

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Victor Valley Union High School District	Mr. Carl J. Coles Superintendent	ccoles@vvuhsd.org (760) 955-3201

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Victor Valley Union High School District is located in the High Desert region of San Bernardino County, approximately 97 miles northeast of Los Angeles and 35 miles northwest of San Bernardino. Our district is just north of the San Bernardino mountains, at the edge of the Mojave Desert. Interstate 15 and State Highway 18 intersect near the heart of the city and Victorville is bordered on the west by State Highway 395. The Victor Valley includes the communities of Adelanto, Apple Valley, Hesperia, Lucerne Valley, Oak Hills, Phelan, Victorville, and Wrightwood. Victorville is the business hub of the area and draws consumers from well beyond its immediate area. It is the largest commercial center between San Bernardino and the Nevada border. The residential population of Victorville is 137,221 and growing. Estimates suggest that this figure more than doubles during business hours to accommodate the needs of the more than 550,000 people who call the Mojave Desert Victor Valley home. Victorville is conveniently close to many mountain communities and within 40 minutes of Ontario International Airport.

The district has eleven schools that are high-quality, educational learning environments. There are three comprehensive high schools offering grades 9 through 12, two schools of choice with grades 7 through 12, one academy with grades 7 through 12, and two middle schools with grades 7 and 8. The middle schools have a 25-1 student-teacher ratio in English and math classes and the high schools have a 32-1 student-teacher ratio in core classes. Additional learning choices include a virtual academy with grades 7-12, a continuation school, and an independent study school. VVUHSD is an urban district with approximately 11,500 (Dataquest - <https://dq.cde.ca.gov/dataquest/>) students residing in the district boundaries and an ethnically diverse student body. The five largest ethnic groups are Hispanic/Latino (68%), African American (17%), White (7%), two or more races (3%), and Asian (2%). The socioeconomic status of the families living within the district boundaries is lower than many surrounding communities with 10,165 students (85%) identified as Socio-economically disadvantaged (SED) or Low-Income (LI), and the rate by school is significant, with the lowest school at 75.9% and the highest school, 94.5%.

VVUHSD is committed to providing all students with the opportunity to perform to their fullest potential while ensuring equity in access to support achievement levels of students by race, gender, or economic levels. This includes giving all students access to a well-rounded and rigorous curriculum that is evidence-based, data-driven, and supported by socioemotional support initiatives, while effectively and efficiently

operating within our fiscal accountability system. Our three district priorities are improving literacy, increasing college readiness through A-G eligibility, and a focus on essential standards. Our focus reflects the expectations of California's College and Career Readiness Standards, the California State Standards, the LCFF 8 State Priorities, the California School Dashboard, and our local assessments. Our final commitment to our school community is to provide a safe and clean environment to support student learning. Additional evidence of our progress may be accessed via our School Accountability Report Cards (SARCs) at www.vvuhsd.org.

The VVUHSD mission statement guides our high-quality staff as we serve the community of the Victor Valley. The mission states: "As the unifying agent of our community, steeped in more than a century of commitment to student achievement, the Victor Valley Union High School District will provide students with a high-quality education in a safe environment, cultivating skills necessary for success through the promotion of integrity, creativity, and collaboration, inspiring them to reach their full potential and become productive global citizens." The district has three core values: Equity, Proficiency and a focus on results. VVUHSD instructional focus is on literacy, increasing A-G eligibility rates, and a focus on essential standards.

Reflections: Annual Performance

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

Victor Valley Union High School District has experienced mixed results concerning our performance on the California Dashboard, as well as with local data. A celebration is that there are fewer red performance indicators on the California Dashboard, which is an indicator of improved performance of students in the district. The indicators on the California Dashboard are reported in two ways: one by color (red being the lowest), and also by level (very low through very high). A red indicator is considered very low.

Looking first at our academic indicators, the All Students Group performed at approximately 38 points below standard (DFS), with a color indicator of orange, in English Language Arts which is considered low, only gaining 2.5 points over the past year's CAASPP results. Educational partners, including parents, teachers, administrators, students, and community members expressed concern for this result and supported the expansion of intervention for reading to support growth on this indicator. This is addressed in Goal 1.

For the academic indicator for Math, the district is considered to be among the lowest performing at approximately 115 points below DFS. Although this indicator is also considered maintained, it is the expressed concern of all educational partners that more be done to meet this challenge. Recognizing that this academic area is a concern throughout the state, the district is looking at ways to improve best first instruction as well as intervention for students in the lowest achievement bands.

English Learner Progress is considered low at approximately 40%, based on student progress on the ELPAC assessment, and the district saw a small decline of 3.3%. However, local indicators such as the reclassification rates have markedly improved. The challenge in this area is the need for support in both designated and integrated settings, and more is being done to provide resources and training.

The district's College and Career indicator is likewise considered low with approximately 29% of graduates considered prepared for college and career. A-G completion and CTE pathways are a priority for the district with increased support and resources a part of this next LCAP cycle.

The local indicator, Implementation of Academic Standards, is likewise, a focus priority for the district in the upcoming LCAP cycle.

Chronic Absenteeism is considered low, however, the district enjoyed a decline of 2.4%, indicating that current efforts to improve student attendance are succeeding. The challenge will be to provide additional support for all students, especially our Foster Youth (FY) and other at-risk students.

Our graduation rate is considered medium, with a graduation rate of 86.5% with a small increase of 0.4%. Work with credit recovery, summer school, tutoring, and other resources will continue in support of student graduation with additional resources focused on target student groups. The option for qualified students to obtain an alternative diploma is currently under development.

Access to a broad course of study is our local indicator and VVUHSD is proud of the wide range of college prep-approved electives our students have to choose from, as well as support for Career (CTE) pathways, Dual Enrollment, Advanced Placement, and more. Working with our educational partners, especially within the labor and community college sectors, the district will be expanding these opportunities.

A great deal of emphasis has been placed on working to reduce our suspension and expulsion rates by providing proactive social-emotional supports, including the placement of mental health clinicians at each school site, and a 'Zen Den' which students may access to practice self-regulation skills and receive needed services. With these efforts, the district is considered medium in the Dashboard Suspension Rate with a decline of 2.2% over last year.

Below is an outline of schools and student groups receiving the lowest performance on one or more dashboard indicators. These will remain a focus for the three-year LCAP implementation.

For the following student groups, VVUHSD as a district, scored the lowest performance on the dashboard indicators for:

English Language Arts (ELA) - African American (AA), English Learners (EL), Homeless (HL), and Low Income (LI)

Math - AA, EL, HL, and LI

Chronic Absenteeism - AA, FY, Two or more races (MR), Students with Disabilities (SWD)

Graduation - FY

Suspension - American Indian (AI)

College and Career - FY and SWD

Within each school site, the following student groups received the lowest performance on one or more dashboard indicators.

Adelanto High School:

ELA - All students and student groups: AA, Hispanic, LI, SWD

Math - All students and student groups: AA, EL Hispanic, LI, SWD
College and Career - EL, SWD
Suspension - FY

Cobalt Institute of Math and Science:
English Learner Progress Indicator

Goodwill High School:
College and Career - Hispanic, LI

Goodwill Independent Study:
College and Career - AA, Hispanic, LI
Graduation - All students and student groups: Hispanic and LI

Hook Junior High
ELA - MR, white
Math - All students and student groups: AA, EL, Hispanic, LI, MR, SWD, and White
Chronic Absenteeism - AA, FY, MR, and White
Suspension - FY and White

Lakeview Leadership Academy:
ELA - AA
Math - All students and student groups: AA, EL, LI, and White
English Learner Progress Indicator
Suspension - All students and student groups: AA, Hispanic, LI, MR

Silverado High School:
ELA - EL, SWD
Math - EL, Hispanic, LI, SWD
College and Career - LI, SWD
Graduation - SWD
Suspension - FY, MR

Victor Valley High School:
ELA - All students and student groups AA, Hispanic, LI
Math - All students and student groups: AA, Hispanic, LI
College and Career - SWD
English Learner Progress Indicator
Graduation Rate - FY, SWD

Reflections: Technical Assistance

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

In February 2024, the District Improvement Team, comprised of parents, students, teachers, and administrators, attended a District Assistance (DA) meeting conducted by the San Bernardino County Superintendent of Schools. During this meeting, the team agreed to prioritize English Learners (ELs), who continue to lag behind their peers in academic achievement.

Using improvement science methodologies, the team conducted a root cause analysis and identified that our ELs were not sufficiently engaged in school. To address this, the team developed a strategic plan, beginning with the creation of empathy interview questions. Throughout the remainder of the 2023-24 school year, the English Learner Coordinator conducted listening sessions with students and families to gather insights. As of May 2024, the team is reviewing the collected data to inform the development of a comprehensive plan aimed at enhancing EL engagement in school. The District Improvement Team leader collaborates with the San Bernardino County Superintendent of School's representative, our accountability partner, on a quarterly basis to ensure ongoing progress and alignment with district goals.

Additionally, the district continues to prioritize the needs of Foster Youth, which was the primary focus of the DA team during the 2022-2023 school year. Our ongoing commitment to supporting Foster Youth remains a critical component of our overall improvement strategy.

Comprehensive Support and Improvement

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

Schools Identified

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

The Comprehensive Support and Improvement is a system of support in which the San Bernardino County Superintendent of Schools (SBCSS) partners with the VVUHSD district office and school site administrators to create and implement a plan to improve educational outcomes for student groups.

The following schools in VVUHSD are eligible for Comprehensive Support and Improvement based on indicators on the 2023 California School Dashboard:

Goodwill Independent Study (GIS) for Graduation Rate, Goodwill High School (GHS) for Graduation Rate, and Victor Valley High School (VVHS) for low academic performance.

Support for Identified Schools

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

VVUHSD systemically supports each school in CSI. Once the sites have been notified that they are in CSI, the district provides professional development (PD) for all site administrators on how they became eligible, what it means to be in CSI, and what work needs to be done. Following the PD, the district begins a series of meetings with each individual site administration or leadership team. These meetings include information on improvement science (root cause analysis, planning, implementing, and reflecting) and creating a plan for the year. Each site is required to plan its community partner meetings to include steps in the improvement cycle and feedback to create the plan.

VVHS:

At VVHS, Community Partner meetings included: Site Leadership Meetings (3/20 and 4/3), School Site Council Meetings (3/13 and 4/10), Parent/Community Meetings (3/22 and 4/12), and Student Forums (3/4, and 3/17). During these meetings, the site administrators reviewed data and completed a root cause analysis using the "5 Whys" protocol to gain a deep understanding of the strengths and challenges of the school systems and student population. In addition to the state data, local data reviewed included STAR Renaissance, our universal screener, common assessment results, grades, suspension data, and student surveys. After the data and feedback were collected the team collaborated on evidence-based interventions that would support their students. Once the interventions were identified, the team returned to the community partners to discuss further and get feedback. Interventions in the CSI plan include enhancing the learning environment through the establishment of collaborative learning spaces, funding, and materials for AVID tutors, a new teacher academy to improve instruction, and contract services for the Foster Youths.

Resource inequities identified include a large number of new and inexperienced teachers who are not as well-versed in providing effective instruction. This is being addressed by the LEA in collaboration with the school site to provide a new teacher academy and targeted professional development. Another inequity is the age of the VVHS campus. It is the oldest school in the district. The district is supporting the site with beautification and modernization efforts which will provide a safe, clean, and welcoming campus for students.

Goodwill Education Center

GIS and GHS fall under the same umbrella as Goodwill Education Center. This educational center provides continuation program offerings which they report under the same Single Plan for Student Achievement (SPSA). Community partner meetings included: parents (2/1), students (1/31), and staff (2/14 and 3/14). During these meetings, the site administrator reviewed data for both GIS and GHS and the group completed a root cause analysis with the "5 Whys" protocol to deepen their understanding of the challenges and strengths of the schools and the diverse student population. The data reviewed included: state test scores, grades, credit recovery rates, absenteeism, and A-G rates.

The feedback included a need for students to see themselves as high school graduates with options thus students asked for more A-G eligible courses and field trips to increase student engagement and opportunities for real-world experiences. Additionally, there is a perception that the staff doesn't care about the students.

Once the feedback was collected, the site administrator, with lead teachers, reviewed possible evidence-based strategies to increase graduation rates. The actions in the CSI Plan include Professional Development from the district Curriculum and Instruction Team, staff instructional coaching to learn about and implement evidence-based strategies, ongoing progress monitoring for all students (including extra duty hours for staff to complete this action), and monitoring of ELA and Math benchmarks.

Resource inequities identified at Goodwill Education Center include outdated buildings and limited space for lunch, extracurricular activities, and Physical Education. It is made up completely of portables. The school enrollment and limited number of staff do not allow for CTE programs. An opportunity to address the inequity could be to transport students to other school sites for these classes. This is under consideration. The district currently transports students from Adelanto High School to GIS. Another resource inequity is the inability of the students to become A-G eligible based on the courses offered. This is being addressed with district support by adding Goodwill Independent Study to the University of California Office of the President (UCOP) A-G portal and ensuring that the majority of classes offered are A-G eligible. Additionally, the leadership team has created a graduation progress monitoring spreadsheet in an effort to continually review student progress.

Monitoring and Evaluating Effectiveness

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

The district has a plan to meet with each site administrator monthly and the entire team quarterly to review progress on the implementation of the CSI plan. The monthly meetings will involve a review of the data and the implementation plan. Data review at VVHS will include the progress reports and quarterly grades, suspension rates, and common assessment results. At Goodwill, adjustments will be made when it is evident that progress is not being made. Additionally, the site and district administrators will meet with the SBCSS staff quarterly to review progress.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parent Groups - including the District African American Parent Advisory Committee (DAAPAC), District English Learner Advisory Committee (DELAC), and School Site ELACs.	<p>Data was shared regarding all the required metrics as well as certain local measures, including but not limited to CASSPP academic performance, suspension and expulsion data, attendance and chronic absentee data, D and F rates, graduation rates, college and career readiness, and A-G completion rates.</p> <p>Site recommendations were elicited to ensure that parents representing each of the student groups of AA, FY, EL, and LI were present.</p> <p>District African American Parent Advisory Committee was held on April 30, 2024.</p> <p>District English Learner Advisory Committee met on January = and May 30, 2024</p> <p>School Site Family Engagement Meetings and English Learner Advisory Committee (ELAC) meetings were conducted at every school site variously throughout the spring of 2024 as follows:</p> <p>Adelanto High School (AHS) - Family and Community Engagement was held on February 15.</p> <p>Cobalt Institute of Math and Science (CIMS) - Family and Community Engagement was held on February 15.</p> <p>Imogene Garner Hook Junior High School (HJH) - Family and Community Engagement was held on April 12.</p> <p>Lakeview Leadership Academy (LLA) - Family and Community Engagement was held on February 13.</p>

	<p>Larrea Middle School (LMS) - Family and Community Engagement was held on February 15.</p> <p>Silverado High School (SHS) - Family and Community Engagement was held on February 6.</p> <p>University Prep (UP) - Family and Community Engagement was held on February 15.</p> <p>Victor Valley High School (VVHS) - Family and Community Engagement was held on April 12.</p> <p>Goodwill High School (GHS), Goodwill Independent Study (GIS), and Victor Valley Virtual Academy (VVVA) - These meetings were held together as many families have students in one or more of these alternate settings. Although we recognize that needs are different, they were documented as such. Community Engagement was held on February 1.</p>
LCAP Advisory Committee: Teachers, site and district administrators, school personnel including Family Engagement Liaisons, and representatives from both certificated and classified bargaining units, parents and students	LCAP Community Meetings were held on January 10, February 7, March 4 and May 16, 2024.
Student Groups including Foster Youth, English Learners and Low Income	<p>LCAP Community Meetings, School Site Student Advisory Forums conducted at every school site (dates above)</p> <p>Adelanto High School (AHS) - Student Forum was held on January 25.</p> <p>Cobalt Institute of Math and Science (CIMS) - Student Forum was held on January 25.</p> <p>Imogene Garner Hook Junior High School (HJH) - Student Forum was held on February 29.</p> <p>Lakeview Leadership Academy (LLA) - Student Forum was held on April 3.</p> <p>Larrea Middle School (LMS) - Student Forum was held on January 25.</p> <p>Silverado High School (SHS) - Student Forum was held on February 6.</p> <p>University Prep (UP) - Student Forum was held on January 25.</p> <p>Victor Valley High School (VVHS) - Student Forum was held on February 13.</p> <p>Goodwill High School (GHS), Goodwill Independent Study (GIS), and Victor Valley Virtual Academy (VVVA) - These meetings were held</p>

	<p>together as they share a campus. Although we recognize that student needs are different, and they were documented as such. Community Engagement was held on February 1; Student Forum was also held on February 1.</p>
SELPA	May 24, 2024
District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC)	<p>Draft presented to: Superintendent must respond in writing to comments at these meetings DAC meeting on May 16, 2024 DELAC meeting on June 4, 2024</p>
Equity Multiplier Schools - Teachers, site administrators, classified personnel, bargaining unit representatives, parents and students (and school site councils) for each identified site: Adelanto High School, Hook Junior High, Lakeview Leadership Academy, Silverado High School, Victor Valley High School, Goodwill High School, Goodwill Independent Study, and Victor Valley Virtual School.	<p>Parents were invited through public announcements such as ParentSquare and automated phone calls. Staff were informed by their administration as to dates, times, and locations of meetings. In addition, presentations were made at regularly scheduled parent meetings (often called Coffee with the Principal), ELAC meetings, and Site Council meetings. Surveys were also sent to every parent and staff member in early Spring 2024 to elicit feedback to be incorporated into the LCAP and with the Equity Multiplier.</p> <p>At these meetings, districtwide data, or sitewide data as applicable, was shared including all California Dashboard indicators and local indicators, especially those requested by educational partners. All site meetings were held in the Spring of 2024.</p> <p>AHS - Identified Equity Multiplier School - Parent Engagement and Student Survey was shared on March 12, 2024.</p> <p>HJH - Identified Equity Multiplier School - Staff Root Cause Analysis meeting was held on April 5th, and results were reported to the Site Council on April 11th. Survey to other educational partners (families and students) shared in late April.</p> <p>LLA - Identified Equity Multiplier School - Parent forum was held on April 9, 2024. The student forum was held on April 11. Community Partners Meeting held April 16. The plan was approved by the Site Council on April 24, 2024.</p>

	<p>SHS - Identified Equity Multiplier School - Multiple Community Engagement meetings were held throughout January through April 2024. Student forums took place twice in the spring semester and two hundred responses from the survey were synthesized into the plan presented to the School Site Council and ELAC on May 9th.</p> <p>VVHS - Identified Equity Multiplier School - Site Leadership meetings were held on March 20th and April 3rd. School Site Council was held on March 13th and April 10th. Parent/Community Meetings (ELAC) were held on March 22nd and April 12th. Student forums were held on March 4th and April 17th. The final plan was presented to the site council on April 24, 2024.</p> <p>GHS, GIS, and VVVA - Identified Equity Multiplier Schools - Goodwill High School held a student forum on January 31, 2024. Community partners took place on February 1, 2024. Forums for GIS and VVVA parents and students were held virtually that same day.</p>
Public Hearing	June 25, 2024, posted 72 hours, draft available online and hardcopy by request
Board of Trustees Adoption Date	June 27, 2024 along with Local Indicators (presentation)
Mid-year Update to Board of Trustees	February 1, 2024

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

The LEA conducted multiple meetings including community, parent, and student forums. A series was conducted for the community at large at the district office, as well as virtually through DELAC and the District Advisory Committee. Feedback from educational partners was used to make some shifts in our goals and actions for clarity and transparency resulting in combining some actions, eliminating others, and creating additional actions for the coming three-year LCAP cycle.

Across all educational community forums, there is a unified call for a nurturing and supportive school climate where every student can thrive. Key areas highlighted include the need for more accessible counseling services, effective reading programs to ensure students are on grade level, and proactive communication regarding academic progress and attendance. Participants also stressed the importance of robust extracurricular support and better preparation for the future and staff has requested more targeted professional learning opportunities.

Regarding feedback from parents, they expressed appreciation for parent workshops and asked for additional workshops to be offered in Spanish. Specifically in the DELAC, parents were pleased with the Legacy program and with the additional translator, and the support for bilingual instructional assistants and the work they do, was nearly universal. Support was also voiced by both parents and students for the Heritage program, for the support behind ASB cards, and for parent fingerprinting - just a few of the popular actions from the previous LCAP

which were subsequently continued. Families also requested that mental health clinicians be maintained as they provide invaluable direct services to students. Parents of Foster Youth and Low-Income also mentioned their appreciation for mental health clinicians and licensed vocational nurses. Students asked for more study trips and reported that they often take "mental health days" from school. Parents do not want to argue with students to get them to school. This invariably led to discussions about transportation. Parents appreciate the bussing, but students and staff are concerned about the boundaries and would like additional service for students not serviced by the three-mile boundary limitation. Students also reported that they often do feel that they are recognized for what they do well.

Equity Multiplier development, likewise, is based on the influence of educational partners. The educational community values initiatives that foster an inclusive and supportive school climate while ensuring that every student receives personalized attention to thrive academically. Parents and students alike emphasize the importance of proactive communication, particularly concerning absence reporting and academic support. There is a strong desire for more accessible counseling services, comprehensive reading programs, and enhanced extracurricular resources to better prepare students for future opportunities.

Community & Parent Forums

Larrea Middle School (LMS)

Parents at Larrea Middle School expressed significant concern about literacy, advocating for initiatives to ensure all students are reading at grade level. They also voiced frustrations over inaccuracies in absence reporting and the need for clear communication regarding academic progress. A recurrent theme was the request for detailed explanations behind D and F grades, suggesting that misunderstandings rather than lack of effort might be the cause.

Silverado High School (SHS)

The community at Silverado High School highlighted the importance of strengthening the partnership between parents and educators to tackle academic and behavioral issues. Participants suggested regular updates and workshops to help parents understand the curriculum and teaching methods. There was also a call for increased mental health support and extracurricular activities to promote student well-being.

Cobalt Institute of Math & Science (CIMS)

Stakeholders at CIMS are pushing for a curriculum that integrates more technology and practical learning experiences to better engage students. Parents suggested enhancing STEM programs and providing more resources for innovative projects. The discussion also covered the need for teachers to receive ongoing professional development to keep up with technological advancements.

Adelanto High School (AHS)

Feedback from Adelanto High School centered on enhancing safety protocols and creating a supportive atmosphere that addresses the socio-emotional needs of students. Parents and community members are looking for more robust anti-bullying programs and strategies to foster inclusivity. There was also an emphasis on the need for targeted academic interventions to support underperforming students.

Lakeview Leadership Academy (LLA)

Participants from LLA emphasized the need for more creative and artistic outlets for students, suggesting the introduction of new arts and music programs. There was a strong call for more community engagement in school activities to strengthen ties and support student growth. Feedback also pointed to the importance of environmental awareness and sustainability in school projects.

Hook Junior High (HJH)

Community feedback at HJH focused on the need for transparent communication from the school regarding student achievements and school policies. Parents expressed a desire for more frequent parent-teacher meetings and real-time academic updates through digital platforms. Concerns were also raised about the nutritional value of school meals and their impact on student health.

Victor Valley High School (VVHS)

VVHS discussions revolved around academic support, particularly the need for more comprehensive tutoring and remedial programs. Parents are concerned about the consistency of teaching quality and the availability of resources for students with learning difficulties. There was also a strong advocacy for more career counseling sessions to help students plan their futures.

Goodwill Education Center, Goodwill Independent Study and Victor Valley Virtual Academy (GEC/GIS/VVVA)

The community at GEC is advocating for more vocational training programs that align with current job market demands. There was significant interest in partnerships with local businesses to provide students with real-world experience and job readiness skills. The community also discussed the importance of continuous feedback and adaptation of the curriculum to meet industry standards."

Student Forums

Adelanto High School (AHS)

Students at Adelanto High School stressed the need for more accessible and responsive counseling services, pointing out that current resources are insufficient for college and career planning. They expressed a desire for counselors to proactively reach out to students, particularly underclassmen, to discuss future paths and academic requirements. Concerns were also raised about the need for more supportive measures for students struggling academically or personally.

Goodwill Education Center (GEC)

Participants at GEC voiced a strong demand for improved sports facilities and more active engagement in athletic programs, which they believe will enhance school spirit and student health. Students also highlighted the need for better equipment and coaching to compete effectively in regional competitions. There was a call for the administration to prioritize physical education as a vital part of the school experience.

Cobalt Institute of Math & Science (CIMS)

Students at CIMS advocated for more hands-on learning opportunities that connect theoretical knowledge to practical applications, specifically through projects and lab work. They suggested that more real-world problem-solving activities could enhance understanding and retention of complex subjects. The feedback also included a request for more collaboration between students and teachers in designing course content and choosing projects.

University Preparatory School (UP)

At University Preparatory School, there was a significant focus on mental health, with students requesting more resources and support systems to address stress and anxiety. They proposed the introduction of regular wellness programs and workshops to teach coping

strategies. Students also expressed a desire for a more open dialogue about mental health issues to reduce stigma and encourage more students to seek help.

Victor Valley High School (VVHS)

VVHS students had concerns about the grading system and advocated for assessments that more accurately measure student understanding and capabilities. They called for more formative feedback and less emphasis on high-stakes testing. Discussions also touched on the need for more consistent communication from teachers regarding course expectations and grading policies.

Larrea Middle School (LMS)

Students at LMS emphasized the importance of curriculum diversity, expressing a need for courses that cover a broader range of subjects, including global issues and different cultures. They believe that a more inclusive curriculum would better prepare them for global citizenship. There was also a call for more extracurricular activities that focused on cultural awareness and social responsibility.

Hook Junior High (HJH)

Feedback from students at HJH centered on improving the quality and variety of food offered at school, with many calling for healthier, more appealing options. Students expressed dissatisfaction with the current meals and suggested the incorporation of a student-led committee to help plan and review menu choices. There was also a request for better facilities in the cafeteria to accommodate more students comfortably during meal times.

Lakeview Leadership Academy (LLA)

Students at LLA requested improvements to the school library, including updating the collection with more current and diverse resources. They stressed the importance of having a quiet, well-equipped space for studying and learning. Suggestions also included extending library hours and providing more access to digital resources to support research and learning activities.

These summaries reflect the feedback separated by site for community and parent forums, and student forums, with an additional focus on the unique needs of each school.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The Victor Valley Union High School District will provide a rich academic program grounded in equity-based practices with measurable impact on middle and high school success indicators.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

<p>The District developed this goal to support all students with an emphasis on English Learners, (EL) Foster Youth (FY), and Low Income (LI) students in their academic achievement. The 2023 California School dashboard data indicates that the All Students group scored -38.8 Distance from Standard (DFS) in ELA and -115.4 DFS in math and the graduation rate is 86.5% graduation rate. The progress of ELs towards English Language proficiency based on the English Language Progress Indicator is 40.6%.</p> <p>The A-G completion data indicates fewer than 30% of students graduate VVUHSD prepared for college. The District has placed an increased focus on ensuring that all core general education courses, CTE, and the majority of electives are A-G approved. The district will remain ever mindful of the learning loss experienced in the 2020-2021 school year and design supports to mitigate the literacy gaps evidenced by the assessment data. All students will receive support and intervention and the district will meet the needs of diverse students such as ELs, FY, and LI students through programs that include evidence-based strategies for best practices and assessments that drive improved learning. The combined actions in Goal 1 will reduce the achievement gap. These actions include, but are not limited to, professional learning to support curriculum and standards-based instruction, EL interventions, and services for long-term English learners. The measurable outcomes are listed in the metric table below.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1.1	2023 CA School Dashboard Academic Indicator: English Language Arts, District	All = -38.3 Distance from Standard (DFS) EL = -93.3 DFS FY = -69.9 DFS LI = -47.2 DFS SWD = -129 DFS AA = -83.6 DFS			All = -30 DFS EL = -80 DFS FY = -55 DFS LI = -35 DFS SWD = -110 DFS AA = -70 DFS	
1.2	2023 California School Dashboard Academic Indicator: Mathematics, District	All = -115.4 DFS EL = -161.4 DFS FY = -139.9 DFS LI = -123.8 DFS AA = -162.1 DFS H = -201.8 DFS MR = -120.7 DFS SWD = -199.3 DFS			All = - 90 DFS EL = - 135 DFS FY = - 110 DFS LI = -105 DFS AA = -135 DFS H = - 150 DFS MR = - 105 DFS SWD = -170 DFS	
1.3	2023 California School Dashboard Academic Indicator : English Learner Progress (ELPI)	40.6% Making Progress Toward English Language Proficiency			55% Making Progress Toward English Language Proficiency	
1.4	2023 California School Dashboard Academic Indicator: College/Career, District	All = 29.1% EL = 11.8% FY = 3.4% LI = 28.5% SWD = 5.5%			All = 40% EL = 25% FY = 10% LI = 35% SWD = 12%	
1.5	2023 Ca School Dashboard: Academic Engagement Graduation Rate	All = 86.5% EL = 81.9% FY = 58.6% LI = 86.6%			All = 95% EL = 90% FY = 70% LI = 95%	
1.6	Local Measure - CalPADs	554 Completers Grades 10-12 EL = 75			600 Completers Grades 10-12 EL = 100	

	2023 CTE Pathway completers	FY = 3 LI = 427			FY = 10 LI = 450	
1.7	2023 Cohort Drop-out Rate CalPADs: High School Middle School	High School = 2% Middle School = 1%			High School = 2% Middle School = 1%	
1.8	Local Measure: Star Reading Proficiency Rate Star Math Proficiency Rate	Reading All = 44.7% EL = 4.6% Math = 11% EL = 2.1%			2026 Reading = 55% Math = 20%	
1.9	Local Measure : EL Reclassification Rates	2023 = 57% of qualified students			2026 = 65% of qualified students	
1.10	CalPADS: A-G Completion Rate	2023 All = 34.5% EL = 16.4% FY = 11.4% LI = 34.5%			2026 All = 60% EL = 35% FY = 25% LI = 60%	
1.11	Advanced Placement Test Pass Rate: Percent of students passing AP exams with a score of 3 or higher.	2023 Pass Rate = 33.8%			2026 Pass Rate = 40%	
1.12	Local Measure - Implementation of Academic Standards	2023 Ca Dashboard = Met			2026 = Met	
1.13	Human Resource County Audit Teacher Credential Assignments	2023 = 57 Teacher Misassignments			2026 = 10 Teacher Misassignments	

1.14	Students who meet A-G requirements and are CTE Completers	2023 = 12th graders only (338 Completers) All = 98 EL = 6 FY = 3 LI = 99			2026 = 12th graders only All = 120 EL = 20 FY = 10 LI = 120	
1.15	2023 CA School Dashboard Academic Indicator: English Language Arts School and Student Group	<p>AHS All students = -70 DFS AA = -102 DFS EL = -156.2 Hispanic = -63 DFS LI = -71.8 DFS SWD - 180.2 DFS</p> <p>Imogene Hook Junior High School MR = -86.6 DFS W = -91.5 DFS</p> <p>Lakeview Leadership Academy AA = -93.6 DFS</p> <p>Silverado High School (SHS) EL = -100.3 DFS SWD = -116.7 DFS</p> <p>Victor Valley HS (VVHS) All students = -72.8 DFS AA = -108.3 DFS Hispanic = -67 DFS LI = -79.3 DFS</p> <p>Victor Valley Virtual Academy</p>			<p>AHS All students = -60 DFS AA = -80 DFS EL = -140 Hispanic = -50 DFS LI = -60 DFS SWD - 165 DFS</p> <p>Imogene Hook Junior High School MR = -76.6 DFS W = -81.5 DFS</p> <p>Lakeview Leadership Academy AA = - 83.6</p> <p>Silverado High School (SHS) EL = -90 DFS SWD = -100 DFS</p> <p>Victor Valley HS All students = -62 DFS Standard AA = -85 DFS H = -55 DFS LI = -62 DFS</p>	

		All Students = -88.8 DFS			Victor Valley Virtual Academy All Students = - 78.8 DFS	
1.16	2023 CA School Dashboard Academic Indicator: Math School and Student Group	<p>AHS All Students = -160.8 DFS AA = -191.9 DFS EL = -210.4 DFS Hispanic -152.7 DFS LI = -162.4 DFS SWD = -253.9 DFS</p> <p>Imogene Hook Junior High School All Students = -148.6 DFS AA = -171.2 DFS Hispanic = -142.2 DFS EL = -172.1 DFS LI = -150.9 DFS MR = -155.2 DFS W = -136.2 DFS SWD = -216.5 DFS</p> <p>Lakeview Leadership Academy All Students = -142.6 DFS AA = -164.8 DFS EL = -164.2 DFS LI = -149 DFS W = -123.1 DFS</p> <p>Silverado High School (SHS) EL = -197.2 DFS Hispanic = -147.3 DFS</p>			<p>AHS All Students = -150 AA = -175 DFS EL = -195 DFS Hispanic -137 DFS LI = -150 DFS SWD = -240 DFS</p> <p>Imogene Hook Junior High School All Students = -138 DFS AA = - 155 DFS Hispanic = -130 DFS EL = -155 DFS LI = -138 DFS MR = - 138 DFS W = -125 DFS SWD = -200 DFS</p> <p>Lakeview Leadership Academy All Students = -132 DFS AA = -150 DFS EL = -150 DFS LI = -132 DFS W = -110 DFS</p> <p>Silverado High School (SHS) EL = -185 DFS</p>	

		LI = -152.9 DFS SWD = -207.7 DFS Victor Valley HS (VVHS) All students = -169 DFS AA = -220.6 DFS Hispanic = -160 DFS LI = -174.4 DFS			Hispanic = - 137 DFS LI = - 142 DFS SWD = - 195 DFS Victor Valley HS (VVHS) All students = -160 DFS AA = -200 DFS Hispanic = -140 DFS LI = -160 DFS	
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Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum and Instruction Support for Academic Success	The Educational Services Department provides a Director of Curriculum and Instruction, two coordinators (English Language Arts, Mathematics), and additional staff to support teaching and learning for all students to improve student academic outcomes. This action is principally directed toward English Learners, Foster Youth, and Low-Income students and will be measured by metrics 1.1, 1.2, 1.3, and 1.12.	\$1,496,600.00	Yes
1.2	English Learner Academic Success	In addition to the district coordinator (Action 2.1), Educational Services will provide EL site coordinators and bilingual paraprofessionals to monitor and support English Learner progress toward proficiency. This action is principally directed toward English Learners and will be measured by metrics 1.3 and 1.9.	\$1,658,500.00	Yes
1.3	Equity in Access for College Readiness	The Educational Services Department will provide staffing, resources and instruction materials for programs, including but not limited to AVID, Advanced Placement, Dual Enrollment and tutoring, which focus on students groups which target student groups who traditionally do not attend college in order to create equitable access to higher education. This action is principally directed towards EL, FY and LI and includes test preparation, and Dual Enrollment opportunities and will be measured by metrics 1.4, 1.10, and 1.11.	\$7,363,000.00	Yes
1.4	Legacy Program for LTELs	The Educational Services Department will provide services (including staff, community speakers, college visits, and parent outreach) to administer the Legacy Program at all three comprehensive high schools limited to Long-term English Learners (LTELs) for the purpose of equity in access to higher learning opportunities as measured by metrics 1.3, 1.9, and 1.10.	\$345,000.00	Yes
1.5	Credit Recovery and Intervention	The Educational Services department will provide staff to support credit recovery services for all students to support academic success. This action	\$5,974,000.00	Yes

		is principally directed towards EL, FY and LI, and will be measured by metrics 1.5, 1.10 and 1.12.		
1.6	Special Education Supports	The Special Education Services Department will provide professional development for staff and additional staff to support smaller class sizes for students in special education for the purpose of access and success in all academic settings as metric 1.1, 1.2, 1.12.	\$4,789,900.00	No
1.7	Virtual Program	The Educational Services Department will provide services including staff and resources for students who are not successful in the traditional school setting by maintaining a virtual program. This action is principally directed towards FY and LI as measured by metrics 1.1, 1.2, 1.5 and 1.7.	\$1,560,000.00	Yes
1.8	CTE Program and Pathways	The College, Career Department will provide services including staff to create and sustain high-interest pathways principally directed toward EL, FY and LI metrics 1.4, 1.6.	\$6,145,700.00	Yes
1.9	Equity in Teaching and Learning	The Curriculum and Instruction Department will conduct professional learning for all staff of all students (including teachers and administrators) to improve differentiated instructional practices to positively impact student academic achievement. This action is principally directed to EL, FY and LI students and will be measured by metrics 1.1, 1.2, and 1.3	\$621,100.00	Yes
1.10	English Learner Instructional Support	The Curriculum and Instruction department will provide instructional materials, supplementary resources, and other supports for English Learners in both designated and integrated classes to increase language acquisition and fluency as measured by metrics 1.3 and 1.9.	\$486,000.00	Yes
1.11	Supplemental Resources and Intervention for Equitable Access	The Curriculum and Instruction Department will provide instructional materials and supplementary resources for intervention teachers to support struggling students to improve academic outcomes. This action is	\$2,234,500.00	Yes

		principally directed towards EL, FY and LI and will be measured by metrics 1.1, 1.2, and 1.8.		
1.12	College and Career Readiness	The Educational Services Department will provide supplementary instructional materials for all students to support equity in access to college and career opportunities including CTE programs for student groups who do not traditionally attend college. This action is principally directed towards English Learners, Foster Youth, and Low-Income students and will be measured by 1.10, 1.11	\$1,128,000.00	Yes
1.13	CTE Enhancement	The Educational Services department will provide increased materials and supplies to support all students who participate in CTE programs to increase their skills for success in the workforce and their college readiness. This action is principally directed toward ELs, FY and LI students as measured by metrics 1.4, 1.6, 1.14	\$1,050,000.00	Yes
1.14	Core Instruction Support	The district will increase the number of staff at middle and high schools to reduce class size in core content areas to improve instruction and support for student groups who are struggling in ELA and math. This action is principally directed toward ELs, FY and LI students and will be measured by metrics 1.1, 1.2 and 1.8.	\$6,664,000.00	Yes
1.15	Appropriately Credentialed Teachers	Victor Valley Union High School District will ensure that all students receive instruction from an appropriately credentialed teacher as measured by metric 1.13.	\$33,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The Victor Valley Union High School District will provide a safe learning environment that supports a positive school climate for students and staff with high levels of community engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

VVUHSD has chosen to prioritize this broad goal to address state priorities 3-Family Involvement, 5-Student Engagement, and 6-School Climate. The educational partner feedback and district data from the annual climate survey indicates the need to provide a campus culture that promotes a safe learning environment for students, families, and staff. There is an ongoing need to increase wellness activities for students and staff, along with positive interventions to support academic and personal success. Additionally, the district recognizes the importance of school and home connectedness and has provided resources that support families with training related to understanding educational initiatives and how they can support the academic and social-emotional experiences of their children.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Panorama Survey - SEL Growth Mindset - Spring 2024 All Students	All = 63% EL = 52%			All = 75% EL = 70%	
2.2	Panorama Survey - Climate: School Connectedness (sense	All = 50% EL = 47%			All = 65% EL = 55%	

	of belonging) - Spring 2024					
2.3	Panorama Climate: Support for Academic Learning - Spring 2024 Students Family Staff	Students: All = 71% EL = 70% Family All = 92% LI = 94% EL = 94% Staff = 91%			Students: All = 80% EL = 80% Family All = 98% LI = 100% EL = 100% Staff = 98%	
2.4	2023 CA Dashboard Chronic Absenteeism	All =24.6% EL =22.6% FY = 32.8% LI = 26.4% AA = 35.6% Two or More Races (MR) =31.9 % SWD = 38.2%			All = 20% EL = 18% FY = 28% LI = 22% AA = 25% MR = 28 % SWD = 25%	
2.5	2023 CA Dashboard Suspension	All = 8.2% EL = 6.1% FY = 18.9% LI = 8.9% American Indian = 16.1%			All = 5% EL = 4% FY =12% LI = 4% American Indian = 10%	
2.6	HS Dropout Rate MS Dropout Rate	HS Dropout Rate: 11.7% MS Dropout Rate: 1%			HS Dropout: 3% MS Dropout: 0 %	
2.7	2023 Aeries Attendance	All Students = 90.76% EL = 90.93% FY = 89.9% LI = 91.47%			All Students = 95% EL =95% FY = 95% LI = 95%	

2.8	2023 Expulsions	All Students = 22 EL = 1 FY = 0 LI = 18			All Students = 5 EL = 0 FY = 0 LI = 3	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social Emotional and Wellness	The Student Support Services Department will provide social emotional and wellness support staff for students, families, and staff to improve school climate. This action is principally directed toward English Learners,	\$3,724,000.00	Yes

		Foster Youth, and Low-Income students and will be measured by metrics 2.1, 2.5, and 2.7, 2.8.		
2.2	Home-District Connections	The Educational Services Division will provide staff and services for students and families to improve home-school communication and family engagement activities and trainings. This action is principally directed toward English Learners, Foster Youth, and Low-Income students and will be measured by metrics 2.2, 2.4, 2.7	\$469,000.00	Yes
2.3	Home-school connections	The Educational Services Division will provide staff, services, and resources (including but not limited to counseling, parent workshops, and volunteer clearances) to support school connectedness activities for increased family and student engagement. This action is principally directed towards EL, FY, and LI as measured by metrics 2.2 and 2.3	\$776,500.00	Yes
2.4	Safety and Security	The District will provide trained security and police officers and partner with the Department of Probation for students and staff at all campuses to implement comprehensive safety standards, expand community support, and improve partnerships with families as measured by metrics 2.2, 2.3, 2.4, and 2.7.	\$4,479,000.00	No
2.5	Safe Environment	The district will provide comprehensive security measures including staff training, district-wide communication, for all students and staff to increase the feeling of safety and security as measured by metrics 2.2, 2.3, 2.5.	\$23,700.00	No
2.6	Resources and Recognition	The Student Services Department will contract with providers for all students and staff to provide resources and training for social-emotional well-being. This action is principally directed towards Foster Youth, and Low-Income students and will be measured by metrics 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7.2.8	\$2,354,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Victor Valley Union High School District will provide clean campuses, access to technology, sufficient instructional materials and highly qualified teachers at all school sites.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

VVUHSD will address state priority 1 “Basic Services and Conditions” and state priority 2 “Implementation of State Academic Standards.” This goal is developed to ensure that all students have access to a safe learning environment with access to materials and learning resources, trained teachers and support staff, clean facilities and technology devices.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Williams Instructional Materials Audit - Standards Based Instructional Materials 1:1 for students.	100% no findings			100% no findings	
3.2	Williams Facilities FIT Report	No Findings / Zero Emergency Repair Deficiencies			No Findings / Zero Emergency Repair Deficiencies	
3.3	Human Resource County Audit Teacher Credential Assignment	57 Misassignments			10 Teacher Mis-Assignments	
3.4	Technology Survey	1:1 Devices in Classrooms for 100% of students			1:1 Devices in Classrooms for 100% of students	

	1:1 Technology access for every student					
3.5	Local Measure - Aeries Attendance	2023 All Students = 90.76% EL = 90.93% FY = 89.99% LI = 91.47%			2026 All Students = 95% EL = 95% FY = 95% LI = 96%	
3.6	Local Measure - Implementation of Academic Standards	Met			Met	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Maintain Facilities in Good Repair	The maintenance department will provide resources including materials and staff for all students to ensure clean and updated facilities as measured by metric 3.2.	\$5,378,000.00	No
3.2	Technology Access and Implementation	The Technical Education department will provide staff to support students and staff with reviewing data, educational software implementation and troubleshooting and repair of student devices as measured by metric 3.4.	\$880,000.00	No
3.3	Standards Based Instructional Materials	The Educational Services Division will provide staff and materials to ensure all students have and can access standards aligned, core instructional materials as measured by metrics 3.1, 3.6.	\$4,145,000.00	No
3.4	Transportation	The transportation department will continue to provide additional transportation to all students. This goal is principally directed toward English Learners, Foster Youth and Low Income students and will be measured by metric 3.5.	\$7,416,000.00	Yes
3.5	Bridging Technology Gap	The District's Tech Ed department will provide access and support to student groups to bridge the technology gap. This action is principally directed toward ELs, FY and LI students and will be measured by metric 3.4.	\$2,265,000.00	Yes
3.6	Implementation of State Standards	The Educational Services Division will ensure that state standards are implemented as measured by local metrics (Implementation of Academic Standards), metric 3.6.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Victor Valley Union High School District will provide staff and resources to support African American student academic achievement and create a college-going culture.	Focus Goal

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Through educational partner engagement meetings which included parents, students, staff, and the community, recommendations were solicited for action and services to improve African American achievement. Specific feedback included programs specifically supporting African American students in the area of academic support, a sense of belonging, and creating a college-going culture through connections to the community and college visits to Historically Black Colleges and Universities. African American student ELA scores on the CAASPP in 2023 were -83.6 Distance from Standard (DFS). In comparison the all student group scored -38.3 DFS. In math, our AA students scored -162.1 DFS and our All Student group scored -115.4 DFS. This reflects an achievement gap which required focused attentions. The Suspension rate dropped from 2022 by 2 points, however it is still high at 17.1%. All of the data including community input led the District to expand this goal for AA students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Dashboard Graduation rate for AA	AA = 77.9%			AA = 90%	
4.2	Dashboard A-G/College and Career Readiness indicator for AA	AA = 13.7%			AA = 25%	
4.3	Dashboard ELA for AA Dashboard Math for AA	ELA = -83.6 DFS Math = -162.1 DFS			ELA = -70 DFS Math = -135 DFS	
4.4	Suspension rate for AA	AA = 17.1%			AA = 5%	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Heritage Program Coordinators	Victor Valley Union High School District will provide a coordinator at each comprehensive high school to support African American students through the Heritage Program. The coordinator will review transcripts, monitor progress toward graduation and A-G, as well as support the completion of the FASFA and college applications as measured by metrics 4.1, 4.2, 4.3, 4.4	\$300,000.00	No
4.2	Heritage Program Resources	Victor Valley Union High School District will provide resources and services, including but not limited to community speakers, culturally relevant events, and trips to HBCUs and other universities as measured by metrics 4.1, 4.2.	\$175,000.00	No

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Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By June 2027, Goodwill Independent Study will increase the graduation rate for all students (with a focus on H and LI) and increase the percentage of graduates prepared per the college and career indicator for all students (with a focus on AA, H, and LI).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal is required by the state as Goodwill Independent Study (GIS) is identified as an Equity Multiplier school. GIS qualifies for Equity Multiplier funds due to the prior year's instability rate of 67.4% and a socioeconomically disadvantaged rate of 84.2%. The Equity Multiplier funds are provided to schools to support student groups who scored lowest performing on state indicators. For GIS, the focus groups are Hispanic (H), Low Income (LI), and African American (AA).

Feedback for Goodwill Independent Study includes parents and staff who also participate in the Goodwill High School programs. Thus some of this feedback is also reflected in Goals 10 and 12.

Overall, the student feedback from the forum on January 31 at Goodwill High School is mostly positive. Students enjoy the atmosphere, like the APEX program, and feel that the class size is working well. The students relate well to the counseling staff.

However, some areas need improvement. Students do not feel well cared for by the teaching staff and believe some are not engaged. Additionally, there is a lack of A-G courses, and Chromebooks are not working well for all students. Finally, the students do not get immediate feedback on their assignments.

In terms of suggestions for improvement, students would like to see more A-G courses, physical education options, and summer school offerings.

The community partners meeting took place on 2/1/24. Parental feedback essentially mirrored the student responses with appreciation for the individualized program available for their child. Appreciation was expressed specifically for Principal Loyd for his one-on-one approach to supporting each student in his school, for his calm demeanor, and for setting high expectations. One parent expressed concerns about the lack of availability of transportation, to which several others assented. An emphasis on individualized support and program adaptations to meet diverse student needs would align with their focus. Further, broader engagement in enhancing academic support can be inferred as beneficial.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	California School Dashboard - College/Career	All Students = 0.8% AA = 0% H = 1.4% LI = 0.8%			All Students = 15% AA= 15% H= 18% LI = 15%	
5.2	California School Dashboard - Graduation Rate	All Students = 60.6% Hispanic = 62.6% LI = 60.3%			All Students = 75% Hispanic = 80% LI = 80%	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Professional Learning	GIS will support opportunities to participate in professional learning focused on improving instructional strategies in targeted areas as well as providing access to attend conferences and creating site-based professional learning communities for staff instructing all students, including AA, H and LI to improve graduation rates and increase college and career preparedness as measured by metrics 5.1 and 5.2.	\$160,000.00	No
5.2	Community Outreach	GIS will expand community outreach to families of all students with a focus on AA, H and LI by providing workshops and parent forums addressing college and career preparedness and graduation requirements as measured by metrics 5.1 and 5.2.	\$45,000.00	No
5.3	Student Recognition	GIS will build an academic culture and community for all students and staff by utilizing the research-based framework established by Josten's Renaissance. This will support building a college and career-going culture through recognition for hard work, field trips with a college and career focus and supporting student graduation with a focus on AA, H and LI student groups as measured by metrics 5.1 and 5.2.	\$80,000.00	No
5.4	Learning Environment	GIS will create unique learning spaces focused on engagement and enrichment for all students with a focus on AA, H and LI to address the need for more diverse course offerings to indirectly support A-G preparedness and graduation rates as measured by metrics 5.1 and 5.2.	\$10,000.00	No

5.5	Additional Staff Hours	GIS will provide additional staffing hours for teachers of all students to provide intensive intervention before and after school and sub coverage to attend professional learning to improve outcomes and increase graduation rates as measured by metric 5.2.	\$5,000.00	No
5.6	Supplemental Materials	GIS will provide supplemental resources for teachers of all students, with a focus on H and LI, to provide targeted intervention and support to increase engagement which will indirectly increase graduation rates as measured by metric 11.2.	\$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	By June of 2027, Imogene Garner Hook Junior High School will improve academic achievement in mathematics for all students (with a focus on AA, EL, H, MR, LI, SWD and W) and in English Language Arts for MR and white students by reducing the distance from standard. Additionally, the school will reduce the suspension rate for FY and W and reduce chronic absenteeism for AA , FY, MR and white students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

<p>This goal is required by the state as Imogene Garner Hook Junior High School (HJHS) is identified an Equity Multiplier school. HJHS qualifies for Equity Multiplier funds due to the prior year's instability rate of 29.1% and a socioeconomically disadvantaged rate of 89.3%. The Equity Multiplier funds are provided to schools to support student groups who scored lowest performing on state indicators. For HJHS, the focus groups are: Foster Youth (FY), White (W), Two or More Races (MR), Hispanic and English Learners (EL), Low Income (LI), African American (AA) and Students with Disabilities (SWD).</p> <p>Throughout the spring months, HJHS held multiple community engagement meetings to address the needs of the student groups in the lowest-performing indicators on the California School Dashboard. Educational partners, including parents, students and staff were invited to discuss the inequities around target groups. During a staff meeting for certificated and classified staff held on April 4, 2024, a "5 Whys" activity was used to complete a root cause analysis. Later that month, all stakeholders were invited to complete a survey. The Equity Multiplier plan was presented to School Site Council on April 11th.</p> <p>Here is a synthesis of the data from the community engagement meetings and needs assessment conducted by HJHS to address inequities and low-performance indicators on the California School Dashboard:</p> <p>English Language Arts</p> <ul style="list-style-type: none">• While HJHS saw growth in ELA on the 2023 dashboard, two student groups are still in the lowest performance indicator.• Students' reading levels continue to be a factor impacting their ELA performance.• To address this, HJHS plans the following:• Offer tutoring before and after school, with transportation provided to ensure attendance and remove barriers

- Provide professional development for teachers, including support from a Literacy Coach and collaboration in Professional Learning Communities
- Implement supplemental platforms to identify gaps and address the needs of individual student groups

Mathematics

- All student groups at HJHS are performing in the lowest indicator for Mathematics.
- The needs assessment found that students struggle to retain math concepts and could benefit from more spiral review.
- Strategies to improve math performance include:
 - Tutoring and supplemental platforms for spiral review
 - Skills recovery sessions during the school day with hands-on activities
 - Release time for math teachers to collaborate on best instructional practices
 - Incentives to motivate students and support a positive campus culture around math

Engagement and Climate

- A multi-pronged approach is needed to improve engagement:
- Hire an attendance liaison to strategically address chronic absenteeism and build relationships with families
- Expand the Wellness Center with a dedicated Board Certified Behavior Analyst and Responsive Behavior Technician
- Provide professional development for teachers on restorative practices
- Organize field trips to help students see value in their education

The comprehensive Equity Multiplier plan incorporating these strategies will be presented to the School Site Council.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	California School Dashboard - Suspension Rate	FY = 19.6% W = 19.7%			FY = 16.6% W = 16.7%	
6.2	California School Dashboard - English Language Arts	MR = -86.6 DFS W = -91.5 DFS			MR = -76.6 DFS W = -81.5 DFS	
6.3	California School Dashboard - Mathematics	All Students = -148.6 DFS AA = -171.2 DFS EL = -172.1 DFS			All Students = -138 DFS AA = -155 DFS EL = -155 DFS	

		H = -142.4 DFS MR = -155.2 DFS LI = -150.9 DFS SWD = -216.5 DFS W = -136.2 DFS			H = -130 DFS MR = -138 DFS LI = -138 DFS SWD = -200 DFS W = -125 DFS	
6.4	California School Dashboard - Chronic Absenteeism	AA = 45% FY = 36.4% MR = 48.2% W = 41.1%			AA = 40% FY = 31.4% MR = 43.2% W = 36.1%	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
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6.1	Professional Learning	HJHS will support opportunities to participate in professional learning focused on improving instructional strategies in targeted areas as well as contracting with San Bernardino County for a Literacy Coach and provide access for attending conferences for staff instructing all students, including AA, EL, H, MR, LI, SWD and W, to improve outcomes and increase academic achievement as measured by metrics 6.2 and 6.3.	\$200,000.00	
6.2	Additional Staffing	HJHS will provide additional staffing hours for direct support to all students including AA, EL, H, MR, LI, SWD and W in order to allow for coaching, co-teaching and tutoring, and substitutes to provide release time to practice evidence-based instructional strategies. Effectiveness will be measured by metrics 6.2 and 6.3.	\$135,000.00	
6.3	Wellness/Intervention Center	HJHS will expand the Wellness Center to include intervention supports for target groups AA, FY, MR, and W by providing a dedicated space with flex furnishings and adding staff such as a Board Certified Behavior Analyst, a Registered Behavioral Technician, and a multicultural professional to support student behavioral goals as measured by metrics 6.1 and 6.4.	\$350,000.00	
6.4	Student Recognition	HJHS will build an academic culture and community for all students and staff by utilizing the research-based framework established by Josten's Renaissance. The 6R's formula will be used to recognize and award hard work through study trips and resources and materials that will motivate all students with a focus on AA, EL, H, MR, LI, SWD and W student groups as measured by metrics 6.2 and 6.3.	\$200,000.00	
6.5	Access to Tutoring	HJH will expand transportation services for students to remove barriers to accessing before and after-school tutoring services in English Language Arts and Mathematics for all students with a focus on AA, EL, H, MR, LI, SWD and W student groups as measured by metrics 6.2 and 6.3.	\$40,000.00	
6.6	Community Outreach	HJH will expand community outreach for families of all students with a focus on AA, FY, MR and W to attend various workshops that will increase	\$30,000.00	

		school connectedness and reduce absenteeism as measured by metrics 6.1 and 6.4.		
6.7	Supplemental Materials	HJH will provide supplemental resources for all math and ELA classrooms to provide targeted intervention, hands-on learning, and classroom supports to improve outcomes and increase engagement for AA, EL, H, MR, LI, SWD and W student groups as measured by metrics 6.2 and 6.3.	\$10,000.00	

DRAFT

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	By June 2027, Lakeview Leadership Academy (LLA) will improve academic achievement in mathematics for all students including African American (AA), English Learners (ELs), White (W) and Low-Income (LI) and increase achievement in ELA for AA students by increasing the distance from standard and improve English Learner Progress. The school will also decrease suspension rates for all students including AA, Hispanic (H), Two or More Races (MR), and LI.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.
Priority 4: Pupil Achievement (Pupil Outcomes) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.
<p>This goal is required by the state as Lakeview Leadership Academy (LLA) is identified as an Equity Multiplier school. LLA qualifies for Equity Multiplier funds due to the prior year's instability rate of 28.7% and a socioeconomically disadvantaged rate of 84.9%. The Equity Multiplier funds are provided to schools to support student groups who scored lowest performing on state indicators. For LLA, the focus groups are AA, W, H and ELs, LI and MR.</p> <p>Throughout the month of April 2024, Lakeview Leadership Academy held multiple community engagement meetings to address the needs of the student groups in the lowest-performing indicators of the California School Dashboard. The educational partners, including parents, staff members, and students were informed about the Equity Multiplier funding and were invited to discuss how to best serve the student groups indicated. The parent forum was held on 4/9/24 and included representatives from AA, W, H and EL. A student forum took place on 4/11/24 and included students identifying as representatives from AA, H, W, and MR. Additionally, the site received nearly 450 responses to their survey that included staff, parents and students in grades 7 -11. The following is a synthesis of the data received through discussions, forums and surveys. The findings were presented to the Community Partners Meeting on April 16, 2024 and was approved by the School Site Council on April 24, 2024.</p> <p>LLA needs assessment indicates that LLA teachers could benefit from specific professional development to meet the intensive needs of our students. Professional development must include topics that support equity, ELs, second language acquisition, and math. The needs assessment also indicated that ELA, math, and EL teachers need dedicated data release days to work with data to determine student needs and reteaching strategies and skill gaps. To support data collection efforts and intensive reteaching, the core teachers in math, ELA, and EL support classes can benefit from a data collection system that allows them to systematically collect data and use it to develop goals for reteaching such as the NWEA MAP program. We also determined a need for Response to Intervention (RTI) classes during the school day to support targeted students with identified math, and English/literacy skills, using programs such as Khan Academy to use data to determine skill gaps and create lessons to build student academic success.</p>

To further support our students the needs assessment concluded that a multi-faceted approach must be taken to support students' social, academic, and behavioral development. The needs assessment indicates a need for intensive teacher training on equity, trauma-informed classrooms, and behavioral support. Our students need additional support and outlets to develop socially, mentally, behaviorally, academically, and physically. To that end, the following were determined as needs for our students. Develop and implement a Unity program to teach students how to interact and respect each other, coordinated by a Unity coordinator. Our students need access to behavioral support, anger management, social skill development, and ways to reduce stress with structured physical movement. Addition of an intervention counselor and Board Certified Behavior Analyst (BCBA) or behavioral therapist to complement the current mental health support, monitor SST follow-up, D/F grade checks, and intensive support for students utilizing/recommended for Tier II, and Tier III interventions. The needs assessment also revealed a need for students to participate in study trips to build positive public interactions and relationships with themselves and the world around them through recognition for hard work, academic achievement and graduation.

The data collection and the needs assessment reflect that LLA needs to increase the number of Bilingual Instructional Assistants available to support our EL students in their core classrooms. Currently, LLA serves 190 EL students in 6 grades; 7 and 8th-grade level 1 and 2 students account for half.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	2023 CA Schools Dashboard: Suspension Rate	All Students = 18.5% AA = 33.9% H = 14.8% MR= 28% LI = 19.6%			All Students = 13.5% AA = 28.9% H = 9.8% TMR = 23% LI = 14.6%	
7.2	2023 CA School Dashboard: English Language Arts	AA = -93.6 Distance from Standard (DFS)			AA = -83.6 DFS	
7.3	2023 CA School Dashboard: Mathematics	All Students = -142.6 DFS AA = -164.8 DFS EL = - 164.2 DFS			All students = - 132 DFS AA = - 150 DFS EL = -150 DFS	

		LI = -149 DFS W = -123.1 DFS			LI = - 132 DFS W = -110 DFS	
7.4	2023 CA Dashboard: English Learner Progress Indicator (ELPI)	All Students = 32.9%			All Students = 40%	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Unity Forums for Students	Lakeview Leadership Academy students and staff will participate in training through an equity lens by attending Unity Camp and creating Unity Forums	\$112,000.00	

		in order to increase student connectedness in a diverse school environment for all students with a focus on AA, H, MR and LI as measured by metric 7.1.		
7.2	Wellness Center	LLA will establish a Wellness Center for all students including AA, H, MR and LI to improve their mental and physical well-being through a fitness and behavioral health lab as an alternative to suspension as measured by metric 7.1.	\$450,000.00	
7.3	Student behavioral supports	LLA will provide additional staff members such as an intervention counselor and a behavioral analyst, for targeted student groups including AA, H, MR and LI to support student behavioral goals and reduce suspension rates as measured by metric 7.1.	\$230,000.00	No
7.4	Professional Learning	LLA will provide professional learning such as conferences, workshops and professional consulting services and other resources for teachers of all students including AA, W, LI and EL to improve academic achievement as measured by metric 7.2, 7.3 and 7.4.	\$250,000.00	No
7.5	Additional Staffing Hours	LLA will provide additional staffing hours including time for data release days and classroom observations for staff of all students to increase second language acquisition practices and instructional strategies as measured by metric 7.2, 7.3 and 7.4.	\$75,000.00	No
7.6	Additional Staff	LLA will provide additional staff to include Bilingual Instructional Assistant to provide direct support for all ELs in the classrooms. We will also provide an A-G intervention counselor, a Data Coach and AVID teacher as measured by metrics 7.2,7.3 and 7.4	\$130,000.00	No
7.7	Learning Labs	LLA will add Learning Labs for all At-Promise students by purchasing a platform for data collection and individualized lessons as well as providing highly qualified content tutors	\$175,000.00	

7.8	Student Recognition	Lakeview Leadership Academy will build an academic culture and community for all staff and students including AA, W, LI and EL by utilizing the research-based framework established by Josten's Renaissance in order to support recognition for hard work, field trips and student graduation as measured by metrics 7.2 and 7.3.	\$54,000.00	No
7.9	Equity Based Supports	LLA will provide mentors for families (parents and students) of our ELs, AA and LI for academic, behavioral and socio-emotional supports as measured by metrics 7.1, 7.2, 7.3 and 7.4.	\$175,000.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	By June 2027, Silverado High School (SHS) will improve academic achievement in mathematics for English Learners (ELs), Hispanic and Low Income (LI) students and Students with Disabilities (SWD) and increase achievement in English Language Arts for ELs and SWDs by decreasing the distance from standard. The school will also decrease suspension rates for Foster Youth (FY) and Two or More Races (MR) and increase the Graduation Rate and College and Career Readiness for SWDs.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

<p>This goal is required by the state as Silverado High School (SHS) is identified an Equity Multiplier school. SHS qualifies for Equity Multiplier funds due to the prior year's instability rate of 30.7% and a socioeconomically disadvantaged rate of 76.7%. The Equity Multiplier funds are provided to schools to support student groups who scored lowest performing on state indicators. For SHS, the focus groups are Foster Youth (FY), Hispanic and English Learners (EL), Low Income (LI), Multiple Races (MR) and students with disabilities (SWD).</p> <p>Throughout the months of January - April 2024, SHS held multiple community engagement meetings to address the needs of the student groups in the lowest performing indicators of the California School Dashboard in order to address the allocation of Equity Multiplier Funds. The educational partners, including parents, staff members and students were informed about the Equity Multiplier funding and were invited to discuss how to best serve the student groups indicated. There were three parent forums held in the spring and included representatives from FY, Hispanic, EL, LI and MR student groups. Student forums took place twice during the spring semester and included students identifying as representatives from FY, Hispanic, EL, LI and MR. Additionally, the site received nearly 200 responses to their surveys that included staff, parents and students in grades 9-12. The following is a synthesis of the data received through discussions, forums and surveys. The findings were presented to the School Site Council and English Language Advisory Committee on May 9, 2024.</p> <p>SHS needs assessment indicates that SHS teachers could benefit from specific professional development to meet the intensive needs of our students. Professional development must include topics that support Academic Achievement in math for EL, SWD, LI and Hispanic student groups. Academic achievement will be addressed through classroom-based instructional coaches and dedicated data release days to work with data to determine student needs and reteaching strategies and skill gaps. Additionally, Math 180 will be used to support student groups. Students with Disabilities (SWD) require support in the form of effective IEP implementation and assessments. SHS teachers will receive structured release time to fulfill IEP and assessment requirements.</p>
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To further support our students the needs assessment concluded that a multi-faceted approach must be taken to support students' social and behavioral development. The needs assessment indicates a need for intensive support for FY. This will include a FY center, youth mentorships, home visits and community outreach. SHS students and staff need additional support to manage behavior. SHS will hire a Board Certified Behavioral Analyst (BCBA) and a Registered Behavioral Technician (RBT). The needs assessment also revealed a need for students to participate in study trips to build positive public interactions and relationships with themselves and the world around them.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	2023 Ca Schools Dashboard: Suspension Rate	FY = 19.8% MR = 16.8%			FY = 10% MR = 12%	
8.2	2023 Ca Schools Dashboard: Graduation Rate	SWD = 67%			SWD = 75%	
8.3	2023 Ca Schools Dashboard: English Language Arts	EL = -100.3 DFS SWD = -116.7 DFS			EL = -90 DFS SWD = -100 DFS	
8.4	2023 Ca Schools Dashboard: Mathematics	EL = -197.2 DFS H = -147.3 DFS LI = -152.9 DFS SWD = -207.7 DFS			EL = -185 DFS H = -137 DFS LI = -142 DFS SWD = -195 DFS	
8.5	2023 Ca Schools Dashboard: College/Career	SWD = 5.4%			SWD = 11%	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Community Outreach	SHS staff will establish community outreach services for all students with a particular focus on EL, FY and MR by creating home visit teams, offering student mentorship, providing parent workshops and improving transportation services in order to reduce suspension rates and improve academic outcomes as measured by metrics 8.1, 8.3 and 8.4.	\$280,000.00	
8.2	Student Behavioral Supports	SHS will contract to provide additional staff such as a Board Certified Behavioral Analyst and a Registered Behavioral Technician for all students with particular focus given to FY and MR to assist the MTSS team with resources to remediate behavioral and teach prosocial skills as measured by metric 8.1.	\$290,000.00	

8.3	Foster Youth Center	SHS will establish a Foster Youth Center for Foster Youth to obtain basic necessities such as clothing, and provide services including laundry facilities to increase their self-esteem and fulfill their basic needs so they can focus on learning as measured by metric 8.1.	\$50,000.00	No
8.4	Staff Support for Student Achievement	SHS will provide additional support staff such as Math Coaches, Bilingual Instructional Assistants and Roving Substitute Teachers to support teachers and parents of all student groups giving priority to English Learners for the purpose of providing release time for teachers to collaborate and co-teach lessons as well as offer content-specific support to families in order increase academic achievement in English Language Arts for EL and SWD and in Mathematics for EL, H, SWD and LI as measured by metrics 8.3 and 8.4.	\$450,000.00	
8.5	Teacher Professional Learning	SHS will support professional learning opportunities in areas of literacy, critical thinking, instructional design and methodology through contracts with content specialists and conference attendance for teachers of all students with a specific focus given to EL, H, SWD and LI for the purpose of improving academic outcomes in English Language Arts and mathematics as measured by metrics 8.2, 8.3 and 8.4.	\$225,000.00	
8.6	Technology Support for Students	SHS will provide access to additional technology and intervention platforms such as Math180 for EL, SWD, H and LI students in order to improve academic outcomes as measured by metrics 8.2, 8.3, 8.4 and 8.5.	\$225,000.00	
8.7	A-G and Graduation Rate	SHS will add an A-G specialist and offer site-specific summer school for all students with a specific focus given to SWD for the purpose of improving graduation rate and college and career preparedness as measured by metrics 8.2 and 8.5.	\$150,000.00	

8.8	STEM activities	SHS will expand STEM courses and activities and provide a dedicated location to expand their Maker Space for all students with a specific focus on EL, H, SWD and LI in order to increase the practical application of mathematical concepts leading to improved academic outcomes as measured by metric 8.4.	\$150,000.00	
8.9	Study Trips	SHS will expand opportunities for educational study trips for student populations with a specific focus on SWD, FY and MR to visit college campuses, and experience career opportunities in a real-world setting in order to reduce suspension rate and increase graduation rates as measured by metrics 8.1 and 8.2.	\$200,000.00	
8.10	Literacy	SHS will create a print-rich environment on campus through the addition of high-interest literature, hosting author visits, and providing a book vending machine for all students with a focus on EL, H, SWD and LI in order to improve academic outcomes in English Language Arts and mathematics as measured by metrics 8.3 and 8.4.	\$200,000.00	
8.11	Student Recognition	SHS will establish a framework to build academic culture and community for all staff and students, with a focus on LI, EL, Hispanic and FY, guided by the researched-based Josten's Renaissance 6 R's formula which recognizes academic achievement through study trips and other materials that motivate students to be engaged in their academic success as measured by metrics 8.1, 8.2, 8.3, 8.4 and 8.5.	\$200,000.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
9	By June 2027, Victor Valley High School will increase academic achievement in Mathematics and English Language Arts for all students with a focus on AA, H, and LI by reducing the distance from standard. Additionally, the school will improve English Learner Progress and improve graduation rates and college and career preparedness for students with disabilities.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

<p>This goal is required by the state as Victor Valley High School (VVHS) is identified an Equity Multiplier school. VVHS qualifies for Equity Multiplier funds due to the prior year's instability rate of 28.3% and a socioeconomically disadvantaged rate of 84.8%. The Equity Multiplier funds are provided to schools to support student groups who scored lowest performing on state indicators. For VVHS, the focus groups are: Hispanic (H), English Learners (EL), Low Income (LI), African American (AA) and Students with Disabilities (SWD).</p> <p>Throughout the months of March and April 2024, VVHS held multiple community engagement meetings to address the diverse needs of the student groups in the lowest-performing indicators of the California School Dashboard. The community partners were given information about the Equity Multiplier funds and asked to provide valuable feedback on how VVHS should allocate the funding.</p> <p>The following meetings were conducted to give partners the opportunity to provide feedback on how to allocate Equity Multiplier funds at VVHS:</p> <p>Site Leadership Meetings on: 3/20/24 and 4/3/24 School Site Council Meetings: 3/13/24 and 4/10/24 Parent/Community Meetings (ELAC): 3/22/24 and 4/12/24 Student Forums: 3/4/17/24 and 4/17/24</p> <p>The needs assessment conducted by VVHS revealed several areas that require attention to support the lowest-performing student groups at the school.</p> <p>The data showed a need for professional development in equity-based grading, Math and English strategies, and the collaborative teaching model. Solutions included utilizing resources like Solution Tree, West Ed, attending conferences, and working with department coaches.</p>

Additionally, there was a call for targeted A-G support in all grade levels, with resources such as A-G grade level coordinators and incentives. Consistent data review and analysis were also highlighted as important in guiding instructional practices, with suggestions for resources like a data coach, pull-out days, and roving substitute teachers.

Mentoring services for African American males, support for Foster and Homeless students, resources for English Learners, collaborative learning environments, and a continued focus on mental health and creating a positive school culture were also identified as areas of need. Specific resources mentioned included programs like Amazing Grace Mentoring, Family Assistance, additional hours for bilingual assistants, and PBIS rewards and incentives.

Overall, the data suggests a comprehensive approach to addressing the needs of various student groups at VVHS in order to improve academic outcomes and create a supportive learning environment.

The findings were presented to the VVHS School Site Council on April 24, 2024.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.1	2023 California School Dashboard: English Language Arts	All students = -72.8 Distance from Standard (DFS) AA = -108.3 DFS H = -67 DFS LI = -79.3 DFS			All students = -62 DFS Standard AA = -85 DFS H = -55 DFS LI = -62 DFS	
9.2	2023 California School Dashboard: Mathematics	All Students = -169 Distance from Standard AA = -220.6 DFS H = -160 DFS LI = -174.4 DFS			All Students = -160 DFS AA = -200 DFS H = -140 DFS LI = -160 DFS	
9.3	2023 California School Dashboard: English Learner Progress	All Students = 28.6%			All Students = 45%	

9.4	2023 California School Dashboard: College/Career	SWD = 4.7%			SWD = 12%	
9.5	2023 California School Dashboard: Graduation Rate	FY = 71% SWD = 65.9%			FY = SWD = 78%	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
9.1	Professional Development	VVHS supports opportunities to participate in professional learning focused on Equity-Based Grading, Collaboration, Math and ELA strategies and the Collaborative Teaching Model as well as provides access for conference	\$680,000.00	

		attendance for staff of all students with a focus on AA, H and LI to improve outcomes and increase academic achievement as measured by metrics 9.1 and 9.2.		
9.2	Learning Environment	VVHS will develop an initiative aimed at enhancing student achievement for all students with a focus on AA, H, LI through designated, unique learning spaces for students to collaborate in math and English classes to increase critical thinking and problem-solving to enable better access to the curriculum and increase achievement as measured by metrics 9.1 and 9.2.	\$500,000.00	
9.3	Additional Staffing	VVHS will provide additional staffing hours for direct support to all students including AA, H and LI in order to allow for academic coaching in English and math, program coordinators and substitute teachers that will provide mentorship to new staff, model lessons and other evidence-based instructional strategies and allow for release time for teachers and effectiveness will be measured by metrics 9.1 and 9.2.	\$300,000.00	
9.4	Foster Youth	VVHS will provide targeted support for Foster Youth including pull out services, tutoring and mentoring through Youth Advocates in order to improved graduation rates. This action is focused on Foster Youth and will be measured by metric 9.5.	\$35,000.00	
9.5	African American Males	VVHS will provide a mentoring program for academic support in ELA and math for AA male students through services provided by Amazing Grace in an effort to close the significant disparities in achievement as compared to all other student groups. This action is focused on AA males and will be measured by metrics 9.1 and 9.2.	\$84,000.00	
9.6	A-G Readiness	VVHS will provide staff to review A-G eligibility with students and review school-wide data to ensure students are counseled on their college	\$280,000.00	

		eligibility. Additionally, students will participate in activities including study trips to colleges. This action is focused on SWD and will be measured by metric 9.4		
9.7	English Learners	VVHS will provide additional hours for Bilingual Instructional Assistants (BIA) to support English Learners in core classes through homework help, translation and support on assignments. Additionally, BIAs will connect with parents to improve communication about academic requirements and progress. This action is focused on ELs and will be measured by metric 9.3.	\$50,000.00	
9.8	Recognizing Success	Victor Valley High School will establish a framework to build an academic culture and community for all students and staff guided by moving to a research-based decision-making process. VVHS will employ a data coach who will monitor student data to recognize performance through materials, activities and study trips that will motivate all students with a focus on AA, EL, H and LI student groups as measured by metric 9.2.	\$470,000.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
10	By June 2027, Goodwill High School will increase the percentage of high school graduates who are prepared based on the College and Career indicator for all students with a focus on Hispanic (H) and Low Income (LI) student groups.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal is required by the state as Goodwill High School (GHS) is identified as an Equity Multiplier school. GHS qualifies for Equity Multiplier funds due to the prior year's instability rate of 81.9% and a socioeconomically disadvantaged rate of 83.9%. The Equity Multiplier funds are provided to schools to support student groups who scored lowest performing on state indicators. For GHS, the focus groups are Hispanic and Low Income (LI).

Overall, the student feedback from the form on January 31 at Goodwill High School is mostly positive. Students enjoy the atmosphere, like the APEX program, and feel that the class size is working well. They appreciate the counseling staff and called out some staff as having a positive impact on students. Students appreciate the faster pace at Goodwill and find it easier to graduate compared to other schools. There is less chaos and issues at Goodwill as compared to the traditional high schools.

However, some areas need improvement. Students feel that the staff could be more caring and engaged. Additionally, there is a lack of A-G courses, and Chromebooks are not working well for students. Finally, the students have concerns about the the length of time to get feedback on their assignments and students believe that the food could be better.

In terms of suggestions for improvement, students would like to see more A-G courses, field trips, physical education options, and summer school offerings.

They would like to improve sports facilities and enhance engagement in athletic programs. Students are asking for better sports facilities and more involvement in athletics and physical education to enhance their school experience. Although not directly related to college and career readiness, these improvements can contribute to a well-rounded educational environment that supports these goals.

The community partners meeting took place on 2/1/24. Parental feedback essentially mirrored the student responses with appreciation for the individualized program available for their child. Appreciation was expressed specifically for Principal Loyd for his one-on-one approach to supporting each student in his school, for his calm demeanor, and for setting high expectations. One parent expressed concerns about the lack of availability of transportation, to which several others assented. Community partners would like support for vocational training aligned with job market demands, and asked about funding initiatives to adapt the curriculum to industry standards for job readiness. An emphasis

on individualized support and program adaptations to meet diverse student needs would align with their focus. Further, broader engagement in enhancing academic support can be inferred as beneficial.

These summaries reflect the need to enhance specific aspects of each educational environment to meet their unique challenges as indicated in their focus areas for the Equity Multiplier initiative.

The funding plan will be adopted by the School Site Council.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10.1	California School Dashboard - College/Career	All students = 1.7% H = 1.3% LI = 1.7%			All students = 10.7% H = 10.3% LI = 10.7%	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
10.1	Professional Learning	GEC will support opportunities to participate in Professional Learning focused on improving instructional strategies in targeted areas as well as providing access for attending conferences and creating site-based professional learning communities for staff instructing all students (including H and LI) to improve outcomes and increase college and career preparedness as measured by metric 10.1.	\$65,000.00	
10.2	Community Outreach	GHS will expand community outreach to families of all students with focus on H and LI by providing workshops and parent forums addressing college and career preparedness as measured by metric 10.1.	\$30,000.00	
10.3	Student Recognition	GHS will build an academic culture and community for all students and staff by utilizing the research-based framework established by Josten's Renaissance. This will support building a college and career-going culture through recognition for hard work, field trips with a college and career focus and supporting student graduation. This action is principally directed toward H and LI student groups as measured by metric 10.1.	\$55,000.00	
10.4	Learning Environment	GHS will develop an initiative aimed at enhancing student achievement for all students with a focus on H and LI through designated, unique learning spaces for students to experience a college and career-going atmosphere as measured by Metrics 10.1.	\$21,363.00	
10.5	Additional Staffing	GHS will provide additional staffing hours for teachers of all students to provide intensive intervention during the school day to improve outcomes	\$28,784.00	

		and increase college and career preparedness as measured by metric 10.1.		
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Goals and Actions

Goal

Goal #	Description	Type of Goal
11	By June 2027, Adelanto High School (AHS) will improve academic achievement in mathematics for all students with a focus on African American (AA), Hispanic (H), Low Income (LI), and students with disabilities (SWD) and improve academic achievement in English Language Arts for all students with focus on AA, EL, H, LI, and SWD. In addition, AHS will decrease the suspension rate for FY, and increase college and career readiness for ELs and SWD.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal is required by the state as Adelanto High School (AHS) is identified as an Equity Multiplier school. AHS qualifies for Equity Multiplier funds due to the prior year's instability rate of 25.2% and a socioeconomically disadvantaged rate of 82.8%. The Equity Multiplier funds are provided to schools to support student groups who scored lowest performing on state indicators. For AHS, the focus groups are Foster Youth (FY), Hispanic and English Learners (EL), Low Income (LI), African American (AA), and Students with Disabilities (SWD).

Throughout the development and implementation phases of the SPSA, AHS actively engages stakeholders, valuing their perspectives and contributions. Stakeholder groups conduct thorough data analysis and program evaluations, with a specific focus on historically underperforming student demographics. Feedback is systematically gathered through in-person meetings, as well as Google Forms and Docs, facilitating comprehensive root cause analysis in our needs assessment process. Following the February 2023 WASC visit, recommendations were incorporated into the SPSA goals, documented in the Revised Action Plan, and submitted to WASC in March 2023. Subsequently, the School Site Council (SSC) reviewed the revised action plan and SPSA goals and evaluated to formulate the 2023-2024 SPSA starting in March 2023.

The annual review and creation of the 2024-2025 SPSA spanned a year, commencing with the dissemination of the 2023-2024 SPSA to all staff during the August 3, 2023 staff meeting, and to parents/community at the September 13, 2023 Coffee with the Principal and the September 12, 2023 School Site Council meeting. Once all stakeholders were informed of the agreed-upon goals and actions, systems were established to ensure expenditures aligned with these actions.

The evaluation of the 2023-2024 SPSA involved input from all staff via a Google Doc shared during the March 12, 2024 Leadership Meeting. Input from parents (of AA, EL, Hispanic, SPED, low SES, and FY students), community members, staff, and students representing AA, EL,

Hispanic, SPED, LI, and FY student groups, was used to inform actions to address underperforming student groups. The input for utilizing Equity Multiplier funds was gathered using a Google Form shared during Leadership meetings, Coffee with the Principal sessions, and through Google Classroom in March 2024.

AHS needs assessment indicated that AHS teachers could benefit from specific professional development to meet the intensive needs of our students. Professional development must include topics that support academic achievement in math for EL, SWD, LI, and Hispanic student groups. Academic achievement will be addressed through classroom-based instructional coaches and dedicated data release days to work with data to determine student needs, skill gaps, and reteaching strategies. Additionally, Reading Apprenticeship and Solution Tree standards-based grading training will be used to increase teacher capacity and student efficacy to support student groups.

Students with Disabilities (SWD) require support in the form of effective IEP implementation and assessments. AHS teachers will receive structured release time to collaborate in the co-teaching model to fulfill IEP and assessment requirements.

Create a comprehensive wellness center to support students' mental, social, and emotional needs that will have dedicated space and additional personnel to include psychologists and intervention specialists with a focus on FY, EL, and SWD.

To further support our students the needs assessment concluded that a multi-faceted approach must be taken to support students' social and behavioral development. The needs assessment indicates a need for intensive support for FY. This will include an FY intervention class, youth mentorships, home visits, and community outreach. AHS students and staff need additional support to manage behavior. AHS will implement Jostens Renaissance to increase student engagement and positive school culture. The needs assessment also revealed a need for students to participate in study trips to build positive public interactions and relationships with themselves and the world around them.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
11.1	2023 California Schools Dashboard: Suspension Rate	FY = 27.5%			FY = 17.5%	
11.2	2023 California Schools Dashboard: English Language Arts	All students = -70.4 DFS AA = -102 DFS EL = -156.2 DFS H = -63.4 DFS LI = -71.8 DFS			All students = -60 DFS AA = - 80 DFS EL = -140 DFS H = -50 DFS LI = -60 DFS	

		SWD = -180.2 DFS			SWD = -165 DFS	
11.3	California Schools Dashboard - Mathematics	All students = -160.8 DFS AA = -191.9 DFS EL = -210.4 DFS H = -152.7 DFS LI = -162.4 DFS SWD = -253.9 DFS			All students = -150 DFS AA = -175 DFS EL = -195 DFS H = -137 DFS LI = -150 DFS SWD = -240 DFS	
11.4	California Schools Dashboard - College/Career	EL = 1.9% SWD = 5.1%			EL = 7% SWD = 10%	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
11.1	Wellness Center	Adelanto High School will develop a comprehensive wellness center. This will be a dedicated space with additional staffing to include a psychologist and intervention specialist with a focus on FY, EL, and SWD to support students in overcoming their barriers to academic and emotional success in order to decrease suspension rates and better prepare students to be college and career ready upon graduation as measured by metrics 11.1 and 11.4.	\$1,850,000.00	
11.2	Professional Learning	Adelanto High School Staff will initiate professional learning in ELA and Math to support all students with particular focus given to AA, EL, H, LI and SWD through Professional Learning Communities, best first instruction, Reading Apprenticeship and standards-based grading as well as providing access and opportunities for staff to attend conferences such as Good Teaching and the California Math Council annual conference in to order increase student efficacy and achievement as measured by metrics 11.2 and 11.3	\$205,000.00	
11.3	Staffing for Student Intervention	AHS will provide additional staffing for RFEP progress monitoring, graduation intervention courses, after-school tutoring and testing assistance for all students with particular focus given to AA, EL, H, LI, and SWD by expanding transportation and providing a coordinator to monitor student progress as measured by metrics 11.2, 11.3 and 11.4	\$60,000.00	
11.4	Community Outreach	AHS will establish community outreach services for all students with a particular focus on FY by contracting with Clay Solutions for Psychotherapy programs and through the enhancement of transportation infrastructure, creating home visit teams to foster supportive relationships and the provision of necessary resources in order to remove obstacles and mitigate student suspensions as measured by metric 11.1.	\$150,000.00	

11.5	Student Recognition	Adelanto High School will establish a framework to build an academic culture and community for all students and staff through release hours for staff to reward academic achievement through Jostens Renaissance. Additionally, AHS will create a vibrant school culture with resources provided to purchase materials and provide study trips that will motivate all students with a focus on AA, ELs, H and LI student groups as measured by metrics 11.2 and 11.3.	\$234,901.00	
11.6	Non-traditional learning spaces	AHS will develop and implement a research-based initiative aimed at enhancing student achievement in English and math for all students with a particular focus on AA, EL, H, SWD and LI through unique learning spaces and experiences, leveraging proven research demonstrating the efficacy of outdoor education in enhancing student learning. This initiative will incorporate differentiated instructional strategies tailored to diverse learning needs, ensuring equitable access to academic success while capitalizing on the unique benefits of learning beyond traditional classroom settings. This action will be measured by metrics 11.2 and 11.3.	\$170,000.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
12	By June 2027, Victor Valley Virtual Academy will improve academic outcomes in English Language Arts for all students by decreasing the distance from standard on the CAASPP.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal is required by the state as Victor Valley Virtual Academy (VVVA) is identified as an Equity Multiplier school. VVVA qualifies for Equity Multiplier funds due to the prior year's instability rate of 63.9% and a socioeconomically disadvantaged rate of 81.4%. The Equity Multiplier funds are provided to schools to support student groups who scored lowest performing on state indicators. For VVVA, the focus group is Low Income.

Community and Parent Forums: A specific statement was provided directly related to ELA enhancements, although it was noted that a general increase in academic resources, especially in technology and support programs, could help improve ELA outcomes by providing better access to learning materials and support.

Student Forums: Students believe that integrating technology to support ELA through online resources and digital libraries could be beneficial.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
12.1	California Schools Dashboard - English Language Arts	All Students = -88.8 Distance from Standard			All Students = -78.8 DFS	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
12.1	Professional Learning	VVVA will provide opportunities to participate in Professional Learning focused on improving instructional strategies in targeted areas as well as providing access for attending conferences and creating site-based professional learning communities for staff instructing all students to improve academic outcomes as measured by metric 12.1	\$60,000.00	
12.2	Community Outreach	VVVA will expand community outreach to families of all students by providing workshops and parent forums addressing how to support their students in targeted areas as measured by metric 12.1.	\$30,000.00	

12.3	Student Recognition	VVVA will build an academic culture and community for all students and staff by utilizing the research-based framework established by Josten's Renaissance. This will support building an academic culture through recognition for hard work, field trips with a college focus, and supporting students with graduation as measured by metric 12.1.	\$135,000.00	
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$42,609,118.00	\$5,004,263.00

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
24.543%	0.000%	\$ \$0.00	24.543%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Curriculum and Instruction Support for Academic Success</p> <p>Need: The data shows that the ELA All Students group scored -38.3 Distance from Standard (DFS), the EL achieved -93.3 DFS, the FY</p>	After assessing the identified needs for our EL, FY and LI students, this action is designed to provide staff with instructional strategies, such as differentiated instruction, developing essential standards and supporting literacy. There is a need for support for staff to understand and implement performance standards. Additionally, support for ELs includes Designated and Integrated ELD	1.1, 1.2, and 1.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>scored -69.9 DFS and LI scored -47.2 DFS. Additionally, in mathematics, the All Student group scored -115.4 DFS. The EL students scored -161.4 DFS, the FY scored -139.9 DFS and LI scored -123.8 DFS. The English Learner Progress (EPLI) is 40.6% Making Progress Toward Standard. These scores reveal an achievement gap between All Students and our EL, FY and LI students.</p> <p>Through staff feedback sessions and surveys, there were requests for professional development connected to differentiation, using formative assessment and working with essential standards.</p> <p>Scope: LEA-wide</p>	<p>instruction to support progress in the ELPI for all students through professional learning opportunities and other services directly for teachers and site administrators.</p>	
1.3	<p>Action: Equity in Access for College Readiness</p> <p>Need: The data shows the College and Career indicator for all students is 29.1% while our ELs are at 11.8%, FY is at 3.4% and SWDs are at 5.5%. Our bright spot is our LI students who are at 28.5% on the College and Career Indicator. All of our student groups are in the low-performance band. The All Student group is graduating with 34.5% A-G eligible. The EL students are graduating A-G eligible at 16.4%, FY at 11.4 % and our bright spot LI students at 34.5%. Feedback from our community partners includes support for increased access</p>	<p>After assessing the identified needs for our EL, FY and LI students, this action is designed to provide students with access to and support for success in AP, Dual Enrollment and honors level courses in order to increase college readiness and is provided to support students who traditionally do not attend college. This action is principally directed to ELs, FY and LI students.</p>	1.4, 1.10, and 1.11.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>to Dual Enrollment courses and counseling support to understand college-going culture, A-G and support with college applications.</p> <p>Scope: LEA-wide</p>		
1.5	<p>Action: Credit Recovery and Intervention</p> <p>Need: There is a need for our student groups to increase their college readiness as measured by A-G and Advanced Placement (AP) Pass rates. The All Student group has 34.5% of students meeting A-G requirements. The EL students are achieving college readiness at 16.4%, the FY at 11.4% and the LI at 34.5%. The AP Pass rate is 33.8%. The graduation rate for the All Student group is 86.5%, while the ELs graduation rate is 81.9%, the FY rate is 58.6% and LI is at the same rate as the All Student group. The LCAP Advisory Committee reviewed the number and percentage of Ds and Fs that contribute to students not achieving A-G eligibility. The group suggested that we continue with options for credit recovery as well as improving our evidence-based instructional practices (addressed in Action 1).</p> <p>Scope: LEA-wide</p>	<p>By providing credit recovery services during the school day and after school, students will have the opportunity to increase their A-G completion rates. Scores on the AP exams can be increased with teachers who are better trained to support students who need to improve their skills. Qualified staff will provide additional instruction for students to access the curriculum in AP courses. The opportunity to recover credits also increases our graduation rates as students can recover more than 1 class per semester.</p>	1.5, 1.10, 1.12
1.8	<p>Action: CTE Program and Pathways</p>	<p>Students who do not wish to pursue a college-bound post-secondary path need a career-oriented</p>	1.4, 1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: The Ca Dashboard College and Career indicator All Students is 29.1%, ELs are at 11:8%, FY are at 3.4%, and LI are at 28.5%. According to CalPADs VVUHSD had 554 CTE Completers in grades 10-12. Additionally, 75 were ELs, 3 were FY and 427 were LI. There is a need to support the ELs and FY to enroll in and complete CTE programs. The challenge is the transient rate of the FY. These programs open doors for students to go directly into the workforce with the necessary skills for success. The feedback from students and staff reflects a need to continue to fund support and increase CTE programs.</p> <p>Scope: LEA-wide</p>	<p>pathway to meet their interests and talents, and prepare them for the job market.</p>	
1.9	<p>Action: Equity in Teaching and Learning</p> <p>Need: The data shows in the ELA All Students group scored -38.3 Distance from Standard (DFS), the EL achieved -93.3 DFS, the FY scored -69.9 DFS and LI scored -47.2 DFS. Additionally, in mathematics, the All Student group scored -115.4 DFS. The EL students scored -161.4 DFS, the FY scored -139.9 DFS and LI scored -123.8 DFS. The English Learner Progress (EPLI) is 40.6% Making Progress Toward Standard. These scores reveal an achievement gap between All Students and our EL, FY and LI students.</p>	<p>This action will support new and veteran teachers through a combination of in-house professional learning and conferences. The in-house training will use current formative assessments and data to provide equity-based professional learning for our staff. This action includes the summer professional learning conference for certificated and classified staff to improve instruction. Additionally, the department will contract with providers for professional learning in targeted areas including district-wide programs and send staff to conferences and provide specific support to new teachers. We will focus on the needs of our ELs, FY and LI students and develop the capacity of our staff to provide evidence-based practices and improve teaching and learning.</p>	1.1, 1.2, and 1.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.11	Action: Supplemental Resources and Intervention for Equitable Access Need: Students, especially in target student groups are achieving at low or very low on the academic indicators on the dashboard. The data shows that the ELA All Students group scored -38.3 Distance from Standard (DFS), the EL achieved -93.3 DFS, the FY scored -69.9 DFS and LI scored -47.2 DFS. Additionally, in mathematics, the All Student group scored -115.4 DFS. The EL students scored -161.4 DFS, the FY scored -139.9 DFS and LI scored -123.8 DFS. The data from students and staff highlighted the need for educational study trips to support student learning. Educational Partners have requested additional professional development in areas including educational technology and curriculum resources. Scope: LEA-wide	By providing additional instructional materials and other resources, students, especially in target student groups, will have more equitable access to academic achievement. This will support staff in filling in learning gaps.	1.1, 1.2 and 1.8
1.12	Action: College and Career Readiness	Students in this target group often do not have experiences in the communities which support their educational experience. This action will	1.10 and 1.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: The A-G completion rate for all students is 34.5%. Our ELs meet A-G at the rate of 16.4% and only 11.4% of FY meet A-G requirements. Our LI students are currently achieving at 35.5%. Our AP pass rate for 2023 is 33.8 %.</p> <p>Scope: LEA-wide</p>	<p>provide funds to student study trips, Dual Enrollment instructional materials and college readiness exams. This will allow for our targeted student groups to have real world experiences, take advanced courses at the college level and take the exams required for college entry.</p>	
1.14	<p>Action: Core Instruction Support</p> <p>Need: According to the 2023 CA Dashboard, students, especially in target student groups are achieving at low or very low on the academic indicators on the dashboard. The data shows that the ELA All Students group scored -38.3 Distance from Standard (DFS), the EL achieved -93.3 DFS, the FY scored -69.9 DFS and LI scored -47.2 DFS. Additionally, in mathematics, the All Student group scored -115.4 DFS. The EL students scored -161.4 DFS, the FY scored -139.9 DFS and LI scored -123.8 DFS. The data from students and staff highlighted the need for teachers to have fewer students in their classes. Students stated that the teachers don't know who they are and their classes are too big to get individual attention.</p> <p>Scope:</p>	<p>This action reduces the class sizes in middle school core classes (Language Arts, Math, Science and Social Science), and at the high schools. Research also shows that smaller classes can have a positive impact on student learning. Our students who benefit from more personalized attention will be supported through this action.</p>	1.1, 1.2 and 1.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.1	<p>Action: Social Emotional and Wellness</p> <p>Need: The data below reflects a need for student support in their social-emotional wellness. The suspension rate for the All Student group is 8.2%, while the suspension rate for FY is 18.9% and LI is 8.9%. A bright spot is the lower suspension rate of 6.1% for our ELs. Attendance shows the All Student group with 90.76% attendance. The EL group has similar attendance at 90.93%. Our FY is a percentage point behind at 89.9%. Our LI students have the best percentage of attendance with 91.47% . The Panorama survey indicates low responses when asked about growth mindset with 63% of all students and 52% of ELs responding positively. Parent and student feedback requested that the MHCs be maintained as they do provide direct support to students. The parents of FY and LI students also mentioned their appreciation of the MHCs and LVNs.</p> <p>Scope: LEA-wide</p>	The support staff will be available for all students, however they will focus their wellness support on our FY and LI students and families. The Mental Health Clinicians, District Nurse and LVNs at school sites will provide direct support to students in small groups or one-on-one as needed. This is an LEA wide action as all students need support and we have placed at least one MHC per school site and the larger sites have two MHCs.	2.1, 2.5, 2.7
2.2	<p>Action: Home-District Connections</p> <p>Need:</p>	The district understands the importance of home-to-school communication especially when it relates to getting students to school. The translator works with the attendance teams at school to ensure Spanish-Speaking parents understand the school	2.2, 2.4, 2.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The district needs to reduce the chronic absenteeism rates and increase school connectedness as shown in the data below. The 2023 Ca Dashboard reflects the All Student group as 24.6% chronically absent. Our FY group is experiencing 32.8% chronic absenteeism and the LI students are at 26.4% chronically absent.</p> <p>Panorama survey results indicate a continued need for home-school connectedness with only 50% of all students reporting feeling connected to school and only 47% of ELs feeling connected to school.</p> <p>Our EL parents commented many times that they appreciate the translators who help them to better understand what is happening at school with their children.</p> <p>Scope: LEA-wide</p>	<p>concerns (achievement and social-emotional wellbeing) when students do not come to school. Additional tools help parents to know when their students are not attending school and how to support their students to get them to want to attend school. These tools are available to all students and families.</p>	
2.3	<p>Action: Home-school connections</p> <p>Need: Panorama survey indicates a need for home-school connectedness. The specific data shows that 71% of all students and 70% of ELs feel connected to school. Regarding a Climate of Support for Academic Learning, the students response is at 70% while 92% of all parents feel their students are supported academically and 91% of staff feel students are supported. This disparity needs</p>	<p>The need for increased home-to-school connectedness is addressed primarily by our Family Engagement Liaisons (FELs). They conduct activities with families, provide a welcoming environment on campus, and facilitate parent workshops. Parents want to volunteer on campus but often do not have the resources to complete the application. This action provides services and resources to support our parent volunteers and conduct engagement activities including PIQE, CAFE, and parent workshops. Additionally, the FY counselor will work directly with FY to develop their connection to school and</p>	2.2, 2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>to be reviewed by staff to develop a better understanding of their students.</p> <p>Scope: LEA-wide</p>	provide necessary support so they feel welcome and comfortable at school.	
2.6	<p>Action: Resources and Recognition</p> <p>Need: This action addresses the needs of our All Student group and more specifically, the needs of our ELs, FY and LI students. Our target student groups (ELs, FY and LI) often require additional motivation to attend school and achieve academically. The 2023 Ca Dashboard reflects the All Student group as 24.6% chronically absent. Our FY group is at 32.8% and LI students are at 26.4% chronically absent. The data below also reflects a need for student support in their social-emotional wellness. The suspension rate for the All Student group is 8.2%, while the suspension rate for FY is 18.9% and Low income is 8.9%. A bright spot is the lower suspension rate of 6.1% for our ELs. All Student expulsions total 11, with 5 being LI students and 1 EL. Panorama survey results indicate a continued need for home-school connectedness with only 50% of all students reporting feeling connected to school and only 47% of ELs feeling connected to school. Additionally, there is a disparity between</p>	This action provides resources and professional development for staff to develop and support the Multi-Tiered System of Support (MTSS). The MTSS includes academic and social-emotional support for students. This action addresses chronic absenteeism by ensuring our students have the mental health support they need so they will attend school and be recognized for their achievements. Additionally, families will have options to receive mental health support.	2.1, 2.2, 2.3, 2.4, 2.5, and 2.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students and staff regarding support for academic learning.</p> <p>The listening sessions revealed that often students take "mental health days" from school and parents do not want to argue with their children to get them to school. Students also reported that they often are not recognized for what they do well.</p> <p>Scope: LEA-wide</p>		
3.4	<p>Action: Transportation</p> <p>Need: The 2023 attendance data is as follows: All Students = 90.76%, ELs = 90.93%, FY = 89.99% and LI = 91.47%. There is a need to support our student groups in getting to school.</p> <p>Scope: LEA-wide</p>	<p>The additional busses and staff to manage and maintain buses will support students in transporting them to school. LI, FY and ELs tend to miss school due to a lack of transportation. This was evident through conversations with staff, students and parents. Something to consider for the future is reducing the required distance from school in order to support even more students.</p>	3.7
3.5	<p>Action: Bridging Technology Gap</p> <p>Need: There is a continued need to support our students with efficient and effective technology. Currently, our students enjoy a 1:1 ratio for devices. The district needs additional Chromebooks and classroom technology to</p>	<p>The site-based technicians will be available to provide immediate support so there is not a disruption in learning. Additionally, the Chromebook refresh and carts will provide additional devices to ensure every student has a working and efficient device. The network infrastructure must be up to date to avoid disruptions in service.</p>	3.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	support new students and refresh outdated technological materials. Scope: LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	Action: English Learner Academic Success Need: The reclassification rate is 57% of eligible English Learners and 40.6% of ELs are making progress on the English Language Proficiency Indicator. This is leading to an equity gap for our ELs as they struggle to access the core curriculum. English learners are also scoring 54 points below All Students in the ELA dashboard and 46 points below the All Students group in math. The A-G (college readiness) rate for ELs is 16.4% in comparison to 34.5% of All Students. Feedback from parents, staff and students suggests that the additional support in the classroom is helpful and effective for our ELs. The data point demonstrates the need to provide increased	Bilingual Paraprofessionals directly support English Learners in their core classes to address the disparity in achievement. They will provide homework help, in-class instructional support, translation as needed and small group instruction. The paraprofessionals will support the diverse needs of English Learners by working as a team to provide data-informed, daily support.	1.3 and 1.9

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>services and meaningful support for English Learners.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
1.4	<p>Action: Legacy Program for LTELs</p> <p>Need: The data reflect that our Long-term English Learners face challenges in gaining second language proficiency, which affects their progress in school. Progress on the ELPI reflects 40.6% of students making progress toward English Language Proficiency. The reclassification rate of English Learners who had an ELPAC level of 4, meeting the minimum requirement was 59% with an overall 7% of ELs reclassifying in 2022/23. The A-G college Readiness is 16.4% which is well below the 34.5% rate for the All Student group. Parents in DELAC and student feedback from listening sessions both requested the continuation of the expanded Legacy Program.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Long-term English learners will receive support in language acquisition and A-G completion through transcript evaluation, mentoring, college visits and academic support.	1.3, 1.9, and 1.10
1.7	<p>Action: Virtual Program</p> <p>Need:</p>	The virtual program will enable students who face challenges attending classes daily, as well as those experiencing challenges in the traditional setting. These students need an alternate setting	1.1, 1.2, 1.5 and 1.7

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>A review of the data reflects the following: the Foster Youth (FY) achievement on the Ca Dashboard ELA indicator is -69 DFS while the All Student group is -38.DFS. The Low Income (LI) students also are underperforming the All Student group by 8.9 points. The Ca Dashboard Math indicator for All Students is -115 DFS, for FY the indicator is -139.9 and LI is -123.8 DFS. FY also has a lower graduation rate at 58.6% than the All Student group which is 86.5%. The dropout rate for the high school is 2%. In meeting with parent groups, they like having the virtual option for students who do not perform well in traditional settings.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>where they can focus on academic achievement and earn a high school diploma.</p>	
1.10	<p>Action: English Learner Instructional Support</p> <p>Need: The data shows that our English Learners require more support to access the curriculum and succeed academically. The reclassification rate is 59% of eligible English Learners and 40.6% of ELs are making progress on the English Language Proficiency Indicator. This is leading to an equity gap for our ELs as they struggle to access the core curriculum. English learners are also scoring 54 points below All Students in the ELA dashboard and 46 points below the All Students group in math. The A-G (college readiness) rate for ELs is 16.4% in comparison to 34.5% of All Students. Feedback from staff suggests that the additional support such as</p>	<p>By providing resources and materials for teachers to use with students, and for students to utilize directly, we increase the opportunities for language development. The resources specifically address the needs of ELs - the need to speak and write in English. Additionally, professional development and collaboration time to evaluate data is needed for EL teachers to effectively support EL students.</p>	1.3 and 1.9

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>guest teachers in the classroom during ELPAC testing is helpful in not disrupting instruction.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
1.13	<p>Action: CTE Enhancement</p> <p>Need: The 2023 CA Dashboard College and Career Indicator (CCI) shows the All Student group achieving College and Career Readiness at 29.1%. Our ELs are achieving readiness at 11.8%, our FY at 3.4%, LI at 28.5% and SWD at 5.5%. VVUHSD has 554 CTE completers in grades 10-12. The ELs make up 75 of the CTE completers, three are FY and 427 are LI. The number of 12th graders who meet the A-G requirements and are CTE Completers 2023 = 12th graders only is (338 Completers) All = 98 EL = 6 FY = 3 LI = 99</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>The CCI reflects students who have five options when they graduate from high school. There is a significant gap between our All Student group readiness and our ELs, FY and SWD student groups. This action will provide materials so the students can practice the skills they are learning in these engaging and high interest classes. The projects in these classes provide students with soft skills including collaboration, communication, math and ELA skills which are preparing them for success in the workforce.</p>	1.4, 1.6, 1.14

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.

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.

Bilingual Paraprofessionals directly support English Learners in their core classes to address the disparity in achievement. They will provide homework help, in-class instructional support, translation as needed and small group instruction. The paraprofessionals will support the diverse needs of English Learners by working as a team to provide data-informed, daily support. The district provides a FY counselor who works directly with our Foster Youth to provide services, review academics, and provide overall support.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	
Staff-to-student ratio of certificated staff providing direct services to students	N/A	

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	173,610,198.00	42,609,118.00	24.543%	0.000%	24.543%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$53,636,200.00	\$25,772,848.00		\$5,360,500.00	\$84,769,548.00	\$59,620,401.00	\$25,149,147.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.																
1	1.1	Curriculum and Instruction Support for Academic Success	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2020-2027	\$1,496,600.00	\$0.00	\$903,600.00	\$40,000.00		\$553,000.00	\$1,496,600.00
1	1.2	English Learner Academic Success	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	\$1,638,500.00	\$20,000.00	\$410,000.00			\$1,248,500.00	\$1,658,500.00
1	1.3	Equity in Access for College Readiness	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$7,363,000.00	\$0.00	\$7,070,000.00			\$293,000.00	\$7,363,000.00
1	1.4	Legacy Program for LTELs	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Adelanto High School, Silverado High School and Victor Valley High School 10-12	2024-2027	\$270,000.00	\$75,000.00		\$345,000.00			\$345,000.00
1	1.5	Credit Recovery and Intervention	English Foster	Learners Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2027	\$5,974,000.00	\$0.00	\$4,084,000.00	\$1,409,000.00		\$481,000.00	\$5,974,000.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income				Low Income									
1	1.6	Special Education Supports	Students with Disabilities		No			All Schools	2024-2027	\$3,315,900.00	\$1,474,000.00	\$3,049,400.00	\$1,716,500.00		\$24,000.00	\$4,789,900.00
1	1.7	Virtual Program	Foster Youth Low Income		Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools: Victor Valley Virtual Academy	2024-2027	\$1,560,000.00	\$0.00	\$1,522,500.00	\$37,500.00			\$1,560,000.00
1	1.8	CTE Program and Pathways	English Learners Foster Youth Low Income		Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$6,055,700.00	\$90,000.00	\$5,658,000.00	\$281,700.00		\$206,000.00	\$6,145,700.00
1	1.9	Equity in Teaching and Learning	English Learners Foster Youth Low Income		Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$30,000.00	\$591,100.00		\$60,600.00		\$560,500.00	\$621,100.00
1	1.10	English Learner Instructional Support	English Learners		Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	\$390,000.00	\$96,000.00	\$390,000.00			\$96,000.00	\$486,000.00
1	1.11	Supplemental Resources and Intervention for Equitable Access	English Learners Foster Youth Low Income		Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$2,234,500.00	\$1,112,500.00			\$1,122,000.00	\$2,234,500.00
1	1.12	College and Career Readiness	English Learners Foster Youth Low Income		Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$1,128,000.00	\$650,000.00			\$478,000.00	\$1,128,000.00
1	1.13	CTE Enhancement	English Learners Foster Youth Low Income		Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			\$0.00	\$1,050,000.00	\$1,050,000.00				\$1,050,000.00
1	1.14	Core Instruction Support	English Learners Foster Youth Low Income		Yes	LEA-wide	English Learners Foster Youth Low Income			\$6,664,000.00	\$0.00	\$6,664,000.00				\$6,664,000.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.15	Appropriately Credentialed Teachers	All		No					\$0.00	\$33,000.00	\$33,000.00				\$33,000.00
2	2.1	Social Emotional and Wellness	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$3,662,800.00	\$61,200.00	\$1,332,200.00	\$2,391,800.00			\$3,724,000.00
2	2.2	Home-District Connections	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$403,000.00	\$66,000.00	\$469,000.00				\$469,000.00
2	2.3	Home-school connections	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$696,000.00	\$80,500.00	\$187,000.00	\$519,000.00		\$70,500.00	\$776,500.00
2	2.4	Safety and Security	All		No					\$4,479,000.00	\$0.00	\$4,244,000.00	\$235,000.00			\$4,479,000.00
2	2.5	Safe Environment	All		No					\$0.00	\$23,700.00	\$15,000.00	\$8,700.00			\$23,700.00
2	2.6	Resources and Recognition	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$530,000.00	\$1,824,000.00	\$2,024,000.00	\$140,000.00		\$190,000.00	\$2,354,000.00
3	3.1	Maintain Facilities in Good Repair	All		No				2024-2027	\$1,778,000.00	\$3,600,000.00	\$1,220,000.00	\$4,158,000.00			\$5,378,000.00
3	3.2	Technology Access and Implementation	All		No					\$880,000.00	\$0.00	\$880,000.00				\$880,000.00
3	3.3	Standards Based Instructional Materials	All		No					\$1,145,000.00	\$3,000,000.00	\$1,145,000.00	\$3,000,000.00			\$4,145,000.00
3	3.4	Transportation	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$7,038,000.00	\$378,000.00	\$7,416,000.00				\$7,416,000.00
3	3.5	Bridging Technology Gap	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$1,105,000.00	\$1,160,000.00	\$2,107,000.00	\$120,000.00		\$38,000.00	\$2,265,000.00
3	3.6	Implementation of State Standards	All		No											
4	4.1	Heritage Program Coordinators	African American		No					\$300,000.00	\$0.00		\$300,000.00			\$300,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.2	Heritage Program Resources	African American	No					\$0.00	\$175,000.00		\$175,000.00			\$175,000.00
5	5.1	Professional Learning	All	No				2024-2027	\$0.00	\$160,000.00		\$160,000.00			\$160,000.00
5	5.2	Community Outreach	All	No					\$15,000.00	\$30,000.00		\$45,000.00			\$45,000.00
5	5.3	Student Recognition	All	No				2024-2027	\$0.00	\$80,000.00		\$80,000.00			\$80,000.00
5	5.4	Learning Environment	All	No				2024-2027	\$0.00	\$10,000.00		\$10,000.00			\$10,000.00
5	5.5	Additional Staff Hours	All	No				2024-2027	\$0.00	\$5,000.00		\$5,000.00			\$5,000.00
5	5.6	Supplemental Materials	All	No				2024-2027	\$0.00	\$5,000.00		\$5,000.00			\$5,000.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
173,610,198.00	42,609,118.00	24.543%	0.000%	24.543%	\$43,049,800.00	0.000%	24.797 %	Total:	\$43,049,800.00
								LEA-wide Total:	\$39,677,300.00
								Limited Total:	\$3,372,500.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
This table is automatically generated and calculated from this LCAP.								
1	1.1	Curriculum and Instruction Support for Academic Success	Yes	LEA-wide	English Learners Foster Youth Low Income		\$903,600.00	
1	1.2	English Learner Academic Success	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$410,000.00	
1	1.3	Equity in Access for College Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,070,000.00	
1	1.4	Legacy Program for LTELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Adelanto High School, Silverado High School and Victor Valley High School 10-12		

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	1.5	Credit Recovery and Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,084,000.00	
1	1.6	Special Education Supports				All Schools	\$3,049,400.00	
1	1.7	Virtual Program	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools: Victor Valley Virtual Academy	\$1,522,500.00	
1	1.8	CTE Program and Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,658,000.00	
1	1.9	Equity in Teaching and Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.10	English Learner Instructional Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$390,000.00	
1	1.11	Supplemental Resources and Intervention for Equitable Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,112,500.00	
1	1.12	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$650,000.00	
1	1.13	CTE Enhancement	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$1,050,000.00	
1	1.14	Core Instruction Support	Yes	LEA-wide	English Learners Foster Youth Low Income		\$6,664,000.00	
2	2.1	Social Emotional and Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,332,200.00	
2	2.2	Home-District Connections	Yes	LEA-wide	English Learners Foster Youth Low Income		\$469,000.00	
2	2.3	Home-school connections	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$187,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.6	Resources and Recognition	Yes	LEA-wide	English Learners Foster Youth Low Income		\$2,024,000.00	
3	3.4	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income		\$7,416,000.00	
3	3.5	Bridging Technology Gap	Yes	LEA-wide	English Learners Foster Youth Low Income		\$2,107,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$86,630,245.20	\$78,142,935.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	1.1 Maintain facilities that are clean and in good repair	No	\$7,365,000.00	\$4,200,000.00
1	1.2	1.2 District support for technology access and implementation	No	\$896,000.00	\$924,000.00
1	1.3	1.3 Support for students to access standards-based instructional materials	No	\$1,130,000.00	\$1,134,000.00
1	1.4	1.4 Transportation	Yes	\$8,415,440.00	8,561,935.00
1	1.5	1.5 Site-based Technology Support	Yes	\$927,000.00	\$973,000.00
1	1.6	1.6 Provide designated and supplemental ELD Curriculum for English Learners - (Deleted)	No		
1	1.7	1.7 Purchase of instructional materials to support academic access and equity	Yes	\$5,500,000.00	3,162,000.00
1	1.8	1.8 Providing resources to bridge the technology access gap for Unduplicated Students	Yes	\$5,000,000.00	2,314,000.00
2	2.1	2.1 District support services for Academic Success	Yes	\$692,457.20	1,805,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	2.2 Ensuring English Learner Academic Success	Yes	\$2,533,700.00	2,208,000.00
2	2.3	2.3 Increasing services to support equity and access for college readiness	Yes	\$7,743,000.00	8,550,000.00
2	2.4	2.4 Expanding Intervention and Credit Recovery Services	Yes	\$5,865,700.00	3,680,000.00
2	2.5	2.5 Increased and improved services for unduplicated Special Education students	No	\$4,432,500.00	4,373,000.00
2	2.6	2.6 Expanding Virtual School Learning options	Yes	\$2,697,020.00	2,887,000.00
2	2.7	2.7 Providing and improving increased equity-driven Career Technical Education (CTE) programs	Yes	\$5,645,160.00	6,057,000.00
2	2.8	2.8 Provide Resources for ongoing support to ensure equity in teaching and learning	Yes	\$329,100.00	376,000.00
2	2.9	2.9 Professional Development to Address Academic Equity and Achievement gaps	Yes	\$1,299,274.00	1,272,000.00
2	2.10	2.10 Provide Resources for English Learner instructional Programs	Yes	\$150,750.00	24,000.00
2	2.11	2.11 Provide English Learner Intervention supports	Yes	\$542,700.00	1,560,000.00
2	2.12	2.12 Increasing supplemental college readiness activities for student success	Yes	\$1,118,000.00	208,000.00
2	2.13	2.13 Providing supplemental resources to support response to intervention and instruction	Yes	\$1,611,500.00	2,462,000.00
2	2.14	2.14 Providing supplemental resources to promote unduplicated Special Education student success	No	\$2,370,000.00	2,480,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.15	2.15 Providing resources to enhance virtual school learning options	Yes	\$399,600.00	264,000.00
2	2.16	2.16 Providing resources to enhance Career Technical Education (CTE)	Yes	\$840,000.00	746,000.00
2	2.17	2.17 Ongoing support with implementing Professional Learning Communities of practice	No	\$71,400.00	82,000.00
3	3.1	3.1 Provide purposeful and meaningful supports for health and wellness for student success	Yes	\$4,200,502.00	5,586,000.00
3	3.2	3.2 Provide support for improved school communication and connectedness	Yes	\$1,019,100.00	889,000.00
3	3.3	3.3 Student Services supports for Foster Youth, and Low-Income student success	Yes	\$2,346,000.00	1,898,000.00
3	3.4	3.4 Maintain and support a safe environment	No	\$7,965,000.00	6,975,000.00
3	3.5	3.5 Provide expanded home-school connections through community resources	No	\$142,800.00	166,000.00
3	3.6	3.6 Provide resources to address student and staff Social-emotional well-being	Yes	\$1,980,042.00	1,141,000.00
3	3.7	3.7 Provide resources for increased family and student engagement	Yes	\$163,500.00	313,000.00
4	4.1	4.1 Foster Youth Identification	Yes	\$183,000.00	0
4	4.2	4.2 Foster Youth Services & Support	Yes	\$135,000.00	206,000.00
4	4.3	4.3 Foster Youth Staff and Monitoring	Yes	\$10,000.00	0
5	5.1	Heritage Program Coordinators	No	\$300,000.00	225,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.2	African American Student Support and Monitoring	No	\$610,000.00	441,000.00

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2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
41,962,986.00	\$44,329,222.00	\$45,406,500.00	(\$1,077,278.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.4	1.4 Transportation	Yes	\$8,415,440.00	8,562,000.00		
1	1.5	1.5 Site-based Technology Support	Yes	\$927,000.00	973,000.00		
1	1.7	1.7 Purchase of instructional materials to support academic access and equity	Yes	\$5,000,000.00	3,162,000.00		
1	1.8	1.8 Providing resources to bridge the technology access gap for Unduplicated Students	Yes	\$1,000,000.00	2,314,000.00		
2	2.1	2.1 District support services for Academic Success	Yes	\$305,000.00	1,805,000.00		
2	2.2	2.2 Ensuring English Learner Academic Success	Yes	\$1,289,000.00	1,280,000.00		
2	2.3	2.3 Increasing services to support equity and access for college readiness	Yes	\$7,693,000.00	8,550,000.00		
2	2.4	2.4 Expanding Intervention and Credit Recovery Services	Yes	\$3,672,000.00	3,680,000.00		
2	2.6	2.6 Expanding Virtual School Learning options	Yes	\$1,794,020.00	2,600,000.00		
2	2.7	2.7 Providing and improving increased equity-driven Career	Yes	\$4,999,160.00	5,400,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Technical Education (CTE) programs					
2	2.8	2.8 Provide Resources for ongoing support to ensure equity in teaching and learning	Yes	\$161,000.00	161,000.00		
2	2.9	2.9 Professional Development to Address Academic Equity and Achievement gaps	Yes	\$632,400.00	683,000.00		
2	2.10	2.10 Provide Resources for English Learner instructional Programs	Yes	\$50,000.00	24,000.00		
2	2.11	2.11 Provide English Learner Intervention supports	Yes	\$392,700.00	390,000.00		
2	2.12	2.12 Increasing supplemental college readiness activities for student success	Yes	\$650,000.00	650,000.00		
2	2.13	2.13 Providing supplemental resources to support response to intervention and instruction	Yes	\$1,461,500.00	187,500.00		
2	2.15	2.15 Providing resources to enhance virtual school learning options	Yes	\$106,000.00	106,000.00		
2	2.16	2.16 Providing resources to enhance Career Technical Education (CTE)	Yes	\$840,000.00	746,000.00		
3	3.1	3.1 Provide purposeful and meaningful supports for health and wellness for student success	Yes	\$1,111,702.00	1,092,000.00		
3	3.2	3.2 Provide support for improved school communication and connectedness	Yes	\$393,000.00	285,000.00		
3	3.3	3.3 Student Services supports for Foster Youth, and Low-Income student success	Yes	\$2,346,000.00	1,898,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.6	3.6 Provide resources to address student and staff Social-emotional well-being	Yes	\$975,000.00	800,000.00		
3	3.7	3.7 Provide resources for increased family and student engagement	Yes	\$60,000.00	58,000.00		
4	4.1	4.1 Foster Youth Identification	Yes	\$35,300.00	0.00		
4	4.2	4.2 Foster Youth Services & Support	Yes	\$10,000.00	0.00		
4	4.3	4.3 Foster Youth Staff and Monitoring	Yes	\$10,000.00	0.00		

2023-24 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)
123,757,240.00	41,962,986.00	0.00	33.907%	\$45,406,500.00	0.000%	36.690%	\$0.00	0.000%

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Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

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

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

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

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

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

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

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.

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.
- 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.

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* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

- **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- 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.
- 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.
- 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.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

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