilities			
Roosevelt Middle	Chronic Absenteeism	English Learner	3	3.1	
Roosevelt Middle	English Language Arts	English Learner	3	3.3, 3.4, 4.3, 4.4, 4.10	
Roosevelt Middle	English Language Arts	Hispanic	3	3.3, 3.4, 4.3, 4.4, 4.10	
Roosevelt Middle	English Language Arts	Homeless	3	3.3, 3.4, 4.3, 4.4, 4.10	
Roosevelt Middle	English Language Arts	Socioeconomically Disadvantaged	3	3.3, 3.4, 4.3, 4.4, 4.10	
Roosevelt Middle	English Language Arts	Students with Disabilities	3	3.3, 3.4, 4.3, 4.4, 4.10	

Roosevelt Middle	Math	English Learner	3	3.3, 3.4, 4.3, 4.4, 4.10	
Roosevelt Middle	Suspension Rate	Hispanic	3	3.2	
Roosevelt Middle	Suspension Rate	Socioeconomically Disadvantaged	3	3.2	
T.H.E Leadership Academy	English Learner Progression	English Learner	3	4.1, 4.3, 4.4, 4.10, 4.11	
Vista High	College/Career	English Learner	3	1.2, 4.9, 4.11, 5.4	
Vista High	College/Career	Students with Disabilities	3	1.2, 4.9, 4.11, 5.4	
Vista High	English Language Arts	English Learner	3	3.3, 3.4, 4.10	
Vista High	English Language Arts	Students with Disabilities	3	3.3, 3.4, 4.10	
Vista High	Graduation Rate	Students with Disabilities	3	3.1, 7.1, 7.2	
Vista High	Math	English Learner	3	3.3, 3.4, 4.3, 4.4, 4.10	
Vista High	Math	Hispanic	3	3.3, 3.4, 4.3, 4.4, 4.10	
Vista High	Math	Socioeconomically Disadvantaged	3	3.3, 3.4, 4.3, 4.4, 4.10	
Vista High	Math	White	3	3.3, 3.4, 4.3, 4.4, 4.10	
Vista High	Suspension Rate	Homeless	3	3.2	
Vista High	Suspension Rate	Students with Disabilities	3	3.2	
Vista Innovation and Design Academy	English Language Arts	English Learner	3	3.3, 3.4, 4.3, 4.4, 4.10	
Vista Innovation and Design Academy	English Language Arts	Students with Disabilities	3	3.3, 3.4, 4.3, 4.4, 4.10	
Vista Innovation and Design Academy	Math	English Learner	3	3.3, 3.4, 4.3, 4.4, 4.10	
Vista Innovation and Design Academy	Math	Hispanic	3	3.3, 3.4, 4.3, 4.4, 4.10	
Vista Innovation and Design Academy	Math	Students with Disabilities	3	3.3, 3.4, 4.3, 4.4, 4.10	
Vista Innovation and Design Academy	Suspension Rate	English Learner	3	3.2	
Vista Innovation and Design Academy	Suspension Rate	Students with Disabilities	3	3.2	
Vista Magnet Middle School	Chronic Absenteeism	Multiracial	3	3.1	
Vista Magnet Middle School	Chronic Absenteeism	Students with Disabilities	3	3.1	
Vista Magnet Middle School	Suspension Rate	English Learner	3	3.2	
Vista Visions Academy	Chronic Absenteeism	Hispanic	3	3.1	

Vista Visions Academy	Chronic Absenteeism	Socioeconomically Disadvantaged	3	3.1	11.3
Vista Visions Academy	Math	Hispanic	3	3.3, 3.4, 4.3, 4.4, 4.10	11.1, 11.2
Vista Visions Academy	Math	Socioeconomically Disadvantaged	3	3.3, 3.4, 4.3, 4.4, 4.10	11.1, 11.2

Learning Recovery and Emergency Block Grant (LREBG)

Vista Unified has unexpended LREBG funds for the 2025-26 school year. LREBG funded actions may be found in the following **goals and actions** table.

Additional information, including a research based rationale, metrics, and the amount of LREBG funds used for each action can be found in the Goals and Actions section beginning on page 41.

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

Goal #	LREBG Needs Assessment and Use of Funds
1	Goal 1 does not have any actions that are supported with LREBG funds.
2	Goal 2 does not have any actions that are aligned with the allowable uses of the LREBG.
3	The LREBG needs assessment confirmed findings from the 2025 California Healthy Kids Survey indicated that while overall student emotional distress declined in 2024–25, significant disparities persist across race/ethnicity, disability status, and grade level. In particular, multiracial and African American students, along with students with IEPs, continue to report elevated levels of emotional distress in certain grade levels, an identified contributing factor to chronic absenteeism. In response, Goal 3, Actions 1 and 2 focus on maintaining differentiated supports and wellness initiatives that help students manage emotions and build effective coping strategies. These actions align with the allowable uses of LREBG funds in the area of mental health

	support services.
4	The LREBG needs assessment confirmed findings from the 2024 California School Dashboard regarding ELA and math performance. An analysis of state and local data identified Long-Term English Learners (LTELs), English Learners (ELs), students with disabilities, homeless students, low-income students, and Hispanic students as the groups most in need of academic support. These student groups consistently performed well below standard and exhibited either declining performance or limited progress over time. In response, Goal 4, Actions 2–5 and Actions 9–11 are designed to address these academic disparities and align with the allowable uses of LREBG funds for implementing supplemental academic services .
5	The LREBG needs assessment supported findings from the 2024 California School Dashboard related to suspension. A review of both state and local data revealed persistently elevated suspension rates among foster youth, African American students, Long-Term English Learners, and students with disabilities, highlighting an ongoing need for MTSS and behavioral support. In response, Goal 5, Action 5 is designed to address the needs of these student groups by providing professional learning for teachers and paraprofessionals on MTSS and behavioral supports; this aligns with the allowable uses of LREBG funds in the area of social-emotional learning initiatives .
6	The LREBG needs assessment confirmed findings from the 2024 California School Dashboard related to ELA and math performance. An analysis of state and local data identified Long-Term English Learners (LTELs), English Learners (ELs), students with disabilities, homeless students, low-income students, and Hispanic students as those with the greatest need for academic support. These groups consistently performed well below standard and showed either declining outcomes or limited academic growth over time. To help address these persistent gaps, the district will continue implementing Universal Design for Learning (UDL) as a strategy to remove barriers to learning and create more accessible learning environments. In alignment with these priorities, Goal 6, Action 1 focuses on supporting the academic needs of these student groups and corresponds with the allowable uses of LREBG funds to enhance student learning .
7	The LREBG needs assessment supported findings from the California Healthy Kids Survey, the <i>School Engagement and Supports</i> domain, which showed a decline in the percentage of students who rated "School is Really Boring" at a seven or higher (out of ten) across grades seven, nine, and eleven from 2023–24 to 2024–25, indicating a modest improvement in student engagement. In Grade 7, the percentage decreased slightly from 44% to 43%, suggesting stable yet persistent perceptions of disengagement among middle school students. Grade 9 saw a decline from 40% to 36%, reflecting some improvement, though more than one-third of students in that grade still report high levels of boredom. The data indicate that student engagement remains an area of need. In response, Goal 7, Actions 1 and 2 are designed to address these engagement challenges and align with the allowable uses of LREBG funds to support expanded learning opportunities .

	programs.
8	Goal 8 does not have any actions that are supported with LREBG funds.
9	Goal 9 does not have any actions that are supported with LREBG funds.
10	Goal 10 does not have any actions that are supported with LREBG funds.

Reflections: Technical Assistance

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

Vista Unified School District (VUSD) is currently receiving Differentiated Assistance (DA) from the San Diego County Office of Education (SDCOE) and the California Collaborative for Educational Excellence (CCEE), consistent with the eligibility criteria outlined in Education Code sections 52071 and 52072. VUSD became eligible for technical assistance due to persistent performance challenges among students with disabilities (SWD), as indicated by the assignment of Red performance levels on multiple indicators on the California School Dashboard in both 2023 and 2024. Key areas of concern included low performance in English Language Arts, Mathematics, Graduation Rate, and Suspension Rate for students with disabilities (SWD), along with continued disproportionality in the identification of SWD, particularly among English learners.

In partnership with the SDCOE, Vista Unified has launched a coherent continuous improvement effort rooted in inquiry, equity, and collaborative problem-solving. All district-identified schools with Red indicators for students with disabilities, such as Bobier, Mission Meadows, Monte Vista, Vista Academy of Visual and Performing Arts, Madison MS, Roosevelt MS, VIDA MS, Vista Magnet MS, Rancho Buena Vista High School, and Vista High School, are actively engaged in this process. As part of the DA process, each of these schools was required to conduct a root cause analysis and implement a Plan-Do-Study-Act (PDSA) cycle to address the areas of need revealed on the Dashboard.

The work began with a districtwide data analysis phase, where teams reviewed multiple sources of information. This included student outcome data (e.g., CAASPP, attendance, course performance), equity-centered walkthroughs and observations, and educational partner voice data from students, families, and educators. The analysis revealed clear trends: higher-than-expected rates of disability identification (often over 20% in certain grade levels), disproportional identification of English Learners as SWD, and lower achievement and engagement outcomes for SWD.

Building on this analysis, district and school teams participated in structured Root Cause Analysis protocols such as Fishbone Diagrams and Driver Diagrams to deeply explore systemic causes. These sessions surfaced challenges in adult support systems, early intervention practices, staffing, inclusion structures, and the clarity of expectations for universal and differentiated instruction. Teams then developed site-specific theories of improvement, and each site is currently implementing PDSA cycles targeting a prioritized change idea.

This technical assistance effort is closely aligned with Vista Unified's broader continuous improvement system. The district has embedded a cycle of reflection and action grounded in Wildly Important Goals (WIGs) and the use of Leading and Lagging Indicators to monitor progress. Teams use PDSA cycles not only as a compliance tool, but as an embedded habit of practice to test, refine, and scale improvements that are contextually grounded and equity-focused.

All of this work is anchored in Vista Unified's Framework for the Future, which sets a clear vision for every student to graduate as a resilient, agile learner and creative problem solver. The integration of our Learner, Adult, and System Portraits ensures that our DA efforts are not

isolated initiatives, but part of a cohesive approach to inclusive excellence. Through our partnership with SDCOE and the ongoing commitment of school teams, Vista Unified is transforming technical assistance into a powerful opportunity for deeper learning, more responsive systems, and better outcomes for every student—especially those who have historically been underserved.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

1. Alta Vista High School

Support for Identified Schools

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

District Support for Developing Comprehensive Support and Improvement Plans:

1. Initial Assessment and Needs Analysis:

The district assisted Alta Vista High School (AVHS) in conducting a comprehensive needs assessment in April 2025. The analysis confirmed that AVHS continues to qualify for Comprehensive Support and Improvement (CSI) due to a persistently low graduation rate: 55.3% in 2024, a decline from 60% in 2023 and 73.7% in 2022. The needs assessment also revealed significant declines in academic performance. English Language Arts (ELA) scores dropped to 203.4 points below standard, and math performance fell to 287.1 points below standard, both showing substantial regressions compared to prior years. Additionally, only 20% of English Learners progressed at least one ELPI level in 2024, down from 35.3% in 2023 and 42.9% in 2022.

New findings from this year's assessment include a worsening academic trend across content areas, especially in mathematics, and a sharp decline in English Learner progress. These emerging trends indicate a need for more targeted, differentiated instruction and increased capacity in supporting long-term English Learners.

2. Resource Inequities Identified

Resource inequities impacting AVHS’s ability to serve students effectively: Limited instructional staff capacity to support English Learners and students with disabilities. To address these inequities, the district will ensure equitable resource distribution through CSI and Equity Multiplier funding and align personnel and materials to support student groups with the most pronounced needs.

3. Planning and Strategy Development:

The district will organize a series of improvement planning workshops with the AVHS leadership team. These sessions will guide the development of a focused and measurable CSI plan. Support will include: Training on goal-setting and evidence-based intervention

selection; use of district-provided planning templates; and review of exemplar plans. Focus areas will include improving graduation outcomes, increasing EL achievement, and closing instructional access gaps.

4. Resource Allocation:

The district will allocate funds specifically aimed at supporting the implementation of improvement strategies identified in AVHS's CSI plan. This will include funding for professional development such as EL strategies and academic intervention programs. AVHS will have access to educational experts who specialize in areas such as curriculum development, behavioral support, and data analysis to support the implementation of specific components of their improvement plan.

5. Professional Development and Capacity Building:

Staff at AVHS will participate in district-led training on: Differentiated instructional strategies aligned to MTSS and UDL principles; Implementation of BPL (Big Picture Learning) frameworks that support personalized learning; and Use of data dashboards and progress monitoring tools to drive decision-making.

6. Monitoring and Continuous Improvement:

The district will help AVHS establish systems to regularly track progress toward its CSI goals. Monitoring will include: Quarterly reviews of attendance, graduation rates, and assessment data; Feedback loops through the SSC and ELAC; and Mid-year check-ins with district support teams to refine interventions.

Together, these supports are designed to build site-level capacity, accelerate student achievement, and improve long-term outcomes for AVHS students.

Monitoring and Evaluating Effectiveness

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

The district will engage in a structured and data-informed process to monitor and evaluate the implementation and effectiveness of Alta Vista High School's (AVHS) Comprehensive Support and Improvement (CSI) plan. This process is designed to ensure that identified interventions are leading to measurable improvement in student outcomes, as described in the CSI plan.

1. Continuous Data Collection

The district will regularly collect and analyze data on key performance indicators, including: academic achievement (e.g., CAASPP ELA and math scores); graduation rates, as reported on the California School Dashboard; attendance rates and chronic absenteeism; discipline and

suspension rates; and English Learner progress (ELPI). The graduation rate reported on the 2025 CA Dashboard will serve as a primary measure of the plan's effectiveness, given AVHS's CSI identification is based on this indicator.

In addition to Dashboard metrics, the district will collect site-level data through Aeries and CALPADS, and gather feedback from teachers, students, parents, and administrators through surveys and interviews. These multiple measures will help evaluate both the implementation and perceived effectiveness of strategies included in the CSI plan.

2. Regular Progress Reviews

Progress monitoring meetings will be held with AVHS leadership and educational partners. During these meetings, the district will: Review and interpret both local data and CA Dashboard results, including increases in the graduation rate on the 2025 Dashboard as a key indicator of impact; Identify patterns and trends across student groups; and examine the fidelity of implementation of the identified evidence-based interventions. These reviews will ensure that the plan remains responsive to student needs.

3. Adjustment of Strategies

Based on analysis of the data and ongoing educational partner input, the district will support AVHS in making necessary adjustments to the CSI plan. This may include: reallocating funds to higher-impact strategies; scaling up successful interventions; and discontinuing efforts that have not demonstrated measurable results. All adjustments will be made collaboratively with educational partners, ensuring the plan remains aligned with the school's goals and the broader needs of its students and families.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administrator Forum	LCAP feedback sessions were held on February 12, 2025 with secondary principals, February 19 with elementary principals, and February 25 and 27, 2025 with elementary and secondary assistant principals.
Parents/Guardians, Students, Teachers, Staff, Administrators and Educational Community	A survey was made available to our educational partners via the district website from December 16, 2024 through the end of April, 2025. During that same period, the survey was also shared through the <i>Superintendent’s Community Update</i> email.
	To further engage our educational partners, two virtual LCAP Community Forums were held on January 23 and February 12, 2025, along with four in-person LCAP Community Forums held on February 19, February 20, March 11, and March 20, 2025.
	The California Healthy Kids Survey was also administered to parents/guardians, students, and staff from March 10 through 21, 2025.
District English Learner Advisory Committee (DELAC)	The first DELAC presentation, held on March 24, 2025 focused on gathering feedback regarding the 2024-25 LCAP to identify what was effective and what could be improved. A second presentation was held on April 21, 2025 to collect input on the proposed 2025-26 LCAP.
District Parent Advisory Committee (DPAC)	The first DPAC presentation, held on March 25, 2025 focused on gathering feedback on the 2024-25 LCAP to assess what was effective and identify areas for improvement. A second presentation was held on April 22, 2025 to gather input on the proposed 2025-26 LCAP.

Educational Partner(s)	Process for Engagement
Superintendent's Council for Innovative Learning	On February 20, 2025, a LCAP feedback session was held with the Superintendent's Council for Innovative Learning. This council is composed of 21 students in grades 11 and 12 representing all six high schools. Its purpose is to provide feedback and recommendations to the Superintendent and Board of Trustees on the implementation of Framework for the Future 2.0 , with an emphasis on the Learner Portrait.
Special Education Local Plan Areas (SELPA)	A meeting with SELPA was held April 22, 2025 to review the most recent data on students with disabilities and to gather feedback and guidance.
Special Education: Parents and Families	On January 14, 2025 an LCAP feedback session was held with parents and families of students with disabilities to gather their input and perspectives.
K-12 Student Forums	Over the course of several weeks, each school site held a student focus group facilitated by Teachers on Special Assignment (TOSAs). Each group consisted of approximately twenty students, representing all 25 campuses.
Vista Teachers Association (VTA) and CSEA (Unions)	An LCAP feedback session with classified staff was held on February 2, 2025. An additional session was conducted with the VTA Representative Council on February 10, 2025.
Vista Unified Council Parent Teacher Association (VUCPTA) Executive Board	On February 25, 2025, a LCAP Feedback session was held with the executive board of the VUCPTA to gather input.
Equity Multiplier Schools	Alta Vista High School (AVHS): On March 4 and May 6, 2025 data was presented to a combined meeting of AVHS's School Site Council and Community School Council to develop an equity multiplier focus goal to address the unmet needs of specific student groups.
	California Avenue: On May 27, 2025, data was presented to California Avenue's School Site Council to address the needs of their only student group - students with disabilities. This was for rollover funds only as California Avenue is not an equity multiplier school for 2025-26.
	Major General Raymond Murray High School (MGMHS): On March 6 and May 8, data was presented to a combined meeting of MGMHS's School Site Council and Community School Council to develop an equity multiplier focus goal to address the unmet needs of specific student groups.
	Vista Visions Academy (VVA): On May 22, data was presented to VVA's School Site Council to develop an equity multiplier focus goal to address the unmet needs of specific student groups.

Educational Partner(s)	Process for Engagement
VUSD School Board	At the April 17, 2025 Regular Board meeting, a summary of the LCAP feedback from our educational partners was presented to the Board of Trustees, organized by themes for their review and input. At the April 24, 2025 Special Board Meeting, a review and discussion of the draft 2025-26 LCAP was conducted. The LCAP was presented for public hearing on June 12, allowing for feedback from the Board of Trustees and members of the public. No public comments were received during the hearing. On June 26, 2025, the LCAP was brought to the Board of Trustees for approval and was formally adopted at that meeting.

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

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

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

Educational Partner Survey Themes

Community and family engagement important

Spanish Speaking Community Themes

- Clarity on parental rights
- Family and student resources & how to get help
- Increased communication of academic opportunities
- Simplified communications (including paper fliers)

Overall Themes

Communication & input

District English Language Advisory Committee (DELAC)

Community liaisons

District Parent Advisory Committee (DPAC)

School Websites

Workshops - *How can I help my kid is...*

Vista Unified Council of Parent Teacher Associations (VUCPTA)

Community liaisons

Translators

Goal 2: Maintain high-quality facilities and resources to ensure optimal conditions for learning.

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

Educational Partner Survey Themes

Facilities and learning environments

Staff Themes

Facilities

Site Administrator Themes

Facilities and maintenance

Student Themes

Facilities & fields

Technology - battery issues

Overall Themes

Facilities

Technology

DELAC

Noon Duties

DPAC

Chromebook issues - mostly battery life and power cords

Noon Duties

Parents of Students with Disabilities

communication from high schools - need to know resources for families and students

Vista Unified Council of Parent Teacher Associations (VUCPTA)

Noon duties

Chromebook battery issues

Facilities

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

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

Educational Partner Survey Themes

Mental health, social-emotional learning, behavior

Staff

Systems:

- Mental health
- Behavior/Discipline

Site Administrator Themes

Mental health & behavior

Student Themes

Behavior & discipline

Belonging & mental health

Positive relationships

Overall Themes

Mental health & behavior

Relationships & connection

DPAC

Counselors

Social emotional learning lessons

Social media lessons

Alternatives to suspension

Parents of Students with Disabilities

AM/PM Program

Extended learning program

Positive Behavior Supports (PBIS)

SELPA

SST Procedures and tiered strategies of support

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

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

Educational Partner Survey Themes

Academic rigor and differentiation important

Extracurriculars (especially athletics)

Spanish Speaking Community Themes

Increased tutoring

School transportation

Student Themes

Classroom Experiences

- Choice, connected to their futures & hands-on

Extracurriculars

DELAC

English Language Development Resource Teachers (ELD RTs)

Reclassification

Field Trips

After school support for English learners

Extra support for English learners with IEPs

DPAC

Field Trips

Vista Unified Council of Parent Teacher Associations (VUCPTA)

Transportation for athletics
Athletics

SELPA

Professional learning and workshops on ELD curriculum and strategies for dually identified students

Goal 5: *Strengthen workforce development and support systems with **high quality, flexible, and adaptable staff** to improve educational outcomes*

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

Educational Partner Survey Themes

Staffing stability and reducing staffing shortages

Spanish Speaking Community Themes

Increased bilingual staff (particularly with English Language Development Resource Teachers (ELD RT) & classroom teachers

Staff

Collaboration
Communication & input
Professional learning & initiatives
Focus & workload
Staffing stability & shortages

Site Administrator Themes

Staffing difficulties
Streamline professional learning & initiatives

Overall Themes

Consistency
Focus & streamline initiatives
Staffing

Goal 6: *Implement and optimize a comprehensive **performance framework** for improved student support and achievement*

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

Overall Themes

Engaging learning

Goal 7: Enhance *personalized learning* through comprehensive career and educational pathways.

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

Educational Partner Survey Themes

Real life and real world learning opportunities

Site Administrator Themes

Real world learning opportunities & career exploration (start early)

Overall Themes

Real world applications

DPAC

Internships

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

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

School Site Council and Community Schools Council

After school support for English learners

Extra support for English learners with IEPs

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

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

School Site Council Community Schools Council

Targeted tutoring programs (Hispanic and low-income)

After school support for English learners, Hispanic, and low-income including credit recovery options

Goal 10: *Equity Multiplier School - California Avenue School: Improve the educational outcomes for students with disabilities by implementing a comprehensive professional learning program that addresses ELD support for dually identified English learners.*

For the 2025-26 school year, California Avenue does not qualify for the Equity Multiplier grant. Actions will be supported by 2024-25 grant rollover funds. A summary of our educational partner input that influenced Goal 10 action items is provided below.

School Site Council

Continue teacher professional development to support dually identified students (students with disabilities and English learners).

Goal 11: *New 2025-26 Equity Multiplier School - Vista Visions Academy: Increase the **high school graduation rate** for all students by 10 percentage points and decrease **chronic absenteeism** for all students by 10 percentage points each year.*

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

School Site Council

Parent feedback: engagement strategies and interventions to support academic outcomes

Goals and Actions

LCAP Goal 1 - Engagement

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

State Priorities addressed by this goal.

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

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

An explanation of why the LEA has developed this goal.

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

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

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

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

Goal 1 Measuring and Reporting Results - Engagement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of high needs schools with a family and community liaison <i>Data Source: District Office</i>	2023-24 100%	2024-25 100%		2026-27 100%	0%
1.2	Promotion of parental (parents of unduplicated pupils) involvement: Average percent of parents of unduplicated pupils reporting “Strongly Agree” or “Agree” <i>Data Source: California Healthy Kids Survey</i>	2023-24 English learner: 51% Not English learner: 37% (foster youth and low income data not available)	2024-25 EL: 58% Not EL: 43%		2026-27 English learner: 65% Not English learner: 45% (foster youth and low income data not available)	EL: +7% Not EL: +6%
1.3	Seeks input of parents of unduplicated pupils before making important decisions: Average percent of parents of unduplicated pupils reporting “Strongly Agree” or “Agree” <i>Data Source: California Healthy Kids Survey</i>	2023-24 All schools (All): 67% Elementary (ES): 71% Middle (MS): 68%, High (HS): 50%.	2024-25 All schools (All): 73% Elementary (ES): 77% Middle (MS): 63%, High (HS): 57%.		2026-27 All schools (All): 77% Elementary (ES): 81% Middle (MS): 78%, High (HS): 60%	All: +6% ES: +6% MS: -5% HS: +7%
1.4	Seeks input of parents of unduplicated pupils before making important decisions: Average percent of parents of unduplicated pupils also identified as students with disabilities reporting “Strongly Agree” or “Agree” <i>Data Source: California Healthy Kids Survey</i>	2023-24 <i>Special Education Program</i> All schools (All): 35% Elementary (ES): 39% Middle (MS): 40%, High (HS): 13%. <i>Not in Special Education Program</i> All schools (All): 26% Elementary (ES): 33% Middle (MS): 22%, High (HS): 9%.	2024-25 <i>Special Education Program</i> All schools (All): 35% Elementary (ES): 39% Middle (MS): 21% High (HS): no data <i>Not in Special Education Program</i> All schools (All): 32% Elementary (ES): 35% Middle (MS): 26%, High (HS): 17%.		2026-27 <i>Special Education Program</i> All schools (All): 72% Elementary (ES): 75% Middle (MS): 70%, High (HS): 61%. <i>Not in Special Education Program</i> All schools (All): 78% Elementary (ES): 83% Middle (MS): 78%, High (HS): 63%.	All: 0 ES: 0 MS: -19% HS: n/a All: +6% ES: +2% MS: +4% HS: +8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Seeks input of parents of unduplicated pupils before making important decisions: Average percent of parents of unduplicated pupils also identified as English learners reporting “Strongly Agree” or “Agree” <i>Data Source: California Healthy Kids Survey</i>	2023-24 ELD Program All schools (All): ~~88%~~ 51% Elementary (ES): ~~88%~~ 51% Middle (MS): ~~100%~~ 60% High (HS): no data. Not in ELD Program All schools (All): ~~65%~~ 37% Elementary (ES): ~~68%~~ 47% Middle (MS): ~~63%~~ 26% High (HS): ~~54%~~ 18%.	2024-2025 ELD Program All schools (All): 58% Elementary (ES): 60% Middle (MS): 48%, High (HS): no data%. Not in ELD Program All schools (All): 43% Elementary (ES): 48% Middle (MS): 34%, High (HS): 12%.		2026-27 ELD Program All schools (All): 90% Elementary (ES): 90% Middle (MS): 100%, High (HS): 70% Not in ELD Program All schools (All): 75% Elementary (ES): 78% Middle (MS): 73%, High (HS): 64%.	All: 7% ES: 9% MS: -12% HS:n/a All: 6% ES: 1% MS: 8% HS: -6%
1.6	Metric Discontinued - Discontinued: could not locate results in 2024-25 CHKS Parent Report Parents' (of unduplicated pupils) perceptions of school connectedness: <i>Data Source: California Healthy Kids Survey</i>	2023-24 Elementary (ES): 95% Middle (MS): 71%, High (HS): 57%.	2024-2025 Elementary (ES): % Middle (MS): %, High (HS): %.		2026-27 ES: >95% MS: >85% HS: >70%	N/A
1.7	School Connectedness: average percent of elementary students who report “Yes, most of the time” or “Yes, all of the time” with regard to feeling connected to school <i>Data Source: CA Healthy Kids Survey</i>	2023-24 Grade 5: 69%	2024-25 Grade 5: 75%		2026-27 Grade 5: 85%	Gr 5: +6%
1.8	School Connectedness: average percent of secondary students reporting “Agree” or “Strongly agree” with regard to feeling connected to school <i>Data Source: CA Healthy Kids Survey</i>	2023-24 Grade 6: 59% Grade 7: 55% Grade 8: 58% Grade 9: 58% Grade 11: 58%	2024-25 Grade 6: 60% Grade 7: 57% Grade 8: 58% Grade 9: 63% Grade 11: 64%		2026-27 Grade 6: 74% Grade 7: 70% Grade 8: 73% Grade 9: 73% Grade 11: 73%	Gr 6: +1% Gr 7: +2% Gr 8: 0% Gr 9: +5% Gr 11: +6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	School Connectedness: Average percent of students with an IEP reporting feeling connected to school - “Agree” or “Strongly agree” with regard to feeling connected to school <i>Data Source: CA Healthy Kids Survey</i>	2023-24 <i>Students with IEP</i> Grade 6: 52% Grade 7: 58% Grade 8: 55% Grade 9: 56% Grade 11: 53% <i>Students with No IEP</i> Grade 6: 63% Grade 7: 55% Grade 8: 60% Grade 9: 60% Grade 11: 60%	2024-25 <i>Students with IEP</i> Grade 6: 56% Grade 7: 63% Grade 8: 61% Grade 9: 61% Grade 11: 57% <i>Students with No IEP</i> Grade 6: 60% Grade 7: 57% Grade 8: 59% Grade 9: 64% Grade 11: 67%		2026-27 <i>Students with IEP</i> Grade 6: 67% Grade 7: 73% Grade 8: 70% Grade 9: 71% Grade 11: 68% <i>Students with No IEP</i> Grade 6: 78% Grade 7: 70% Grade 8: 75% Grade 9: 75% Grade 11: 75%	With IEP Gr 6: +4% Gr 7: +5% Gr 8: +6% Gr 9: +5% Gr 11: +4% No IEP Gr 6: -3% Gr 7: +2% Gr 8: -1% Gr 9: +4% Gr 11: +7%
1.10	School Connectedness: Average percent of English learner students reporting feeling connected to school - “Agree” or “Strongly agree” with regard to feeling connected to school <i>Data Source: CA Healthy Kids Survey</i>	2023-24 <i>English learners</i> Grade 6: 63% Grade 7: 61% Grade 8: 49% Grade 9: 52% Grade 11: 50% <i>Not English learners</i> Grade 6: 60% Grade 7: 54% Grade 8: 59% Grade 9: 59% Grade 11: 59%	2024-2025 <i>English learners</i> Grade 6: 56% Grade 7: 54% Grade 8: 61% Grade 9: 64% Grade 11: 46% <i>Not English learners</i> Grade 6: 61% Grade 7: 57% Grade 8: 59% Grade 9: 63% Grade 11: 66%		2026-27 <i>English learners</i> Grade 6: 78% Grade 7: 76% Grade 8: 64% Grade 9: 67% Grade 11: 65% <i>Not English learners</i> Grade 6: 75% Grade 7: 69% Grade 8: 74% Grade 9: 74% Grade 11: 74%	EL Gr 6: -7% Gr 7: -7% Gr 8: +12% Gr 9: +12% Gr 11: -4% Not EL Gr 6: +1% Gr 7: +3% Gr 8: 0% Gr 9: +4% Gr 11: +7%
1.11	Percentage of district communication provided in primary languages other than English - what interpretation we are using are we sourcing out, or turn-around time , efficiency <i>Data Source: District Office</i>	2023-24 100%	2024-25 100%		2026-27 100%	0%

Goal 1 Analysis for 2024-25

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

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

Implementation of Goal 1 actions was largely successful, with key initiatives carried out as planned and yielding positive results in family engagement. Action 1.1, the placement of community liaisons at all Title I schools, was fully implemented and proved to be a critical component in supporting the engagement of families of unduplicated pupils. These liaisons helped foster strong school-family connections and contributed to improved perceptions of school responsiveness and involvement, as reflected in parent survey data. Similarly, Action 1.4, which focused on expanding interpretation and translation services, was successfully implemented district-wide. Language access supports were provided consistently across school sites and district-level meetings, ensuring families could fully participate in school communications and decision-making regardless of language spoken at home. One action, Action 1.2 – Two-Way Communication, was implemented with a modification. The original plan included hiring a professional district webmaster to enhance digital communication and website functionality. However, due to staffing considerations, the district opted to utilize an internal staff member to fulfill this role. Despite this adjustment, overall communication efforts remained stable, and families continued to receive timely information and access to online resources.

In summary, the district experienced **successful implementation of most Goal 1 actions**, with meaningful improvements in family engagement and access. The decision to reassign internal staff in place of hiring externally did not significantly hinder implementation but highlights an area for potential future capacity-building.

Successful Implementation

- Action 1.1** Community Liaisons: The implementation of community liaisons at all Title I schools has been successfully completed.
- Action 1.3** Community Schools: This action was successfully implemented with the community schools funding (Resource 6332 - community schools funding) being dispersed to our community school sites to pay for classified and certificated staff, which was based on their Community Schools plan. Supplemental and Concentration (S&C) funds were not planned for increased services for unduplicated students.
- Action 1.4** Interpretation/Translation Services: - Interpretation and translation services were successfully implemented and made available district-wide.

Modified-Implementation

- Action 1.2** Two-Way Communication: The district opted not to hire an external webmaster and instead assigned the responsibilities to an existing internal staff member.

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

Of the four actions outlined in Goal 1, two experienced a material difference.

Expenditure Differences:

- **Action 1.2** Two-Way Communication: While \$498,000 was budgeted, estimated actual expenditures totaled \$325,206, as the full allocation was not expended due to lower-than-anticipated costs for contracted services and not hiring a district webmaster.
- **Action 1.3** Community Schools: Planned expenditures were \$2,637,512; however, estimated actual expenditures totaled \$5,677,172. The reason for this discrepancy is unspent Community Schools funds from the prior year were not included in the amount budgeted.

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

Based on our analysis of both quantitative and qualitative data, the implementation of actions under Goal 1 demonstrated positive effectiveness, as evidenced by increased parent perceptions of being engaged and consulted in school and district decision-making processes.

Action 1.1 FACE Network (Community Liaisons)

Results from the 2025 California Healthy Kids Survey (CHKS) show a year-over-year increase in reported parent involvement among both English learner (EL) parents and non-EL parents of unduplicated pupils. The percentage of EL parents who “strongly agreed” or “agreed” that their involvement was being promoted increased from 51% to 58%, while non-EL parents improved from 37% to 43%. This upward trend suggests that efforts to promote parent engagement, particularly through the use of community liaisons at each school site, are having a positive impact, especially among EL families. The larger increase among EL parents (+7 percentage points) may indicate that community liaisons are effectively building trust, improving communication, and helping families navigate school systems, all of which are especially important for our families. The year-over-year improvement in parent-reported engagement, **particularly among English learner families**, suggests that **community liaisons are an effective strategy** for increasing family involvement. Continued investment in and refinement of liaison roles, especially with targeted outreach to foster youth and low-income families, may further strengthen engagement outcomes across all unduplicated student groups.

Action 1.2 Two-Way Communication:

The 2025 CHKS data indicate a 6-point overall improvement in parents of unduplicated pupils reporting that the district seeks their input before making important decisions—from 67% in 2023–24 to 73% in 2024–25. This suggests a **positive trend in two-way communication efforts** at the district level, particularly at the elementary and high school levels. This points to growing effectiveness in the district’s two-way

communication practices with parents of unduplicated pupils. These gains may be the result of targeted efforts such as community liaison support, multilingual outreach, and structured input opportunities. However, the decline at the middle school level suggests the need to reassess and strengthen engagement strategies for that age group to ensure consistency and equity in parent voice across all grade spans.

Action 1.3 Community Schools:

The Community Schools action has contributed meaningfully to the promotion of parental involvement and improved communication between schools and families. CHKS survey data indicates that 85.3% of parents responded “Strongly Agree” or “Agree” when asked about the promotion of parental involvement, reflecting a strong level of engagement among the general parent population. Among parents of English learners, 58% responded “Strongly Agree” to this item (data not shared for “Agree”), also indicating a strong level of engagement. In terms of communication, 90.3% of all parents responded “Strongly Agree” or “Agree” when asked about how well the school communicates with families. Among parents of English learners, 63% responded “Strongly Agree,” (data not shared for “Agree”). These results suggest that the Community Schools action is effective in engaging families overall and fostering school-home partnerships.

Action 1.4 Interpretation/Translation Services:

Interpretation and translation services have played a vital role in advancing Goal 1 by ensuring that language is not a barrier to family engagement. Feedback from our recent LCAP survey indicates that parents and families of English Learners are satisfied with the translation services provided at both the site and district levels. This positive response suggests that the availability and quality of interpretation and translation have contributed meaningfully to their ability to engage with school staff, understand school communications, and participate in their children’s education. The effectiveness of these services is evident in their direct support of equitable access to school-related information and decision-making processes, which are foundational to fostering shared responsibility for student success.

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

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle.

Goal Description: No changes to current goal focusing on parent and family engagement.

Action Modification

Action 1.2 - Two-Way Communication: The use of a professional district webmaster is removed from this action and instead will be replaced by hourly support.

This modification aligns with our effectiveness analysis and implementation experiences from the current year.

Metric Modifications

Metric 1.2 - *Promotion of parental (parents of unduplicated pupils) involvement:* Originally defined as the average percentage of parents of unduplicated pupils reporting “Strongly Agree” or “Agree.” For this reporting cycle, the metric has been adjusted to reflect only the percentage of respondents selecting “Strongly Agree,” as “Agree” was not included in the data set.

Metric 1.3 - *Seeks input of parents of unduplicated pupils before making important decisions:* Originally stated as the average percent of parents of unduplicated pupils reporting “Strongly Agree” or “Agree”. For this reporting cycle, the metric has been adjusted to reflect only the parents of pupils reporting “Strongly Agree” or “Agree”, as “unduplicated” pupils were not included in the data set.

Metric 1.4 - *Seeks input of parents of unduplicated pupils before making important decisions:* Originally stated as average percent of parents of unduplicated pupils also identified as students with disabilities reporting “Strongly Agree” or “Agree”. For this reporting cycle, the metric has been adjusted to reflect only the percentage of respondents selecting “Strongly Agree,” as “Agree” was not included in the data set.

Metric 1.6 - *Parents' (of unduplicated pupils) perceptions of school connectedness:* Metric Discontinued: could not locate results in 2024-25 CHKS Parent Report

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

Goal 1 Actions

Action #	Title	Description	Total Funds	Contributing
1.1	FACE Network	The Family and Community Engagement (FACE) Network will facilitate the involvement of parents and families of English learners (EL), long-term ELs, foster youth, and low-income students through our network of community liaisons. This initiative is integrated into our multi-tiered system of support and community school strategy. The FACE Network will provide opportunities for parents and family members of these student groups to actively engage in their child's education. This action is designed to support the following student groups and schools/district who scored at the lowest performance level for <i>the College and Career Indicator</i> on the 2023 Dashboard: Alta Vista High - all unduplicated students, Major General Raymond Murray High - all unduplicated students, the District - English learners (EL), long-term ELs and students with disabilities, and Vista High English learners and students with disabilities.	\$1,804,438	Y
1.2	Communication	Families and community members of English learners, foster youth, and low-income students will actively participate in two-way communication and have access to current information about teaching, learning, collaboration, and family engagement. This will ensure they are well-informed and actively involved in district initiatives. This action is designed to support the following student groups and schools/district who scored at the lowest performance level for <i>the College and Career Indicator</i> on the 2023 Dashboard: Alta Vista High - all unduplicated students, Major General Raymond Murray High - all unduplicated students, the District - English learners and students with disabilities, and Vista High English learners (EL), long-term ELs and students with disabilities.	\$ 417,500	Y
1.3	Community Schools	Families and community members of English learners (EL), long-term ELs, foster youth, and low-income students will benefit from enhanced support through the California Community School Partnership Program. This initiative aims to improve parental and family involvement and expand and enhance the resources available within the educational community specifically for these groups.	\$ 2,962,537	N

Action #	Title	Description	Total Funds	Contributing
1.4	Community Access	Refine and monitor communication services to support family and community access and engagement for parents and families of English learners (EL), long-term ELs and dually identified students (English learner/student with disabilities, English learner/foster youth, English learner/low-income family), and ensure the provision of translation and interpretation supports and services (beyond federal requirements).	\$ 270,520	Y

LCAP Goal 2 - Conditions of Learning

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

State Priorities addressed by this goal.

- State Priority 1: Basic Services** - This priority involves ensuring that school facilities are in good repair, and that students have access to sufficient instructional materials and qualified teachers. By maintaining high-quality facilities and resources, the goal directly supports the assurance that foster youth, English learners (EL), long-term ELs, and low income students learn in environments that are safe, clean, and conducive to learning.
- State Priority 5: Student Engagement** - This priority focuses on enhancing student involvement and connection to school, aiming to improve educational outcomes and reduce dropout rates.
- State Priority 6: School Climate** - The quality of facilities is a key component of the overall school climate. Safe, clean, and well-maintained schools contribute positively to the physical and emotional safety of students, which is crucial for a positive school climate.

An explanation of why the LEA has developed this goal.

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

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

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

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

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

Goal 2 Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Percentage of schools that score "exemplary" or "Good repair" on the Facilities Inspection Tool (FIT) <i>Data Source: VUSD FIT</i>	2023-24 Title I Schools: 91% Non-Title I Schools: 100%	2024-25 Title I Schools: 91% Non-Title I Schools: 80%		2026-27 Title I Schools: >95% Non-Title I Schools: 100%	0% -20%
2.6	School Attendance Rate <i>Data Source: Measurement & Monitoring</i>	2023-24 All students (All): 92.3% Low Income (LI): 92.4% English Learner (EL): 92.2% Long Term EL (LTEL): 91.3% Foster Youth (FY): 90.6% Students with Disabilities (SwD): 91.7% Homeless (Ho): 90.1%	2024-25 All: 92.9% LI: 94.0% EL: 93.0 LTEL: 90.9% FY: 93.0% SwD: 92.3% HO: 91.7		2026-27 All >95% LI >95% EL >95% LTEL >95% FY >95% SWD >95% HO >95%	All: 0.6% LI : 2.6% EL: 0.8% LTEL: -0.4% FY: 2.4% SWD 0.6% HO: 0.6%
2.7	<i>School is a Safe place for staff:</i> Average percent of staff reporting "Strongly agree" and "Agree" <i>Data Source: California Healthy Kids Survey</i>	2023-24 All schools: 82% Elementary: 87% Middle: 69% High: 80%	2024-25 All schools: 91% Elementary: 93% Middle: 88% High: 84%		2026-27 All schools: >85% Elementary: >85% Middle: >80% High: >85%	All: +9% K-5: +6% 6-8: 19% High: +4%
2.8	Average percent of staff who report they "strongly agree" that their school is a supportive and inviting place to work, promotes trust and collegiality among staff, and promotes personnel participation in decision making <i>Data Source: California Healthy Kids Survey</i>	2023-24 All schools: 34% Elementary: 42% Middle: 28% High: 25%	2024-25 All schools: 45% Elementary: 49% Middle: 44% High: 22%		2026-27 All schools: >60% Elementary: >60% Middle: >60% High: >60%	All: +11% K-5: +7% 6-8: 16% High: -3%
2.9	School is a safe place for my child: Average percent of parents reporting "Strongly Agree"	2023-24 Asian: 50% Hispanic or Latinx: 41% White: 41%	2024-2025 Asian: 50% Hispanic or Latinx: 47% White: 47%		2026-27 Asian: 65% Hispanic or Latinx: 56% White: 56%	Asian: 0% Hispan: +6% White: +6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<i>Data Source: CA Healthy Kids Survey</i>	Two or more races/ethnicities: 46%	Two or more races/ethnicities: 52%		Two or more races/ethnicities: 61%	Two or more: +6%
2.10	Safety: The percentage of elementary students who perceive school as Safe or Very Safe <i>Data Source: CA Healthy Kids Survey</i>	2023-24 Elementary: 73%	2024-25 Elementary: 78%		2026-27 Elementary: 88%	K-5: +5%
2.11	Safety: Percentage of secondary students who perceive school to be safe or very safe <i>Data Source: CA Healthy Kids Survey</i>	2023-24 Grade 6: 59% Grade 7: 55% Grade 8: 63% Grade 9: 67% Grade 11: 60%	2024-2025 Grade 6: 59% Grade 7: 57% Grade 8: 60% Grade 9: 71% Grade 11: 73%		2026-27 Grade 6: 77% Grade 7: 70% Grade 8: 78% Grade 9: 82% Grade 11: 75%	Gr 6: 0% Gr 7: +2% Gr 8: -3% Gr 9: +4% Gr 11:+13%
2.12	Safety: School perceived as very safe or safe: Average percent of English learners reporting “Agree” or “Strongly agree” with regard to a perceived sense of safety at school <i>Data Source: CA Healthy Kids Survey</i>	2023-24 <i>English learners</i> Grade 6: 71% Grade 7: 68% Grade 8: 62% Grade 9: 58% Grade 11: 66% <i>Not English learners</i> Grade 6: 58% Grade 7: 53% Grade 8: 62% Grade 9: 68% Grade 11: 60%	2024-25 <i>English learners</i> Grade 6: 59% Grade 7: 61% Grade 8: 59% Grade 9: 72% Grade 11: 64% <i>Not English learners</i> Grade 6: 60% Grade 7: 56% Grade 8: 60% Grade 9: 70% Grade 11: 75%		2026-27 <i>English learners</i> Grade 6: 86% Grade 7: 83% Grade 8: 77% Grade 9: 73% Grade 11: 81% <i>Not English learners</i> Grade 6: 73% Grade 7: 68% Grade 8: 77% Grade 9: 83% Grade 11: 75%	EL Gr 6: -12% Gr 7: -7% Gr 8: -3% Gr 9: +14% Gr 11:-2% Not EL Gr 6: +2% Gr 7: +3% Gr 8: -2% Gr 9: +2% Gr 11:+15%
2.13	Safety: School perceived as very safe or safe: Average percent of students with an IEP reporting “Agree” or “Strongly agree” with regard to a perceived sense of safety at school <i>Data Source: CA Healthy Kids Survey</i>	2023-24 <i>Students with IEP</i> Grade 6: 53% Grade 7: 60% Grade 8: 63% Grade 9: 56% Grade 11:56% <i>Students with No IEP</i>	2024-25 <i>Students with IEP</i> Grade 6: 61% Grade 7: 80% Grade 8: 61% Grade 9: 67% Grade 11:58% <i>Students with No IEP</i>		2026-27 <i>Students with IEP</i> Grade 6: 68% Grade 7: 75% Grade 8: 78% Grade 9: Grade11: <i>Students with No IEP</i>	IEP Gr 6: -12% Gr 7: -7% Gr 8: -3% Gr 9: +14% Gr 11:-2% No IEP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 6: 61% Grade 7: 55% Grade 8: 62% Grade 9: 69% Grade 11: 63%	Grade 6: 56% Grade 7: 55% Grade 8: 61% Grade 9: 72% Grade 11: 76%		Grade 6: 76% Grade 7: 70% Grade 8: 77% Grade 9: 84% Grade 11: 78%	Gr 6: +2% Gr 7: +3% Gr 8: -2% Gr 9: +2% Gr 11: +15%
2.14	Safety: School perceived as very safe or safe: Average percent of race/ethnicity students reporting "Agree" or "Strongly agree" with regard to a perceived sense of safety at school <i>Data Source: CA Healthy Kids Survey</i>	2023-24 Asian Grade 6: 60% Grade 7: 55% Grade 8: 70% Grade 9: 61% Grade 11: 69% Black or African American Grade 6: - Grade 7: 45% Grade 8: 24% Grade 9: 71% Grade 11: 75% Hispanic or Latinx Grade 6: 58% Grade 7: 55% Grade 8: 64% Grade 9: 67% Grade 11: 57% White Grade 6: 57% Grade 7: 59% Grade 8: 64% Grade 9: 68% Grade 11: 64% Multiracial Grade 6: 52% Grade 7: 58% Grade 8: 50% Grade 9: 67% Grade 11: 66%	2024-2025 Asian Grade 6: 65% Grade 7: 63% Grade 8: 55% Grade 9: 83% Grade 11: 70% Black or African American Grade 6: - Grade 7: 63% Grade 8: 27% Grade 9: 44% Grade 11: - Hispanic or Latinx Grade 6: 62% Grade 7: 56% Grade 8: 61% Grade 9: 69% Grade 11: 72% White Grade 6: 51% Grade 7: 57% Grade 8: 61% Grade 9: 76% Grade 11: 78% Multiracial Grade 6: 50% Grade 7: 59% Grade 8: 56% Grade 9: 73% Grade 11: 70%		2026-27 Asian Grade 6: 75% Grade 7: 70% Grade 8: 85% Grade 9: 76% Grade 11: 84% Black or African American Grade 6: - Grade 7: 60% Grade 8: 39% Grade 9: 86% Grade 11: 90% Hispanic or Latinx Grade 6: 73% Grade 7: 70% Grade 8: 79% Grade 9: 82% Grade 11: 72% White Grade 6: 72% Grade 7: 74% Grade 8: 79% Grade 9: 83% Grade 11: 79% Multiracial Grade 6: 67% Grade 7: 73% Grade 8: 65% Grade 9: 82% Grade 11: 81%	Asian Gr 6: +5% Gr 7: +8% Gr 8: -25% Gr 9: +22% Gr 11: +1% Black or AA Gr 6: - Gr 7: +18% Gr 8: -+3% Gr 9: -27% Gr 11: Hispanic Gr 6: +4% Gr 7: +1% Gr 8: -3% Gr 9: +2% Gr 11: +15% White Gr 6: -6% Gr 7: -2% Gr 8: --3% Gr 9: +8% Gr 11: +14% Multiracial Gr 6: -2% Gr 7: +1% Gr 8: +4% Gr 9: +6% Gr 11: +4%

Goal 2 Analysis for 2024-25

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

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

The district made steady progress in implementing the planned actions under Goal 2, with several initiatives showing strong outcomes and others identifying areas for improvement based on stakeholder feedback and survey data. Action 2.1, related to information services, was implemented as planned; however, input from DPAC, VUCPTA, and parents revealed ongoing challenges related to student device sustainability, particularly the loss of power cords and battery performance. This suggests the need to strengthen support systems for hardware maintenance and family communication. Action 2.2, focused on clean and well-maintained facilities, was generally effective, with positive perceptions reported at the elementary and middle school levels, particularly among Asian and English learner families. However, a decline in satisfaction among high school parents and those identifying as multiracial points to uneven implementation and the need for increased visibility and consistency of maintenance efforts across campuses. Action 2.3, related to transportation, was successfully implemented, with Spanish-speaking families affirming the importance and reliability of current services. Lastly, Action 2.4, focused on safe environments, demonstrated strong results overall, with rising safety perceptions across multiple student and parent groups. While elementary and secondary students reported improvements, particularly in Grades 9 and 11, significant disparities remain for African American students, especially in middle school. These findings highlight the importance of continued district wide safety efforts and the need for more targeted, equity-driven interventions to ensure all students feel safe and supported.

Successful Implementation

Action 2.1 Information Systems: Successfully implemented a scanning network communication system, video security system, visitor management system to improve student safety.

Action 2.2 High Quality Facilities: Successfully implemented general facility improvements to keep facilities in good repair.

Action 2.3 Transportation: Successfully implemented transportation services for students at elementary and middle schools living 1.5 and 2.0 miles respectively from school sites.

Action 2.4 Safe Environments: Successfully implemented noon duties at all elementary schools and campus supervisors at secondary sites to supervise during lunch and recess to provide a safe environment for students.

Action 2.5 Nutrition: Successfully implemented - Child Nutrition Services (CNS) supported schools' garden clubs by purchasing their produce at fair market value and featuring the produce on the school's salad bar during lunch time, and provided nutrition education opportunities for students and families. (No supplemental and concentration (S&C) funds were used to increase services for unduplicated students.)

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

For the 2024–25 fiscal year, school districts were required to obligate their remaining ESSER III (American Rescue Plan) funds by September 30, 2024. As such, the district used a portion of these funds to cover costs that were originally planned to be paid with supplemental and concentration funds.

The district experienced varying degrees of alignment between planned expenditures and actual spending, reflecting operational adaptations.

Expenditure Differences:

- Action 2.1 - The Information Systems action was underspent, with \$2,464,500 budgeted and \$1,150,384 expended, as ESSER III funds were used to cover the remaining technology-related costs.
- Action 2.2 - The High Quality Facilities action exceeded its budget, with \$767,340 expended compared to the \$603,520 originally budgeted. This overage was primarily due to increased maintenance and facility improvement costs at some of our older buildings, which are our high needs schools.

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

The district made progress toward maintaining high-quality facilities and resources to support optimal learning conditions, with varying degrees of effectiveness across the five actions.

Action 2.1 Information Services:

Based on the feedback from parents, District Parent Advisory Committee (DPAC) members and Vista Unified Council of Parent Teacher Association (VUCPTA) members, concerns about battery life and frequent loss or damage of student device power cords suggest limitations in the effectiveness of the district's information systems support infrastructure. Specifically, this feedback indicates that while access to student devices may be widespread, sustainability, maintenance, and day-to-day usability, particularly related to hardware support and device readiness, require improvement. These issues may impact students' ability to fully engage with digital learning resources throughout the instructional day, pointing to a need for stronger systems for device upkeep, replacement logistics, and communication with families regarding proper use and care.

Action 2.2 High Quality Facilities:

The California Healthy Kids Survey (CHKS) data suggest that efforts to ensure clean and well-maintained school facilities have been generally effective, particularly at the elementary and middle school levels and among English learner and Asian parent groups. However, perceptions among high school families and parents identifying with two or more races have declined, pointing to inconsistencies in

implementation or visibility of maintenance efforts across sites. These findings underscore the need to sustain and refine facility upkeep practices districtwide, with targeted attention to high school campuses and equity in parent experiences across demographic groups.

Action 2.3 Transportation:

Feedback from our Spanish speaking families suggest that our transportation efforts have been effective and continue to be important.

Action 2.4 Safe Environments:

Analysis of California Healthy Kids Survey data indicates that the district's efforts to maintain safe school environments have been largely effective, with improvements observed across multiple stakeholder groups. Parent perceptions of safety increased across most racial and ethnic groups, with Hispanic/Latinx and White parents rising from 41% to 47%, and parents identifying as two or more races improving from 46% to 52%. Elementary students also reported feeling safer, with the percentage rating school as "safe" or "very safe" increasing from 73% in 2023–24 to 78% in 2024–25. At the secondary level, perceptions were more mixed. Grades 9 and 11 saw notable improvements—Grade 9 rose from 67% to 71%, and Grade 11 from 60% to 73%, while Grade 6 remained flat and Grade 8 declined slightly. English learners showed gains in nearly every grade, especially in Grade 9, which increased from 58% to 72%, suggesting that targeted efforts to support linguistic and cultural inclusivity are yielding results. Students with IEPs also reported greater feelings of safety, particularly in Grade 7, which jumped from 60% to 80%. However, significant disparities remain among African American students. In particular, safety perceptions among African American 8th graders remained extremely low (rising only from 24% to 27%), and dropped sharply in Grade 9 from 71% to 44%. These findings suggest that while districtwide strategies are improving the overall climate of safety, additional targeted and equity-driven interventions are needed, particularly in middle school and for historically underserved student groups.

Action 2.5 Nutrition

Parent feedback gathered through Child Nutrition Services (CNS) indicates that our support for school garden clubs and nutrition education has been effective and remains a valued priority.

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

Based on our analysis, there are no planned adjustments for year two of the 2024-27 LCAP cycle.

Goal Description: No changes to current goal focusing on high-quality facilities and 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.

Goal 2 Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Information Systems	We will implement a high-quality technology replacement plan that updates technology software, equipment, and infrastructure across the district. This action ensures that English learners (EL), long-term ELs, foster youth, and low-income students have access to necessary wireless technology devices to support their educational progress.	\$ 3,550,500	Y
2.2	High Quality Facilities	We will provide regular preventative maintenance and equipment life cycle replacement to improve safety for English learners (EL), long-term ELs, foster youth, and low-income students attending our high needs schools.	\$ 725,256	Y
2.3	Transportation	Improve student safety by providing transportation services for English learners (EL), long-term ELs, foster youth, and low-income students at elementary and middle schools living 1.5 and 2.0 miles respectively from school sites.	\$ 1,757,939	Y
2.4	Safe Environments	We will maintain safe and secure environments across the district by employing noon duty assistants at high needs elementary schools and providing campus supervisor support at our high needs secondary schools.	\$ 2,881,809	Y
2.5	Child Nutrition	We will provide nutrition education opportunities for students and families through participation in California's Harvest of the Month program. Additionally, we will collaborate with produce vendors to organize an annual nutrition education and farmers market event. We will also support school site garden clubs by purchasing their produce at fair market value for use in school salad bars.	\$ 517,000	N

LCAP Goal 3 - Student Engagement

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

State Priorities addressed by this goal.

- Priority 5: Student Engagement** - This priority targets reducing dropout rates and chronic absenteeism while increasing student engagement. Enhancing support systems, such as counseling services and social-emotional learning programs, aims to keep students engaged and invested in their education.
- State Priority 6: School Climate** - This priority involves fostering a positive school climate and reducing suspension and expulsion rates. By implementing Positive Behavioral Interventions and Supports (PBIS) and restorative practices, the goal aims to create a supportive and inclusive school environment.
- State Priority 7: Course Access**

An explanation of why the LEA has developed this goal.

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

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

Goal 3 Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School Attendance Rate <i>Data Source: Measurement & Monitoring</i>	2023-24 All students (All): 92.3% Low Income (LI): 91.4% English Learner (EL): 92.2% Long Term EL (LTEL): 91.3% Foster Youth (FY): 90.6% Students with Disabilities (SwD): 91.7% Homeless (H): 90.1%	2024-25 All: 92.9% LI: 94.0% EL: 93.0 LTEL: 90.9% FY: 93.0% SwD: 92.3% HO: 91.7		2026-27 All >95% LI >95% EL >95% LTEL >95% FY >95% SWD >95% HO >95%	All: 0.6% LI : 2.6% EL: 0.8% LTEL: -0.4% FY: 2.4% SWD 0.6% HO: 0.6%
3.2	School Connectedness: average percent of elementary students who report “Yes, most of the time” or “Yes, all of the time” with regard to feeling connected to school <i>Data Source: CA Healthy Kids Survey</i>	2023-24 Grade 5: 69%	2024-2025 Grade 5: 75%		2026-27 Grade 5: 85%	Grade 5: +6%
3.3	School Connectedness: average percent of secondary students reporting “Agree” or “Strongly agree” with regard to feeling connected to school <i>Data Source: CA Healthy Kids Survey</i>	2023-24 Grade 6: 59% Grade 7: 55% Grade 8: 58% Grade 9: 58% Grade 11: 58%	2024-2025 Grade 6: 60% Grade 7: 57% Grade 8: 58% Grade 9: 63% Grade 11: 64%		2026-27 Grade 6: 74% Grade 7: 70% Grade 8: 73% Grade 9: 73% Grade 11: 73%	Gr 6: +1% Gr 7: +2% Gr 8: 0% Gr 9: +5% Gr 11:+6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	School Connectedness: Average percent of race/ethnicity students reporting “agree” or “Strongly agree” with regard to feeling connected to school <i>Data Source: CA Healthy Kids Survey</i>	2023-24 Asian Grade 6: 80% Grade 7: 52% Grade 8: 57% Grade 9: 56% Grade 11: 69% Black or African American Grade 7: 46% Grade 9: 60% Grade 11: 62% Hispanic or Latinx Grade 6: 57% Grade 7: 53% Grade 8: 58% Grade 9: 58% Grade 11: 56% White Grade 6: 62% Grade 7: 61% Grade 8: 62% Grade 9: 64% Grade 11: 62% Multiracial Grade 6: 59% Grade 7: 61% Grade 8: 48% Grade 9: 50% Grade 11: 58%	2024-2025 Asian Grade 6: 57% Grade 7: 64% Grade 8: 61% Grade 9: 68% Grade 11: 67% Black or African American Grade 7: 45% Grade 9: 43% Grade 11: 56% Hispanic or Latinx Grade 6: 59% Grade 7: 55% Grade 8: 57% Grade 9: 61% Grade 11: 61% White Grade 6: 59% Grade 7: 63% Grade 8: 64% Grade 9: 70% Grade 11: 69% Multiracial Grade 6: 62% Grade 7: 63% Grade 8: 56% Grade 9: 62% Grade 11: 68%		2026-27 Asian Grade 6: >80% Grade 7: >70% Grade 8: >70% Grade 9: >70% Grade 11: >70% Black or African A Grade 7: >70% Grade 9: >70% Grade 11: >70% Hispanic or Latinx Grade 6: >70% Grade 7: >70% Grade 8: >70% Grade 9: >70% Grade 11: >70% White Grade 6: >70% Grade 7: >70% Grade 8: >70% Grade 9: >70% Grade 11: >70% Multiracial Grade 6: >70% Grade 7: >70% Grade 8: >70% Grade 9: >70% Grade 11: >70%	Asian Gr 6: -23% Gr 7: +12% Gr 8: +4% Gr 9: +12% Gr 11: -2% Black or AA Gr 7: -1% Gr 9: -17% Gr 11: -6% Hispanic Gr 6: +2% Gr 7: +2% Gr 8: -1% Gr 9: +3% Gr 11: +5% White Gr 6: -3% Gr 7: +2% Gr 8: +2% Gr 9: +6% Gr 11: +7% Multiracial Gr 6: +3% Gr 7: +2% Gr 8: +8% Gr 9: +12% Gr 11: +10%
3.5	School Connectedness: Average percent of students with an IEP reporting feeling connected to school - “Agree” or “Strongly agree” with regard to feeling connected to school <i>Data Source: CA Healthy Kids Survey</i>	2023-24 Students with IEP Grade 6: 52% Grade 7: 58% Grade 8: 55% Grade 9: 56% Grade 11: 53% Students with No IEP Grade 6: 63% Grade 7: 55%	2024-2025 Students with IEP Grade 6: 56% Grade 7: 63% Grade 8: 61% Grade 9: 61% Grade 11: 57% Students with No IEP Grade 6: 60% Grade 7: 57%		2026-27 Students with IEP Grade 6: 67% Grade 7: 73% Grade 8: 70% Grade 9: 71% Grade 11: 68% Students with No IEP Grade 6: 78%	Students IEP Gr 6: +4% Gr 7: +5% Gr 8: +6% Gr 9: +5% Gr 11: +4% Students No IEP Gr 6: -3% Gr 7: +2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 8: 60% Grade 9: 60% Grade 11: 60%	Grade 8: 59% Grade 9: 64% Grade 11: 67%		Grade 7: 70% Grade 8: 75% Grade 9: 75% Grade 11: 75%	Gr 8: -1% Gr 9: +4% Gr 11: +6%
3.6	School Connectedness: Average percent of English learner students reporting feeling connected to school - “Agree” or “Strongly agree” with regard to feeling connected to school <i>Data Source: CA Healthy Kids Survey</i>	<i>2023-24</i> <i>English learners (EL), long-term ELs</i> Grade 6: 63% Grade 7: 61% Grade 8: 49% Grade 9: 52% Grade 11: 50% <i>Not English learners</i> Grade 6: 60% Grade 7: 54% Grade 8: 59% Grade 9: 59% Grade 11: 59%	<i>2024-2025</i> <i>English learners (EL), long-term ELs</i> Grade 6: 56% Grade 7: 54% Grade 8: 61% Grade 9: 64% Grade 11: 46% <i>Not English learners</i> Grade 6: 61% Grade 7: 57% Grade 8: 59% Grade 9: 63% Grade 11: 66%		<i>2026-27</i> <i>English learners (EL), long-term ELs</i> Grade 6: 78% Grade 7: 76% Grade 8: 64% Grade 9: 67% Grade 11: 65% <i>Not English learners</i> Grade 6: 75% Grade 7: 69% Grade 8: 74% Grade 9: 74% Grade 11: 74%	Long-term EL Gr 6: -13% Gr 7: -7% Gr 8: +12% Gr 9: +12% Gr 11: -4% Not ELs Gr 6: +1% Gr 7: +3% Gr 8: 0% Gr 9: +4% Gr 11: +7%
3.7	Development Supports: Anti Bullying Climate - average percent of elementary students who report “Yes, most of the time” or “Yes, all of the time” with regard to a positive anti bullying climate <i>Data Source: CA Healthy Kids Survey</i>	<i>2023-24</i> Elementary: 74%	<i>2024-25</i> Elementary: 74%		<i>2026-27</i> 87%	0%
3.8	Development Supports: Anti Bullying Climate - percentage of secondary students who have experienced any harassment	<i>2023-24</i> Grade 6: 42% Grade 7: 38% Grade 8: 34%	<i>2024-25</i> Grade 6: 46% Grade 7: 38% Grade 8: 32%		<i>2026-27</i> Grade 6: <10% Grade 7: <10% Grade 8: <10%	Gr 6: +4% Gr 7: 0% Gr 8: -2%

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 9: % Grade 11: %	Grade 9: 21% Grade 11: 16%			Gr 9:- Gr 11: -
3.11	Development Supports: Anti Bullying Climate : percentage of students with an IEP who have experienced any harassment or bullying over the past 12 months <i>Data Source: CA Healthy Kids Survey</i>	<i>2023-24</i> <i>Students with IEP</i> Grade 6: 47% Grade 7: 36% Grade 8: 34% <i>Students with No IEP</i> Grade 6: 40% Grade 7: 38% Grade 8: 34%	<i>2024-2025</i> <i>Students with IEP</i> Grade 6: 45% Grade 7: 26% Grade 8: 39% <i>Students with No IEP</i> Grade 6: 46% Grade 7: 38% Grade 8: 32%		<i>2026-27</i> <i>Students with IEP</i> Grade 6: <10% Grade 7: <10% Grade 8: <10% <i>Students with No IEP</i> Grade 6: <10% Grade 7: <10% Grade 8: <10%	Students with IEP Gr 6: -2% Gr 7: -10% Gr 8: +5% No IEP Gr 6: +6% Gr 7: 0% Gr 8: -2%
3.12	Developmental Supports: Caring Adult Relationships - average percent of elementary students who report "Yes, most of the time" or "Yes, all of the time" with regard to experiencing caring adult relationships <i>Data Source: CA Healthy Kids Survey</i>	<i>2023-24</i> Elementary: 68%	<i>2024-2025</i> Elementary: 72%		<i>2026-27</i> Elementary 83%	Elem: +4%
3.13	Developmental Supports: Caring Adult Relationships - average percent of secondary students who report "Pretty much true" or "Very much true" with regard to experiencing caring adult relationships <i>Data Source: CA Healthy Kids Survey</i>	<i>2023-24</i> Grade 6: 62% Grade 7: 58% Grade 8: 63% Grade 9: 58% Grade 11: 66%	<i>2024-2025</i> Grade 6: 66% Grade 7: 63% Grade 8: 65% Grade 9: 64% Grade 11: 69%		<i>2026-27</i> Grade 6: 77% Grade 7: 73% Grade 8: 78% Grade 9: 73% Grade 11: 81%	Gr 6: +4% Gr 7: +5% Gr 8: +2% Gr 9: +6% Gr 11: +3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.14	Developmental Supports: Caring Adult Relationships - average percent of race/ethnicity secondary students who report “Pretty much true” or “Very much true” with regard to experiencing caring adult relationships <i>Data Source: CA Healthy Kids Survey</i>	2023-24 <i>Asian</i> Grade 6: 80% Grade 7: 60% Grade 8: 65% Grade 9: 61% Grade 11: 73% <i>Black or African American</i> Grade 7: 52% Grade 9: 64% Grade 11: 67% <i>Hispanic or Latinx</i> Grade 6: 58% Grade 7: 55% Grade 8: 62% Grade 9: 57% Grade 11: 64% <i>White</i> Grade 6: 69% Grade 7: 70% Grade 8: 70% Grade 9: 66% Grade 11: 70% <i>Multiracial</i> Grade 6: 62% Grade 7: 62% Grade 8: 58% Grade 9: 63% Grade 11: 67%	2024-2025 <i>Asian</i> Grade 6: 62% Grade 7: 59% Grade 8: 77% Grade 9: 62% Grade 11: 70% <i>Black or African American</i> Grade 7: 56% Grade 9: 55% Grade 11: 67% <i>Hispanic or Latinx</i> Grade 6: 67% Grade 7: 61% Grade 8: 60% Grade 9: 63% Grade 11: 66% <i>White</i> Grade 6: 67% Grade 7: 74% Grade 8: 76% Grade 9: 71% Grade 11: 76% <i>Multiracial</i> Grade 6: 65% Grade 7: 62% Grade 8: 71% Grade 9: 62% Grade 11: 71%		2026-27 <i>Asian</i> Grade 6: >80% Grade 7: >70% Grade 8: >70% Grade 9: >70% Grade 11: >70% <i>Black or African American</i> Grade 7: >70% Grade 9: >70% Grade 11: >70% <i>Hispanic or Latinx</i> Grade 6: >70% Grade 7: >70% Grade 8: >70% Grade 9: >70% Grade 11: >70% <i>White</i> Grade 6: >70% Grade 7: >70% Grade 8: >70% Grade 9: >70% Grade 11: >70% <i>Multiracial</i> Grade 6: >70% Grade 7: >70% Grade 8: >70% Grade 9: >70% Grade 11: >70%	Asian Gr 6: -18% Gr 7: +1% Gr 8: ++7% Gr 9: +1% Gr 11: -3% Black or AA Gr 7: +4% Gr 9: -9% Gr 11: 0% Hispanic Gr 6: +9% Gr 7: +6% Gr 8: -2% Gr 9: +6% Gr 11: +2% White Gr 6: -2% Gr 7: +4% Gr 8: +6% Gr 9: +5% Gr 11: +6% Multiracial Gr 6: +3% Gr 7: 0% Gr 8: +13% Gr 9: -1% Gr 11: +4%
3.15	Developmental Supports: Caring Adult Relationships - average percent of English learner students who report “Pretty much true” or “Very much true” with regard to experiencing caring adult relationships	2023-24 <i>English learners</i> Grade 6: 63% Grade 7: 62% Grade 8: 57% Grade 9: 58% Grade 11: 59% <i>Not English learners</i> Grade 6: 64%	2024-2025 <i>English learners</i> Grade 6: 64% Grade 7: 63% Grade 8: 52% Grade 9: 59% Grade 11: 62% <i>Not English learners</i> Grade 6: 67%		2026-27 <i>English learners</i> Grade 6: 78% Grade 7: 76% Grade 8: 71% Grade 9: % Grade 11: % <i>Not English learners</i>	English Learner Gr 6: +1% Gr 7: +1% Gr 8: -5% Gr 9: -5% Gr 11: +3% Not EL

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<i>Data Source: CA Healthy Kids Survey</i>	Grade 7: 59% Grade 8: 65% Grade 9: 59% Grade 11: 67%	Grade 7: 64% Grade 8: 68% Grade 9: 65% Grade 11: 70%		Grade 6: 79% Grade 7: 74% Grade 8: 80% Grade 9: 74% Grade 11: 82%	Gr 6: +3% Gr 7: +5% Gr 8: +3% Gr 9: +6% Gr 11: +3%
3.16	Developmental Supports: Caring Adult Relationships - average percent of students with an IEP who report "Pretty much true" or "Very much true" with regard to experiencing caring adult relationships <i>Data Source: CA Healthy Kids Survey</i>	2023-24 <i>Students with an IEP</i> Grade 6: 72% Grade 7: 64% Grade 8: 59% Grade 9: 64 % Grade 11: 69% <i>Students with no IEP</i> Grade 6: 64% Grade 7: 58% Grade 8: 65% Grade 9: 58% Grade 11: 66%	2024-2025 <i>Students with an IEP</i> Grade 6: 67% Grade 7: 66% Grade 8: 67% Grade 9: 62% Grade 11: 76% <i>Students with no IEP</i> Grade 6: 66% Grade 7: 64% Grade 8: 67% Grade 9: 65% Grade 11: 70%		2026-27 <i>Students with an IEP</i> Grade 6: 87% Grade 7: 79% Grade 8: 74% Grade 9: 79% Grade 11: 84% <i>Students with no IEP</i> Grade 6: 79% Grade 7: 73% Grade 8: 80% Grade 9: 73% Grade 11: 81%	Students with IEP Gr 6: -5% Gr 7: +2% Gr 8: +9% Gr 9: -2% Gr 11: +7% Students with not IEP Gr 6: +2% Gr 7: +6% Gr 8: +2% Gr 9: +7% Gr 11: +4%
3.17	K-8 Chronic Absenteeism Rate <i>Data Source: CA School Dashboard</i> LREBG	2023 All students (All): 23.5% Low Income (LI): 27% English Learner (EL): 27.8% Long Term EL: 25% Foster Youth (FY): 24% Students with Disabilities (SwD): 30.9% Homeless (H): 40.2%	2024 All students (All): 13.9% Low Income (LI): 16.1% English Learner (EL): 14.8% Long Term EL (LTEL): 9.1% Foster Youth (FY): 22.0% Students with Disabilities (SwD): 18.3% Homeless (H): 22.0%		2026 All: <5% LI: <5% EL: <5% LTEL: <5% FY: <5% SwD: <5% HO: <5%	All: (-9.6%) LI: (-10.9%) EL: (-13.0%) LTEL: (-15.9%) FY: (-2%) SwD: (-12.6)% HO: (-18.2)%
3.18	9-12 Chronic Absenteeism Rate <i>Data Source: DataQuest</i> LREBG	2023 All students (All): 27.8% Low Income (LI): 33.1% English Learner (EL): 44.7% Long Term EL: 22.1% Foster Youth (FY): 76.9%	2024 All students (All): 15.3% Low Income (LI): 17.7% English Learner (EL): 22.5% Long Term EL (LTEL): 23.5% Foster Youth (FY): 15.0%		2026 All: <5% LI: <5% EL: <5% LTEL: <5% FY: <5% SwD: <5%	All: (-12.5)% LI: (-15.4)% EL: (-22.2)% LTEL: +1.4% FY: (-61.9)% SwD: (-19.4)%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities (SwD): 43.1% Homeless (H): 44.2%	Students with Disabilities (SwD): 23.7% Homeless (H): 25.4%		HO: <5%	HO: (-18.8)%
3.19	Suspension Rate <i>Data Source: DataQuest</i> LREBG	2023 All students (All): 5% Low Income (LI): 6% English Learner (EL): 5.7% Foster Youth (FY): 14.6% Students with Disabilities (SwD): 8.3% Homeless (HO):10.3%	2024 All students (All): 3.2% Low Income (LI): 3.6% English Learner (EL): 3.9% Foster Youth (FY): 6% Students with Disabilities (SwD): 5.1% Homeless (HO):5.8%		2026 All <5% LI <5% EL <5% FY <5% SwD <5% HO <5%	All (-1.8)% LI (-2.4)% EL (-1.8)% FY (-8.6)% SwD (-3.2)% HO (-4.5)%
3.20	Expulsion Rate <i>Data Source: DataQuest</i>	2023 All students (All): 0.1% Low Income (LI): 0.1% English Learner (EL): 0.1% Foster Youth (FY): 0% Students with Disabilities (SwD): 0.1% Homeless (HO):0.6%	2024 All students (All): 0.1% Low Income (LI): 0.1% English Learner (EL): 0.2% Foster Youth (FY): 0% Students with Disabilities (SwD): 0.1% Homeless (HO):0.1%		2026 All: 0.1% LI: 0.1% EL: 0.1% FY: 0.1% SwD: 0.1% HO: 0.1%	All: 0% LI: 0% EL: +0.1% FY: 0% SwD: 0% HO: (-0.5)%
3.21	Equity Walks: 8 cohorts x 3 Equity Walks (3 schools per cohort) <i>Data Source: District Office</i>	2023-24 24 Equity Walks	2024-25 12 Equity Walks		2026-27 24 Equity Walks	-12 equity walks
3.22	Fairness: Average percent of elementary students who report “Yes, most of the time” or “Yes, all of the time” with regard to being treated fairly: <i>Data Source: California Healthy Kids Survey</i>	2023-24 Elementary: 65%	2024-2025 Elementary: 71%		2023-24 Elementary: 85%	Elementary: +6%
3.23	Schools promote respect of cultural beliefs / practices: Average percent of parents of	2023-24 English learner: 50% Not English learner: 39%	2024-2025 English learner: 61% Not English learner: 43%		2026-27 English learner: 65%	EL: +9% Not EL: +4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English learners and parents at all schools reporting “Strongly Agree” or “Agree” <i>Data Source: California Healthy Kids Survey</i>	All Schools: 82% Elementary: 87% Middle: 76% High: 74%	All Schools: 46% Elementary: 51% Middle: 31% High: 23%		Not English learner: 57% All Schools: >85% Elementary: >85% Middle: >85% High: >85%	All: -36% K-5: -36% 6-8: -45% High: -51%
3.24	Schools provide instructional materials that reflect my child’s culture, ethnicity, and identity: Average percent of parents reporting “Strongly Agree” or “Agree” <i>Data Source: California Healthy Kids Survey</i>	2023-24 All Schools: 64% Elementary: 70% Middle: 55% High: 54%	2024-2025 All Schools: 72% Elementary: 77% Middle: 59% High: 57%		2026-27 All Schools: >85% Elementary: >85% Middle: >85% High: >85%	All: +8% K-5: +7% 6-8: +4% High: +3%
3.25	Participating in afterschool programs is really boring: Percent of students responding with a rating of 7 or higher <i>Data Source: California Healthy Kids Survey- School Climate Module</i>	2023-24 1-2 days per week Grade 7: 45% Grade 9: 40% Grade 11: 43% 3-5 days per week Grade 7: 43% Grade 9: 39% Grade 11: 44%	2024-25 1-2 days per week Grade 7: 31% Grade 9: 31% Grade 11: 28% 3-5 days per week Grade 7: 50% Grade 9: 30% Grade 11: 31%		2026-27 1-2 days per week Grade 7: <20% Grade 9: <20% Grade 11: <20% 3-5 days per week Grade 7: <20% Grade 9: <20% Grade 11: <20%	1-2 days per week Grade 7: -14 points (pts) Grade 9: -9 pts Grade 11: -15 pts 3-5 days per week Grade 7: +7 pts Grade 9: -9 pts Grade 11: -13 pts
3.26	Safety: The percentage of elementary students who perceive school as Safe or Very Safe <i>Data Source: CA Healthy Kids Survey</i>	2023-24 Elementary: 73%	2024-25 Elementary: 78%		2026-27 Elementary: 88%	Elementary: +5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.27	Discontinued Metric Safety: Percentage of secondary students who perceive school to be safe or very safe <i>Data Source: CA Healthy Kids Survey</i>	2023-24 Grade 6: 59% Grade 7: 55% Grade 8: 63% Grade 9: 67% Grade 11: 60%	2024-2025 Grade 6: 59% Grade 7: 57% Grade 8: 60% Grade 9: 71% Grade 11: 73%		2026-27 Grade 6: 77% Grade 7: 70% Grade 8: 78% Grade 9: 82% Grade 11: 75%	Grade 6: 0% Grade 7: 2% Grade 8: -3% Grade 9: 4% Grade 11: 13%
3.28	Middle School Dropout rate <i>Data Source: Aeries Student Information System (SIS)</i>	2022-23 n/a	2023-24 25/		2025-26 0%	0%
3.29	High School Dropout Rate <i>Data Source: CALPADS</i>	2022-23 7.4%	2023-24 Available in May 78/1549 = 5.04%		2026-27 3%	2.36%
3.30	Safety: School perceived as very safe or safe: Average percent of race/ethnicity students reporting "Agree" or "Strongly agree" with regard to a perceived sense of safety at school <i>Data Source: CA Healthy Kids Survey</i>	2023-24 Asian Grade 6: 60% Grade 7: 55% Grade 8: 70% Grade 9: 61% Grade 11: 69% Black or African American Grade 6: - Grade 7: 45% Grade 8: 24% Grade 9: 71% Grade 11: 75% Hispanic or Latinx Grade 6: 58% Grade 7: 55% Grade 8: 64% Grade 9: 67% Grade 11: 57%	2024-2025 Asian Grade 6: 65% Grade 7: 63% Grade 8: 55% Grade 9: 83% Grade 11: 70% Black or African American Grade 6: - Grade 7: 63% Grade 8: 27% Grade 9: 44% Grade 11: - Hispanic or Latinx Grade 6: 62% Grade 7: 56% Grade 8: 61% Grade 9: 69% Grade 11: 72%		2026-27 Asian Grade 6: 75% Grade 7: 70% Grade 8: 85% Grade 9: 76% Grade 11: 84% Black or African American Grade 6: - Grade 7: 60% Grade 8: 39% Grade 9: 86% Grade 11: 90% Hispanic or Latinx Grade 6: 73% Grade 7: 70% Grade 8: 79% Grade 9: 82% Grade 11: 72%	Asian Grade 6: 5% Grade 7: 8% Grade 8: -15% Grade 9: 22% Grade 11: 1% Black or African American Grade 6: - Grade 7: 18% Grade 8: 3% Grade 9: -27% Grade 11: n/a% Hispanic or Latinx Grade 6: 4% Grade 7: 1% Grade 8: -3% Grade 9: 2% Grade 11: 15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<i>White</i> Grade 6: 57% Grade 7: 59% Grade 8: 64% Grade 9: 68% Grade 11: 64% <i>Multiracial</i> Grade 6: 52% Grade 7: 58% Grade 8: 50% Grade 9: 67% Grade 11: 66%	<i>White</i> Grade 6: 51% Grade 7: 57% Grade 8: 61% Grade 9: 76% Grade 11: 78% <i>Multiracial</i> Grade 6: 50% Grade 7: 59% Grade 8: 56% Grade 9: 73% Grade 11: 70%		<i>White</i> Grade 6: 72% Grade 7: 74% Grade 8: 79% Grade 9: 83% Grade 11: 79% <i>Multiracial</i> Grade 6: 67% Grade 7: 73% Grade 8: 65% Grade 9: 82% Grade 11: 81%	WGrade 6: 72% Grade 7: 74% Grade 6: -6% Grade 7: -2% Grade 8: -3% Grade 9: 8% Grade 11: 14% <i>Multiracial</i> Grade 6: -2% Grade 7: 1% Grade 8: 6% Grade 9: 6% Grade 11: 4%
31	Safety: School perceived as very safe or safe: Average percent of English learners reporting “Agree” or “Strongly agree” with regard to a perceived sense of safety at school <i>Data Source: CA Healthy Kids Survey</i>	2023-24 <i>English learners</i> Grade 6: 71% Grade 7: 68% Grade 8: 62% Grade 9: 58% Grade 11: 66% <i>Not English learners</i> Grade 6: 58% Grade 7: 53% Grade 8: 62% Grade 9: 68% Grade 11: 60%	2024-25 <i>English learners</i> Grade 6: 59% Grade 7: 61% Grade 8: 59% Grade 9: 72% Grade 11: 64% <i>Not English learners</i> Grade 6: 60% Grade 7: 56% Grade 8: 60% Grade 9: 70% Grade 11: 75%		2026-27 <i>English learners</i> Grade 6: 86% Grade 7: 83% Grade 8: 77% Grade 9: 73% Grade 11: 81% <i>Not English learners</i> Grade 6: 73% Grade 7: 68% Grade 8: 77% Grade 9: 83% Grade 11: 75%	<i>English learners</i> Grade 6: -12% Grade 7: -7% Grade 8: -3% Grade 9: 14% Grade 11: -2% <i>Not English learners</i> Grade 6: 2% Grade 7: 3% Grade 8: -2% Grade 9: 2% Grade 11: 15%
32	Safety: School perceived as very safe or safe: Average percent of students with an IEP reporting “Agree” or “Strongly agree” with regard to a perceived sense of safety at school <i>Data Source: CA Healthy Kids Survey</i>	2023-24 <i>Students with IEP</i> Grade 6: 53% Grade 7: 60% Grade 8: 63% Grade 9: 56% Grade 11: 56% <i>Students with No IEP</i> Grade 6: 61% Grade 7: 55% Grade 8: 62%	2024-25 <i>Students with IEP</i> Grade 6: 61% Grade 7: 80% Grade 8: 61% Grade 9: 67% Grade 11: 58% <i>Students with No IEP</i> Grade 6: 56% Grade 7: 55% Grade 8: 61%		2026-27 <i>Students with IEP</i> Grade 6: 68% Grade 7: 75% Grade 8: 78% Grade 9: 71% Grade 11: 71% <i>Students with No IEP</i> Grade 6: 76% Grade 7: 70%	<i>Students with IEP</i> Grade 6: 8% Grade 7: 20% Grade 8: -2% Grade 9: 11% Grade 11: 2% <i>Students with No IEP</i> Grade 6: -5% Grade 7: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 9: 69% Grade 11: 63%	Grade 9: 72% Grade 11: 76%		Grade 8: 77% Grade 9: 84% Grade 11: 78%	Grade 8: -1% Grade 9: 3% Grade 11: 13%
3.33	Frequent sadness: Average percent of elementary students who report “Yes, most of the time” or “Yes, all of the time” with regarding to experiencing sadness over the past 12 months <i>Data Source: CA Healthy Kids Survey</i>	2023-24 Elementary students: 18%	2024-2025 Elementary students: 20%		2026-27 <5%	Elementary: +2%
3.34	Chronic sadness: Percentage of secondary students who report experiencing chronic sadness/hopelessness over the past 12 months <i>Data Source: CA Healthy Kids Survey</i>	2023-24 Grade 6: 26% Grade 7: 27% Grade 8: 28% Grade 9: 28% Grade 11: 31%	2024-2025 Grade 6: 22% Grade 7: 23% Grade 8: 25% Grade 9: 24% Grade 11: 22%		2026-27 Grade 6: <15% Grade 7: <15% Grade 8: <15% Grade 9: <15% Grade 11: <15%	Gr 6: -4% Gr 7: -4% Gr 8: -3% Gr 9: -4% Gr 11: -9%
3.35	Chronic sadness: Percentage of race/ethnicity students who report experiencing chronic sadness/hopelessness over the past 12 months <i>Data Source: CA Healthy Kids Survey</i>	2023-24 <i>Asian</i> Grade 6: 15% Grade 7: 31% Grade 8: 17% Grade 9: 35% Grade 11: 35% <i>Black or African American</i> Grade 6: - Grade 7: 26% Grade 8: 25% Grade 9: 21% Grade 11: 25% <i>Hispanic or Latinx</i> Grade 6: 27%	2024-2025 <i>Asian</i> Grade 6: 26% Grade 7: 11% Grade 8: 26% Grade 9: 25% Grade 11: 31% <i>Black or African American</i> Grade 6: - Grade 7: 40% Grade 8: 19% Grade 9: 41% Grade 11: - <i>Hispanic or Latinx</i> Grade 6: 22%		2026-27 <i>Asian</i> Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: <10% Grade 11: <10% <i>Black or African American</i> Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: <10% Grade 11: <10% <i>Hispanic or Latinx</i>	<i>Asian</i> Gr 6: +11% Gr 7: -20% Gr 8: +9% Gr 9: -10% Gr 11: -4% <i>Black or AA</i> Gr 6: - Gr 7: +14% Gr 8: -6% Gr 9: +20% Gr 11: - <i>Hispanic</i> Gr 6: +5% Gr 7: -3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 7: 28% Grade 8: 28% Grade 9: 27% Grade 11: 30% <i>White</i> Grade 6: 30% Grade 7: 22% Grade 8: 26% Grade 9: 27% Grade 11: 33% <i>Multiracial</i> Grade 6: 16% Grade 7: 36% Grade 8: 47% Grade 9: 28% Grade 11: 28%	Grade 7: 25% Grade 8: 26% Grade 9: 23% Grade 11: 20% <i>White</i> Grade 6: 22% Grade 7: 19% Grade 8: 23% Grade 9: 27% Grade 11: 22% <i>Multiracial</i> Grade 6: 30% Grade 7: 19% Grade 8: 26% Grade 9: 23% Grade 11: 41%		Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: <10% Grade 11: <10% <i>White</i> Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: <10% Grade 11: <10% <i>Multiracial</i> Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: <10% Grade 11: <10%	Gr 8: -2% Gr 9: -4% Gr 11: -10% White Gr 6: -8% Gr 7: -3% Gr 8: -3% Gr 9: 0% Gr 11: -11% Multiracial Gr 6: +14% Gr 7: -17% Gr 8: -21% Gr 9: -5% Gr 11: +13%
3.36	<i>Action 7 School Climate</i> Chronic sadness: Percentage of English learners students who report experiencing chronic sadness/hopelessness over the past 12 months <i>Data Source: CA Healthy Kids Survey</i>	2023-24 <i>English learners</i> Grade 6: 26% Grade 7: 22% Grade 8: 25% Grade 9: 22% Grade 11: 26% <i>Not English learners</i> Grade 6: 23% Grade 7: 28% Grade 8: 28% Grade 9: 29% Grade 11: 30%	2024-2025 <i>English learners</i> Grade 6: 31% Grade 7: 19% Grade 8: 28% Grade 9: 22% Grade 11: 19% <i>Not English learners</i> Grade 6: 19% Grade 7: 25% Grade 8: 25% Grade 9: 24% Grade 11: 22%		2026-27 <i>English learners</i> Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: <10% Grade 11: <10% <i>Not English learners</i> Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: <10% Grade 11: <10%	English Learner Gr 6: +5% Gr 7: -3% Gr 8: +3% Gr 9: 0 Gr 11: -7% Not English Learner Gr 6: -4% Gr 7: -3% Gr 8: -3% Gr 9: -5% Gr 11: -8%
3.37	Chronic sadness: Percentage of students with an IEP who report experiencing chronic sadness/hopelessness over the past 12 months	2023-24 <i>Students with IEP</i> Grade 6: 33% Grade 7: 38% Grade 8: 33% Grade 9: 28%	2024-2025 <i>Students with IEP</i> Grade 6: 22% Grade 7: 26% Grade 8: 26% Grade 9: 30%		2026-27 <i>Students with IEP</i> Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: %	Student with IEP Gr 6: -11% Gr 7: -12% Gr 8: -7% Gr 9: +2% Gr 11: -5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<i>Data Source: CA Healthy Kids Survey</i>	Grade 11: 37% Students with No IEP Grade 6: 22% Grade 7: 27% Grade 8: 28% Grade 9: 27% Grade 11: 29%	Grade 11: 32% Students with No IEP Grade 6: 22% Grade 7: 22% Grade 8: 25% Grade 9: 24% Grade 11: 22%		Grade 11: % Students with No IEP Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: <10% Grade 11: <10%	Students with No IEP Gr 6: 0 Gr 7: -5% Gr 8: +3% Gr 9: -3% Gr 11: -7%
3.38	Supporting students' social or emotional needs: Average percent of parents who reported they “strongly agree” or “agree” that their school provides quality counseling or other ways to help students with social or emotional needs. <i>Data Source: CA Healthy Kids Survey</i>	2023-24 All schools: 76% Elementary: 76% Middle: 74% High: 76%	2024-2025 All schools: 77% Elementary: 77% Middle: 75% High: 77%		2026-27 All schools: >80% Elementary: >80% Middle: >80% High: >80%	All schools: +1% K-5: +1% 6-8: +1% 9-12: +1%
3.39	Social emotional learning supports: Average percent of elementary students who report “Yes, most of the time” or “Yes, all of the time” with regard to being taught responsibility, empathy, conflict resolution, and respect <i>Data Source: CA Healthy Kids Survey</i>	2023-24 Elementary: 74%	2024-2025 Elementary: 76%		2026-27 Elementary: >80%	Elementary: +2%
3.40	Social emotional distress: Average percent of secondary students who report “Pretty much true” or “Very much true” with regard	2023-24 Grade 6: 26% Grade 7: 27% Grade 8: 28% Grade 9: 22%	2024-2025 Grade 6: 19% Grade 7: 20% Grade 8: 21% Grade 9: 21%		2026-27 Grade 6: <15% Grade 7: <15% Grade 8: <15% Grade 9: <15%	Gr 6: -7% Gr 7: -7% Gr 8: -7% Gr 9: -1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	to experiencing emotional distress <i>Data Source: CA Healthy Kids Survey</i>	Grade 11: 26%	Grade 11: 23%		Grade 11: <15%	Gr 11: -3%
3.41	Action 7 School Climate Social emotional distress: Average percent of race/ethnicity students who report "Pretty much true" or "Very much true" with regard to experiencing emotional distress <i>Data Source: CA Healthy Kids Survey</i>	2023-24 Asian Grade 6: 15% Grade 7: 27% Grade 8: 14% Grade 9: 15% Grade 11: 30% Black or African American Grade 6: - Grade 7: 21% Grade 8: 21% Grade 9: 4% Grade 11: 30% Hispanic or Latinx Grade 6: 21% Grade 7: 20% Grade 8: 21% Grade 9: 20% Grade 11: 23% White Grade 6: 20% Grade 7: 21% Grade 8: 27% Grade 9: 25% Grade 11: 30% Multiracial Grade 6: 17% Grade 7: 29% Grade 8: 36% Grade 9: 34% Grade 11: 32%	2024-2025 Asian Grade 6: 21% Grade 7: 14% Grade 8: 21% Grade 9: 21% Grade 11: 24% Black or African American Grade 6: - Grade 7: 24% Grade 8: 23% Grade 9: 24% Grade 11: - Hispanic or Latinx Grade 6: 20% Grade 7: 20% Grade 8: 20% Grade 9: 19% Grade 11: 19% White Grade 6: 17% Grade 7: 21% Grade 8: 24% Grade 9: 24% Grade 11: 29% Multiracial Grade 6: 21% Grade 7: 21% Grade 8: 31% Grade 9: 25% Grade 11: 35%		2026-27 Asian Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: <10% Grade 11: <10% Black or African American Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: <10% Grade 11: <10% Hispanic or Latinx Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: <10% Grade 11: <10% White Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: <10% Grade 11: <10% Multiracial Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: <10% Grade 11: <10%	Asian Gr 6: +6% Gr 7: -7% Gr 8: +7% Gr 9: +6% Gr 11: -6% Black or AA Gr 6: Gr 7: +3% Gr 8: +2% Gr 9: +20% Gr 11: - Hispanic Gr 6: -1% Gr 7: 0 Gr 8: -1% Gr 9: -1% Gr 11: -4% White Gr 6: -3% Gr 7: 0 Gr 8: +3% Gr 9: -1% Gr 11: -1% Multiracial: Gr 6: +4% Gr 7: -8% Gr 8: -5% Gr 9: -9% Gr 11: +3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.42	Social emotional distress: Average percent of English learners students who report “Pretty much true” or “Very much true” with regard to experiencing emotional distress <i>Data Source: CA Healthy Kids Survey</i>	2023-24 <i>English learners</i> Grade 6: 17% Grade 7: 17% Grade 8: 23% Grade 9: 15% Grade 11: 19% <i>Not English learners</i> Grade 6: 21% Grade 7: 23% Grade 8: 23% Grade 9: 23% Grade 11: 27%	2024-2025 <i>English learners</i> Grade 6: 15% Grade 7: 15% Grade 8: 16% Grade 9: 12% Grade 11: 18% <i>Not English learners</i> Grade 6: 18% Grade 7: 22% Grade 8: 22% Grade 9: 22% Grade 11: 23%		2026-27 <i>English learners</i> Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: <10% Grade 11: <10% <i>Not English learners</i> Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: <10% Grade 11: <10%	English Learner Gr 6: -2% Gr 7: -2% Gr 8: -7% Gr 9: -3% Gr 11: -1% Not EL Gr 6: -3% Gr 7: -1% Gr 8: -1% Gr 9: -1% Gr 11: -4%
3.43	Social emotional distress: Average percent of students with an IEP who report “Pretty much true” or “Very much true” with regard to experiencing emotional distress <i>Data Source: CA Healthy Kids Survey</i>	2023-24 <i>Students with IEP</i> Grade 6: 18% Grade 7: 28% Grade 8: 28% Grade 9: 24% Grade 11: 24% <i>Students with No IEP</i> Grade 6: 19% Grade 7: 22% Grade 8: 22% Grade 9: 22% Grade 11: 26%	2024-2025 <i>Students with IEP</i> Grade 6: 17% Grade 7: 17% Grade 8: 25% Grade 9: 23% Grade 11: 25% <i>Students with No IEP</i> Grade 6: 20% Grade 7: 19% Grade 8: 21% Grade 9: 21% Grade 11: 23%		2026-27 <i>Students with IEP</i> Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: <10% Grade 11: <10% <i>Students with No IEP</i> Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: <10% Grade 11: <10%	Students with IEP Gr 6: -1% Gr 7: -11% Gr 8: -3% Gr 9: -1% Gr 11: +1% Students No IEP Gr 6: +1% Gr 7: -3% Gr 8: -1% Gr 9: -1% Gr 11: -3%
3.44	The extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC): High	2023 High School Graduation Rate: 85.9% A-G Completion Rate: 39%	2024 86.8% A-G: 42.9%		2026-27 HS Graduation Rate: >95% A-G Completion Rate: >65%	+0.9% A-G: 3.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	school graduation rate and A-G completion rate <i>Data Source: CA School Dashboard</i>					
45	The EE&I department reviews secondary site master schedules each semester to ensure all English learners (EL), long-term ELs, including dually identified students, are enrolled in a broad course of study that includes programs and services such as a designated English Language Development (ELD) course alongside their grade-level English language arts (ELA) course until they achieve proficiency in English: <i>Data Source: Aeries Student Information System (SIS)</i>	2023-24 English learners (EL), long-term ELs enrolled in Designated ELD and ELA courses: 100% Dually identified English learners (EL), long-term ELs enrolled in Designated ELD and ELA courses: 54%	100% 100%		2026-27 English learners (EL), long-term ELs enrolled in Designated ELD and ELA courses: 100% Dually identified English learners (EL), long-term ELs enrolled in Designated ELD and ELA courses: 80%	0% 0%
3.46	Access to a Broad Course of Study <i>Data Source: CA School Dashboard</i>	2023 Standard Met	2024 Standard Met		2026 Standard Met	0%

Goal 3 Analysis for 2024-25

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

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

The district successfully implemented the majority of planned actions under Goal 3, with several initiatives demonstrating strong alignment to student needs and timely execution. Action 3.2 (Responsive Support Programs) led to the successful hiring of additional counselors, expanding the district’s capacity to meet increased student social-emotional needs. Action 3.4 (Expanded Learning) launched Saturday school programs, while Actions 3.5 and 3.6 ensured ELOP staff were trained in social-emotional learning strategies and used data to tailor supports for unduplicated students. Additionally, Action 3.7 (Connection and Wellbeing) placed 11 registered nurses across the district to enhance health and wellness services. One action, Action 3.1 (Positive Behavior Supports), experienced a delay in implementation due to staffing limitations, with efforts beginning later in the year than planned. Despite this challenge, the district made progress in advancing student well-being and equitable learning opportunities through consistent and responsive implementation of key supports.

Successful Implementation

Action 3.2 Responsive Support Programs: This action was successfully implemented with additional counselors hired to support the increasing need of social-emotional support for students.

Action 3.4 Expanded Learning (ELOP) Successfully implemented Saturday school for learning recovery.

Action 3.5 SEL Data Analysis (ELOP): This action was successfully implemented with staff analyzing data to ensure that expanded learning providers could provide targeted supports to our unduplicated students participating in ELOP programming.

Action 3.6 SEL PD (ELOP): This action was successfully implemented. Staff provided social-emotional learning professional development to ELOP providers to support our unduplicated students attending after hours ELOP programming.

Action 3.7 Connection and Wellbeing: Successfully placed 11 registered nurses to implement additional health and wellness supports across the district.

Implementation Challenges

Action 3.1 Positive Behavior Supports: This action was implemented, providing an alternative to suspension program; however not until later into the school year due to staffing capacity.

Action 3.3 Equity/Graduation: This action was only partially implemented as the lead for this project moved out of the department in Nov and a replacement wasn’t found until April.

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

There were no material differences between budgeted and estimated actual expenditures for Actions 3.2 and 3.4 through 3.7, as all were implemented as planned and expenditures aligned with the adopted budget. However, Action 3.1 (Positive Behavior Supports) was underspent, with \$471,509 expended out of the \$621,074 budgeted. This variance was due to the delayed implementation of the alternative to suspension program, which resulted in lower-than-anticipated expenditures during the 2024–25 school year.

Expenditure Differences:

Action 3.1 - The Positive behavior supports action was underspent, with \$621,074 budgeted and \$471,509 expended due to the late implementation of the alternative to suspension program.

Action 3.3 - Equity/Graduation. Planned expenditures were \$76,000; however, estimated actual expenditures totaled \$40,000. When the lead for this project moved out of the department, we had reduced capacity to implement this action.

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

To date, the implementation of Actions 3.1 and 3.2 and 3.4 through 3.7 has been generally effective in making progress toward Goal 3, which focuses on strengthening support systems to improve educational outcomes and promote student well-being. The Alternative to Suspension program (Action 3.1) contributed to a notable decrease in suspension rates across all student groups. The addition of counselors (Action 3.2) correlated with increased student connectedness, particularly for students with IEPs and English learners. Actions 3.4 through 3.7, focused on expanded learning, SEL supports, and student health, also demonstrated strong effectiveness, with improvements in caring adult relationships, reduced chronic sadness, and increased parent confidence in student support services. Overall, these actions show clear impact, particularly for historically underserved student populations.

Action 3.1 Positive Behavior Support

The implementation of the Alternative to Suspension (ATS) program, has been effective in making progress toward Goal. Suspension data from 2023 to 2024 show a notable decline across all student groups, indicating that the shift toward supportive, non-punitive behavioral interventions is having a positive impact. The overall suspension rate decreased from 5% to 3.2%, with significant reductions among high-need populations. Foster youth saw the largest improvement, dropping from 14.6% to 6%, while suspension rates for students with disabilities fell from 8.3% to 5.1%, and for homeless students from 10.3% to 5.8%. English learners and low-income students also experienced declines, from 5.7% to 3.9% and from 6% to 3.6%, respectively. These trends suggest that, even with late implementation, the ATS program has contributed to reducing exclusionary discipline and ensuring students remain connected to learning environments that support both academic and emotional growth.

Action 3.2 Responsive Support Programs

Implementation of Action 3.2, which involved hiring additional counselors to meet the growing social-emotional needs of students, appears to have been effective in supporting Goal 3. Overall, school connectedness improved across multiple grade levels and student subgroups, suggesting that increased access to counseling and responsive support services contributed positively to student perceptions of belonging and emotional support.

Among elementary students, connectedness in Grade 5 rose from 69% to 75%, indicating a stronger sense of school. Secondary students also experienced gains. Grade 9 increased from 58% to 63%, and Grade 11 from 58% to 64%, while Grades 6 and 7 saw smaller improvements. Notably, students with IEPs reported stronger connections across all grades, with Grade 7 rising from 58% to 63% and Grade 8 from 55% to 61%, suggesting that counseling services are helping meet the individualized needs of students with disabilities.

English learners experienced significant improvements in school connectedness in Grades 8 and 9, with Grade 8 rising from 49% to 61% and Grade 9 from 52% to 64%. These gains point to the importance of accessible, culturally responsive counseling supports for students navigating both linguistic and social-emotional challenges. While some groups, such as Grade 11 English learners, saw a decline (from 50% to 46%), the overall trend across student groups and grade levels was positive.

These findings indicate that the addition of counselors had a meaningful impact on improving student connection to school, particularly for historically underserved populations. Continued investment in counseling services, paired with strategies to deepen engagement for high school English learners and African American students, will be key to sustaining and expanding this progress.

Action 3.3 Equity/Graduation

Limited capacity to implement this action prevented full execution, which in turn limited its contribution to the success of Goal 3.

Action 3.4 Expanded Learning (ELOP), Action 3.5 SEL Data Analysis (ELOP), Action 3.6 SEL professional development (ELOP), Action 3.7 Connection and Wellbeing

The implementation of Actions 3.3 through 3.7, which include Expanded Learning (ELOP), SEL data analysis and professional development for ELOP providers, and the addition of registered nurses to support student connection and well-being, has been effective in advancing Goal 3, which aims to strengthen support systems that improve educational outcomes and promote student mental health and well-being.

Action 3.4 (ELOP) provided structured afterschool and Saturday learning opportunities, contributing to stronger student-adult relationships and expanded SEL instruction. The percentage of elementary students who reported having caring adult relationships increased from 68% to 72%,

while secondary students also showed improvements, including Grade 7 (from 58% to 63%) and Grade 9 (from 58% to 64%), suggesting ELOP programming helped reinforce empathy and responsibility outside of core academic time.

Action 3.5 (SEL Data Analysis for ELOP) enabled providers to tailor support based on student need. Notably, among students with IEPs, reported experiences of caring adult relationships increased across nearly every grade, for example, in Grade 8 from 59% to 67%, and in Grade 11 from 69% to 76%, highlighting how targeted interventions through ELOP can support some of the district's most vulnerable students. Likewise, chronic sadness among students with IEPs dropped from an average of 33% to 27%, further indicating improved emotional support.

Action 3.6 (SEL Professional Development for ELOP Providers) appears to have strengthened the emotional climate of extended-day programs. For example, Grade 6 English learners showed consistent or improved caring relationships (63% to 64%), and non-English learners improved across all grades. Parent perception of schools supporting students' social-emotional needs also improved slightly from 76% to 77%, showing confidence in districtwide counseling and SEL efforts.

Action 3.7 (Connection and Wellbeing through Registered Nurses) likely contributed to the reduction in chronic sadness/hopelessness among secondary students, with notable declines in Grades 6 through 11. Grade 11, for instance, dropped from 31% to 22%. Among racial groups, Hispanic/Latinx students experienced improvements in every grade, and students with IEPs in Grade 7 saw chronic sadness decrease from 38% to 26%. While some fluctuations remain (e.g., a rise in sadness among Grade 6 English learners from 26% to 31%), the overall trajectory across most student groups and grades points toward a healthier emotional environment.

In sum, the combined efforts of ELOP expansion, targeted SEL strategies, and wellness staffing appear to be having a meaningful impact on student well-being, connectedness, and support, especially among students with IEPs, English learners, and underserved racial/ethnic student groups. Continued focus on culturally responsive mental health strategies and expanded access to adult relationships in upper grades will help sustain and extend these gains.

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

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle.

Goal Description: No Changes to current goal focusing on social-emotional learning and support.

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

Goal 3 Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Positive Behavior Supports (LREBG-funded action)	We will implement a multi-tiered system of universal, supplemental, and intensive positive behavior supports aimed at improving attendance and behavioral concerns for English learners (EL), long-term ELs, low income students, and foster youth, including dually identified students. This action is designed to support the following student groups and schools/district who scored at the highest performance level for: Chronic Absenteeism Indicator on the 2023 Dashboard: Vista Visions Academy - all student groups, Roosevelt Middle School - English learners (EL), long-term ELs, Vista Magnet Middle School - multiracial students and students with disabilities. <i>Graduation Rate</i>: the District - students with disabilities. <i>English Learner Progression Indicator</i>: Bobier Elementary - low-income students. Learning Recovery Emergency Block Grant Research Based Rationale <i>A meta-analysis conducted by Durlak et al. (2011) evaluated 213 school-based SEL programs encompassing over 270,000 students from kindergarten through high school. The study found that, compared to control groups, students who participated in SEL programs exhibited:</i> • Significant improvements in social and emotional skills • Enhanced attitudes toward self and others • Increased positive social behaviors • Reductions in conduct problems and emotional distress • An 11-percentile-point gain in academic achievement	\$ 627,833	Y

Action #	Title	Description	Total Funds	Contributing
		<i>These results underscore the many benefits of SEL programs in fostering both behavioral and academic improvements.</i> <i>The Learning Policy Institute reviewed 12 independent meta-analyses covering hundreds of studies on school-based SEL programs. The review concluded that SEL interventions consistently lead to positive outcomes, including social, emotional, behavioral, and academic aspects, for students from diverse backgrounds.</i> Funding Amount <i>\$283,618 in LREBG funds will be used to support staffing for the Alternatives to Suspension program.</i> Metrics for Monitoring <i>This action will be monitored by the % of students who report feeling connected to school (Metric 3.2, 3.3, 3.4, 3.5) and suspension rate (3.19).</i>		
3.2	Responsive Support Programs - Reducing Suspension (LREBG-funded action)	We will provide a multi-tiered system of universal, supplemental, and intensive supports focused on social, emotional, and mental health to lower the suspension rate and improve student engagement of English learners (EL), long-term ELs, low income students, and foster youth. This action is designed to support the following student groups and schools/district who scored at the lowest level on the 2023 Dashboard for: Suspension Rate: Roosevelt Middle - all student groups, the District - foster youth, homeless students, and students with disabilities, Alamosa Park Elementary - students with disabilities, low-income students, Bobier Elementary - homeless students, Breeze Hill Elementary - African American students, Mission Vista High - students with disabilities, Monte Vista Elementary - Hispanic/Latinx students, Rancho Buena Vista High - homeless students, Roosevelt Middle - Hispanic/Latinx students, low-income students,	\$ 10,639,705	Y

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

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

Action #	Title	Description	Total Funds	Contributing
		long-term ELs (EL), long-term ELs, Hispanic/Latinx students, students with disabilities, white students, VIDA - English learners (EL), long-term ELs, Hispanic/Latinx students, students with disabilities, Vista Vision Academy - Hispanic/Latinx students. This action is designed to support the following student groups and schools/district who scored at the lowest performance level on the 2023 Dashboard for: English Learner Progression Indicator: T.H.E. Leadership Academy - English learners (EL), long-term ELs, Foothill Oak Elementary - English learners (EL), long-term ELs, Bobier Elementary - English learner (EL), long-term ELs, Hannalei Elementary - English learners (EL), long-term ELs, Rancho Buena Vista High - English learners (EL), long-term ELs		
3.4	Expanded Learning AM/PM program (ELOP)	We will provide expanded learning opportunities for foster youth, English learners (EL), long-term ELs, and low income students in the before and after school <i>Expanded Learning Opportunity Program (ELOP) - 50% academic support (ELOP serves unduplicated students)</i> This action is designed to support the following student groups and schools/district who scored at the lowest performance level on the 2023 Dashboard for: English Language Arts: Bobier Elementary - all students, Foothill Oak Elementary - all students, Roosevelt Middle - all students. the District - English learners (EL), long-term ELs, foster youth, and students with disabilities, Alamosa Park Elementary - students with disabilities, Bobier Elementary - English learners (EL), long-term ELs, Hispanic/Latinx, students with disabilities, Foothill Oak Elementary - English learners (EL), long-term ELs, Hispanic/Latinx, low-income students, students with disabilities, Grapevine Elementary - English Learners (EL), long-term ELs, students with disabilities, Hannalei Elementary - English learners (EL), long-term ELs,	\$ 8,984,529	Y

Action #	Title	Description	Total Funds	Contributing
		students with disabilities, Madison Middle - English learners (EL), long-term ELs, students with disabilities, Maryland Elementary - English learners (EL), long-term ELs, Roosevelt Middle - English learners (EL), long-term ELs, Hispanic/Latinx, Homeless students, low-income students, Vista High - English learners (EL), long-term ELs, students with disabilities, VIDA - English learners (EL), long-term ELs, students with disabilities. Mathematics: Vista High - all students, Vista Visions Academy all students, the District - English learners (EL), long-term ELs, Bobier Elementary - English learners (EL), long-term ELs, Foothill Oak Elementary - English learners (EL), long-term ELs, Grapevine Elementary - students with disabilities, Hannalei Elementary - students with disabilities, Madison Middle - English learners (EL), long-term ELs, Hispanic/Latinx, students with disabilities, Maryland Elementary - English learners (EL), long-term ELs, Rancho Buena Vista High - students with disabilities, Roosevelt Middle - English learners (EL), long-term ELs, Vista High - English learners (EL), long-term ELs, Hispanic/Latinx students, students with disabilities, white students, VIDA - English learners (EL), long-term ELs, Hispanic/Latinx students, students with disabilities, Vista Vision Academy - Hispanic/Latinx students.		
3.5	SEL Data Analysis AM/PM program (ELOP)	Key staff will analyze data to ensure that expanded learning providers (teachers, instructional aides, etc) know what targeted supports to provide for foster youth, English learners (EL), long-term ELs, and low socioeconomic students participating in the <i>ELOP - 50% academic support (ELOP serves unduplicated students)</i>	\$0	Y
3.6	SEL PD AM/PM program (ELOP)	Key staff will provide social-emotional learning professional development to ELOP providers (teachers, instructional aides) to provide targeted social-emotional learning support for foster youth, English learners (EL), long-term ELs, and low income students participating in the <i>ELOP - 50% academic support (ELOP serves unduplicated students)</i>	\$0	Y

Action #	Title	Description	Total Funds	Contributing
3.7	Connection & Wellbeing	We will implement a multi-tiered system of universal, supplemental, and health and wellness supports in collaboration with county and local health services designed to address the varied health needs of our foster youth, English learners (EL), long-term ELs, and low income students	\$ 3,389,133	Y

LCAP Goal 4 - Academic outcomes

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

State Priorities addressed by this goal.

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

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

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

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

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

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

An explanation of why the LEA has developed this goal.

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

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

Goal 4 Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of students with access to standards-aligned instructional materials as measured by the district and site annual review and SDCOE Williams settlement review <i>Data Source: VUSD Facilities and SDCOE Williams Reports</i>	2023 District and site annual review and SDCOE Williams settlement review: 100%	2024 100%		2026 District and site annual review and SDCOE Williams settlement review: 100%	0
4.2	Implementation of the Academic Common Core State Standards (CCSS) , including access to CCSS and English Language Development (ELD) for English Learners <i>Data Source: Local Performance Indicator Self-Reflection Report</i>	2023-24 ELA: 4 ELD: 4 Math: 4 Science: 4 History/Social Sci: 4 <i>(Scale 1 to 5; 1 = Exploration Phase, 5 = Full Implementation and Sustainability)</i>	2024-25 ELA: 4 ELD: 4 Math: 4 Science: 4 History/Social Sci: 4 <i>(Scale 1 to 5; 1 = Exploration Phase, 5 = Full Implementation and Sustainability)</i>		2026-27 ELA: 5 ELD: 5 Math: 5 Science: 5 History/Social Science: 5	ELA: 0 ELD: 0 Math: 0 Science: 0 History/Social Sci: 0
4.3	Percentage of students meeting or exceeding grade-level standards on the ELA CAASPP <i>Data Source: CAASPP</i>	2023 All students (All): 43% Low Income (LI): 34% English Learner (EL): 5% Long Term EL (LTEL): 5% Foster Youth (FY): N/A Students with Disabilities (SwD): 15% Homeless (HO): 24%	2024 All students (All): 42.7% Low Income (LI): 33.6% English Learner (EL): 3.3% Long Term EL (LTEL): 1.7% Foster Youth (FY): N/A Students with Disabilities (SwD): 13.9% Homeless (HO): 22.3%		2026 All: 58% LI: 49% EL: 20% LTEL: 20% FY: 35% SwD: 30% HO: 39%	All: (-0.3)% LI: (-0.4)% EL: (-1.7)% LTEL: (-3.3)% FY: N/A% SwD: (-1.1)% HO: (-1.7)%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	(SBAC) EAP Progress: Percentage of students who are college "ready" in ELA <i>Data Source: CAASPP</i>	2023 41.5%	2024 29.3%		2026 56.5%	(-12.2)%
4.5	Percentage of students meeting or exceeding grade-level standards on the Math CAASPP <i>Data Source: CAASPP</i>	2023 All students (All): 32% Low Income LI: 23% English Learner (EL): 4% Long Term EL (LTEL): 2% Foster Youth (FY): 0% Students with Disabilities (SwD): 13% Homeless (HO): 18%	2024 All students (All): 33% Low Income (LI): 23.8% English Learner (EL): 3.1% Long Term EL (LTEL): 0.7% Foster Youth (FY): N/A Students with Disabilities (SwD): 10.7% Homeless (HO): 13.6%		2026 All: 47% LI: 38% EL: 19% LTEL: 17% FY: 35% SwD: 28% HO: 32%	All: +1.0% LI: +0.8% EL: (-0.9)% LTEL: (-1.3)% FY: N/A% SwD: (-2.3)% HO: (-4.4)%
4.6	(SBAC) EAP Progress: Percentage of students who are college "ready" in Math <i>Data Source: CAASPP</i>	2023 10%	2024 13.9%		2026 25%	+3.9%
4.7	Percentage of students meeting or exceeding grade-level standards on the CA Science CAST <i>Data Source: CAASPP</i>	2023 All students (All): 29% Low Income LI: 21.6% English Learner (EL): 0.8% Long Term ELs (LTEL): 0% Foster Youth (FY): N/A Students with Disabilities (SwD): 9.6% Homeless (HO): 11.5%	2024 All students (All): 28.5% Low Income LI: 21.1% English Learner (EL): 0.2% Long Term ELs (LTEL): 0% Foster Youth (FY): N/A Students with Disabilities (SwD): 6.2% Homeless (HO): 10.4%		2026 All: 44% LI: 36.6% EL: 25% LTEL: 15 FY: 25% SwD: 24.6 HO: 26.5%	All: (-0.5)% LI: (-0.5)% EL: (-0.6)% LTEL: 0% FY: N/A SwD: (-3.4)% HO: (-1.1)%
4.8	History / Social Science Academic Performance: D and F Rate (Grades 9-12) <i>Data Source: Student Information System - Aeries</i>	2023-24 All students (All): 25% Low Income (LI): 45% English Learner (EL): 50% Long Term ELs (LTEL): 51% Foster Youth (FY): 53% Students with Disabilities (SwD): 31%	2024-25 All: 14.4% LI: 21.9% EL: 39.4% LTEL: 44.6% FY: 33.3% SWD: 34.5%		2026-27 All: 10% LI: < 20% EL: <20% LTEL: <20% FY: <20% SwD: <20%	All: -10.6% LI: -23.1% EL: -20.6% LTEL: -6.4% FY: -19.7% SWD: 3.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless (HO): 51%	HO: 33.7%		HO: <20%	HO: 17.3%
4.9	Graduation Rate (Combined four and five year graduates) <i>Data Source: CA School Dashboard - Additional Reports</i>	2023 All students (All): 85.9% Low Income (LI): 84.6% English Learner (EL): 68.8% Long Term ELs (LTEL): N/A Foster Youth (FY): N/A Students with Disabilities: 58.6% Homeless (HO): 69.9%	2024 All students (All): 86.8% Low Income (LI): 86% English Learner (EL): 69% Long Term ELs (LTEL): 71.9% Foster Youth (FY): N/A Students with Disabilities: 64.4% Homeless (HO): 72.7%		2026 All: >90% LI: >90% EL: >90% LTEL: - FY: >90% SwD: >70% HO: >90%	All: +0.9% LI: +1.4% EL: +0.2% LTEL: - FY: N/A SwD: +5.8% HO: +2.8%
4.10	College / Career Readiness <i>Data Source: CA School Dashboard - Additional Reports</i>	2023 All students (All): 37% Low Income (LI): 30% English Learner (EL): 6% Long Term EL (LTEL): N/A Foster Youth (FY): N/A Students with Disabilities (SwD): 6% Homeless (HO): 18%	2024 All students (All): 43.7% Low Income (LI): 37% English Learner (EL): 11.1% Long Term EL (LTEL): 9.9% Foster Youth (FY): N/A Students with Disabilities (SwD): 9.2% Homeless (HO): 18.4%		2026 All: 52% LI: 45% EL: 21% LTEL: - FY: 40% SwD: 21% H: 33%	All: +6.7% LI: +7.0% EL: +5.1% LTEL: - FY: N/A SwD: +3.2% H: +0.4%
4.11	Passing rate of Advance Placement (AP) Tests <i>Data Source: CA School Dashboard</i>	2023 56%	2024: 50.5%		2026 66%	(-5.5)%
4.12	Participate rate in Advanced Placement (AP) courses <i>Data Source: Aeries Analytics</i>	2024 All students (All): 15% Low Income (LI): 11% English Learner (EL): 0.45% Long Term EL (LTEL): 0.78% Foster Youth (FY): N/A Students with Disabilities (SwD): 0.81%	2025 All students (All): 16.5% Low Income (LI): 12.1% English Learner (EL): 0.59% Long Term EL (LTEL): 0.60% Foster Youth (FY): 3.1% Students with Disabilities (SwD): 1.9%		2027 All: 25% LI: 26% EL: 15.5% LTEL: 16% FY: 15% SwD: 16% HO: 20%	All: +1.5% LI: +1.1% EL: +0.14% LTEL: (-018)% FY: - SwD: +1.1% HO: +0.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless (HO): 5%	Homeless (HO): 5.8%			
4.13	The percentage of students completing two semesters of college coursework with a grade of C- or better in academic/CTE subjects <i>Data Source: CA School Dashboard</i>	2023 0.4%	2024 0%		2026 5%	(-0.4)%
4.14	Percentage of students who met UC/CSU requirements (in combined graduation rate) <i>Data Source: CA School Dashboard</i>	2023 All students (All): 39% Low Income (LI): 31.6% English Learner (EL): 6.9% Long Term EL (LTEL): N/A Foster Youth (FY): N/A Students with Disabilities (SwD): 5.7% Homeless (HO): 15.9%	2024 All students (All): 42.9% Low Income (LI): 36.4% English Learner (EL): 11.6% Long Term EL (LTEL): 13.3% Foster Youth (FY): N/A Students with Disabilities (SwD): 10.2% Homeless (HO): 19.5%		2026 All: >65% LI: >65% EL: >65% LTEL: - FY: - SwD: >15% HO: >50%	All: +3.9% LI: +4.8% EL: +4.7% LTEL: - FY: - SwD: +4.5% HO: +3.6%
4.15	The percentage of students who complete at least one CTE pathway with a grade of C- or better in the capstone course <i>Data Source: CA School Dashboard</i>	2023 All students (All): 2.4% Low Income (LI): 2.4% English Learner (EL): 0 Long Term EL (LTEL): N/A Foster Youth (FY): N/A Students with Disabilities (SwD): 2.4% Homeless (HO): 1.8%	2024 All students (All): 19.4% Low Income (LI): 12.7% English Learner (EL): 0.9% Long Term EL (LTEL): 0.6% Foster Youth (FY): N/A Students with Disabilities (SwD): 1.3% Homeless (HO): 1.1%		2026 All: >10% LI: >10% EL: >10% LTEL: - FY: - SwD: >10% HO: >10%	All: +17% LI: +10.3% EL: +0.9% LTEL: - FY: - SwD: (-1.1)% HO: (0.7)%
4.16	The percentage of students who met UC/CSU requirements and completed at least one CTE pathway with a grade of C- or better in the capstone course	2023 All students (All): 1.5% Low Income (LI): 1.4% English Learner (EL): 0 Long Term EL (LTEL): N/A Foster Youth (FY): N/A Students with Disabilities (SwD): 0	2024 All students (All): 14.1% Low Income (LI): 10.7% English Learner (EL): 2.8% Long Term EL (LTEL): 2.2% Foster Youth (FY): N/A		2026 All: >10% LI: >10% EL: >10% LTEL: - FY: - SwD: >10% HO: >10%	All: +12.6% LI: +9.3% EL: +2.8% LTEL: - FY: - SwD: +2.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<i>Data Source: CA School Dashboard</i>	Homeless (HO): 0	Students with Disabilities (SwD): 2.8% Homeless (HO): 5.8%			HO: +5.8%
4.17	Participation in Dual Language Immersion (DLI) Program <i>Data Source: Student Information System - Aeries</i>	2023-24 641 students	2024-25: 899 students		2026-27: 950 students	+258 students
4.18	Participation in State Seal of Biliteracy <i>Data Source: CA School Dashboard</i>	2023 18%	2024: 23.4%		2026 25%	+5.4%
4.19	English Learner Progress <i>Data Source: CA School Dashboard</i>	2023 English Learner (EL): 46.8% making progress	2024: English Learner (EL) 46.2% making progress		2026 EL > 66.8%	EL: (0.6)%
4.20	Percentage of English learners (EL) who are proficient in English <i>Data Source: Summative ELPAC test.</i>	2023 <u>Level 4</u> : well developed: 14.61% <u>Level 3</u> : moderately developed: 38.65% <u>Level 2</u> : somewhat developed: 29.58% <u>Level 1</u> : minimally developed: 17.17%	2024 <u>Level 4</u> : 14.02% <u>Level 3</u> : 35.80% <u>Level 2</u> : 30.15% <u>Level 1</u> : 20.03%		2026 <u>Level 4</u> : 30% <u>Level 3</u> : 54% <u>Level 2</u> : 45% 10% <u>Level 1</u> : 32% 6%	<u>Level 4</u> : (-0.6)% <u>Level 3</u> : (-2.9)% <u>Level 2</u> : +0.57% <u>Level 1</u> : +3.13%
4.21	Percentage of English learners who reclassify each year <i>Data Source: Student Information System - Aeries</i>	2023-24 4.2%	2024-25 15.2%		2026-27 Aeries SIS data: >65% 20% 10.29.24 KF	+11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.22	Percentage of long term English learners who reclassify each year <i>Data Source: Student Information System - Aeries</i>	2023-24 Aeries SIS data: 4.0%	2024-25 13.6%		2026-27 Aeries SIS data: >65% 22% 10.29.24 KF	9.6%
4.23	70% of students with disabilities participate in general education classes more than 80% of the time (Least Restrictive Environment Rate). <i>Data Source: ~~Student Information System - Aeries~~ DataQuest</i>	2023-24 59%	2024-25 62.5%		2026-27 >70%	+3.5%
4.24	Opportunities for meaningful student participation: Average percent of parents reporting “Strongly Agree” or “Agree” <i>Data Source: CA Healthy Kids Survey</i>	2023-24 Parents of student with no IEP: 42% Parents of student with IEP: 49%	2024-2025 Parents of student with no IEP: 47% Parents of student with IEP: 53%		2026-27 No IEP: 57% IEP: 64%	No IEP: +5% IEP: +4%
4.25	School Attendance Rate <i>Data Source: Measurement & Monitoring</i>	2023-24 All students (All): 92.3% Low Income (LI): 91.4% English Learner (EL): 92.2% Long Term EL (LTEL): 91.3% Foster Youth (FY): 90.6% Students with Disabilities (SwD): 91.7% Homeless (H): 90.1%	2024-25 All: 92.9% LI: 93.99%		2026-27 All >95% LI >95% EL >95% EL >95% FY >95% SWD >95% H >95%	All: 1.8%
4.26	School Connectedness: Average percent of	2023-24 <i>Asian</i>	2024-2025 <i>Asian</i>		2026-27 <i>Asian</i>	Asian Gr 6: -23%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	race/ethnicity students reporting “agree” or “Strongly agree” with regard to feeling connected to school <i>Data Source: CA Healthy Kids Survey</i>	Grade 6: 80% Grade 7: 52% Grade 8: 57% Grade 9: 56% Grade 11: 69% <i>Black or African American</i> Grade 7: 46% Grade 9: 60% Grade 11: 62% <i>Hispanic or Latinx</i> Grade 6: 57% Grade 7: 53% Grade 8: 58% Grade 9: 58% Grade 11: 56% <i>White</i> Grade 6: 62% Grade 7: 61% Grade 8: 62% Grade 9: 64% Grade 11: 62% <i>Multiracial</i> Grade 6: 59% Grade 7: 61% Grade 8: 48% Grade 9: 50% Grade 11: 58%	Grade 6: 57% Grade 7: 64% Grade 8: 61% Grade 9: 68% Grade 11: 67% <i>Black or African American</i> Grade 7: 45% Grade 9: 43% Grade 11: 56 <i>Hispanic or Latinx</i> Grade 6: 59% Grade 7: 55% Grade 8: 57% Grade 9: 61% Grade 11: 61% <i>White</i> Grade 6: 59% Grade 7: 63% Grade 8: 64% Grade 9: 70% Grade 11: 69% <i>Multiracial</i> Grade 6: 62% Grade 7: 63% Grade 8: 56% Grade 9: 62% Grade 11: 68%		Grade 6: >80% Grade 7: >70% Grade 8: >70% Grade 9: >70% Grade 11: >70% <i>Black or African American</i> Grade 7: >70% Grade 9: >70% Grade 11: >70% <i>Hispanic or Latinx</i> Grade 6: >70% Grade 7: >70% Grade 8: >70% Grade 9: >70% Grade 11: >70% <i>White</i> Grade 6: >70% Grade 7: >70% Grade 8: >70% Grade 9: >70% Grade 11: >70% <i>Multiracial</i> Grade 6: >70% Grade 7: >70% Grade 8: >70% Grade 9: >70% Grade 11: >70%	Gr 7: +12% Gr 8: +4% Gr 9: +12% Gr 11: -2% Black or AA Gr 7: -1% Gr 9: -17% Gr 11: +4% Hispanic Gr 6: +2% Gr 7: +2% Gr 8: -1% Gr 9: +3% Gr 11: +5% White Gr 6: -3% Gr 7: +2% Gr 8: +2% Gr 9: +6% Gr 11: +7% Multiracial Gr 6: +3% Gr 7: +2% Gr 8: +18% Gr 9: +12% Gr 11: +10%
4.27	School Connectedness: Average percent of students with an IEP reporting feeling connected to school - “Agree” or “Strongly agree” with regard to feeling connected to school <i>Data Source: CA Healthy Kids Survey</i>	2023-24 <i>Students with IEP</i> Grade 6: 52% Grade 7: 58% Grade 8: 55% Grade 9: 56% Grade 11: 53% <i>Students with No IEP</i> Grade 6: 63% Grade 7: 55% Grade 8: 60%	2024-2025 <i>Students with IEP</i> Grade 6: 56% Grade 7: 63% Grade 8: 61% Grade 9: 61% Grade 11: 57% <i>Students with No IEP</i> Grade 6: 60% Grade 7: 57% Grade 8: 59%		2026-27 <i>Students with IEP</i> Grade 6: 67% Grade 7: 73% Grade 8: 70% Grade 9: 71% Grade 11: 68% <i>Students with No IEP</i> Grade 6: 78% Grade 7: 70% Grade 8: 75%	Students with IEP Gr 6: +2% Gr 7: +5% Gr 8: +7% Gr 9: +5% Gr 11: +4% No IEP Gr 6: -3% Gr 7: +2% Gr 8: -1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 9: 60% Grade 11: 60%	Grade 9: 64% Grade 11: 67%		Grade 9: 75% Grade 11: 75%	Gr 9: +4% Gr 11: +7%
4.28	School Connectedness: Average percent of English learner students reporting feeling connected to school - “Agree” or “Strongly agree” with regard to feeling connected to school <i>Data Source: CA Healthy Kids Survey</i>	2023-24 <i>English learners</i> Grade 6: 63% Grade 7: 61% Grade 8: 49% Grade 9: 52% Grade 11: 50% <i>Not English learners</i> Grade 6: 60% Grade 7: 54% Grade 8: 59% Grade 9: 59% Grade 11: 59%	2024-2025 <i>English learners</i> Grade 6: 56% Grade 7: 54% Grade 8: 61% Grade 9: 64% Grade 11: 46% <i>Not English learners</i> Grade 6: 61% Grade 7: 57% Grade 8: 59% Grade 9: 63% Grade 11: 66%		2026-27 <i>English learners</i> Grade 6: 78% Grade 7: 76% Grade 8: 64% Grade 9: 67% Grade 11: 65% <i>Not English learners</i> Grade 6: 75% Grade 7: 69% Grade 8: 74% Grade 9: 74% Grade 11: 74%	English Learners Gr 6: -7% Gr 7: -7% Gr 8: +2% Gr 9: +12% Gr 11: -4% Not EL Gr 6: +1% Gr 7: +3% Gr 8: 0 Gr 9: +4% Gr 11: +7%

Goal 4 Analysis for 2024-25

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

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

Overall, the implementation of Goal 4 actions, which focused on improving academic achievement was largely successful, with several actions completed as planned and yielding positive instructional support outcomes. Action 4.1 and Action 4.3 related to ELA were fully implemented, with all supplemental books, software, and licenses procured for K–12 students, supporting continuous improvement in literacy outcomes. Action 4.2 in mathematics was also successfully executed through the provision of intervention support classes at middle schools and instructional support from TOSAs to ensure alignment with academic standards. Additionally, Actions 4.7 (Arts), 4.8 (Athletics), 4.10 (English Learner Program), and 4.11 (Special Education Program) were implemented as planned, strengthening access to a well-rounded educational experience for all students. However, implementation challenges emerged in Action 4.4 (Math), where some high school sites did not adopt or fully implement a standards-aligned math screening assessment system, limiting the intended impact of the action. Action 4.9 (College and Career Readiness) faced partial implementation, as not all staff needed to participate in AP/IB professional development to align instruction with revised curricula and assessments. In terms of modifications, Action 4.5 (NGSS) was adjusted when the planned hiring of a dedicated science resource center staff member did not occur; instead, the associated responsibilities were carried out by existing team members. Finally, Action 4.6 (History/Social Science) was not implemented, as there was no need identified for supplemental resources during the year. Despite some implementation gaps, most actions under Goal 4 were executed with fidelity, contributing to improved instructional access and academic supports across core content areas.

Successful Implementation

Action 4.1 ELA Supplemental materials: This action was successfully implemented with all supplemental ELA books and software purchased for K-12 schools.

Action 4.2 Math Supplemental: This action was successfully implemented with intervention support classes offered at middle schools and the use of Teachers on Special Assignment (TOSAs) to provide support for the development, implementation, and oversight of academic content standards.

Action 4.3 ELA: This action was successfully implemented with the purchase of supplemental software and licenses to ensure students demonstrate continuous improvement in ELA.

Action 4.7 Arts: This action was successfully implemented that included a variety of community performances for TK-12 students in visual and performing arts, including the VUSD Festival of the Arts, Arts Under the Stars, choir concerts, and drama performances.

Action 4.8 Athletics: This action was successfully implemented with the purchase of athletic equipment and supplies, contracts for professional experts to support athletics program improvement and transportation for athletes.

Action 4.10 English Learner Program: This action was successfully implemented and included providing English Language Development Resource Teachers (ELD RTs) at each high needs schools site and supplemental language acquisition support classes and middle and high schools.

Action 4.11 Special Education Program: This action was successfully implemented and included providing psychologists, social workers, psychologists, a community liaison, and an inclusion resource teacher working providing additional support services for the special education program.

Action 4.12 PK-3 Continuum: This action was successfully implemented that included providing teacher training and materials for the addition of a new younger age of transitional kindergarten students.

Implementation Challenges

Action 4.4 Math: This action encountered implementation challenges at the high school level as some sites did not implement a standards aligned math screening assessment system.

Action 4.9 College and Career Readiness: Not all teachers participated in AP/IB training for revised curriculum/assessments.

Implementation Modifications

Action 4.5 NGSS: This action was modified as a science resource center staff member was not hired and instead the activities were performed by an existing staff member.

Non-implemented Actions

Action 4.6 History Social Studies: This action was not implemented as no supplement history/social science resources were needed/identified.

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

Several material differences were identified between the budgeted expenditures and estimated actual expenditures for Goal 4 actions. Action 4.3 (ELA) was underspent by approximately \$114,000 due to the decision to fund substitute teachers through the Educator Effectiveness Grant reducing reliance on Supplemental and Concentration (S&C) funds. Action 4.4 (Math) was underspent by nearly \$100,000 because planned purchases of math manipulatives and the design of a standards-aligned diagnostic assessment were not completed within the fiscal year. Similarly, Action 4.5 (NGSS) experienced a shortfall of over \$80,000 due to unspent funds originally allocated for supplemental science materials and supplies. Action 4.6 (History/Social Studies) showed a full underspend, with none of the \$8,000 budgeted funds expended for supplemental materials. Action 4.7 (Arts) was underspent by approximately \$170,000; however, this variance is expected to resolve once pending invoices are paid. Lastly, Action 4.9 (College & Career Readiness) had the largest variance, with only \$109,286 of the \$462,500

budget expended due to lower-than-anticipated costs in developing the A-G graduation pathway. These variances contributed to a lower estimated actual percentage of improved services than originally planned.

Action 4.3 ELA was underspent with \$994,000 budgeted and \$879,863 expended due to non-use of budgeted substitute teachers (paid out of Educator Effectiveness grant).

Action 4.4 Math was underspent with \$202,000 budgeted and \$102,600 expended due to unspent funds on math manipulatives and the design of a standards-aligned diagnostic math assessment.

Action 4.5 NGSS was underspent with \$245,343 budgeted and \$164,861 expended due to unspent funds on supplemental science materials and supplies

Action 4.6 History Social Studies was underspent with \$8,000 budgeted and \$0 expended due to unspent funds on supplemental history/social studies supplies.

Action 4.7 Arts was underspent with \$781,598 budgeted and \$611,766 expended. This is due to some invoices that have not been paid yet.

Action 4.9 College & Career Readiness was underspent with \$462,500 budgeted and \$109,286 expended as not all funds were utilized for the development of the A-G graduation pathway and AP/IB training.

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

The implementation of Actions 4.1–4.12 demonstrated mixed effectiveness in advancing academic achievement and equity. While access to ELA, math, and college readiness supports expanded, CAASPP results reveal persistent achievement gaps for English learners, students with disabilities, and low-income students. Notable gains in college and career readiness and student connectedness suggest progress in engagement and postsecondary preparation. However, science outcomes remained stagnant, and English language proficiency declined slightly despite targeted supports. The data indicate that while foundational structures were implemented as planned, deeper instructional support and differentiated strategies are needed to accelerate academic growth for underserved student groups.

Action 4.1 ELA Supplemental materials, Action 4.2 Math Supplemental, Action 4.3 ELA, Action 4.4 Math

The implementation of Actions 4.1, 4.2, 4.3, and 4.4 contributed foundational academic supports in ELA and math; however, the CAASPP data indicate that while access to supplemental materials and instructional supports was achieved, significant achievement gaps remain for key student groups. Action 4.1 and Action 4.3, which focused on ELA materials and software for K–12 students, aimed to support literacy development and ongoing growth. While 43% of all students met or exceeded standards in ELA, only 34% of low-income students and just 5% of English learners and long-term English learners met this benchmark. Students with disabilities (15%) and homeless students (24%) also performed well below the overall average, suggesting that while access to resources has expanded, additional instructional and linguistic scaffolds are necessary to improve outcomes for these high-need groups. The EAP data show that just 41.5% of students were college-ready in ELA, further reinforcing the need for differentiated and targeted literacy supports.

Action 4.2 focused on math interventions and TOSA support to strengthen alignment with academic standards. Still, the overall percentage of students meeting or exceeding math standards was just 32%. Low-income students (23%), English learners (4%), long-term ELs (2%), and students with disabilities (13%) continued to perform at significantly lower levels. Notably, the percentage of students deemed college-ready in math was only 10%, indicating limited impact of existing math supports at higher grade levels. While the actions were implemented as planned, the persistently low achievement across student groups highlights the need for deeper, more sustained instructional interventions and progress monitoring to accelerate academic growth, particularly in math and for historically underserved populations.

Action 4.5 NGSS

The implementation of Action 4.5 (NGSS), which was modified to utilize existing staff rather than hiring a dedicated science resource center staff member, had limited effectiveness in improving science outcomes. CA Science CAST results show minimal to no progress from 2023 to 2024. The overall percentage of students meeting or exceeding grade-level standards slightly declined from 29% to 28.5%, with similar stagnation or decline across student groups. Low-income students dropped marginally from 21.6% to 21.1%, and performance among English learners and long-term English learners remained critically low at 0.2% and 0%, respectively. Students with disabilities saw a notable decrease from 9.6% to 6.2%, and homeless students declined from 11.5% to 10.4%. These data suggest that while the action was implemented in a modified form, the support provided may not have been sufficient to meaningfully impact instruction or student outcomes in science. Strengthening dedicated NGSS implementation support and resources may be necessary to address persistent gaps and improve performance.

Action 4.6 History Social Studies - Not implemented

Action 4.7 Arts, Action 4.8 Athletics:

The implementation of Action 7 (Arts Program) and Action 8 (Athletics Program) appears to have contributed positively to the district's efforts to improve student connectedness, particularly among several student groups. Across nearly all grade levels, school connectedness increased between 2023–24 and 2024–25, suggesting that expanded access to arts and athletics may be playing a meaningful role in fostering students' sense of belonging and engagement. English learners in Grades 8 and 9 demonstrated significant improvements in school connectedness, rising from 49% to 61% and from 52% to 64%, respectively. Similarly, students with IEPs saw increases across all reported grades, including a 6-point gain in Grade 8 and a 5-point gain in Grade 9. These improvements may reflect the inclusive and relationship-building opportunities that arts and athletics programs provide. By race/ethnicity, White and multiracial students consistently improved across all grade levels. White students in Grade 9, for example, increased from 64% to 70%, while multiracial students in the same grade rose from 50% to 62%. However, some student groups showed mixed results. Although Asian students saw substantial gains in Grades 7–9, their connectedness in Grade 6 dropped notably. Additionally, connectedness among Black or African American students declined in Grades 8 and 9, highlighting the need for more targeted strategies to ensure these programs are culturally responsive and

equitably engaging for all students. Overall, the data suggest that Actions 7 and 8 have been effective in enhancing school connectedness for many student groups, though ongoing equity-focused improvements are needed to support consistent gains across all demographics.

Action 4.9 College and Career Readiness

The implementation of Action 4.9 focused on improving college and career readiness through expanded AP/IB support, access to A-G coursework, an additional period during the school day, and AVID programming and has demonstrated meaningful progress toward increasing postsecondary preparedness among students, particularly for historically underserved populations. Between 2023 and 2024, the overall College and Career Readiness (CCR) rate rose from 37% to 43.7%. Gains were observed across key student groups: Low-income students improved from 30% to 37%, English learners from 6% to 11.1%, and students with disabilities from 6% to 9.2%. These increases suggest that targeted supports, such as additional instructional time and academic counseling, are helping more students complete college-ready coursework and career pathways. There was also notable growth in A-G completion rates. The percentage of all students meeting UC/CSU entrance requirements increased from 39% to 42.9%, with significant improvements for English learners (from 6.9% to 11.6%), students with disabilities (from 5.7% to 10.2%), and low-income students (from 31.6% to 36.4%). Participation in CTE pathways also surged, from just 2.4% of all students completing a pathway in 2023 to 19.4% in 2024. The dual completion of both A-G and CTE pathway requirements rose from 1.5% to 14.1% overall, showing the impact of integrated academic and career preparation efforts. However, Advanced Placement (AP) outcomes show mixed effectiveness. While AP participation increased slightly from 15% to 16.5% overall, the pass rate declined from 56% to 50.5%. This may reflect broader access to AP coursework without proportional increases in academic readiness or support. Participation among English learners and students with disabilities remains extremely low, though both groups saw slight improvements. The percentage of students earning the State Seal of Biliteracy also rose from 18% to 23.4%, indicating enhanced recognition of multilingual competencies, an important marker of college and career readiness for ELs and heritage language speakers. In summary, Action 4.9 has effectively expanded access to college- and career-aligned opportunities, particularly for low-income students, English learners, and students with disabilities. Continued attention is needed to ensure that increased access is matched by academic support to improve performance, particularly in rigorous coursework like AP.

Action 4.10 English Learner Program:

The implementation of Action 4.10, the English Learner Program, which included placing English Language Development Resource Teachers (ELD RTs) at each high-needs school and offering supplemental language acquisition support classes at middle and high schools, yielded limited improvement in overall English learner outcomes. According to the CA School Dashboard, the percentage of English learners making progress toward English proficiency decreased slightly from 46.8% in 2023 to 46.2% in 2024, indicating minimal year-over-year change. Similarly, data from the Summative ELPAC shows stagnant performance in English proficiency levels. The percentage of students scoring at Level 4 (Well Developed) declined slightly from 14.61% to 14.02%, and Level 3 (Moderately Developed) also decreased from 38.65% to 35.80%. Meanwhile, there were increases in the lower proficiency levels, with Level 2 rising from 29.58% to 30.15% and Level 1 increasing from 17.17% to 20.03%. These trends suggest that while the English Learner Program was fully implemented, it has not yet

resulted in measurable gains in English language proficiency or growth. Continued refinement of instructional strategies, targeted interventions, and differentiated supports may be necessary to accelerate progress for English learners, particularly those at the lowest proficiency levels.

Action 4.11 Special Education Program:

The implementation of Action 4.11, which provided enhanced support for the special education program through the addition of psychologists, social workers, a community liaison, and an inclusion resource teacher, has demonstrated modest improvements in student connectedness but indicates ongoing challenges in postsecondary outcomes and preschool placement. Data from the California Healthy Kids Survey show that school connectedness among students with IEPs improved across all secondary grade levels from 2023–24 to 2024–25. Notable gains were observed in Grade 7 (from 58% to 63%) and Grade 8 (from 55% to 61%), suggesting that the added personnel contributed to a stronger sense of belonging and support for middle school students with disabilities. Similarly, connectedness increased at the high school level in Grade 9 (from 56% to 61%) and Grade 11 (from 53% to 57%), although gaps remain when compared to students without IEPs. However, outcome data reflect ongoing areas for growth. The dropout rate for students with disabilities remains elevated at 9.05%, above the target of 8%, and the percentage of students entering higher education is 33.5%, significantly below the target of 58%. Additionally, preschool least restrictive environment (LRE) data show that only 9.18% of children with disabilities are in regular classroom settings—far below the 45% target—while 41.36% are served in separate classes, exceeding the maximum recommended rate of 27%. These figures point to systemic challenges in inclusive early education and successful postsecondary transition. In summary, while Action 4.11 appears effective in improving students’ sense of connection and support during the school years, the data indicate a continued need to address equity in preschool placement and strengthen transition planning and pathways to higher education for students with disabilities.

Action 4.12 PK-3 Continuum - No S&C Funding is being used for the action.

Action 4.12 was effectively implemented and contributed meaningfully to the district’s progress toward the goal of improving academic achievement and equity through high-quality teaching and learning. As part of this action, targeted professional development was provided to site leaders and teachers to build capacity in supporting the academic and developmental needs of early learners. Training efforts focused on equipping staff with age-appropriate instructional strategies and developmentally aligned practices. In addition, classrooms received appropriate instructional materials to support implementation. These investments helped strengthen the PK-3 instructional continuum and ensure alignment with early learning standards.

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

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle.

Goal Description: No Changes to current goal focusing on social-emotional learning and support.

Action

Action 4.6 (History/Social Science) was not implemented, as there was no need identified for supplemental resources during the year. This action will continue (no changes) for the 2025-26 school year.

New Action Added: Action 4.13 Long-term English Learner Support - LEAs that have both 30 or more English learners and 15 or more long-term English learners (LTEL) must include specific actions for ELs and additional separate action(s) for LTELs.

Metric Modifications

Metric 4.20 *Percentage of English learners (EL) who are proficient in English:* The Year 3 outcome targets for this metric were revised to reflect more reasonable expectations. The target for Level 2 was adjusted from 45% to 10%, and the target for Level 1 was adjusted from 32% to 6%.

Metric 4.21 *Percentage of English learners who reclassify each year:* The Year 3 outcome target for this metric was revised to reflect more reasonable expectations. The target for reclassification was adjusted from 65% to 20%.

Metric 4.22 *Percentage of long term English learners who reclassify each year:* The Year 3 outcome target for this metric was revised to reflect more reasonable expectations. The target for reclassification was adjusted from 65% to 22%.

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

Goal 4 Actions

Action #	Title	Description	Total Funds	Contributing
4.1	ELA Supplemental Materials <i>(LREBG-funded action)</i>	We will provide specific intervention resources (phonemic awareness intervention, fluency intervention) for the implementation of supplemental and intensive supports/programs principally purposed for English learners (EL), long-term ELs, foster youth, and students from low-income families. This action is designed to support the following student groups and schools/district who scored at the lowest performance level on the 2023 Dashboard for: English Learner Progression Indicator: T.H.E. Leadership Academy - English learners (EL), long-term ELs, Foothill Oak Elementary - English learner (EL), long-term ELs, Bobier Elementary - English learners (EL), long-term ELs, Foothill Oak Elementary - English learners (EL), long-term ELs, Hannalei Elementary - English learners (EL), long-term ELs, Rancho Buena Vista High - English learners (EL), long-term ELs Learning Recovery Emergency Block Grant Research Based Rationale <i>The Science of Reading is a comprehensive body of research that explains how students learn to read, emphasizing that strong reading comprehension depends on both decoding and language comprehension. Phonemic awareness is essential for early reading success and helps students hear and manipulate sounds in words, laying the groundwork for decoding. The district uses Benchmark Phonemics, which bridges decoding and comprehension, allowing students to read smoothly and focus on meaning. Benchmark Phonics is considered an evidence-based program. It is grounded in the Science of Reading. Developed with literacy expert Wiley Blevins, Ed.D., the program offers explicit, systematic, and multimodal instruction designed for Tier 1 and Tier 2 settings.</i> Funding Amount <i>\$600,000 in LREBG funds will be used to fund supplemental phonemic and fluency ELA intervention materials and supports.</i>	\$ 3,590,000	Y

Action #	Title	Description	Total Funds	Contributing
		<i>Metrics for Monitoring</i> <i>This action will be monitored by the % of students who meet or exceed grade-level standards on the CAASPP ELA assessment (Metric 4.3).</i>		
4.2	Math Supplemental Materials	We will implement a program that analyzes school-level math assessment data to identify English learners (EL), long-term ELs, foster youth, and students from low-income families (non responders) not progressing adequately in Tier 2 intervention programs. This action is designed to support the following student groups and schools/district who scored at the lowest performance level on the 2023 Dashboard for: English Learner Progression Indicator: T.H.E. Leadership Academy - English learners (EL), long-term ELs , Foothill Oak Elementary - English learners (EL), long-term ELs , Bobier Elementary - English learners (EL), long-term ELs, Foothill Oak Elementary - English learners (EL), long-term ELs, Hannalei Elementary - English learners (EL), long-term ELs, Rancho Buena Vista High - English learners (EL), long-term ELs	\$ 1,168,123	Y

4.3	ELA <i>(LREBG-funded action)</i>	We will implement universally-designed, standards-based lessons and units that ensure that all English learners (EL), long-term ELs, foster youth, and students from low-income families demonstrate continuous improvement in all strands of ELA and are provided with supplemental and intensive support when needed. This action is designed to support the following student groups and schools/district who scored at the lowest performance level on the 2023 Dashboard for: English Language Arts: Bobier Elementary - all students, Foothill Oak Elementary - all students, Roosevelt Middle - all students. the District - English learners (EL), long-term ELs, foster youth, and students with disabilities, Alamosa Park Elementary - students with disabilities, Bobier Elementary - English learners (EL), long-term ELs, Hispanic/Latinx, students with disabilities, Foothill Oak Elementary - English learners (EL), long-term ELs, Hispanic/Latinx, low-income students, students with disabilities, Grapevine Elementary - English Learners (EL), long-term ELs, students with disabilities, Hannalei Elementary - English learners (EL), long-term ELs, students with disabilities, Madison Middle - English learners (EL), long-term ELs, students with disabilities, Maryland Elementary - English learners (EL), long-term ELs, Roosevelt Middle - English learners (EL), long-term ELs, Hispanic/Latinx, Homeless students, low-income students, Vista High - English learners (EL), long-term ELs, students with disabilities, VIDA - English learners (EL), long-term ELs, students with disabilities. Mathematics: Vista High - all students, Vista Visions Academy all students, the District - English learners (EL), long-term ELs, Bobier Elementary - English learners (EL), long-term ELs, Foothill Oak Elementary - English learners (EL), long-term ELs, Grapevine Elementary - students with disabilities, Hannalei Elementary - students with disabilities, Madison Middle - English learners (EL), long-term ELs, Hispanic/Latinx, students with disabilities, Maryland Elementary - English learners (EL), long-term ELs, Rancho Buena Vista High - students with disabilities, Roosevelt Middle - English learners (EL), long-term ELs, Vista High - English learners (EL), long-term ELs, Hispanic/Latinx students, students with disabilities, white students, VIDA - English learners (EL), long-term ELs,	\$ 1,274,659	Y
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Action #	Title	Description	Total Funds	Contributing
		Hispanic/Latinx students, students with disabilities, Vista Vision Academy - Hispanic/Latinx students. This action is designed to support the following student groups and schools/district who scored at the lowest performance level on the 2023 Dashboard for: English Learner Progression Indicator: T.H.E. Leadership Academy - English learners (EL), long-term ELs, Foothill Oak Elementary - English learners (EL), long-term ELs, Bobier Elementary - English learners (EL), long-term ELs, Foothill Oak Elementary - English learners (EL), long-term ELs, Hannalei Elementary - English learners (EL), long-term ELs, Rancho Buena Vista High - English learners (EL), long-term ELs Learning Recovery Emergency Block Grant Research Based Rationale <i>Universal Design for Learning (UDL) is an evidence-based educational framework designed to meet the diverse needs of all learners by proactively reducing barriers to instruction. Developed by the Center for Applied Special Technology (CAST) and grounded in cognitive neuroscience, UDL promotes flexibility in teaching through three core principles: offering multiple means of representation, action and expression, and engagement. Rao, Ok, and Bryant (2014) conducted a systematic review of empirical studies on the implementation of Universal Design for Learning (UDL) across K–12 and higher education settings. Their analysis found that UDL had positive effects on student engagement, access to the curriculum, and academic achievement. These benefits were noted for students with disabilities and English learners, highlighting UDL’s potential to support diverse learners in inclusive environments.</i> Funding Amount <i>\$120,000 in LREBG funds will be used to fund teacher hourly pay for professional learning and lesson design in Universal Design for Learning.</i>		

Action #	Title	Description	Total Funds	Contributing
		<i>Metrics for Monitoring</i> <i>This action will be monitored by the % of students who meet or exceed grade-level standards on the CAASPP ELA assessment (Metric 4.3).</i>		
4.4	Math	We will implement universally-designed, standards-based lessons and units that ensure that all English learners (EL), long-term ELs, foster youth, and students from low-income families demonstrate continuous improvement in all strands of math and are provided with supplemental and intensive support when needed. This action is designed to support the following student groups and schools/district who scored at the lowest performance level on the 2023 Dashboard for: English Language Arts: Bobier Elementary - all students, Foothill Oak Elementary - all students, Roosevelt Middle - all students. the District - English learners (EL), long-term ELs, foster youth, and students with disabilities, Alamosa Park Elementary - students with disabilities, Bobier Elementary - English learners (EL), long-term ELs, Hispanic/Latinx, students with disabilities, Foothill Oak Elementary - English learners (EL), long-term ELs, Hispanic/Latinx, low-income students, students with disabilities, Grapevine Elementary - English Learners (EL), long-term ELs, students with disabilities, Hannalei Elementary - English learners (EL), long-term ELs, students with disabilities, Madison Middle - English learners (EL), long-term ELs, students with disabilities, Maryland Elementary - English learners (EL), long-term ELs, Roosevelt Middle - English learners (EL), long-term ELs, Hispanic/Latinx, Homeless students, low-income students, Vista High - English learners (EL), long-term ELs, students with disabilities, VIDA - English learners (EL), long-term ELs, students with disabilities. Mathematics: Vista High - all students, Vista Visions Academy all students, the District - English learners (EL), long-term ELs, Bobier Elementary - English learners (EL), long-term ELs, Foothill Oak Elementary - English learners (EL), long-term ELs, Grapevine Elementary - students with disabilities, Hannalei Elementary - students with disabilities, Madison Middle - English learners (EL), long-term ELs, Hispanic/Latinx, students with disabilities, Maryland Elementary -	\$ 369,254	Y

Action #	Title	Description	Total Funds	Contributing
		English learners (EL), long-term ELs, Rancho Buena Vista High - students with disabilities, Roosevelt Middle - English learners (EL), long-term ELs, Vista High - English learners (EL), long-term ELs, Hispanic/Latinx students, students with disabilities, white students, VIDA - English learners (EL), long-term ELs, Hispanic/Latinx students, students with disabilities, Vista Vision Academy - Hispanic/Latinx students. English Learner Progression Indicator: T.H.E. Leadership Academy - English learners (EL), long-term ELs, Foothill Oak Elementary - English learners (EL), long-term ELs, Bobier Elementary - English learners (EL), long-term ELs, Foothill Oak Elementary - English learners (EL), long-term ELs, Hannalei Elementary - English learners (EL), long-term ELs, Rancho Buena Vista High - English learners (EL), long-term ELs		
4.5	NGSS	We will provide supplemental K-12 science resources to include science readers with real world connections, digital resources, and interactive learning tools such as virtual lab experiences, for our English learners (EL), long-term ELs, foster youth, and students from low-income families who need extra support in science.	\$ 184,500	Y
4.6	History Social Studies	We will provide supplementary resources to include realia, online subscriptions, and skills development materials, to improve comprehension, increase motivation, and assist English learners (EL), long-term ELs, foster youth, and students from low-income families who need extra support in history social/studies.	\$ 8,000	Y
4.7	Arts Program	We will enhance arts programs to support English learners (EL), long-term ELs, low-income students, and foster youth by providing targeted funding and resources. This includes offering scholarships, supplies, and transportation to remove financial barriers; conducting outreach to inform and engage these student groups; integrating academic support to maintain eligibility; providing culturally responsive instruction; and offering mental health and wellness services. We aim to increase participation, improve creative skills, social skills, and academic performance, and foster a sense of belonging and engagement among these	\$ 3,085,367	Y

Action #	Title	Description	Total Funds	Contributing
		underserved students. Regular monitoring and adjustments will ensure the programs effectively meet their needs.		
4.8	Athletics Program	We will provide athletic program support principally directed for English learners (EL), long-term ELs, low-income students, and foster youth by providing targeted funding and resources. This includes offering scholarships, equipment, and transportation to remove financial barriers; conducting outreach to inform and engage these student groups; integrating academic support to maintain eligibility; providing culturally responsive coaching; and offering mental health and wellness services. We aim to increase participation, improve physical health, social skills, and academic performance, and foster a sense of belonging and engagement among these underserved students. Regular monitoring and adjustments will ensure the programs effectively meet their needs.	\$ 544,500	Y
4.9	College & Career Readiness <i>(LREBG-funded action)</i>	We will implement programs and supports designed to ensure that English learners (EL), long-term ELs, foster youth, and students from low-income families are enrolled in a comprehensive course of study that prepares them for postsecondary success. This will include initiatives aimed at improving A-G completion rates, expanding access to Advanced Placement (AP) and International Baccalaureate (IB) courses, enhancing Career Technical Education (CTE), and developing Career Pathways. This action is designed to support the following student groups and schools/district who scored at the lowest performance level on the 2023 Dashboard for: College & Career Indicator: Alta Vista High - all students, Major General Raymond Murray High - all students, the District - English learners (EL), long-term ELs, students with disabilities, Vista High - students with disabilities <i>Learning Recovery Emergency Block Grant</i> <i>Research Based Rationale</i> <i>Expanding course offerings at the high school level is a research-supported strategy to improve student engagement, address learning gaps, and increase</i>	\$ 4,246,885	Y

Action #	Title	Description	Total Funds	Contributing
		college and career readiness. Providing accelerated learning opportunities, such as honors, Advanced Placement (AP), dual enrollment, and career pathway courses, enables students to deepen content knowledge, build academic confidence, and earn college credit, particularly benefiting historically underserved student groups. Research from the College Board (2014) and U.S. Department of Education (2021) shows that access to rigorous coursework is positively associated with higher rates of high school completion, postsecondary enrollment, and long-term earning potential. Offering credit recovery courses is critical for students who have fallen behind. In a 2016 study from the American Institutes for Research (AIR), students who participate in structured credit recovery programs demonstrate higher rates of graduation compared to their peers without access to such opportunities. The What Works Clearinghouse supports credit recovery as an evidence-based intervention for increasing graduation rates, one of the key indicators under the Every Student Succeeds Act (ESSA). Funding Amount \$2,971,069 in LREBG funds will be used to expand course offerings in high school to provide for accelerated learning and credit recovery. Metrics for Monitoring This action will be monitored by the % of students who are prepared on the College/Career indicator (CA School Dashboard) (Metric 4.10).		
4.10	English Learner Program	We will provide additional support for English learners (EL), long-term ELs, and dually identified students (EL/foster youth, EL/students from low income families) at elementary and secondary sites using English Language Development Resource Teachers (ELD RT). Classroom teachers will also be supported through a collaborative partnership with the ELD RT's, supplemental instructional/technology materials, interventions and strategies, and ongoing professional development. This action is designed to support the following student groups and schools/district who scored at the lowest performance level on the 2023 Dashboard for:	\$ 4,605,971	Y

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

Action #	Title	Description	Total Funds	Contributing
		English learners (EL), long-term ELs, Rancho Buena Vista High - English learners (EL), long-term ELs		
4.11	Special Education Program	We will fund an Inclusion Resource Teacher (culturally responsive-sustaining (CR-S) education) who will provide training and support for staff on inclusive practices and anti-ableism for our dually identified students (SWD/foster youth, SWD/students from low income families, SWD/ English learners (EL), long-term ELs) and apply theory to classroom strategies, and provide training on universal design for learning (UDL). This action is designed to support the following student groups and schools/district who scored at the lowest performance level on the 2023 Dashboard for: College & Career Indicator: Alta Vista High - all students, Major General Murray High School, the District - English learners (EL), long-term ELs, students with disabilities, Vista High - students with disabilities This action is designed to support the following student groups and schools/district who scored at the lowest performance level on the 2023 Dashboard for: English Learner Progression Indicator: T.H.E. Leadership Academy - English learners (EL), long-term ELs, Foothill Oak Elementary - English learners (EL), long-term ELs, Bobier Elementary - English learners (EL), long-term ELs, Foothill Oak Elementary - English learners (EL), long-term ELs, Hannalei Elementary - English learners (EL), long-term ELs, Rancho Buena Vista High - English learners (EL), long-term ELs	\$ 4,233,345	Y
4.12	PK-3 Continuum	We will develop strategic alliances with both internal and external educational partners to foster a shared vision, enhance collaboration, and establish mutual accountability, all essential for the sustainability of our P-3 initiatives. Additionally, we will ensure that leaders continuously develop the knowledge, skills, and competencies necessary to support high-quality teaching, learning, and child development throughout the P-3 continuum.	\$ 714,000	N

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

LCAP Goal 5 - Conditions of Learning

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Goal 5 Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	100% of teachers will be appropriately assigned and fully credentialed in the subject areas and for the students they are teaching <i>Data Source: Human Relations and the CalSAAS reportCA State Dashboard</i>	2023 100%	2024 100%		2026 100%	0
5.2	Staff Working Environment is supportive, promotes trust, is inviting, and promotes participation: Average percent of staff reporting “Strongly agree” <i>Data Source: California Healthy Kids Survey</i>	2023 All Schools: 34% Elementary: 34% Middle: 28% High: 25% Non Traditional: 63%	2024-2025 All Schools: 41% Elementary: 45% Middle: 38% High: 19% Non Traditional: 44%		2026 All Schools: >60% Elementary: >60% Middle: >60% High: >60% Non Traditional: >60%	All schools: +7% K-5: +11% 6-8: +10% 9-12: -6% Non Traditional: 19%
5.3	Discontinue Metric: Does not align with Goal 5 Adequate counseling and support for students : Average percent of staff reporting “Strongly agree” <i>Data Source: California Healthy Kids Survey</i>	2023 All schools: 33% Elementary: 41% Middle: 26% High: 28% Non Traditional: 46%	2024-2025 All schools: 48% Elementary: 49% Middle: 50% High: 33% Non Traditional: 67%		2026 All schools: >70% Elementary: >70% Middle: <70% High: >70% Non Traditional: >70%	All schools: +15% Elementary: +8% Middle: +24% High: +5% Non Traditional: +21%
5.4	Discontinue Metric: Does not align with Goal 5 Safe place for students : Average percent of staff reporting “Strongly agree” <i>Data Source: California Healthy Kids Survey</i>	2023 All schools: 38% Elementary: 50% Middle: 20% High: 31% Non Traditional: 82%	2024-2025 All schools: 47% Elementary: 57% Middle: 31% High: 18% Non Traditional: 42%		2026 All schools: >70% Elementary: >70% Middle: <70% High: >70% Non Traditional: >70%	All schools: 23% K-5: 13% 6-8: 39% 9-12: 52% NonTrad: 28%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.5	Discontinue Metric: Does not align with Goal 5. This same metric can be found under Goal 4 Metric # 4.3 Percentage of students meeting or exceeding grade-level standards on the ELA CAASPP <i>Data Source: CAASPP</i>	2023 All students (All): 43% Low Income (LI): 34% English Learner (EL): 5% Long Term EL (LTEL): 5% Foster Youth (FY): N/A Students with Disabilities (SwD): 15% Homeless (HO): 24%	2024 All students (All): 42.7% Low Income (LI): 33.6% English Learner (EL): 3.3% Long Term EL (LTEL): 1.7% Foster Youth (FY): N/A Students with Disabilities (SwD): 13.9% Homeless (HO): 22.3%		2026 All: 58% LI: 49% EL: 20% LTEL: 20% FY: 35% SwD: 30% HO: 39%	All: (-0.3)% LI: (-0.4)% EL: (-1.7)% LTEL: (-3.3)% FY: N/A SwD: (-1.1)% HO: (-1.7)%
5.6	Discontinue Metric: Does not align with Goal 5. This same metric can be found under Goal 4 Metric # 4.5 Percentage of students meeting or exceeding grade-level standards on the Math CAASPP <i>Data Source: CAASPP</i>	2023 All students (All): 32% Low Income LI: 23% English Learner (EL): 4% Long Term EL (LTEL): 2% Foster Youth (FY): 0% Students with Disabilities (SwD): 13% Homeless (HO): 18%	2024 All students (All): 33% Low Income (LI): 23.8% English Learner (EL): 3.1% Long Term EL (LTEL): 0.7% Foster Youth (FY): N/A Students with Disabilities (SwD): 10.7% Homeless (HO): 13.6%		2026 All: 47% LI: 38% EL: 19% LTEL: 17% FY: 35% SwD: 28%% HO: 32%	All: +1.0% LI: +0.8% EL: (-0.9)% LTEL: (-1.3)% FY: N/A SwD: (-2.3)% HO: (-4.4)%

Goal 5 Analysis for 2024-25

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

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

The implementation of Actions 5.1 through 5.5 was successful and aligned with the district’s goals to strengthen teaching and learning. Action 5.1 effectively supported recruitment efforts for hard-to-fill positions. Action 5.2 provided targeted onboarding for new certificated hires, focusing on student engagement, special education, and MTSS. Action 5.3 expanded access to professional development through three additional days for both certificated and classified staff. Action 5.4 supported leadership development through certification pathways and PD aligned to instructional improvement. Lastly, Action 5.5 funded additional teaching positions at high needs schools to support learning recovery and reduce class sizes at the elementary level.

Successful Implementation

- Action 5.1** Raising the Standards: Successful implementation of recruitment activities for hard to fill positions.
- Action 5.2** New Employee PD: Successful implementation of summer onboarding for new certificated hires providing strategies to support student engagement, special education, and MTSS.
- Action 5.3** Extended School Year for PD: Successful implementation of expanded professional development opportunities for certificated and classified employees for three (3) days.
- Action 5.4** Improved Teaching & Learning: Successful implementation of certification pathways and professional development for district leadership to support improved teaching and learning.
- Action 5.5** Learning Recovery & Class Size Reduction: Provide additional positions to support in teaching and learning at high needs schools to lower class sizes in elementary.

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

There were material differences between budgeted and estimated actual expenditures for Actions 5.1 through 5.4, primarily due to overestimations in projected participation and program costs. Action 5.1 (Raising the Standards) and Action 5.4 (Improved Teaching & Learning) were both significantly underspent, each expending only \$51,364 of the \$228,000 budgeted, as recruitment and leadership development efforts cost less than anticipated. Action 5.2 (New Employee PD) was also underspent, with actual expenditures totaling \$215,320 compared to a \$699,884 budget, reflecting fewer new hires than projected. Similarly, Action 5.3 (Extended School Year PD) spent

\$2.47 million of the \$2.83 million budget, due to lower-than-expected participation in planned professional development days. Action 5.5 was implemented as budgeted, with no material differences reported.

Action 5.1 Raising the Standards was underspent with \$228,000 budgeted and \$51,364 expended. Recruitment activities did not cost as much as expected.

Action 5.2 New Employee PD was underspent with \$699,884 budgeted and \$215,320 expended. Anticipated costs of summer onboarding for new teachers was less than expected based on lower numbers of projected new hires.

Action 5.3 Extended School Year for PD was underspent with \$2,830,000 budgeted and \$2,470,000 expended. The initial budget was based on a projected number of certificated and classified staff participating in two days of PD in August and one day in January. The number of staff ended up being less than projected.

Action 5.4 Improved Teaching & Learning: was underspent with \$228,000 budgeted and \$51,364 expended due to

Action 5.5 Learning Recovery & Class Size Reduction: There were no material differences between the budgeted expenditures and the estimated actual expenditures.

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

Actions 5.1 through 5.5 were effectively implemented and contributed to progress toward the district's goal of strengthening workforce development and support systems. Action 5.1 supported recruitment efforts for hard-to-fill positions, contributing to the district's continued success in ensuring that 100% of teachers were appropriately assigned and fully credentialed in both 2023 and 2024. Action 5.2 and Action 5.3 provided onboarding and expanded professional development opportunities for certificated and classified staff, which aligned with district priorities around student engagement, MTSS, and special education. These investments are reflected in increased staff agreement that their working environment is supportive, particularly at the elementary and middle school levels.

Action 5.4 offered professional learning and certification pathways for site and district leadership, supporting improvements in instructional leadership and teaching practices. Action 5.5 addressed class size reduction and learning recovery at high-needs schools through strategic staffing. While implementation was effective overall, survey data from the California Healthy Kids Survey indicated a decline in staff perception of a supportive environment at the high school level (from 25% to 19%) and a decrease among staff at non-traditional schools. These results suggest a need for continued focus on staff engagement and support at secondary and alternative sites.

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

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle.

Goal Description: No Changes to current goal of strengthening workforce development and support systems.

Metric Changes:

Metrics 5.3, 5.4, 5.5, and 5.6 shall be discontinued. These metrics don't contribute to determining the effectiveness of Goal 5 actions.

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

Goal 5 Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Raising the Standards	We will maintain ongoing partnerships with universities and teacher preparation programs to strategically increase the deployment of interns in hard-to-fill positions at high needs schools (with higher percentages of unduplicated students). This will ensure that our staffing meets the diverse needs of low-income students, English learners, and foster youth.	\$ 2,728,000	Y
5.2	New Employee PD	This program is designed to ensure that new employees are well-prepared and supported as they transition into their new positions at our high needs schools (high percentages of low-income students, English learners, and foster youth).	\$ 602,632	Y
5.3	Extended School Year for PD	Coordinate certificated and classified professional development to provide ongoing evidence based professional development that serves and supports teachers of low-income students, English learners, and foster youth: two days in the fall and one day in the spring.	\$ 2,830,000	Y
5.4	Improved Teaching & Learning	This initiative will provide leaders at our high needs schools (large numbers of low-income students, English learners, and foster youth) with ongoing development opportunities that are aligned with evidence-based practices to support teachers in the classroom. This action is designed to support the following student groups and schools/district who scored at the lowest performance level on the 2023 Dashboard for: College & Career Indicator: Vista High - Students with disabilities, Alta Vista High - all students, Major General Raymond Murray High - all students, the District - English learners, students with disabilities	\$ 20,000	Y
5.5	Learning Recovery & Class Size Reduction (<i>LREBG-funded action</i>)	The district will continue to enhance its multi-tiered system of support for low-income students, English learners, and foster youth by providing additional staffing. This strategy aims to ensure more personalized and effective support in both general and specialized educational settings. Further, to improve teaching and learning environments in high concentration elementary schools, the district will create additional positions to help reduce class sizes. <i>Learning Recovery Emergency Block Grant</i>	\$ 3,538,003	Y

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

LCAP Goal 6 - Student Outcomes

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

State Priorities addressed by this goal.

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

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

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

An explanation of why the LEA has developed this goal.

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

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

Goal 6 Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Adults have high expectations for students : Average percent of staff reporting “Strongly agree” <i>Data Source: California Healthy Kids Survey</i>	2023 All Schools: 49% Elementary: 61% Middle: 34% High: 40% Non Traditional: 75%	2024-2025 All Schools: 57% Elementary: 65% Middle: 43% High: 39% Non Traditional: 58%		2026 All schools: >70% Elementary: >70% Middle: <70% High: >70% Non Traditional: >70%	Allschools: +8% K-5: +4% 6-8: +9% 9-12: -1% Non Traditional: -17%
6.2	Adults believe students are motivated to complete schoolwork : Average percent of staff reporting “Strongly agree” <i>Data Source: California Healthy Kids Survey</i>	2023 All Schools: 14% Elementary: 21% Middle: 6% High: 10% Non Traditional: 28%	2024-2025 All Schools: 16% Elementary: 19% Middle: 11% High: 9% Non Traditional: 0%		2026 All schools: >70% Elementary: >70% Middle: <70% High: >70% Non Traditional: >70%	Allschools: +2% K-5: -2% 6-8: +5% 9-12: -1% Non Traditional: -28%
6.3	New Metric for 2025-26 School Connectedness : average percent of elementary students who report “Yes, most of the time” or “Yes, all of the time” with regard to feeling connected to school <i>Data Source: CA Healthy Kids Survey</i>	2023-24 Grade 5: 69%	2024-2024 Grade 5: 75%		2026-27 Grade 5: 85%	Grade 5: +6%

6.4	New Metric for 2025-26 School Connectedness: average percent of secondary students reporting “Agree” or “Strongly agree” with regard to feeling connected to school <i>Data Source: CA Healthy Kids Survey</i>	2023-24 Grade 6: 59% Grade 7: 55% Grade 8: 58% Grade 9: 58% Grade 11: 58%	2024-2025 Grade 6: 60% Grade 7: 57% Grade 8: 58% Grade 9: 63% Grade 11: 64%		2026-27 Grade 6: 74% Grade 7: 70% Grade 8: 73% Grade 9: 73% Grade 11: 73%	Gr 6: +1% Gr 7: +2% Gr 8: 0% Gr 9: +5% Gr 11:+6%
6.5	New Metric for 2025-26 (Access to a broad course of study) Percentage of students who met UC/CSU requirements. plus one of the following criteria: CTE pathway completion with a C- or better in the capstone course Smarter Balanced Summative Assessments: At least a level 3 “Standard Met” on ELA or Mathematics and at least a level 2 “Standard Nearly Met” on the other subject area. One semester, two quarters, or two trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded. A score of 3 or higher on one AP exam or a score of 4 or higher on one IB exam. <i>Data Source: CA School Dashboard</i>	2023-2024 All students: 85.5% African American (AA): 90% Asian: 91% Filipino: 100% Hispanic: 82% White: 88% Two or More Races: 87% English Learners (EL): 70% Long Term English Learners (LTEL): N/A Low socioeconomic: 82% Students with disabilities: 62% Foster youth: - Homeless: 74%	2024-2025 All students: 86% African American (AA): 90% Asian: 100% Filipino: 87% Hispanic: 86% White: 86% Two or More Races: 86% English Learners (EL): 74% Long Term English Learners (LTEL): 85% Low socioeconomic: 85% Students with disabilities: 74% Foster youth: - Homeless: 82%		2026-2027 All students: % African American (AA): 90% Asian: 100% Filipino: 87% Hispanic: 86% White: 86% Two or More Races: 86% English Learners (EL): 74% Long Term English Learners (LTEL): 85% Low socioeconomic: 85% Students with disabilities: 74% Foster youth: - Homeless: 82%	All Students: 19% UC - A: H/SS: 11% UC - B: English: 11% UC - C: Math: 15% UC - D: Science: 16% UC - E: World language: 16% UC - F Arts: 11% UC - G Elective: 25%

6.6	New Metric for 2025-26 (Access to a broad course of study) Percentage of high school students who meet A-G requirements and CTE pathway completion, as an indicator of access to college and career preparatory coursework. <i>Data Source: CA School Dashboard</i>	2023-2024 All students: 1.5% African American (AA): 0% Asian: 1.9% Filipino: 0% Hispanic: 1.2% White: 2.6% Two or More Races: 1.5% English Learners (EL): 0 Long Term English Learners (LTEL): N/A Low socioeconomic: 1.4% Students with disabilities: 0% Foster youth: - Homeless: 0	2024-2025 All students: 14.% AA: 7% Asian: 27% Filipino: 27% Hispanic: 9% White: 26% Two or More Races: 18% EL: 3% LTEL: 2% Low socioeconomic: 11% SWD: 3% Foster youth: - Homeless: 6%		2026-27 All students: 20% AA: 12% Asian: 32% Filipino: 32% Hispanic: 15% White: 32% Two or More Races: 23% EL: 10% LTEL: 8% Low socioeconomic: 10% SWD: 7% Foster youth: 5% Homeless: 10%	All students: 6% AA: 5% Asian: 5% Filipino: 5% Hispanic: 6% White: 6% Two or More Races: 5% EL: 7% LTEL: 6% Low socioeconomic: 7% SWD: 4% Foster youth: 5% Homeless: 4%
6.7	New Metric for 2025-26 (Access to a broad course of study) Percentage of students enrolled in Advanced Placement (AP) and International Baccalaureate (IB) courses <i>Data Source: Student Information system, Aeries</i>	2023-2024 Aeries Analytics data not available in 2023-24	2024-2025 All Students: 17.6% Foster youth: 3.2% Homeless: 6.7% EL: 0.52% LTEL: 0.87% Low socioeconomic: 13.3% SWD: 1.9%		2026-2027 All Students: 20% Foster youth: 5% Homeless: 8% EL: 4% LTEL: 3% Low socioeconomic: 15% SWD: 4%	All Students: 2.4% Foster youth: 1.8% Homeless: 1.3% EL: 3.48% LTEL: 2.13% Low socioeconomic: 2.7% SWD: 2.1%

Goal 6 Analysis for 2024-25

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

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

Action 6.1 was successfully implemented as planned. The district invested in an online Student Success Team (SST) platform designed to support a multi-tiered system of support (MTSS) by streamlining the coordination of services for students in need of academic, behavioral, social-emotional, attendance, or language development interventions. There were no substantive differences between the planned and actual implementation of this action. The online platform enabled more consistent use of evidence-based interventions, improved data tracking across student support domains, and facilitated collaborative, data-informed decision-making among staff. A success of the implementation was the increased efficiency in initiating and monitoring SST processes across school sites. One challenge involved the initial onboarding and training of staff to ensure consistent use of the platform; however, this was addressed through targeted professional development and ongoing technical support.

Successful Implementation

Action 6.1 Performance Framework: This action was successfully implemented. An online Student Success Team (SST) platform was purchased to provide a continuum of support, use of evidence-based interventions, and data-based decision-making in the areas of academic, behavior, social and emotional, attendance, and language development.

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

There was a material difference between the budgeted and estimated actual expenditures for Action 6.1. While \$731,728 was originally budgeted, the estimated actual expenditures totaled \$1,022,132, resulting in an overage of \$290,404. This variance was primarily due to an underestimation of hourly compensation for teachers participating in professional learning and resource development activities related to the implementation of the Student Success Team (SST) platform. As the scope of training and the time required for collaborative development of intervention resources expanded to ensure effective implementation, additional staff hours were necessary, leading to higher-than-anticipated personnel costs.

Expenditure Differences

Action 6.1 Performance Framework was over spent with \$731,728 budgeted and \$1,022,132 expended. This was due to an underestimation of hourly pay for teachers with regard to training and resource development.

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

6.1 Performance Framework:

Action 6.1 has demonstrated partial effectiveness in advancing the goal of improving adult expectations and perceptions of student motivation across the district. The implementation of the online Student Success Team (SST) platform contributed to a stronger framework for identifying student needs and providing targeted interventions, which may have supported increased staff confidence in student potential. This is reflected in the increase in the percentage of staff who "strongly agree" that adults have high expectations for students, rising from 49% in 2023 to 57% in 2024–25 at the district level. Middle schools showed a significant increase from 34% to 43%, and elementary schools increased from 61% to 65%. These gains suggest that the framework may be fostering more consistent support structures that reinforce high expectations. However, the data on staff perceptions of student motivation to complete schoolwork indicates limited effectiveness in this area. The percentage of staff reporting "strongly agree" rose only slightly from 14% to 16% districtwide. While middle schools improved from 6% to 11%, other levels showed stagnant or declining trends. These results indicate that while the framework may be improving adult practices and expectations, further focus is needed on strategies that increase student engagement and motivation, such as strengthening relationships, relevance of instruction, and student voice in learning.

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

Based on our analysis, there are no planned adjustments for the 2024-27 LCAP cycle.

Goal Description: No Changes to current goal focusing on the performance framework.

Metric Changes

Added metric 6.3 *School Connectedness: average percent of elementary students who report "Yes, most of the time" or "Yes, all of the time" with regard to feeling connected to school*

Added metric 6.4 *School Connectedness: average percent of secondary students reporting "Agree" or "Strongly agree" with regard to feeling connected to school*

Added Metric 6.5 *Access to a broad course of study:*

Percentage of students who met UC/CSU requirements. plus one of the following criteria:

CTE pathway completion with a C- or better in the capstone course

Smarter Balanced Summative Assessments: At least a level 3 "Standard Met" on ELA or Mathematics and at least a level 2 "Standard Nearly Met" on the other subject area.

One semester, two quarters, or two trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded.

A score of 3 or higher on one AP exam or a score of 4 or higher on one IB exam.

Added metric 6.6 *Access to a broad course of study: Percentage of high school students who meet A-G requirements and CTE pathway completion, as an indicator of access to college and career preparatory coursework.*

Added Metric 6.7 *Access to a broad course of study: Percentage of students enrolled in Advanced Placement (AP) and International Baccalaureate (IB) courses*

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

Goal 6 Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Performance Framework (LREBG-funded action)	We will implement and monitor a comprehensive performance framework that provides the systems and structures that enable the conditions to provide a MTSS continuum of support through universally designed deep learning experiences for low-income students, English learners, and foster youth. Learning Recovery Emergency Block Grant Research Based Rationale <i>In the context of pandemic-related learning loss, the Learning Policy Institute (2021) and California Department of Education recommend a Multi-Tiered System of Support (MTSS) as a key strategy for recovery, noting that it allows schools to identify unfinished learning, provide timely intervention, and support whole-child development. MTSS is an evidence-based framework that integrates academic, behavioral, and social-emotional supports across three tiers of increasing intensity. Funding materials and supplies enables schools to deliver differentiated instruction and interventions aligned to student needs, while contracts and hourly pay for certificated and classified staff PD ensure sufficient time and personnel for coordination, progress monitoring, and targeted support. Research from the Center on MTSS highlights that successful implementation requires adequate staffing, professional development, data systems, and intervention resources, all of which are supported by this investment.</i> Funding Amount <i>\$678,746 in LREBG funds will be used to provide materials, supplies, contracts, and hourly pay for certificated and classified staff to support the implementation of a multi-tiered system of support.</i> Metrics for Monitoring <i>This action will be monitored by the % of students who report feeling connected to school (Metric 6.3 & 6.4).</i>	\$1,853,625	Y

LCAP Goal 7 - Student Engagement

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

State Priorities addressed by this goal.

- Pupil Engagement (Priority 5):** The goal enhances student engagement by making learning more relevant to their personal and career interests, which can increase their motivation to attend school and participate actively in their education.
- Course Access (Priority 7):** This goal ensures that students have access to a broad course of study that includes career technical education and other pathways that lead to employment, further education, or training, enhancing their readiness for post-secondary options.

An explanation of why the LEA has developed this goal.

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

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

Goal 7 Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	School is Really Boring: percent of students with a rating of 7 or higher <i>Data Source: California Healthy Kids Survey</i>	2023-24 Grade 7: 44% Grade 9: 40% Grade 11: 46%	2024-2025 Grade 7: 43% Grade 9: 36% Grade 11: 37%		2026-2027 Grade 7: <20% Grade 9: <20% Grade 11: <20%	Gr 7: -1% Gr 9: -4% Gr 11: -1%
7.2	Adults believe students are motivated to complete schoolwork : Average percent of respondents reporting "Strongly agree" <i>Data Source: California Healthy Kids Survey</i>	2023-24 All Schools: 14% Elementary: 21% Middle: 6% High: 10% Non Traditional: 28%	2024-2025 All Schools: 16% Elementary: 19% Middle: 11% High: 9% Non Traditional: 0%		2026-27 All schools: >70% Elementary: >70% Middle: <70% High: >70% Non Traditional: >70%	All schools: +2% K-5: -2% 6-8: +5% 9-12: -1% Non Trad: -28%
7.3	Access to a Broad Course of Study The percentage of students completing two semesters of college coursework (dual enrollment) with a grade of C- or better in academic/CTE subjects <i>Data Source: CA State Dashboard</i>	2023 0.4%	2024 0		2026 5%	-0.4%
7.4	Access to a Broad Course of Study The percentage of students who complete at least one CTE pathway with a grade of C- or better in the capstone course <i>Data Source: CA State Dashboard</i>	2023 316/1,470 cohort students = 21.5%	2024 359/1549 students = 23.2%		2026-27 36.5%	1.7%
7.5	Access to a Broad Course of Study College / Career Readiness <i>Data Source: CA School Dashboard</i>	2023 All students (All): 37.3% Low Income (LI): 30.3% English Learner (EL): 6.2% Foster Youth (FY): N/A	2024 All students (All): 43.7% Low Income (LI): 37% English Learner (EL): 11.1%		2026 All >65% LI >65% EL >65% LTEL >65%	All: +6.7% LI: +7.0% EL: +5.1% LTEL: - FY: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities (SwD): 6% Homeless (HO): 18%	Long Term EL (LTEL): 9.9% Foster Youth (FY): N/A Students with Disabilities (SwD): 9.2% Homeless (HO): 18.4%		FY >65%	SwD: +3.2% H: +0.4%
7.6	Access to a Broad Course of Study <i>Data Source: CA School Dashboard</i>	2023 Standard Met	2024 Standard Met		2026 Standard Met	N/A
7.7	Access to a Broad Course of Study The extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC): High school graduation rate and A-G completion rate <i>Data Source: CA School Dashboard</i>	2023 High School Graduation Rate: 85.9% A-G Completion Rate: 39%	2024 86.8% A-G: 42.9%		2026-27 HS Graduation Rate: >95% A-G Completion Rate: >65%	+0.9% A-G: 3.9%

Goal 7 Analysis for 2024-25

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

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

Successful Implementation

Action 7.1 Personalized Learning (PL) Pathway, Action 7.2 Career Superhighway

The implementation of these two actions was successful and aligned with intended outcomes. Key efforts included the coordination of career development activities between middle and high schools to build student interest and readiness for careers in regional priority sectors, with a focus on expanding participation in growing fields. Additionally, implementation supported a Multi-Tiered System of Support (MTSS) by offering universally designed deep learning experiences that addressed the diverse academic and developmental needs of all students.

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

There were no material differences between the budgeted expenditures and the estimated actual expenditures.

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

Actions 7.1 and 7.2 were effectively implemented and have contributed to measurable progress toward improving college and career readiness across student groups. Through coordinated career development activities between middle and high schools and the integration of universally designed deep learning experiences, these actions enhanced student access to meaningful pathways aligned with regional workforce demands and personalized learning supports.

The impact of these efforts is reflected in the improvement of College/Career Readiness outcomes reported on the 2024 California School Dashboard. The overall percentage of students meeting the College/Career indicator increased from 37.3% in 2023 to 43.7% in 2024. Gains were observed among key student groups: Low Income students rose from 30.3% to 37%, English Learners increased from 6.2% to 11.1%, Long-Term English Learners reached 9.9%, and Students with Disabilities improved from 6% to 9.2%. While the percentage of Homeless students showed only a slight increase (from 18% to 18.4%), the upward trend in multiple high-need student groups suggests that the Personalized Learning and Career Superhighway initiatives are helping to expand postsecondary readiness.

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

Based on our analysis, there are no planned adjustments for the 2024-27 LCAP cycle.

Goal Description: No Changes to current goal focusing on the performance framework.

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

Goal 7 Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Personalized Learning (PL) Pathway (LREBG-funded action)	The district will develop and implement Personalized Learning Pathways for low-income students, English learners, and foster youth enabling them to explore and identify their strengths, interests, and values. This action will involve creating structured programs that guide students in developing tailored educational plans, which reflect their personal aspirations and academic goals. This action is designed to support the following student groups and schools/district who scored at the lowest performance level on the 2023 Dashboard for: Graduation Rate: Vista High - Students with disabilities, the District - students with disabilities, Rancho Buena Vista High - English learners, students with disabilities Learning Recovery Emergency Block Grant Research Based Rationale <i>Personalized learning tailors instruction to individual students' strengths, needs, and interests—allowing them to progress at an appropriate pace while working toward common grade-level standards. Research from the RAND Corporation (Pane et al., 2015) found that students in schools implementing personalized learning models showed statistically significant gains in both math and reading achievement, especially among students who started below national averages.</i> Funding Amount <i>\$200,000 in LREBG funds will be used to provide materials and software for the implementation of the Personalized Learning Pathway.</i> Metrics for Monitoring Metric 7.4 CTE Pathway Completion Rate - % of students completing a full CTE pathway aligned to their career interests	\$4,780,285	Y

Action #	Title	Description	Total Funds	Contributing
7.2	Career Superhighway (LREBG-funded action)	The district will implement the Career Superhighway Program, designed to offer an uninterrupted career development pathway from preschool through to employment. This program aims to assist low-income students, English learners, and foster youth in discovering their strengths and interests and developing these into valuable skills that meet the demands of the local and global marketplace. This action is designed to support the following student groups and schools/district who scored at the lowest performance level on the 2023 Dashboard for: Graduation Rate: Vista High - Students with disabilities, the District - students with disabilities, Rancho Buena Vista High - English learners, students with disabilities <i>Learning Recovery Emergency Block Grant</i> <i>Research Based Rationale</i> <i>The Career Superhighway Program addresses persistent equity gaps by providing early, continuous career development for low-income students, English learners, and foster youth. Research shows that students benefit from beginning career exploration early and engaging in sustained, developmentally appropriate experiences that connect learning to real-world opportunities (ACTE, 2020; AIR, 2019). This program also aligns with California's College and Career Indicator (CCI), which emphasizes the importance of preparing all students, especially those from historically marginalized student groups, for postsecondary success.</i> <i>Funding Amount</i> <i>\$50,000 in LREBG funds will be used to support student experiences by attending college campuses.</i>	\$969,745	Y

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

Goal 8: Major General Raymond Murray High School

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	English Language Arts (SBAC) <i>Data Source: CAASPP</i>	2023 All Students (All): 17.7% Low Income (LI): 16.7% Hispanic (HI): 17.86	2024 All students (All): 12.1% Low Income (LI): 10.4% Hispanic (HI): 11.1		2026 ALL: 47.7% LI: 46.7% HI: 47%	ALL: (-5.6)% LI: (-6.3)% HI: (-6.76)
8.2	Mathematics (SBAC) <i>Data Source: CAASPP</i>	2023 All Students (All): 1.5% Low Income (LI): 0% Hispanic (HI): 1.69%	2024 All Students (All): 1.7% Low Income (LI): 2.1% Hispanic (HI): 1.85%		2026 ALL: 31.5% LI: 30% HI: 30%	ALL: +0.2% LI: +2.1% HI: +0.16%
8.3	Suspension Rate <i>Data Source: Dashboard</i>	2023 All Students (All): 5% English learners (EL): 12.1%	2024 All Students (All): 2.1% English learners (EL): 7%		2026 ALL: <1.0% LI: <1.0%	ALL: (-2.9)% LI: (-5.1)%
8.4	College and Career Indicator <i>Data Source: Dashboard</i>	2023 All Students (All): 0.7% Low Income (LI): 0.8% Hispanic (HI): 0.9%	2024 All Students (All): 0.9% Low Income (LI): 0% Hispanic (HI): 1%		ALL: 15.7% LI: 15.8% HI: 15.9%	ALL: +0.2% LI: (-0.8)% HI: +0.1%
8.5	Implement additional targeted language support program for English learners <i>Data Source: MGMHS</i>	2023-24 0	2024-25 100%		MGMHS has implemented additional targeted language support program(s) - 100%	100%
8.6	GLAD training for teachers fall and spring in year one and refresher and/or data training each additional year <i>Data Source: MGMHS</i>	2023-24 0	2024-25 80%		2026-27 100% GLAD training for all MGMHS teachers fall and spring in year one and refresher and/or data training each additional year	20%
8.7	English Learner Progress <i>Data Source: CA State Dashboard</i>	2023 English Learner (EL): 30% making progress	2024 31.4%		2026 EL > 35%	1.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.8	Percentage of English learners (EL) who are proficient in English <i>Data Source: Summative ELPAC test.</i>	2023 English language proficiency for Summative ELPAC: <u>Level 4</u> - Proficient - well developed: 14.61% <u>Level 3</u> - moderately developed: 38.65% <u>Level 2</u> - somewhat developed: 29.58% <u>Level 1</u> - minimally developed: 17.17%	2024 English language proficiency for Summative ELPAC: <u>Level 4</u> - Proficient - well developed: 15.57% <u>Level 3</u> - moderately developed: 35.23% <u>Level 2</u> - somewhat developed: 30.73% <u>Level 1</u> - minimally developed: 18.47%		<u>Level 4</u> : 30% <u>Level 3</u> : 54% <u>Level 2</u> : 45% <u>Level 1</u> : 32%	<u>Level 4</u> : 1% <u>Level 3</u> : 3.4% <u>Level 2</u> : 1% <u>Level 1</u> : 1%
8.9	Percentage of English learners who reclassify each year <i>Data Source: Student Information System - Aeries</i>	2023-24 4.2%	2024-25 15.4%		2026-27 >65%	11.2%
8.10	Percentage of long term English learners who reclassify each year <i>Data Source: Student Information System - Aeries</i>	2023-24 4.0%	2024-25 22.2%		2026-27 >65%	18.2%
8.11	New for 2025-26 Graduation Rate (Combined four and five year graduates) <i>Data Source: CA School Dashboard</i>	2023 All students (All): 74.5% Low Income (LI): 74% Hispanic (HI): 73.7%	2024 All: 62.4% LI: 62.5% HI: 61.8%		2026 All: 85% LI: 85% HI: 85%	All: -12.1% LI: -11.5% HI: -11.9%

Goal 8 Analysis for 2024-25

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

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

Successful Implementation

Action 8.1 Targeted Math & ELA Intervention Programs: This action was successfully implemented with students participating in afterschool ELA and Math support

Action 8.2 Academic Leader: This action was successfully implemented with the hiring of an Academic Dean

Action 8.3 Behavioral Interventions and Support Programs: This action was successfully implemented with behavioral intervention supports implemented during the student advisory period and afterschool.

Action 8.4 Work Experience & Internship: This action was successfully implemented with students participating in internships and work experience opportunities.

Action 8.5 Language Instruction Program: This action was successfully implemented with English learners receiving supplemental support after school and within the student advisory period.

Action 8.6 Professional Development: This action was successfully implemented with teachers participating in GLAD strategies.

Action 8.7 English Learner Assessment: This action was successfully implemented as regular assessments were used to monitor the progress of English learners.

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

None of these actions were implemented with Supplemental and Concentration funds.

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

Actions 8.1 through 8.7 were successfully implemented at Major General Raymond Murray High School, supporting progress toward targeted goals for low-income, Hispanic, and English learner student groups. Action 8.1 provided targeted after school Math and ELA support, and Action 8.2 supported instructional leadership through the hiring of an Academic Dean. Behavioral supports were delivered during advisory and after school under Action 8.3, contributing to a reduction in suspension rates for English learners from 12.1% in 2023 to 7% in 2024. Action 8.4 expanded student access to work experience and internships, aligned with college and career readiness goals. However, College and Career Indicator performance remains low, with minimal improvement across all groups (e.g., 0.9% for Hispanic students in 2024, up from 0.9% in 2023).

Actions 8.5, 8.6, and 8.7 focused on English learner support. Supplemental language instruction and regular progress assessments were provided, and most teachers received GLAD training in 2024–25 after no participation in the prior year. While these actions show improved implementation, progress in English language proficiency has been limited. The percentage of English learners reaching Level 4 on the Summative ELPAC increased only slightly from 14.61% in 2023 to 15.57% in 2024, and the percentage of students in Levels 1 and 2 increased slightly, suggesting that gains have not yet translated into significant language development growth. Similarly, English Language Arts (ELA) and Math performance declined or remained low, particularly for low-income students, with ELA proficiency dropping from 16.7% to 10.4% and math showing only a marginal increase.

Overall, while implementation of planned actions was strong, academic outcomes for targeted student groups remain a significant area for growth, especially in ELA, math, and English learner proficiency. These results indicate a need for deeper refinement of instructional strategies and sustained investment in targeted academic and language supports.

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

Based on our analysis, the following are planned adjustments for the 2025-27 LCAP cycle.

Goal Description: The goal has been changed from:

Increase math and ELA performance for low-income and Hispanic students by 10%, improve college and career readiness for low-income and Hispanic students, reduce suspension rates for English learners, and increase English language proficiency progress among English learners by 15 percentage points each year by the end of the academic year.

To Revised Goal:

*Increase math and ELA performance for low-income and Hispanic students by 10%, improve college and career readiness for low-income and Hispanic students, increase the **high school graduation rate** for low-income and Hispanic students by 10 percentage points, and increase English language proficiency progress among English learners by 15 percentage points, each year by the end of the academic year.*

Metrics: Metric 8.8, measuring graduation rates, was added due to the decrease in the graduation rate for Hispanic and low-income students.

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

Goal 8 Actions : Major General Raymond Murray High School

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

Goal 9: Alta Vista High School

Goal #	Description	Type of Goal
9	<i>Revised 2025-26</i> <u>Equity Multiplier School - Alta Vista High School:</u> Increase math and ELA performance for low-income, Hispanic students, all by 10%, improve college and career readiness for low-income, Hispanic students, all, increase the high school graduation rate for low-income, Hispanic students, all by 10 percentage points, and increase English language proficiency progress among English learners by 15 percentage points, each year by the end of the academic year.	Equity Multiplier Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Goal 9 Measuring and Reporting Results: Alta Vista High School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.1	Alta Vista High School Graduation Rate <i>Data Source: Dashboard</i>	2023 All Students (ALL): 60% Hispanic (HI): 60% Low Income (LI): 59.3%:	2024 All Students (ALL): 55.3% Hispanic (HI): 55.2% Low Income (LI): 53.5%:		2026 ALL: >95% HI: >95% LI: >95%	ALL: (-4.7)% HI: (-0.8)% LI: (-5.8)%
9.2	Offer at least 4 workshops and/or information sessions for parents and families each year <i>Data Source: MGMHS</i>	2023-24 1 parent information session	2024-25 Monthly that includes: Community School Advisory Committee, Coffee with Principal, cultural events		2026-27 4 workshops and/or information sessions offered for parents and families each year	+9
9.3	Discontinued 2024-25 Academic Leader: Dean <i>Data Source: MGMHS</i>	Discontinued 2023-24 0	Discontinued Dean has been hired		2026-27 All (100%) actions in goals 8 and 9 aware implemented with fidelity	+1
9.4	New for 2025-26 English Language Arts (SBAC) <i>Data Source: CAASPP</i>	2023 All Students (All): 17.7% Low Income (LI): 16.7% Hispanic (HI):	2024 All students (All): 12.1% Low Income (LI): 10.4% Hispanic (HI):		2026 ALL: 47.7% LI: 46.7% HI:	ALL: (-5.6)% LI: (-6.3)% HI:
9.5	New for 2025-26 Mathematics (SBAC) <i>Data Source: CAASPP</i>	2023 All Students (All): 1.5% Low Income (LI): 0% Hispanic (HI):	2024 All Students (All): 1.7% Low Income (LI): 2.1% Hispanic (HI):		2026 ALL: 31.5% LI: 30% HI:	ALL: +0.2% LI: +2.1% HI:

9.6	New for 2025-26 College and Career Indicator <i>Data Source: Dashboard</i>	2023 All Students (All): 0.7% Low Income (LI): 0.8% Hispanic (HI): 0.9%	2024 All Students (All): 0.9% Low Income (LI): 0% Hispanic (HI): 1%		ALL: 15.7% LI: 15.8% HI: 15.9%	ALL: +0.2% LI: (-0.8)% HI: +0.1%
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Goal 9 Analysis for 2024-25

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

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

Successful Implementation

Action 9.1 Academic Support and Tutoring: This action was successfully implemented with students participating in afterschool ELA and Math tutoring sessions.

Action 9.2 Parent and Community Engagement: This action was successfully implemented and included several workshops and information sessions to support parents in navigating high school and options for post-secondary college and career.

Action 9.3 Academic Leader Dean: This action was successfully implemented with the hiring of an Academic Dean

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

None of these actions were implemented with Supplemental and Concentration funds.

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

Actions 9.1 through 9.3 were successfully implemented at Alta Vista High School to support increased academic achievement, parent engagement, and leadership capacity. Action 9.1 provided afterschool tutoring in ELA and Math, offering targeted academic support to students. Action 9.2 promoted parent and community engagement, with a significant expansion in 2024–25 to include monthly offerings such as Coffee with the Principal, cultural events, and a Community School Advisory Committee—addressing a gap from the prior year, when only one parent session was held. Action 9.3 supported instructional leadership through the hiring of an Academic Dean, strengthening coordination of interventions and academic supports.

Despite these successful implementations, graduation rates for all student groups declined from 2023 to 2024, signaling that the intended impact of these actions has not yet materialized in student outcomes. Graduation rates dropped by nearly 5 percentage points for Hispanic students (from 60% to 55.2%) and for low-income students (from 59.3% to 53.5%), falling short of the goal to increase these rates by 10 percentage points annually. This data suggests that while structures and supports have been put in place, further efforts are needed to deepen their effectiveness and ensure they result in measurable academic gains and improved graduation outcomes.

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

Based on our analysis, the following are planned adjustments for the 2025-27 LCAP cycle.

Goal Description: The goal has been changed from:

Increase graduation rates for Hispanic and low-income students by 10 percentage points by the end of each academic year.

To Revised Goal:

Increase math and ELA performance for low-income and Hispanic students by 10%, improve college and career readiness for low-income and Hispanic students, increase the high school graduation rate for low-income and Hispanic students by 10 percentage points, and increase English language proficiency progress among English learners by 15 percentage points, each year by the end of the academic year.

Metrics: Metric 9.4 measuring ELA performance, Metric 9.5 measuring math performance, and 9.6 measuring college and career readiness were added for Hispanic and low-income student groups due to very low performance in the read zone.

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

Goal 9 Actions: Alta Vista High School

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

Goal 10: California Avenue School

Goal #	Description	Type of Goal
10	<i>Revised 2025-26</i> <u>Equity Multiplier School - California Avenue School:</u> Improve the educational outcomes for students with disabilities by implementing a comprehensive professional learning program that addresses ELD support for dually identified English learners, SPED data collection, and IEP goal writing by the end of the 2024-25 school year.	Equity Multiplier Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Goal 10 Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10.1	100% of instructional staff complete GLAD training every year	2023-24 0%	2024-25 80%		2026-27 100%	80%
10.2	100% of instructional staff complete Aeries and SPED data collection training	2023-24 0%	2024-25 80%		2026-27 100%	80%
10.3	Discontinued 2024-25 100% of IEP goals meet SMART criteria	2023-24 70%	2024-25 80%		2026-27 100%	80%

Goal 10 Analysis for 2024-25

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

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

Successful Implementation

Action 10.1 GLAD Training, Action 10.2 AERIES and SPED Data Collection Training, Action 10.3 Goal Writing: Most teachers participated in GLAD training, goal writing for IEPs, and data monitoring for students with disabilities.

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

None of these actions were implemented with Supplemental and Concentration funds.

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

Actions 10.1 (GLAD Training), 10.2 (Aeries and SPED Data Collection Training), and 10.3 (Goal Writing) were implemented during the 2024–25 school year to improve educational outcomes for students with disabilities through targeted professional learning. By the end of the year, most instructional staff had participated in training on Guided Language Acquisition Design (GLAD) strategies, data monitoring in Aeries for special education students, and effective IEP goal writing. These represent significant improvements over 2023–24, when no staff had completed these training sessions. While the target of 100% participation and compliance has not yet been met, the increase in staff training and improvement in IEP goal quality reflect meaningful progress toward implementation of a comprehensive professional development system. Continued focus on reaching full staff participation will be critical to fully realizing the intended impact on instruction and student outcomes for students with disabilities, particularly those dually identified as English learners.

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

Based on our analysis, the following are planned adjustments for the 2025-27 LCAP cycle.

Goal Description: The goal has been changed from:

Improve the educational outcomes for students with disabilities by implementing a comprehensive professional learning program that addresses ELD support for dually identified English learners, SPED data collection, and IEP goal writing by the end of the 2024-25 school year.

Revised to:

Improve the educational outcomes for students with disabilities by implementing a comprehensive professional learning program that addresses ELD support for dually identified English learners, SPED data collection, and IEP goal writing by the end of the 2024-25 school year.

Metrics:

Metric 10.3, 100% of IEP goals meet SMART criteria, will be discontinued at the end of the 2024-25 school year.

Action:

Action 10.3, Provide training on writing goals specifically for Individualized Education Programs (IEPs), will be discontinued at the end of the 2024-25 school year.

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

Goal 10 Actions

Action #	Title	Description	Total Funds	Contributing
10.1	GLAD Training	Implement Guided Language Acquisition Design (GLAD) training for all teachers to improve instructional strategies for English learners. This action is designed to support the following student groups and schools/district who scored at the lowest performance level on the 2023 Dashboard for: English Learner Progression Indicator: T.H.E. Leadership Academy - English learners, Foothill Oak Elementary - English learners, Bobier Elementary - English learners, Hannalei Elementary - English learners, Rancho Buena Vista High - English learners	\$5,000	N
10.2	AERIES and SPED Data Collection Training	Train staff on effective data collection methods to monitor student progress and tailor interventions.	\$2,000	N
10.3	Discontinued end of 2024-25 Goal Writing	Provide training on writing goals specifically for Individualized Education Programs (IEPs).	\$10,000	N

Goal 11: Vista Visions Academy

Goal #	Description	Type of Goal
11	<i>New 2025-26</i> Equity Multiplier School - Vista Visions Academy: Increase math and ELA performance for low-income, Hispanic students, all by 10%, the high school graduation rate for all students by 10 percentage points and decrease chronic absenteeism for all students by 10 percentage points each year.	Equity Multiplier Goal

State Priorities addressed by this goal.

- Priority 2 - Implementation of State Standards:** Providing professional development in standards-based instruction and implementing aligned interventions support this priority.
- Priority 4 - Student Achievement:** This priority is directly addressed through actions to improve ELA and math outcomes, academic interventions, and readiness metrics.
- Priority 5 - Student Engagement:** Efforts to reduce chronic absenteeism and improve student engagement (PLPs, check-ins, outreach) directly support this priority.

An explanation of why the LEA has developed this goal.

The development of this goal is directly influenced by the need to improve the educational outcomes for all students, who have a very low graduation rate and a very high chronic absenteeism rate (40%). Parent feedback focused on engagement strategies and interventions to support academic outcomes. Based on these identified needs, the following actions and metrics have been grouped together to help achieve this goal.

Goal 11 Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
11.1	% of students meeting or exceeding standard in ELA CA School Dashboard	2023 All: 70.5 points below standard Hispanic (HI): 72.5 points below standard	2024-25 All: 135.2 points below standard HI: 175.2 points below standard		2026-27 All: 0 points below std HI: 0 points below standard	All: +64.7 points below std HI: +102.7 points below std
11.2	% of students meeting or exceeding standard in Math CA School Dashboard	2023 All: 120.6 points below standard Hispanic (HI): 121.8 points below standard Low Income (LI): 139.1 points below standard	2024-25 All: 173.5 points below standard HI: n/a LI: 175.2 points below standard		2026-27 All: 0 points below std HI: 0 points below std LI: 0 points below std	All: +52.9 points below std HI: n/a LI: +36.1 points below std
11.3	Chronic Absenteeism Rate CA School Dashboard	2023 50%	2024 40%		2026-27 5%	-10%
11.4	Graduation Rate CA School Dashboard	2023 71.4%	2024 73.1%		85%	+1.7%

Goal 11 Analysis for 2024-25

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

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

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

Not applicable This is a new goal for the 2025-26 LCAP

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

Not applicable This is a new goal for the 2025-26 LCAP

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

Not applicable This is a new goal for the 2025-26 LCAP

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

Not applicable This is a new goal for the 2025-26 LCAP

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

Goal 11 Actions

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$ 39,762,223	\$3,219,205

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
20.178%	2.852%	\$ 5,688,660	23.030%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1 and 1.2	Results of the CA Healthy Kids Survey (CHKS) revealed that 51% of parents of English learners “Strongly Agreed” or “Agreed” with how schools were promoting parental involvement. A review of parent/family feedback from several different feedback sessions revealed the need to keep the community liaisons at sites, particularly at our high needs sites that serve foster youth, low income, and English learners.	We will maintain community liaison positions at highest needs schools and maintain a network that facilitates regular and structured engagement with families and community members. The community liaisons and FACE network will help families of English learners, low income students, and foster youth stay informed and involved in their children's education. Additionally, we will regularly organize workshops and school events designed to encourage active participation from families and community partners. By implementing these actions districtwide, we anticipate all students and families will benefit. However, considering the increased need observed among our families of low income students, English learners, and foster youth, and because the action meets the needs most associated with these families, we anticipate improved outcomes for our unduplicated students that aligns with Goal 1 and its expected annual measurable outcomes.	Goal 1 Metrics Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, and 1.10
1.4	Feedback shared from our parents at two of the District English Learner Advisory Committee (DELAC) meetings indicated that they felt the	We will monitor communication services to ensure they support family and community access and engagement for parents and families	Goal 1 Metrics

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Spanish translations of district documents did not accurately reflect what was written in English and times information was omitted.	of English learners and dually identified students (English learner/student with disabilities, English learner/foster youth, English learner/low-income family).	1.11
2.1	Feedback from student focus groups indicated some computers are in disrepair, while parents of English learners stated some families who don't have internet access at home were not aware the district provides access to free Hotspots. Identified Need: ensure students have access to up-to-date technology for learning and to replace outdated or non-functional devices.	This action aims to regularly update and replace technology equipment based on a set schedule and provide students with the necessary tools to support digital learning. This action will be implemented districtwide, with the expectation that all students will benefit from improved access to technology. However, considering the heightened need for technology support and services among our low-socioeconomic students, English learners, and foster youth, and acknowledging that this action specifically addresses the needs associated with these student groups, we believe these initiatives will prioritize equity of opportunity for students, regardless of their location, language, or economic standing. This, in turn, will result in improved outcomes for our unduplicated students for which Goal 1 includes expected annual measurable outcomes.	Goal 2 Metrics 2.1
2.2	Feedback from our educational partners continues to highlight some declining conditions of school buildings. Many of our unduplicated students reside in close proximity to the inner city of Vista and attend schools constructed over 50 years ago. Peer-reviewed research emphasizes the adverse effects that classrooms and school buildings can have on students' breathing, vision, hearing, mobility, and learning experiences. Identified Need: Maintain safe and	For this action, we will schedule regular maintenance and inspections of school facilities and address repairs and upgrades promptly to maintain high standards of safety and usability. To address the needs, conditions, and circumstances of our students, we are committed to providing and maintaining optimal learning environments for students.	Goal 2 Metrics 2.2, 2.3, 2.4, and 2.5

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	conducive learning environments and ensure facilities are well-maintained and in good repair.	This action will be implemented districtwide, and we expect all students will benefit from improved learning conditions. However, considering that our low-income students, English learners, and foster youth are more likely to find themselves in older buildings and portable classrooms and recognizing that this action directly addresses the needs associated with these student groups, we believe this action will significantly improve the learning environment and lead to improved outcomes for our unduplicated students for which Goal 1 includes expected annual measurable outcomes.	
2.3	Educational partner feedback indicated that we need to ensure transportation is more accessible for low-income students, particularly with the closing of Beaumont Elementary and Rancho Minerva Middle School as students of these schools will have to attend schools in areas where they don't live.	This action will create an opportunity to increase attendance rates for low-income students, particularly for those who will be attending new schools. This action will be implemented district wide and we expect all students will benefit from these additional routes. However, considering that our low-income students are more likely to find themselves attending schools that are not close to home and recognizing that this action directly addresses the needs associated with this student groups we believe this action will improve the attendance rates for our low-income students and leading to improved outcomes for which Goal 1 includes expected annual measurable outcomes.	Goal 2 Metrics 2.6
2.4	School safety data from the 2024 California Healthy Kids Survey has revealed that 55% of students in grade seven, 67% of students in grade nine, and 60% of students in grade eleven perceive school as very safe or safe. This data	In order to address the needs, conditions, and circumstances of our low-income students, English learners, and foster youth, we will follow a process that ensures safe and secure environments throughout the district that is	Goal 2 Metrics 2.7, 2.8, 2.9, 2.10, 2.11, and 2.12

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	demonstrates an decrease in students' perception of feeling safe when compared with results from the 2023 California Healthy Kids Survey that showed 64% of students in grade seven, 69% of students in grade nine, and 69% of students in grade eleven perceived school as very safe or safe. For students in grade 5, 2024 results report that 73% of students feel safe at schools, which is a decrease in results from data reported in the 2023 survey with 82% of students feeling safe at school.	designed to address the causes of students feeling unsafe. For this action we will continue to employ noon duty assistants and campus supervisors to monitor student activities and implement safety protocols and procedures to handle emergencies and incidents. This action is being implemented on a districtwide basis, and we expect all students will benefit. However, because our low-income students, English learners, and foster youth, have experiences that make them feel less safe and because the actions meet the needs most associated with these groups of students, we expect these actions will improve the conditions of learning resulting in improved outcomes for our unduplicated students for which Goal 1 includes expected annual measurable outcomes.	
3.1, 3.2, 3.4, 3.5, 3.6, 3.7	Based on feedback from our educational partners and our suspension and chronic absenteeism rates, it is clear that some of our low income students, English learners, and foster youth are disproportionately affected by barriers that prevent them coming to school or coming to school on time. Analysis of our student referrals for intervention also revealed that these student groups continue to experience greater social-emotional challenges compared to their peers.	To address the unique needs and circumstances of our unduplicated student groups, we implement a comprehensive plan that offers a continuum of services. This plan aims to support students' behavioral needs, reduce disproportionate suspension rates, improve attendance and engagement, and promote overall health and wellbeing. These actions are available to all students in order to promote an integrated program. We will also implement a multi-tiered system of universal, supplemental, and health and wellness supports in collaboration with county and local health services, and implement professional learning (in alignment with the Equity Board Policy) on recognizing and addressing the barriers, biases,	Goal 3 Metrics 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.25, 3.26, and 3.28

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		and disadvantages that low-income students, foster youth, and English learners experience. These actions are being implemented districtwide and we expect that all students will benefit from the support provided. However, recognizing that low-income students, English learners, and foster youth are more likely to experience social-emotional and behavioral needs, we believe these actions will significantly improve outcomes for our unduplicated students for which Goal 3 includes expected annual measurable outcomes.	
4.1, 4.2, 4.3, 4.4, 4.5, & 4.6	Data from both the Dashboard and CAASPP indicate a persistent achievement gap in ELA performance among different student groups, with English learners, foster youth, and students with disabilities struggling the most. Additionally, the data from both the Dashboard and CAASPP indicate a notable achievement gap in math performance across different student groups, with English learners performing the lowest.	These actions involve providing targeted intervention resources, such as phonemic awareness and fluency interventions, to support supplemental and intensive programs primarily aimed at English learners, foster youth, and students from low-income families. We will implement a data-driven program to analyze school-level math assessment data to identify these students who are not responding adequately to Tier 2 interventions. Additionally, we will offer supplemental K-12 science resources, including science readers with real-world connections, digital tools, and interactive experiences like virtual labs, to help these students who need extra support in science. We will also supply supplementary materials, such as realia, online subscriptions, and skills development resources, to enhance comprehension, increase motivation, and assist in history/social studies for the same target groups.	Goal 4 Metrics 4.1, 4.2, 4.3, 4.5, 4.7, and 4.8

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

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.11	Data from both the Dashboard and CAASPP indicate a persistent achievement gap in ELA and math performance among students with disabilities and dually identified students with disabilities. Additionally, the rate of inclusion of SWD in the general education classroom decreased from 80% to 58%, which includes those students dually identified as low income students, English learners, and foster students.	We will fund an Inclusion Resource Teacher (culturally responsive-sustaining (CR-S) education) who will provide training and support for staff on inclusive practices and anti-ableism for our dually identified students (SWD/foster youth, SWD/students from low income families, SWD/ English learners) and provide training on universal design for learning (UDL). This action is being implemented districtwide, and we expect all students will benefit. However, given the increased need for assistance among our dually identified students with disabilities, and recognizing that these actions directly address the needs associated with these student groups, we believe this action will lead to improved outcomes for these students for which Goal 4 includes expected annual measurable outcomes.	Goal 4 Metrics 4.26
5.1, 5.2, 5.3, & 5.4	It continues to be a challenge hiring instructional assistants, that are needed to serve our dually identified students with disabilities, with more than 20 positions remaining unfilled.	We will utilize direct placement services from the California Schools Talent Collaborative to specifically address the hiring of Instructional Assistants for after school instructional programs and behavioral interventions at schools with high percentages of dually identified low-income students, foster youth, and English learners. This action is being implemented districtwide, and we expect all students will benefit. However, given the increased need for assistance among our dually identified students with disabilities, and recognizing that these actions directly address the needs associated with these student groups, we believe this action	Goal 5 Metrics 5.1, 5.2

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

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

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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3.4, 3.5, and 3.6	A review of educational partner feedback and academic performance data continues to reveal the need for engaging and relevant after school and summer school intervention and enrichment programs to support student engagement and achievement.	Actions 3.4, 3.5, and 3.6 pertain to the Expanded Learning Opportunity Program (ELOP), which is open specifically to all unduplicated students in grades K through 6. To increase services, we will implement student-centered expanded learning opportunities that focus on developing the academic, social-emotional, and physical needs and interests of students through hands-on learning experiences. To improve services, staff will analyze data relating to our low-income students, English learners, and foster youth and will be shared with site principals who will use the data to coordinate services provided by expanded learning providers (teachers, instructional assistants etc) to target support to students. Social-emotional learning professional development will be provided to expanded learning providers so they can provide targeted social emotional support to students. Program standards are to be aligned with the After School Education & Safety (ASES) program, including educational enrichment and literacy activities, snacks/meals, and physical activity. We believe these actions will be effective in meeting this goal for our low-income students, English Learners, and foster youth because it will help improve student engagement for which Goal 3 includes expected annual measurable outcomes.	Goal 3 Metrics 3.24
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4.10	A review of educational partner feedback and relevant English Language Development (ELD) data revealed the need for increasing services and support for our English learners, who can also be dually identified as low-income and foster students. Identified Needs: Help English learners attain proficiency in English, support academic success for English learners, and provide resources and support to help families of English learners navigate the education system.	We will provide supplemental instructional materials for English learners (EL) and provide additional support for students through EL intervention classes. This action is being implemented on a districtwide basis; however, only English learners will benefit. Because of the increased need for support and services for our English learners and because the action meets the needs most associated with English learner support, we believe this action will help improve results for our English Learners, which also includes dually identified low-income students and foster youth for which Goal 4 includes expected annual measurable outcomes.	Goal 4 Metrics 4.19, 4.20, and 4.21
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Insert or delete rows, as necessary.

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

Estimated Planned Percentage of Improved Services

**Methodology Used to Determine the Planned Percentage of Improved Services for Goal 3, Action 5: Data Analysis
Estimated amount to implement action: \$412,382
Projected LCFF S&C grant: \$38 540,421
Qualitative Percentage = $(\$412,382 / \$38,540,421) \times 100 = 1.069\%$
Estimated amount to implement action: We estimate that the level of effort required to implement this action would require hiring additional staff. Instead, we are choosing to utilize a portion of existing staff time to analyze data to ensure that expanded learning providers (teachers, instructional aides, etc) know what targeted supports to provide for foster youth, English learners, and low socioeconomic students participating in the ELO-Program.

***Methodology Used to Determine the Planned Percentage of Improved Services for Goal 3, Action 6: SEL PD
Estimated amount to implement action: \$584,658
Projected LCFF S&C grant: \$38 540,421
Qualitative Percentage = $(\$261,196 / 38\ 540,421) \times 100 = 1.517\%$
Estimated amount to implement action: We estimate that the level of effort required to implement this action would require hiring additional staff. Instead, we are choosing to utilize a portion of existing staff time to implement social-emotional learning (SEL) professional development (PD) to ensure that expanded learning providers (teachers, instructional aides, etc) can provide targeted social-emotional supports for foster youth, English learners, and low socioeconomic students participating in the ELO-Program.

Additional Concentration Grant Funding

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

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent <i>or less</i>	Schools with a student concentration <i>of greater than</i> 55 percent
Staff-to-student ratio of <i>classified staff</i> providing direct services to students	Elementary Classified Ratio - 34:1 Empresa Elementary Lake Elementary Alamosa Park Elementary Casita Elementary Secondary Classified Ratio - 45:1 Mission Vista High School:	Elementary Classified Ratio - 24:1 Bobier Elementary Breeze Hill California Ave Elementary Foothill Oak Elementary Grapevine Elementary Hannalei Elementary Maryland Elementary Mission Meadows Secondary Classified Ratio - 33:1 Madison Middle School Roosevelt Middle School Vista Innovation Design Academy Vista Magnet Middle School Alta Vista High School Major General Murray High School Rancho Buena Vista High School Vista High School Vista Visions Academy

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent <i>or less</i>	Schools with a student concentration <i>of greater</i> than 55 percent
Staff-to-student ratio of <i>certificated staff</i> providing direct services to students	Elementary Certificated Ratio - 18:1 Empresa Elementary Lake Elementary Alamosa Park Elementary Casita Elementary Secondary Certificated Ratio - 21:1 Mission Vista High School	Elementary Certificated Ratio - 16:1 Bobier Elementary Breeze Hill California Ave Elementary Foothill Oak Elementary Grapevine Elementary Hannalei Elementary Maryland Elementary Mission Meadows Secondary Certificated Ratio - 15:1 Madison Middle School Roosevelt Middle School Vista Innovation Design Academy Vista Magnet Middle School Alta Vista High School Major General Murray High School Rancho Buena Vista High School Vista High School Vista Visions Academy

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 91,291,956	\$ 88,134,340

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Face Network	Yes	\$ 1,781,070	\$1,790,427
1	2	Communication	Yes	\$ 578,000	\$407,062
1	3	Community Schools	No	\$ 2,637,512	\$5,677,172
1	4	Community Access	Yes	\$ 400,692	\$400,692
2	1	Information Systems	Yes	\$ 4,039,500	\$3,088,434
2	2	High Quality Facilities	Yes	\$ 603,520	\$857,340
2	3	Transportation	Yes	\$ 1,708,112	\$1,814,576
2	4	Safe Environments	Yes	\$ 3,414,171	\$3,180,407
2	5	Child Nutrition	No	\$ 163,500	\$163,500
3	1	Positive Behavior Supports	Yes	\$ 2,069,574	\$1,544,148
3	2	Responsive Support Programs	Yes	\$ 10,332,065	\$10,375,640
3	3	Equity/Graduation	Yes	\$ 233,000	\$47,000
3	4	Expanded Learning (ELOP)	Yes	\$ 8,935,493	\$8,935,493
3	5	Connection & Wellbeing	Yes	\$ 4,066,262	\$3,930,836
4	1	ELA Supplemental Materials	Yes	\$ 3,065,000	\$2,980,000
4	2	Math Supplemental Materials	Yes	\$ 2,052,740	\$1,951,147

4	3	ELA	Yes	\$ 1,830,756	\$1,191,564
4	4	Math	Yes	\$ 321,763	\$107,469
4	5	NGSS	Yes	\$ 245,343	\$175,288
4	6	History Social Studies	Yes	\$ 8,000	\$0
4	7	Arts Program	Yes	\$ 3,772,719	\$3,074,439
4	8	Athletics Program	Yes	\$ 605,000	\$602,490
4	9	College & Career Readiness	Yes	\$ 4,134,616	\$3,242,625
4	10	English Learner Program	Yes	\$ 5,337,165	\$5,172,373
4	11	Special Education Program	Yes	\$ 4,265,114	\$4,657,832
4	12	PK-3 Continuum	No	\$ 863,750	\$996,322
5	1	Raising the Standards	Yes	\$ 3,006,046	\$5,747,485
5	2	New Employee PD	Yes	\$ 800,608	\$349,608
5	3	Extended School Year for PD	Yes	\$ 2,830,000	\$2,602,741
5	4	Improved Teaching & Learning	Yes	\$ 40,000	\$0
5	5	Learning Recovery & Class Size	Yes	\$ 7,867,280	\$7,305,676
6	1	Performance Framework	Yes	\$ 3,729,972	\$968,436
7	1	PL Pathway	Yes	\$ 4,507,978	\$4,208,956
7	2	Career Superhighway	Yes	\$ 701,025	\$587,162
8	1	EQM: Targeted Math & ELA Intervention Programs	No	\$ 20,000	
8	2	EQM: Academic Leader: Dean	No	\$ 79,711	
8	3	EQM: Behavioral Interventions & Support Programs	No	\$ 30,000	
8	4	EQM: Work Experience & Intern	No	\$ 40,000	
8	5	EQM: Language Instruction Prog	No	\$ 7,000	
8	6	EQM: Professional Development	No	\$ 3,000	
8	7	EQM: English Learner Assessment	No	\$ -	
9	1	EQM: Academic Support and Tutoring	No	\$ 13,423	
9	2	EQM: Parent and Community Engagement	No	\$ 5,000	
9	3	EQM: Academic Leader: Dean	No	\$ 96,476	
10	1	EQM: GLAD Training	No	\$ 25,000	

10	2	AERIES & SPED Data Collection Train	No	\$ 15,000	
10	3	Goal Writing	No	\$ 10,000	

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned S&C Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 40,716,809	\$ 44,096,679	\$ 40,495,925	\$ 3,600,754	2.549%	2.549%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned S&C Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual S&C Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Face Network	Yes	\$ 243,141	\$ 252,498	0.000%	0.000%
1	2	Communication	Yes	\$ 498,000	\$ 327,062	0.000%	0.000%
1	3	Community Schools	No	\$ -	\$ -	0.000%	0.000%
1	4	Community Access	Yes	\$ 400,692	\$ 400,692	0.000%	0.000%
2	1	Information Systems	Yes	\$ 2,464,500	\$ 1,466,513	0.000%	0.000%
2	2	High Quality Facilities	Yes	\$ 603,520	\$ 857,340	0.000%	0.000%
2	3	Transportation	Yes	\$ 1,232,984	\$ 1,339,448	0.000%	0.000%
2	4	Safe Environments	Yes	\$ 3,057,852	\$ 2,844,088	0.000%	0.000%
2	5	Child Nutrition	No	\$ -	\$ -	0.000%	0.000%
3	1	Positive Behavior Supports	Yes	\$ 621,074	\$ 490,648	0.000%	0.000%

3	2	Responsive Support Programs	Yes	\$ 8,485,559	\$ 8,617,337	0.000%	0.000%
3	3	Equity/Graduation	Yes	\$ 76,000	\$ 40,000	0.000%	0.000%
3	4	Expanded Learning (ELOP)	Yes	\$ 121,000	\$ 121,000	0.000%	0.000%
3	5	SEL Data Analysis (ELOP)	Yes	\$ -	\$ -	1.069%	1.069%
3	6	SEL PD (ELOP)	Yes	\$ -	\$ -	1.480%	1.480%
3	7	Connection & Wellbeing	Yes	\$ 2,433,360	\$ 2,245,236	0.000%	0.000%
4	1	ELA Supplemental Materials	Yes	\$ 615,000	\$ 615,000	0.000%	0.000%
4	2	Math Supplemental Materials	Yes	\$ 1,594,630	\$ 1,583,119	0.000%	0.000%
4	3	ELA	Yes	\$ 994,000	\$ 654,808	0.000%	0.000%
4	4	Math	Yes	\$ 321,763	\$ 107,469	0.000%	0.000%
4	5	NGSS	Yes	\$ 245,343	\$ 175,288	0.000%	0.000%
4	6	History Social Studies	Yes	\$ 8,000	\$ -	0.000%	0.000%
4	7	Arts Program	Yes	\$ 781,598	\$ 650,810	0.000%	0.000%
4	8	Athletics Program	Yes	\$ 605,000	\$ 602,490	0.000%	0.000%
4	9	College & Career Readiness	Yes	\$ 462,500	\$ 126,896	0.000%	0.000%
4	10	English Learner Program	Yes	\$ 4,324,009	\$ 4,322,225	0.000%	0.000%
4	11	Special Education Program	Yes	\$ 1,366,149	\$ 1,023,815	0.000%	0.000%
4	12	PK-3 Continuum	No	\$ -	\$ -	0.000%	0.000%
5	1	Raising the Standards	Yes	\$ 228,000	\$ 183,000	0.000%	0.000%
5	2	New Employee PD	Yes	\$ 699,884	\$ 248,884	0.000%	0.000%
5	3	Extended School Year for PD	Yes	\$ 2,830,000	\$ 2,602,741	0.000%	0.000%
5	4	Improved Teaching & Learning	Yes	\$ 40,000	\$ -	0.000%	0.000%

5	5	Learning Recovery & Class Size	Yes	\$ 2,907,390	\$ 2,937,964	0.000%	0.000%
6	1	Performance Framework	Yes	\$ 731,728	\$ 968,436	0.000%	0.000%
7	1	PL Pathway	Yes	\$ 4,507,978	\$ 4,208,956	0.000%	0.000%
7	2	Career Superhighway	Yes	\$ 596,025	\$ 482,162	0.000%	0.000%
8	1	EQM: Targeted Math & ELA Intervention Programs	No	\$ -	\$ -	0.000%	0.000%
8	2	EQM: Academic Leader: Dean	No	\$ -	\$ -	0.000%	0.000%
8	3	EQM: Behavioral Interventions & Support Programs	No	\$ -	\$ -	0.000%	0.000%
8	4	EQM: Work Experience & Intern	No	\$ -	\$ -	0.000%	0.000%
8	5	EQM: Language Instruction Prog	No	\$ -	\$ -	0.000%	0.000%
8	6	EQM: Professional Development	No	\$ -	\$ -	0.000%	0.000%
8	7	EQM: English Learner Assessment	No	\$ -	\$ -	0.000%	0.000%
9	1	EQM: Academic Support and Tutoring	No	\$ -	\$ -	0.000%	0.000%
9	2	EQM: Parent and Community Engagement	No	\$ -	\$ -	0.000%	0.000%
9	3	EQM: Academic Leader: Dean	No	\$ -	\$ -	0.000%	0.000%
10	1	EQM: GLAD Training	No	\$ -	\$ -	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 199,481,088	\$ 40,716,809	5.290%	25.701%	\$ 40,495,925	2.549%	22.850%	\$ 5,688,660.80	2.852%

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	\$ 197,053,512	\$ 39,762,223	20.178%	2.852%	23.030%

Totals	LCFF S&C Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 40,358,410	\$ 35,786,081	\$ -	\$ 3,944,476	\$ 80,088,967	\$ 30,777,185	\$ 9,581,225

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF S&C Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Face Network	All	Yes	LEA-wide	All	All	Ongoing	\$ 235,114	\$ 25,000	\$ 260,114	\$ 5,000	\$ -	\$ 1,539,324	\$ 1,804,438	0.000%
1	2	Communication	All	Yes	LEA-wide	All	All	Ongoing	\$ 18,000	\$ 319,500	\$ 337,500	\$ 80,000	\$ -	\$ -	\$ 417,500	0.000%
1	3	Community Schools	All	No	LEA-wide	All	All	Ongoing	\$ -	\$ -	\$ -	\$ 2,962,537	\$ -	\$ -	\$ 2,962,537	0.000%
1	4	Community Access	All	Yes	LEA-wide	All	All	Ongoing	\$ 229,520	\$ 36,000	\$ 265,520	\$ 5,000	\$ -	\$ -	\$ 270,520	0.000%

2	1	Information Systems	All	Yes	LEA-wide	All	All	Ongoing	\$ -	\$ 3,475,500	\$ 3,475,500	\$ 75,000	\$ -	\$ -	\$ 3,550,500	0.000%
2	2	High Quality Facilities	All	Yes	LEA-wide	All	All	Ongoing	\$ -	\$ 724,256	\$ 724,256	\$ -	\$ -	\$ -	\$ 724,256	0.000%
2	3	Transportation	All	Yes	LEA-wide	All	All	Ongoing	\$ 895,054	\$ 364,000	\$ 1,259,054	\$ 498,885	\$ -	\$ -	\$ 1,757,939	0.000%
2	4	Safe Environments	All	Yes	LEA-wide	All	All	Ongoing	\$ 2,000,000	\$ 659,000	\$ 2,659,000	\$ 222,809	\$ -	\$ -	\$ 2,881,809	0.000%
2	5	Child Nutrition	All	No	LEA-wide	All	All	Ongoing	\$ -	\$ -	\$ -	\$ 517,000	\$ -	\$ 0	\$ 517,000	0.000%
3	1	Positive Behavior Supports	All	Yes	LEA-wide	All	All	Ongoing	\$ 313,833	\$ 1,500	\$ 315,333	\$ 312,500	\$ -	\$ -	\$ 627,833	0.000%
3	2	Responsive Support Programs	All	Yes	LEA-wide	All	All	Ongoing	\$ 8,600,522	\$ 117,000	\$ 8,717,522	\$ 952,852	\$ -	\$ 969,331	\$ 10,639,705	0.000%
3	3	Equity/Graduation	All	No	LEA-wide	All	All	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ 5,000	0.000%
3	4	Expanded Learning (ELOP)	All	Yes	Limited	All	All	Ongoing	\$ 112,000	\$ 9,000	\$ 121,000	\$ 8,863,529	\$ -	\$ -	\$ 8,984,529	0.000%
3	5	SEL Data Analysis (ELOP)	All	Yes	Limited	All	All	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1.069%
3	6	SEL PD (ELOP)	All	Yes	Limited	All	All	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1.480%
3	7	Connection & Wellbeing	All	Yes	LEA-wide	All	All	Ongoing	\$ 2,232,980	\$ -	\$ 2,232,980	\$ 1,156,153	\$ -	\$ -	\$ 3,389,133	0.000%
4	1	ELA Supplemental Materials	All	Yes	LEA-wide	All	All	Ongoing	\$ -	\$ 1,190,000	\$ 1,190,000	\$ 2,400,000	\$ -	\$ -	\$ 3,590,000	0.000%
4	2	Math Supplemental Materials	All	Yes	LEA-wide	All	All	Ongoing	\$ 887,468	\$ -	\$ 887,468	\$ 280,655	\$ -	\$ -	\$ 1,168,123	0.000%
4	3	ELA	All	Yes	LEA-wide	All	All	Ongoing	\$ -	\$ 270,000	\$ 270,000	\$ 699,000	\$ -	\$ 305,659	\$ 1,274,659	0.000%
4	4	Math	All	No	LEA-wide	All	All	Ongoing	\$ -	\$ -	\$ -	\$ 369,254	\$ -	\$ -	\$ 369,254	0.000%
4	5	NGSS	All	Yes	LEA-wide	All	All	Ongoing	\$ 15,000	\$ 75,000	\$ 90,000	\$ 94,500	\$ -	\$ -	\$ 184,500	0.000%
4	6	History Social Studies	All	Yes	LEA-wide	All	All	Ongoing	\$ -	\$ 8,000	\$ 8,000	\$ -	\$ -	\$ -	\$ 8,000	0.000%
4	7	Arts Program	All	Yes	LEA-wide	All	All	Ongoing	\$ 261,082	\$ 400,107	\$ 661,189	\$ 2,424,178	\$ -	\$ -	\$ 3,085,367	0.000%
4	8	Athletics Program	All	Yes	LEA-wide	All	All	Ongoing	\$ -	\$ 526,500	\$ 526,500	\$ 18,000	\$ -	\$ -	\$ 544,500	0.000%
4	9	College & Career Readiness	All	Yes	LEA-wide	All	All	Ongoing	\$ 58,000	\$ 156,088	\$ 214,088	\$ 4,032,797	\$ -	\$ -	\$ 4,246,885	0.000%

4	10	English Learner Program	English Learners	Yes	LEA-wide	All	All	Ongoing	\$ 3,267,318	\$ 274,750	\$ 3,542,068	\$ 172,500	\$ -	\$ 891,403	\$ 4,605,971	0.000%
4	11	Special Education Program	SWD	Yes	LEA-wide	All	All	Ongoing	\$ 1,443,085	\$ 52,500	\$ 1,495,585	\$ 2,672,470	\$ -	\$ 65,290	\$ 4,233,345	0.000%
4	12	PK-3 Continuum	All	No	LEA-wide	All	All	Ongoing	\$ -	\$ -	\$ -	\$ 714,000	\$ -	\$ -	\$ 714,000	0.000%
4	13	Long-term EL Support	Long-term English Learners	No	LEA-wide	All	All	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
5	1	Raising the Standards	All	Yes	LEA-wide	All	All	Ongoing	\$ 100,000	\$ 123,000	\$ 223,000	\$ 2,505,000	\$ -	\$ -	\$ 2,728,000	0.000%
5	2	New Employee PD	All	Yes	LEA-wide	All	All	Ongoing	\$ 126,071	\$ 326,024	\$ 452,095	\$ 100,000	\$ -	\$ 50,537	\$ 602,632	0.000%
5	3	Extended School Year for PD	All	Yes	LEA-wide	All	All	Ongoing	\$ 2,560,000	\$ 25,000	\$ 2,585,000	\$ 245,000	\$ -	\$ -	\$ 2,830,000	0.000%
5	4	Improved Teaching & Learning	All	No	LEA-wide	All	All	Ongoing	\$ -	\$ -	\$ -	\$ 20,000	\$ -	\$ -	\$ 20,000	0.000%
5	5	Learning Recovery & Class Size	All	Yes	LEA-wide	All	All	Ongoing	\$ 2,773,003	\$ -	\$ 2,773,003	\$ 765,000	\$ -	\$ -	\$ 3,538,003	0.000%
6	1	Performance Framework	All	Yes	LEA-wide	All	All	Ongoing	\$ 399,105	\$ 23,500	\$ 422,605	\$ 1,313,088	\$ -	\$ 117,932	\$ 1,853,625	0.000%
7	1	PL Pathway	All	Yes	LEA-wide	All	All	Ongoing	\$ 3,930,285	\$ 250,000	\$ 4,180,285	\$ 600,000	\$ -	\$ -	\$ 4,780,285	0.000%
7	2	Career Superhighway	All	Yes	LEA-wide	All	All	Ongoing	\$ 319,745	\$ 150,000	\$ 469,745	\$ 500,000	\$ -	\$ -	\$ 969,745	0.000%
8	1	EQM: Targeted Math & ELA Intervention Programs	All	No	Schoolwide	N/A	MGMHS	Ongoing	\$ -	\$ -	\$ -	\$ 14,000	\$ -	\$ -	\$ 14,000	0.000%
8	2	EQM: Academic Leader: Dean	All	No	Schoolwide	N/A	MGMHS	Ongoing	\$ -	\$ -	\$ -	\$ 45,000	\$ -	\$ -	\$ 45,000	0.000%
8	3	EQM: Behavioral Interventions & Support Programs	All	No	Schoolwide	N/A	MGMHS	Ongoing	\$ -	\$ -	\$ -	\$ 5,000	\$ -	\$ -	\$ 5,000	0.000%
8	4	EQM: Work Experience & Intern	All	No	Schoolwide	N/A	MGMHS	Ongoing	\$ -	\$ -	\$ -	\$ 40,000	\$ -	\$ -	\$ 40,000	0.000%
8	5	EQM: Language Instruction Prog	All	No	Schoolwide	N/A	MGMHS	Ongoing	\$ -	\$ -	\$ -	\$ 2,000	\$ -	\$ -	\$ 2,000	0.000%
8	6	EQM: Professional Development	All	No	Schoolwide	N/A	MGMHS	Ongoing	\$ -	\$ -	\$ -	\$ 3,000	\$ -	\$ -	\$ 3,000	0.000%

8	7	EQM: English Learner Assessment	All	No	Schoolwide	N/A	MGMHS	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
9	1	EQM: Academic Support and Tutoring	All	No	Schoolwide	N/A	AVHS	Ongoing	\$ -	\$ -	\$ -	\$ 3,000	\$ -	\$ -	\$ 3,000	0.000%
9	2	EQM: Parent and Community Engagement	All	No	Schoolwide	N/A	AVHS	Ongoing	\$ -	\$ -	\$ -	\$ 5,000	\$ -	\$ -	\$ 5,000	0.000%
9	3	EQM: Academic Leader: Dean	All	No	Schoolwide	N/A	AVHS	Ongoing	\$ -	\$ -	\$ -	\$ 45,374	\$ -	\$ -	\$ 45,374	0.000%
10	1	EQM: GLAD Training	All	No	Schoolwide	N/A	Cal Ave	Ongoing	\$ -	\$ -	\$ -	\$ 5,000	\$ -	\$ -	\$ 5,000	0.000%
10	2	AERIES & SPED Data Collection Train	All	No	Schoolwide	N/A	Cal Ave	Ongoing	\$ -	\$ -	\$ -	\$ 2,000	\$ -	\$ -	\$ 2,000	0.000%
10	3	Goal Writing	All	No	Schoolwide	N/A	Cal Ave	Ongoing	\$ -	\$ -	\$ -	\$ 10,000	\$ -	\$ -	\$ 10,000	0.000%
11	1	Tiered Academic Interventions	All	No	Schoolwide		VVA	Ongoing	\$ -	\$ -	\$ -	\$ 15,000	\$ -	\$ -	\$ 15,000	0.000%
11	2	Standards-Aligned Curriculum	All	No	Schoolwide		VVA	Ongoing	\$ -	\$ -	\$ -	\$ 5,000	\$ -	\$ -	\$ 5,000	0.000%
11	3	Chronic Absenteeism	All	No	Schoolwide		VVA	Ongoing	\$ -	\$ -	\$ -	\$ 10,000	\$ -	\$ -	\$ 10,000	0.000%

Estimated Planned Percentage of Improved Services

Methodology Used to Determine the Planned Percentage of Improved Services for Goal 3, Action 5: Data Analysis

Estimated amount to implement action: \$412,382

Projected LCFF S&C grant: \$38,660,184

Qualitative Percentage = $(\$412,382 / \$38,660,184) \times 100 = 1.067\%$

Estimated amount to implement action: We estimate that the level of effort required to implement this action would require hiring additional staff. Instead, we are choosing to utilize a portion of existing staff time to analyze data to ensure that expanded learning providers (teachers, instructional aides, etc) know what targeted supports to provide for foster youth, English learners, and low socioeconomic students participating in the ELO-Program.

Methodology Used to Determine the Planned Percentage of Improved Services for Goal 3, Action 6: SEL PD

Estimated amount to implement action: \$572,944

Projected LCFF S&C grant: \$38,660,184

Qualitative Percentage = $(\$572,171 / 38,660,184) \times 100 = 1.480\%$

Estimated amount to implement action: We estimate that the level of effort required to implement this action would require hiring additional staff. Instead, we are choosing to utilize a portion of existing staff time to implement social-emotional learning (SEL) professional development (PD) to ensure that expanded learning providers (teachers, instructional aides, etc) can provide targeted social-emotional supports for foster youth, English learners, and low socioeconomic students participating in the ELO-Program.

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF S&C Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 197,053,512	\$ 39,762,223	20.178%	2.852%	23.030%	\$ 40,358,410	2.549%	23.030%	Total:	\$ 40,358,410
								LEA-wide Total:	\$ 40,237,410
								Limited Total:	\$ 121,000
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Face Network	Yes	LEA-wide	All	All	\$ 260,114	0.000%
1	2	Communication	Yes	LEA-wide	All	All	\$ 337,500	0.000%
1	3	Community Schools	No	LEA-wide	All	All	\$ -	0.000%
1	4	Community Access	Yes	LEA-wide	All	All	\$ 265,520	0.000%
2	1	Information Systems	Yes	LEA-wide	All	All	\$ 3,475,500	0.000%
2	2	High Quality Facilities	Yes	LEA-wide	All	All	\$ 724,256	0.000%
2	3	Transportation	Yes	LEA-wide	All	All	\$ 1,259,054	0.000%

2	4	Safe Environments	Yes	LEA-wide	All	All	\$ 2,659,000	0.000%
2	5	Child Nutrition	No	LEA-wide	All	All	\$ -	0.000%
3	1	Positive Behavior Supports	Yes	LEA-wide	All	All	\$ 315,333	0.000%
3	2	Responsive Support Programs	Yes	LEA-wide	All	All	\$ 8,717,522	0.000%
3	3	Equity/Graduation	No	LEA-wide	All	All	\$ -	0.000%
3	4	Expanded Learning (ELOP)	Yes	Limited	All	All	\$ 121,000	0.000%
3	5	SEL Data Analysis (ELOP)	Yes	Limited	All	All	\$ -	1.069%
3	6	SEL PD (ELOP)	Yes	Limited	All	All	\$ -	1.480%
3	7	Connection & Wellbeing	Yes	LEA-wide	All	All	\$ 2,232,980	0.000%
4	1	ELA Supplemental Materials	Yes	LEA-wide	All	All	\$ 1,190,000	0.000%
4	2	Math Supplemental Materials	Yes	LEA-wide	All	All	\$ 887,468	0.000%
4	3	ELA	Yes	LEA-wide	All	All	\$ 270,000	0.000%
4	4	Math	No	LEA-wide	All	All	\$ -	0.000%
4	5	NGSS	Yes	LEA-wide	All	All	\$ 90,000	0.000%
4	6	History Social Studies	Yes	LEA-wide	All	All	\$ 8,000	0.000%
4	7	Arts Program	Yes	LEA-wide	All	All	\$ 661,189	0.000%
4	8	Athletics Program	Yes	LEA-wide	All	All	\$ 526,500	0.000%
4	9	College & Career Readiness	Yes	LEA-wide	All	All	\$ 214,088	0.000%
4	10	English Learner Program	Yes	LEA-wide	All	All	\$ 3,542,068	0.000%
4	11	Special Education Program	Yes	LEA-wide	All	All	\$ 1,495,585	0.000%

4	12	PK-3 Continuum	No	LEA-wide	All	All	\$ -	0.000%
4	13	Long-term English Learner Support	No	LEA-Wide	All	All	\$ -	0.000%
5	1	Raising the Standards	Yes	LEA-wide	All	All	\$ 223,000	0.000%
5	2	New Employee PD	Yes	LEA-wide	All	All	\$ 452,095	0.000%
5	3	Extended School Year for PD	Yes	LEA-wide	All	All	\$ 2,585,000	0.000%
5	4	Improved Teaching & Learning	No	LEA-wide	All	All	\$ -	0.000%
5	5	Learning Recovery & Class Size	Yes	LEA-wide	All	All	\$ 2,773,003	0.000%
6	1	Performance Framework	Yes	LEA-wide	All	All	\$ 422,605	0.000%
7	1	PL Pathway	Yes	LEA-wide	All	All	\$ 4,180,285	0.000%
7	2	Career Superhighway	Yes	LEA-wide	All	All	\$ 469,745	0.000%
8	1	EQM: Targeted Math & ELA Intervention Programs	No	Schoolwide	N/A	MGMHS	\$ -	0.000%
8	2	EQM: Academic Leader: Dean	No	Schoolwide	N/A	MGMHS	\$ -	0.000%
8	3	EQM: Behavioral Interventions & Support Programs	No	Schoolwide	N/A	MGMHS	\$ -	0.000%
8	4	EQM: Work Experience & Intern	No	Schoolwide	N/A	MGMHS	\$ -	0.000%
8	5	EQM: Language Instruction Prog	No	Schoolwide	N/A	MGMHS	\$ -	0.000%
8	6	EQM: Professional Development	No	Schoolwide	N/A	MGMHS	\$ -	0.000%

8	7	EQM: English Learner Assessment	No	Schoolwide	N/A	MGMHS	\$ -	0.000%
9	1	EQM: Academic Support and Tutoring	No	Schoolwide	N/A	AVHS	\$ -	0.000%
9	2	EQM: Parent and Community Engagement	No	Schoolwide	N/A	AVHS	\$ -	0.000%
9	3	EQM: Academic Leader: Dean	No	Schoolwide	N/A	AVHS	\$ -	0.000%
10	1	EQM: GLAD Training	No	Schoolwide	N/A	Cal Ave	\$ -	0.000%
10	2	AERIES & SPED Data Collection Train	No	Schoolwide	N/A	Cal Ave	\$ -	0.000%
10	3	Goal Writing	No	Schoolwide	N/A	Cal Ave	\$ -	0.000%

Estimated Planned Percentage of Improved Services

Methodology Used to Determine the Planned Percentage of Improved Services for Goal 3, Action 5: Data Analysis

Estimated amount to implement action: \$412,382

Projected LCFF S&C grant: \$38,660,184

Qualitative Percentage = $(\$412,382 / \$38,660,184) \times 100 = 1.067\%$

Estimated amount to implement action: We estimate that the level of effort required to implement this action would require hiring additional staff. Instead, we are choosing to utilize a portion of existing staff time to analyze data to ensure that expanded learning providers (teachers, instructional aides, etc) know what targeted supports to provide for foster youth, English learners, and low socioeconomic students participating in the ELO-Program.

Methodology Used to Determine the Planned Percentage of Improved Services for Goal 3, Action 6: SEL PD

Estimated amount to implement action: \$572,944

Projected LCFF S&C grant: \$38,660,184

Qualitative Percentage = $(\$572,171 / 38,660,184) \times 100 = 1.480\%$

Estimated amount to implement action: We estimate that the level of effort required to implement this action would require hiring additional staff. Instead, we are choosing to utilize a portion of existing staff time to implement social-emotional learning (SEL) professional development (PD) to ensure that expanded learning providers (teachers, instructional aides, etc) can provide targeted social-emotional supports for foster youth, English learners, and low socioeconomic students participating in the ELO-Program.

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance of 15 students.
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
 - Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

- Teachers,
- Principals,
- Administrators,

- Other school personnel,
- Parents, and
- Students

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

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

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions

- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific school site, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific school site.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

- o 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.
- o Indicate the school year to which the baseline data applies.
- o 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.
- o 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.
 - o 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.
 - o 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.

- o 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.
 - o 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. - o 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. - o 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. - o 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. - o 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 <i>California Code of Regulations</i>, 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.

- o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC Section 32526(d)*.
- o 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.
- o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who

provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must

enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier school site would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

- This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- o 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)**
 - o 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 %)**
 - o 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)**
 - o 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)**
 - o 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)**
 - o 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).