LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Victor Valley Union High School District
CDS Code: 36679340000000
School Year: 2024-25
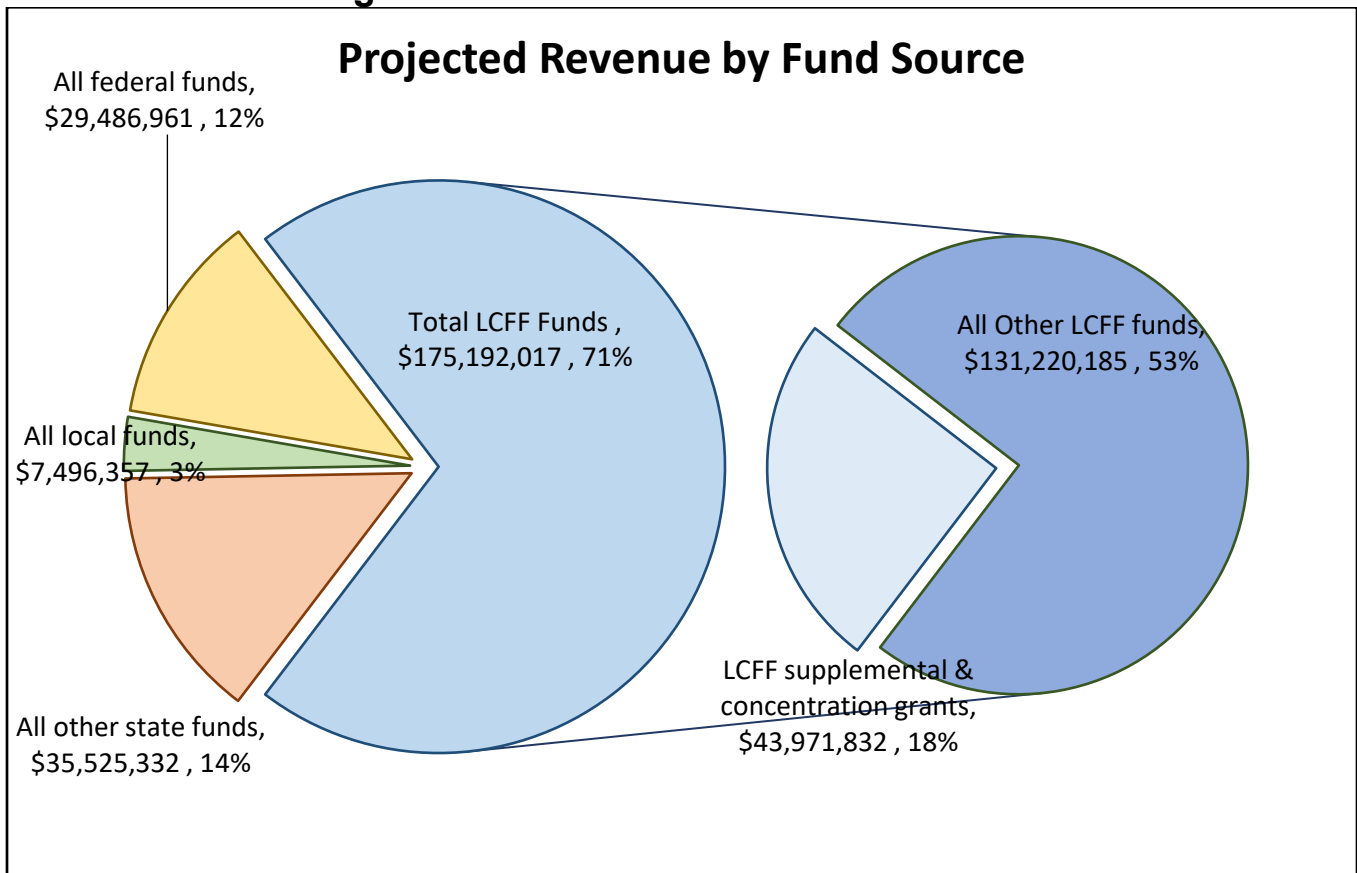LEA contact information:
Mr. Carl J. Coles
Superintendent
ccoles@vvuhsd.org
(760) 955-3201

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

All federal funds, $29,486,961 , 12%

All local funds, $7,496,357 , 3%

All other state funds, $35,525,332 , 14%

Total LCFF Funds , $175,192,017 , 71%

All Other LCFF funds, $131,220,185 , 53%

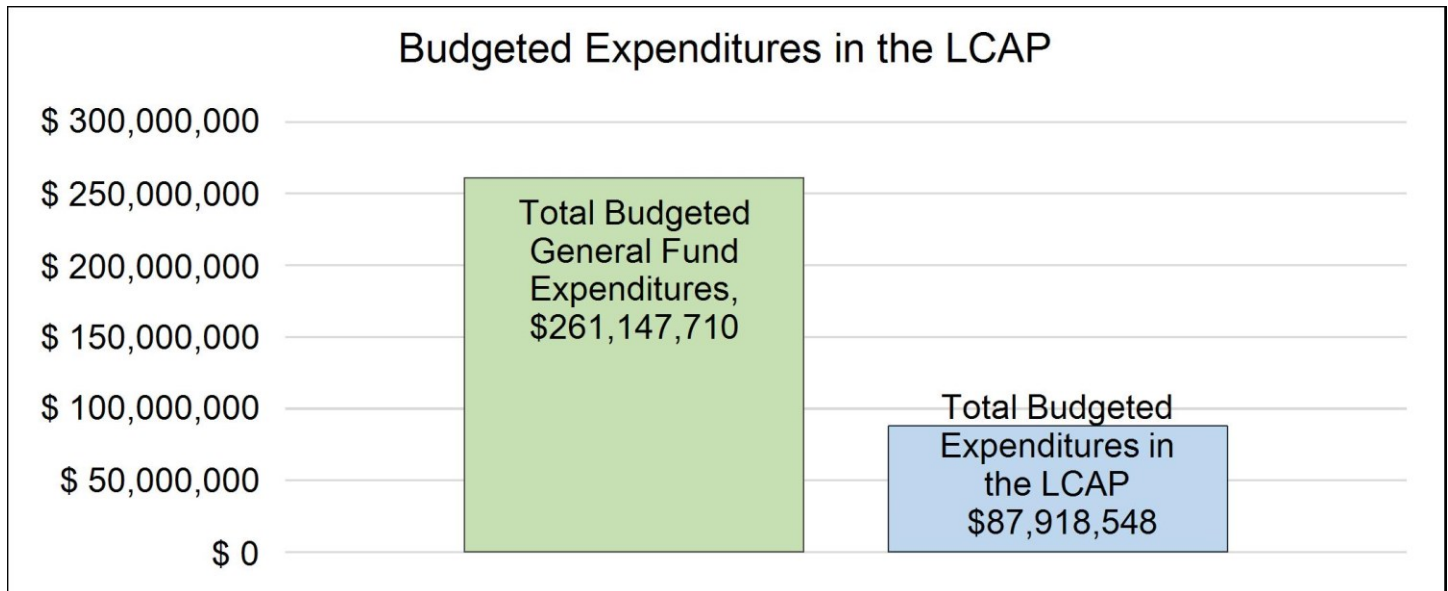LCFF supplemental & concentration grants, $43,971,832 , 18%

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

The text description for the above chart is as follows: The total revenue projected for Victor Valley Union High School District is $247,700,667.00, of which $175,192,017.00 is Local Control Funding Formula (LCFF), $35,525,332.00 is other state funds, $7,496,357.00 is local funds, and $29,486,961.00 is federal funds. Of the $175,192,017.00 in LCFF Funds, $43,971,832.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

A bar chart showing two bars. The y-axis ranges from $0 to $300,000,000 in increments of $50,000,000. The first (green) bar represents "Total Budgeted General Fund Expenditures, $261,147,710". The second (blue) bar represents "Total Budgeted Expenditures in the LCAP $87,918,548".

This chart provides a quick summary of how much Victor Valley Union High School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Victor Valley Union High School District plans to spend $261,147,710.00 for the 2024-25 school year. Of that amount, $87,918,548.00 is tied to actions/services in the LCAP and $173,229,162.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The budgeted expenditures that are not contained in the LCAP include core instruction program materials and costs, salaries and benefits for the certificated (teachers and counselors) staff, school office staff and administractice staff. Also not included in the LCAP are the costs of utilities, routine maintenance and programs that do not qualify for supplementary state or federal funding, but are required to provide a well-rounded, safe and effective learning program for students.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Victor Valley Union High School District is projecting it will receive $43,971,832.00 based on the enrollment of foster youth, English learner, and low-income students. Victor Valley Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Victor Valley Union High School District plans to spend $45,958,200.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

Prior Year Expenditures: Increased or Improved Services for High
Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP: $44,329,222

☐ Actual Expenditures for High Needs Students in LCAP: $45,406,500
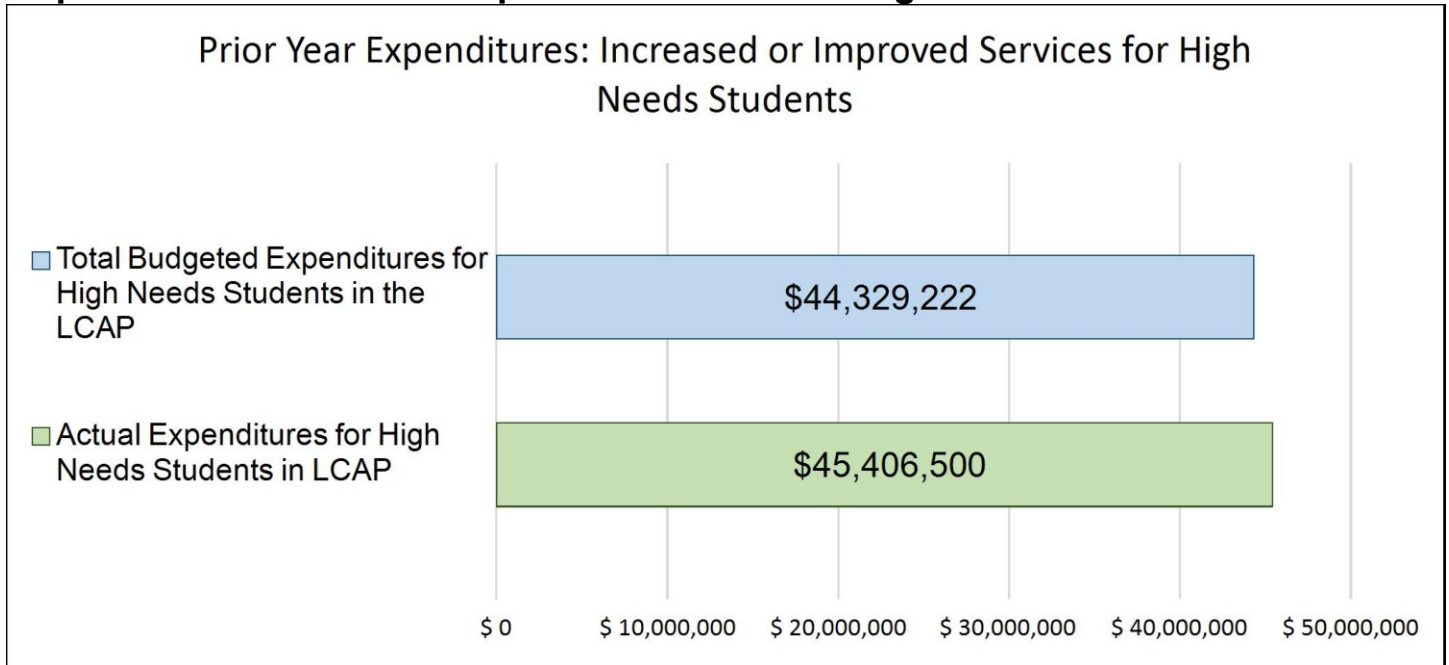
This chart compares what Victor Valley Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Victor Valley Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Victor Valley Union High School District's LCAP budgeted $44,329,222.00 for planned actions to increase or improve services for high needs students. Victor Valley Union High School District actually spent $45,406,500.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

Goals and Actions

Goal

Goal #	Description
1	Victor Valley Union High School District will provide clean campuses, access to technology, sufficient instructional materials and appropriately credentialed teachers and support staff at all school sites.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#1 Williams Instructional Materials Audit - Standards Based Instructional Materials 1:1 for Students	2020-2021 100% -No Findings	2021-2022 100% - No Findings	2022-2023 100% - No Findings	2023- 2024 No Findings	100% - No Findings
#2 Williams Facilities FIT Report	2020-2021 Findings -1 Emergency Repair Deficiency	2021-2022 Findings - 0 Emergency Repair Deficiencies	2022-2023 - No Findings	2023-2024 No Findings	0 Findings - Emergency Repair Deficiencies
#3 Human Resources County Audit Teacher Credential Assignment/ Mis-Assignments	2020-2021 0 Teacher Mis-Assignments	2021-2022 0 Teacher Mis-Assignments	2022-2023 - 97 Mis-assignments due to a new county reporting system	2023-2024 - 57 misassignments	0 Teacher Mis-Assignments
#4 1:1 Technology access for every student	2020-2021 90% Students 1:1 Devices	2021-2022 100% Students 1:1 Devices in Classroom and 77% checkout for home use.	2022-2023 - 100% 1-1	100% Students 1:1 Devices	100% Students 1:1Devices
#5 1:1 Technology access for all staff	2020-2021 90% Staff Technology Access	2020-2021 100% Staff Technology Access	2022-2023 - 100% Technology Access	2022-2023 - 100% Technology Access	100% Staff Technology Access

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#6 California School Dashboard, Chronic Absenteeism Indicator - All Students	2018-2019 YELLOW 14%	2020-2021 California School Dashboard, Chronic Absenteeism Indicator - All Students currently still YELLOW 14%.Dataquest reports Chronic Absenteeism Districtwide 10%.	2022 CA School Dashboard 27.1%	2023 CA School Dashboard 24.6%	GREEN (Target 10%)Decrease by 4%
#7 Reclassification Rates of English Learners - Local Data	2019-2020 45 Students or 2%	2021-2022 24 Students or 1.64%	2022 4.88%	2023 6%	Target 90 Students or 7% Annually
#8 District Wide Average Daily Attendance - Local Data Aeries	2019-2020 Average Daily Attendance rate 87.8% for all students	2020-2021 Average Daily Attendance rate 91.2%	2022 93.6%	2022-23 Average Daily Attendance 93%	Increase average daily attendance by 5% for all students - Target 92.%
#9 California School Dashboard, Graduation Rate Indicator - Foster Youth	2018-2019 RED 65%	2018-2019 RED 65%- no change to dashboard. CDE Dataquest 2019-2020 37.9% and 2020-2021 80.5%.	2022 CA School Dashboard 70.5%	2023 CA School Dashboard 58.6 %	ORANGE (Target 70%) Increasing by 5%
#10 California School Dashboard, Graduation Rate Indicator - English Learners	2018-19 ORANGE 72%	2018-2019 ORANGE 72% - no change to dashboard. CDE Dataquest 2019-2020 48.9% and 2020-2021 68.9%.	2022 CA School Dashboard 78.4%	2023 CA School Dashboard 81.9%	YELLOW (Target 77%) Increase by 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#11 California School Dashboard, Graduation Rate Indicator - Low Income/Socio Economically Disadvantaged Students	2018-19 GREEN 83.4%	2018-2019 GREEN 83.4% - no change to dashboard. CDE Dataquest 2019-2020 51.2% and 2020-2021 84.5%.	2022 CA School Dashboard 86%	2023 CA School Dashboard 86.6%	GREEN (Target 85%) Increasing by 5%
#12 Technology Department Feedback Survey - Local Measure -Staff	2019-2020 90% support impact from technology team	2021-2022 83% support impact from technology team	2022-2023 84% support impact from technology team	2023-2024 87% support impact from technology team	100%
#13 Technology Department Feedback Survey - Local Measure -Student	2019-2020 90%support impact from technology team	2021-2022 86% support impact from technology team	2022-23 96.4% support impact from technology team	2023-2024 96% support impact from technology team	100%
#14 California School Dashboard, Chronic Absenteeism - Low Income/Socio Economically Disadvantaged Students	2018-2019 YELLOW 14.4%	2020-2021 YELLOW14.4%. Dataquest reports 2020-2021 Chronic Absenteeism LI Students 20.6%.	CA School Dashboard 2022 28.9%	2023 CA School Dashboard 26.4%	GREEN (Target 9.4%) Reduce by 5%
#15 California School Dashboard, Chronic Absenteeism - Foster Youth	2018-2019 RED 24.4%	2020-2021 RED 24.4%. Dataquest reports 2020-2021 Chronic Absenteeism FY Students 20.2%.	CA School Dashboard 2022 25.4%	2023 CA School Dashboard 32.8%	YELLOW (Target 19.4%) Decrease by 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#16 California School Dashboard, Chronic Absenteeism - English Learners	2018-2019 YELLOW 11.7% - Declined	2020-2021 YELLOW 11.7%. Dataquest reports 2020-2021 Chronic Absenteeism EL Students 14.0%.	CA School Dashboard 2022 25.9%	2023 CA School Dashboard 22.6%	GREEN (Target 6.7%) Decrease by 5%
#17 California School Dashboard, ELA Academic Indicator - English Learners	2018-19 RED - 71.1 Points Below Standard	2020-2021 English Learners currently still RED 71.1 Points Below Standard. No new data available for SBAC.	CA School Dashboard 2022 -92.1 DFS	2023 CA School Dashboard -93.3 DFS	YELLOW (Target Increase) Increase by 36 points
#18 California School Dashboard, English Learner Progress Indicator	2018-19 (LOW) Proficiency Progress 38.8% -	2020-2021 English Learner Progress Indicator - (LOW) Proficiency Progress 38.8%. No new data available for ELPI.	2022 English Learner Progress Indicator (LOW) 45.2%	2023 CA School Dashboard 40.6% (LOW)	YELLOW (Target 49%) Increase proficiency by 10% Annually
#19 California School Dashboard, Graduation Rate Indicator - All Students	2018-19 YELLOW 83.4%	2018-2019 YELLOW 83.4% - no change to dashboard. CDE Dataquest 2019-2020 Cohort 51.3% and 2020-2021 Cohort 84.7%.	2022 CA School Dashboard 86.1%	2023 CA School Dashboard 86.5%	GREEN (Target 88.4%) Increase by 5%
#20 California School Dashboard, ELA Academic Indicator - All Students	2018-19 ORANGE(35 points below Standard -Maintained)	2018-2019 ORANGE 35.2 Points Below Standard. No new data available for SBAC.	2022 CA School Dashboard -40.8.DFS	2023 CA School Dashboard -38.3 DFS	Green (Target 10 points below Standard - Increase or Maintain Annually)Increase by 25 Points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#21 California School Dashboard, ELA Academic Indicator - Foster Youth	2018-19 ORANGE (92.2 Points below Standard -Increased)	2018-2019 ORANGE 92.2 Points Below Standard. No new data available for SBAC.	2022 CA School Dashboard -127.2.4 DFS	2023 CA School Dashboard -69.9 DFS	YELLOW (Target 35 Points Below Standard - Increase or Maintain Annually) Increase by 57 Points
#22 California School Dashboard, ELA Academic Indicator - Low Income/Socioeconomically Disadvantaged Students	2018-19 YELLOW(40 pts below Standard - Increased)	2018-2019 YELLOW 40 Points Below Standard. No new data available for SBAC.	2022 CA School Dashboard -46.4 DFS	2023 CA School Dashboard -47.2%	GREEN (Target 10 Points Below Standards - Increase or Maintain Annually) Increase by 30 Points
#23 California School Dashboard, Math Academic Indicator - all students	2018-2019 ORANGE(105 pts below Standard - Maintained)	2018-2019 ORANGE 105 Points Below Standard. No new data available for SBAC.	2022 CA School Dashboard -115.8 DFS	2023 CA School Dashboard -115.4 DFS	YELLOW (Target 54 Points Below Standard - Increase or Maintain Annually)Increase by 50 points
#24 California School Dashboard, Math Academic Indicator - Foster Youth Students	2018-2019 ORANGE(171.9 pts below Standard - Increased)	2018-2019 ORANGE 171.9 Points Below Standard. No new data available for SBAC.	2022 CA School Dashboard -171.4 DFS	2023 CA School Dashboard -139.9 DFS	YELLOW (Target 105 below Standard - Increase or Maintain Annually) Increase by 66 Points
#25 California School Dashboard, Math Academic Indicator - Low Income/Socioeconomically Disadvantaged Students	2018-2019 ORANGE (109.8 below Standard -Maintained)	2018-2019 ORANGE 109.8 Points Below Standard. No new data available for SBAC.	2022 CA School Dashboard -122.8 DFS	2023 CA School Dashboard -123.8 DFS	YELLOW (Target 60 Points Below Standard - Increase or Maintain Annually) Increase by 50 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#26 California School Dashboard, Math Academic Indicator - English Learner Students	2018-2019 RED (129.7 below Standard - Declined)	2018-2019 RED 129.7 Points Below Standard. No new data available for SBAC.	2022 CA School Dashboard -157 DFS	2023 CA School Dashboard -161.4 DFS	YELLOW (Target 100 Points Below Standard - Increase or Maintain Annually) Increase by 72 Points
#27 California School Dashboard, Math Academic Indicator - African American Students	2018-19 RED (151.9 below Standard - Maintained)	2018-2019 RED 151.9 Points Below Standard. No new data available for SBAC.	2022 CA School Dashboard -159.5 DFS	2023 CA School Dashboard -162.1 DFS	YELLOW (Target 100 Points Below Standard - Increase or Maintain Annually) Increase by 51 Points
#28 California School Dashboard, Math Academic Indicator - Homeless Youth students	2018-19 RED (172.2 below Standard - Declined)	2018-2019 RED 172.2 Points Below Standard. No new data available for SBAC.	2022 CA School Dashboard -156.8 DFS	2023 CA School Dashboard -201.8 DFS	YELLOW (Target 100 Points Below Standard - Increase or Maintain Annually) Increase by 72 Points
#29 California School Dashboard, Math Academic Indicator - Hispanic students	2018-19 ORANGE (104.6 below Standard - Declined)	2018-2019 ORANGE 104.6 Points Below Standard. No new data available for SBAC.	2022 CA School Dashboard -116.2 DFS	2023 CA School Dashboard -112.8 DFS	GREEN (Target 55 Points Below Standard - Increase or Maintain Annually) Increase by 50 points
California School Dashboard, Math Academic Indicator - Students With Disabilities	2018-19 ORANGE (189.4 pts below Standard -Increased)	2018-2019 ORANGE 189.4 Points Below Standard. No new data available for SBAC.	2022 CA School Dashboard -196.7 DFS	2023 CA School Dashboard -199.3 DFS	YELLOW (Target 100 Points Below Standard - Increase or Maintain Annually)Increase by 90 points
#31 California School Dashboard, ELA Academic Indicator - Students With Disabilities	2018-19 ORANGE (124.7 pts below Standard - Increased)	2018-2019 ORANGE 124.7 Points Below Standard. No new data available for SBAC.	2022 CA School Dashboard -139.3 DFS	2023 CA School Dashboard -129 DFS	YELLOW (Target 80 Points Below Standard - Increase or Maintain Annually) Increase by 45 points

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 1.1 was partially implemented as the action indicated that the District would hire 15 additional custodians. It was determined that only 13 were required.

The TechEd team fully implemented the District's technology plan for teaching and learning, including site Computer Media Specialist (CMS) (Actions 1.2 and 1.5). Action 1.8 was partially implemented as the District did not purchase all the suggested technology. However, the district purchased WIFI devices and additional Chromebooks with a focus on supporting target groups, including foster youth, English learners (ELs), and low-income students. The challenge in this area is refreshing the technology when the Chromebooks reach end-of-life.

No findings for lack of instructional materials in Williams is a reflection of the success of the full implementation of Action 1.3. Providing supplemental materials for ELs, as well as digital licenses and a variety of other supplemental resources for low-income students, Foster Youth, and homeless students (Action 1.7) was partially implemented as the District did not complete the World Languages, AP Environmental Science nor the math adoptions which caused a substantial difference.

Action 1.4 was partially implemented. The district did not purchase all the budgeted busses, however, transportation was provided for students who are eligible for transportation services including low-income.

Finally, Action 1.6 was successfully fully implemented in 2021-2022 and has been deleted from the plan.

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

There are material differences in the following actions:

1.1 Partially implemented. The District did maintain facilities that are clean and in good repair. The amount budgeted inadvertently included salaries and benefits thus deeply inflating the budget versus the actuals.

1.4 Partially implemented. The District did purchase busses, but not the number that was budgeted.

1.7 Partially implemented. The District did not complete all the textbook adoptions as the teams continued to review options. They will move to the 24/25 school year

1.8 Partially implemented. The District did not require the purchase of all the suggested technology.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Over the life of the 2021-2024 LCAP, the District made substantial progress toward the goal of clean campuses, access to technology for students and staff, sufficient instructional materials, and appropriately credentialed teachers and support staff at all school sites.

For Action 1.1, the District effectively worked daily to maintain clean and updated facilities for all staff and students as measured by having no Williams findings with FIT inspections over the three years after a baseline of 1 finding in 2020-21. Some of the effectiveness of this action is attributed to the consistent use of the work order system which allows the staff to report issues and provides a system for the maintenance department to prioritize the work. A challenge for this action is the continued maintenance of aging HVAC units.

Through Action 1.2, the District has effectively provided support for staff and students in the area of technology. Through the tech survey, we found that 63.6% of our students report that the use of technology aids in increasing their engagement, and 96.4% of respondents rate their ability as adequate to complete assignments through the use of technology. Technology devices of 1:1 were provided consistently to students from 2020 (baseline) through 2024 as well as 100% technology access for the staff.

We evaluated the effectiveness of Action 1.3 through the Williams audit which resulted in zero findings in both the baseline and data and Year 3 Outcome data due to sufficient instructional materials and effective implementation at all school sites 2021-2024.

For Action 1.4, buses were purchased to replace aging vehicles, effectively enabling all students participating in after-school programs to receive transportation. However, the Chronic Absenteeism baseline (2019) was 14% for all students. The district saw an increase post-pandemic to 27.1% (2022) for all students and showed a decrease in 2023 to 24.6%. In addition the graduation rate baseline in 2019 was 83.4% and increased to 2023 to 86.5% This reflects the District moving in a positive direction and effectiveness of providing home to school transportation.

Action 1.5: The District provides site-based Computer Media Specialists to support classroom needs related to teaching and learning. This action was effective based on the improved graduation rate, which met our goal for low-income students by 3.2% and English learners by 9.8% from baseline. CAASPP ELA baseline (2019) -35 DFS, (2022) -40.8 DFS, (2023) -38 DFS showing improved outcomes following the return of students to in-person instruction. CAASPP Math baseline (2019) -105 DFS, (2022) -115.8 DFS, (2023) maintaining at -115 DFS. A transition in leadership resulted in the discontinuation of services, including instructional coaches, negatively impacting academic achievement, especially in math. This is an area of concern and is addressed in the new LCAP. Reclassification rates improved from a baseline (2019-20) of 2% through the life of the LCAP to (2022-23) of 6%.

The District added a wide array of reading materials encompassing a variety of student interests and reading levels in both classrooms and libraries, effectively implementing Action 1.7 (please refer to CAASPP data above). Additionally, we provided digital access to core instructional materials, however, not all of our core programs have a digital component. The effectiveness of this action must take into account the training of staff on how to most effectively use digital resources. This action was somewhat effective as evidenced by stagnant growth on the 2022 California Dashboard in ELA and Mathematics, but increased the graduation rate for our ELs (3.5%). English Learner Progress increased over the three years but decreased by 5% between 2022 and 2023. Students showed progress on the STAR Renaissance benchmark data from 2022 winter to 2023 winter Reading scores: 12th graders increased by 12%, Hispanic students increased by 13% and AA students increased by 11%. District-wide students increased math scores by 2.6%.

The graduation rate for ELs on baseline (2019) was 72%. The 2023 rate was 81.9%. LI baseline (2019) was 84.4%. 2023 was 86.6%. The graduation rate for foster youth has fluctuated significantly over the past few years, compared to a baseline (2019) of 65%. Through dedicated efforts, this rate improved to 70.5% (2022), reflecting progress in supporting these students. However, in 2023, the graduation rate dropped to 58.6%, a significant decrease that warrants immediate attention. Several factors are thought to have contributed to the decline in the foster youth graduation rate in 2023 including the impact of COVID-19, instability in living arrangements, and mental health. This warrants our renewed attention and is reflected in the new LCAP.

The District effectively implemented Action 1.8 by providing equipment, resources, and materials to support FY, EL, and low-income students so that they have access to devices, materials, and WIFI at home and school to bridge the technology access gap. This action was effective as evidenced by the increase in graduation rate as noted above for ELs, Foster Youth, and low-income students. The challenge in implementing this action is that many students and parents do not know how to access the hotspots.

Supplemental materials and support will continue to be provided in Goal 1 Action 1.11.

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

Upon reflection, and based upon feedback from educational partners, goals were reprioritized, some actions were consolidated, enhanced, or discontinued, and metrics were realigned to better reflect the SMART goal action statements. Thus this goal (VVUHSD will provide a rich academic program grounded in equity-based practices with measurable impact on EL, SPED, FY, HL, and struggling students) will become Goal 1 in the 2024-2027 LCAP, and Goal 1 will become Goal 3.

All metrics are included in baselines for all student groups and school sites that show the lowest-performing ELA and Mathematics for the 2024-25 LCAP.

Action 1.1 will be continued as action 3.1. Likewise, Actions 1.2, and 1.3 will be continued as Actions 3.2 and 3.3, respectively.

Action 1.4 will continue as Action 3.4.

Action 1.7 is similar to Action 1.11 in the new LCAP. To provide clarity, efficacy, and transparency, Action 1.7 will be located in Goal 1, and Action 11 in the 2024-25 LCAP.

Actions 1.5 and 1.8 will be combined as the services overlap. These will become Goal 3 Action 3.5.

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

Goals and Actions

Goal

Goal #	Description
2	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, including instructional support for ELs, SPED, FY, HL, at-promise students and struggling learners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#1 CAASPP, SBAC English Language Arts: "Standard Met" and "Standard Exceeded" - all students	CAASPP 2018-19 Met: 27.09% Exceeded: 10.40%	The 2021 CAASPP SBAC was not administered in 2021.Local Data STAR Reading 2021-2022 At/Above Benchmark 27.4%	CAASPP 2022 English Language Arts "Standard Met" 25.88% or "Exceeded" 10.74%	CAASPP 2023 English Language Arts "Standard Met: 26.89% or "Exceeded" 11.08%	Increase by 5% Met: 32.09% Exceeded: 15.40%
#2 CAASPP, SBAC Math: "Standard Met" and "Standard Exceeded"- all students	CAASPP 2018-19 Met: 11.97% Exceeded: 6.67%	The 2021 CAASPP SBAC was not administered in 2021.Local Data STAR Math 2021-2022 At/Above Benchmark 29%	CAASPP 2022 Math "Standard Met" 10.13% or Exceeded" 5.24%	CAASPP 2023 Math "Standard Met" 10.24% or "Exceeded" 5.44%	Increase by 5% Met: 16.97% Exceeded: 11.67%
#3 California School Dashboard, Graduation Rate - All Students	2018-19 GREEN 83.4% (Increased)	2018-2019 GREEN 83.4% - no change to dashboard. CDE Dataquest 2019-2020 Cohort 51.3% and 2020-2021 Cohort 84.7%.	2022 CA School Dashboard All Students 86.1%	2023 CA School Dashboard 86.5%	GREEN (Target 95.5%) Increase 4% Annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#4 Data Quest, A-G Completion Rate - All Students	2018-2019 A-G Completion Rate 40.1% (CALPADS Data Entry error for 2019-2020, may be higher)	2020-2021 A-G Completion Rate All Students 38.6%.	33% from Dataquest	2023 A - G Completion Rate All Students 37.5%.	Target - 60%
#5 Advanced Placement: Percent of Students passing AP exams with a score for 3 or higher.	2019-20 Pass rate - 592 (53%)	2020-21 Pass Rate - 475 (24%)	2022 Pass Rate - 41.4%	2023 Pass Rate - 762 (33.8%)	Target: 63% (Increase 5% or above annually)
#6 Professional Development - Teacher Attendance Data for Summer Professional Development (Local DataOMS)	July 2020 80% Attendance Rate of voluntary registered teachers.	August 2021 80% Attendance Rate of voluntary registered teachers.	Of the 470 teachers, 49% attended Summer Professional Development. 99% of registered participants attended.	August 2023 of the 526 275 teachers attended Summer Professional Development. 50% attended and 98% of registered participants attended.	August 2021 - 75% Attendance Rate
#7 Professional Development for Classified Classroom-based Paraprofessionals (Local Data OMS)	2019-2020 90%Attendance Rate of register paraprofessionals at all events	2021-2022 69% Attendance Rate of registered Paras at all events	100% of all Bilingual Instructional Assistants attended professional development events.	100% of all Bilingual Instructional Assistants attended professional development events.	80% Attendance Rate
#8 Reclassification Rates of English Learners - Local Data	2020-2021 - 45 students or 2%	2021-2022 - 24 Students or 1.64%	2022 - 89 Students or 4.89%	2023 - 92 students or 6.3%	Target 90 Students or 7% Annually
#9 California School Dashboard, English	2018-2019 (LOW) Proficiency Progress38.8%	The 2021 California School Dashboard did not report an academic indicator for	2022 ELPI Proficiency 45.2%	2023 ELPI Proficiency 40.6%	Increase Proficiency by 10 % to 49%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Learner Progress Indicator		English Learner Progress. Local Data STAR Reading does not disaggregate for this target group.ELPAC Levels:Minimally Developed 1 = 19.79%,Somewhat Developed 2 =32.57%, Moderately Developed 3 =33.66% Well Developed 4 =13.98%			
#10 CAASPP, SBAC English Language Arts: "Standard Met" and "Standard Exceeded" - English Learners	2018-2019 Standard Met: 8.12% Standard Exceeded:0.85%	CA School Dashboard did not report a student outcomes for the ELA State Indicator. Local Data STAR Reading does not disaggregate for this target group.	2022 CAASPP, SBAC English Learners "Standard Met" - 5.47%, "Standard Exceeded" - 0%	2023 CAASPP, SBAC English Learners "Standard Met" - 6.58%, "Exceeded" 0%	Targets: (Increase by 5% annually) Standard Met:13.12% Standard Exceeded: 5.85%
#11 CAASPP, SBAC English Language Arts: "Standard Met" and "Standard Exceeded" - African American Students	2018-2019 Standard Met: 19.10% Standard Exceeded: 4.51%	CA School Dashboard did not report a student outcome for the ELA State Indicator. Local Data STAR Reading 2021-2022 At/Above Benchmark 10%	2022 CAASPP, SBAC African American "Standard Met" - 16.64%, "Standard Exceeded" - 7.47%	2023 CAASPP, SBAC African American "Standard Met" - 17%, "Standard Exceeded" - 4.67%	Targets: (Increase by 5% annually) Standard Met: 24.1% Standard Exceeded: 9.51%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#12 CAASPP, SBAC English Language Arts: "Standard Met" and "Standard Exceeded" - Hispanic Students	2018-2019 Standard Met: 28.85% Standard Exceeded: 9.87%	CA School Dashboard did not report a student outcomes for the ELA State Indicator. Local Data STAR Reading 2021-2022 At/Above Benchmark 14%	2022 CAASPP, SBAC ELA Hispanic "Standard Met" 26.49% "Standard Exceeded" 10.25%	2023 CAASPP, SBAC ELA Hispanic "Standard Met" 27.8% "Standard Exceeded" 11.11%	Targets: (Increase by 5% annually) Standard Met: 33.85% Standard Exceeded: 14.87%
#13 CAASPP, SBAC English Language Arts: "Standard Met" and "Standard Exceeded" - Two or More Races	2018-2019 Standard Met: 22.0% Standard Exceeded: 11.33%	The 2021 California School Dashboard did not report an academic indicator for Two or More Races. Local Data STAR Reading does not disaggregate for this target group	2022 CAASPP, SBAC Two or More Race "Standard Met" 26.49% "Standard Exceeded" 13.13%	2023 CAASPP, SBAC Two or More Race "Standard Met" 17.99% "Standard Exceeded" 6.47%	Targets: (Increase by 5% annually) Standard Met: 27% Standard Exceeded: 16.33%
#14 CAASPP, SBAC English Language Arts: "Standard Met" and "Standard Exceeded" - Students with Disabilities	2018-2019 Standard Met: 6.68% Standard Exceeded: 0.23%	The 2021 California School Dashboard did not report an academic indicator for Students with Disabilities. Local Data STAR Reading does not disaggregate for this target group	2022 CAASPP, SBAC Students with Disabilities "Standard Met" 4.82% "Standard Exceeded" 0.39%	2023 CAASPP, SBAC Students with Disabilities "Standard Met" 4.65% "Standard Exceeded" 1.30%	Targets: (Increase by 5% annually) Standard Met:11.68% Standard Exceeded: 5.23%
#15 CASSPP, SBAC English Language Arts: "Standard Met" and "Standard Exceeded" - Homeless Youth	2018-2019 Standard Met: 12.73% Standard Exceeded: 1.82%	The 2021 California School Dashboard did not report an academic indicator for Homeless Youth. Local Data STAR	2022CAASPP, SBAC Homeless Youth "Standard Met" 21.21% "Standard Exceeded" 9.09% 2021-2022	2023 CAASPP, SBAC Homeless Youth "Standard Met" 20.00% "Standard Exceeded" 9.09%	Targets: (Increase by 5% annually) Standard Met:17.3% Standard Exceeded: 6.82%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Reading does not disaggregate for this target group			
#16 CAASPP, SBAC Math: "Standard Met" and "Standard Exceeded" - English Learners	2018-2019 Standard Met: 4.19% Standard Exceeded: 0.67%	The 2021 California School Dashboard did not report an academic indicator for English Learner Progress. Local Data STAR Math does not disaggregate for this target group.	2022 CAASPP, SBAC English Learners Standard Met 1.65% Standard Exceeded 0%	2023 CAASPP, SBAC English Learners Standard Met 1.38% Standard Exceeded 0.31%	Targets: (Increase by 5% annually) Standard Met: 9.19% Standard Exceeded: 5.67%
#17 CAASPP, SBAC Math: "Standard Met" and "Standard Exceeded" - African American Students	2018-2019 Standard Met: 5.75% Standard Exceeded: 0.87%	CA School Dashboard did not report a student outcomes for the Math State Indicator. Local Data STAR Math 2021-2022 at/above benchmark 16%	2022 CAASPP, SBAC African American Standard Met - 5.49%, Standard Exceeded - 1.88%	2023 CAASPP, SBAC African American Standard Met - 3.97%, Standard Exceeded - 2.13%	Targets: (Increase by 5% annually) Standard Met: 10.75% Standard Exceeded: 6.87%
#18 CAASPP, SBAC Math: "Standard Met" and "Standard Exceeded" - Homeless Students	2018-2019 Standard Met: 1.82% Standard Exceeded: 0%	CA School Dashboard did not report a student outcomes for the Math State Indicator.Local Data STAR Math 2021-2022 does not disaggregate for this target group.	2022 CAASPP, SBAC Homeless Standard Met - 3.03%, Standard Exceeded - 0%	2023 CAASPP, SBAC Homeless Standard Met - 0%, Standard Exceeded - 0%	Targets: (Increase by 5% annually) Standard Met: 6.82% Standard Exceeded: 5%
#19 CAASPP, SBAC Math:"Standard Met" and "Standard	2018-2019 Standard Met: 12.27% Standard Exceeded: 5.93%	CA School Dashboard did not report a student outcomes for the Math State	2022 CAASPP, SBAC Hispanic Standard Met - 10.14%,	2023 CAASPP, SBAC Hispanic Standard Met - 10.72%,	Targets: (Increase by 5% annually) Standard Met: 17.27%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Exceeded" - Hispanic Students		Indicator.Local Data STAR Math 2021-2022 at/above Benchmark 29%	Standard Exceeded - 4.36%	Standard Exceeded - 4.94%	Standard Exceeded: 11.93%
#20 CAASPP, SBAC Math: "Standard Met" and "Standard Exceeded" - Students with Disabilities	2018-2019 Standard Met: 1.15 % Standard Exceeded: 0.92%	CA School Dashboard did not report a student outcomes for the Math State Indicator.Local Data STAR Math does not disaggregate for this target group.	2021-2022 Students With Disabilities Standard Met - 1.36%, Standard Exceeded - 0.97%	2023 Students With Disabilities Standard Met - 0.93%, Standard Exceeded - 0.75%	Targets: (Increase by 5% annually) Standard Met: 6.15% Standard Exceeded :5.92%
#21 CAASPP, SBAC Math: "Standard Met" and "Standard Exceeded" - Low Income/Socioeconomically Disadvantaged	2018-2019 Standard Met: 11.31% Standard Exceeded: 5.96%	CA School Dashboard did not report a student outcomes for the Math State Indicator.Local Data STAR Math does not disaggregate for this target group.	2021-2022 Low Income/Socioeconomically Disadvantaged Standard Met 9.46%, Standard Exceeded - 4.52%	2023 CAASPP Math Low Income/Socioeconomically Disadvantaged Standard Met 13.27%, Standard Exceeded - 4.31%	Targets: (Increase by 5% annually) Standard Met: 16.31% Standard Exceeded: 10.96%
#22 California School Dashboard, ELA Academic Indicator - All Students	2018-2019 ORANGE (92.2 Points Below Standard - Increase)	CA School Dashboard did not report a student outcomes for the ELA State Indicator. Local Data STAR Reading 2021-2022 At/Above Benchmark 27.4%	2022 CA Dashboard ELA All Students - 40.4 DFS	2023 CA School Dashboard -38.3 DFS	GREEN (Target 10 points below Standard - Increase or Maintain) Increase by 25 points
#23 California School Dashboard, ELA Academic Indicator - English Learners	2018-2019 RED -71.1 Points Below Standard - Declined	CA School Dashboard did not report a student outcomes for the ELA State Indicator. Local Data	2022 CA Dashboard ELA English Learners DFS -92.1	2023 CA School Dashboard -93.3	YELLOW (Target 35 Points Below Standard - Maintain or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		STAR Reading does not disaggregate for this target group.			Increase) Increase by 36 Points
#24 California School Dashboard, ELA Academic Indicator - African American	2018-2019 ORANGE (73 points below Standard -Increased)	CA School Dashboard did not report a student outcomes for the ELA State Indicator. Local Data STAR Reading 2021-2022 At/Above Benchmark 10%	2022 CA Dashboard ELA African American DFS -84	2023 CA School Dashboard -83.6 DFS	GREEN (Target 10 points below Standard - Increase or Maintain) Increase by 63 Points
#25 California School Dashboard, ELA Academic Indicator - Hispanic Students	2018-2019 ORANGE(33.5 points below Standard - Increased)	CA School Dashboard did not report a student outcomes for the ELA State Indicator. Local Data STAR Reading 2021-2022 At/Above Benchmark 14%	2022 CA Dashboard ELA Hispanic DFS - 39.7	2023 CA School Dashboard -35 DFS	GREEN (Target 0points below Standard - Increase or Maintain) Increase by 34 Points
#26 California School Dashboard, ELA Academic Indicator - Two or More Races Students	2018-2019 ORANGE (35.6 points below Standard - Increased)	CA School Dashboard did not report a student outcomes for the ELA State Indicator. Local Data STAR Reading does not disaggregate for this target group.	2022 CA Dashboard ELA Two or More Races DFS -26.1%	2023 CA School Dashboard -35.5 DFS	GREEN (Target 10 points below Standard - Increase or Maintain) Increase by 25 Points
#27 California School Dashboard, ELA Academic Indicator - Students with Disabilities	2018-2019 ORANGE (124.7 points Below Standard -Increased)	CA School Dashboard did not report a student outcomes for the ELA State Indicator. Local Data STAR Reading does	2022 CA Dashboard ELA Academic Indicator Students With Disabilities DFS - 142.6	2023 CA School Dashboard -129 DFS	Yellow (Target 94 points below Standard - Increase or Maintain) Increase by 31 Points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		not disaggregate for this target group.			
#28 California School Dashboard, ELA Academic Indicator - Homeless Students	2018-2019 ORANGE (98 points below Standard - Increased)	CA School Dashboard did not report a student outcomes for the ELA State Indicator. Local Data STAR Reading does not disaggregate for this target group.	2022 CA Dashboard ELA Academic Indicator Homeless DFS -67.3	2023 CA School Dashboard -134.4 DFS	Yellow (Target 44 points below Standard - Increase or Maintain) Increase by 50 Points
#29 California School Dashboard, Math Academic Indicator - All Students	2018-2019 ORANGE (105 points below Standard -Maintained)	CA School Dashboard did not report a student outcomes for the Math State Indicator.Local Data STAR Math 2021-2022 At/Above Benchmark 29%	2022 CA Dashboard Math All Students DFS -115.8	2023 CA School Dashboard -115.4 DFS	Yellow (Target 54 points below Standard - Increase or Maintain) Increase by 50 points
#30 California School Dashboard, Math Academic Indicator - Low Income/Socioeconomically Disadvantaged	2018-2019 ORANGE (109.8 below Standard - Maintained)	CA School Dashboard did not report a student outcomes for the Math State Indicator.Local Data STAR Math does not disaggregate for this target group.	2022 CA Dashboard Math Low Income/Socioeconomically Disadvantaged DFS -122.8	2023 CA School Dashboard -123.8 DFS	YELLOW (Target 60 points Below Standard - Increase or Maintain Annually) Increase by 50 points
#31 California School Dashboard, Math Academic Indicator - African American Students	2018-2019 RED (151.9 points below Standard - Maintained)	CA School Dashboard did not report a student outcomes for the Math State Indicator.Local Data STAR Math 2021-	2022 CA Dashboard Math African American DFS -159.5%	2023 CA School Dashboard -162.1 DFS	YELLOW (Target 100 points Below Standard - Increase or Maintain Annually) Increase by 51 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2022 At/Above Benchmark 16%			
#32 California School Dashboard, Math Academic Indicator - Homeless Students	2018-2019 RED (172.2 below Standard - Declined)	CA School Dashboard did not report a student outcomes for the Math State Indicator.Local Data STAR Math does not disaggregate for this target group.	2022 CA Dashboard Math Homeless Students DFS -156.8	2023 CA School Dashboard -201.8 DFS	YELLOW (Target 100 Points Below Standard - Increase or Maintain Annually) Increase by 72 Points
#33 California School Dashboard, Math Academic Indicator - Hispanic Students	2018-2019 ORANGE (104.9 points below Standard - Declined)	CA School Dashboard did not report a student outcomes for the Math State Indicator.Local Data STAR Math 2021-2022 At/Above Benchmark 29%	2022 CA Dashboard Math Hispanic DFS - 116.2%	2023 CA School Dashboard -112.8 DFS	Yellow (Target 55 Points Below Standard - Increases or Maintain Annually) Increase by 50 Points
#34 California School Dashboard, Math Academic Indicator - Students with Disabilities	2018-2019 ORANGE (189.4 points Below Standard - Increased)	CA School Dashboard did not report a student outcomes for the Math State Indicator.Local Data STAR Math does not disaggregate for this target group.	2022 CA Dashboard Math Students With Disabilities DFS - 196.7	2023 CA School Dashboard -199.3 DFS	Yellow (Target 100 points below Standard - Increase or Maintain Annually)Increase by 45 points
#35 California School Dashboard, College and Career Indicator - All Students	2018-2019 - 57.9% Prepared	2018-2019 GREEN 57.9% Prepared. No new data available.	2022 CA Dashboard did not report this indicator	2023 CA School Dashboard 29.1% prepared (low)	Target - Prepared 67% (15% improvement annually)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#36 Dual Enrollment - Number of Students - Local Data Aeries	2020-2021 - 487 Students	2020-2021 236 students	Dual Enrollment Local Data Aeries Number of Students 3220 students, 29% of 11th and 12th graders	Dual Enrollment Local Data Aeries Number of Students 1005 students.	Dual Enrollment Local Data Aeries Number of Students Target - 487 Students(Maintain or increase Dual Enrollment numbers
#37 Career Technical Education Enrollment - Local Data Aeries	2019-2020 Local Data Aeries 3,275 students (Revised to reflect correct school year - June 2022)	2020-2021 Local Data Aeries 3,543 Students	2022 CTE Enrollment Local Data Aeries 2,829 students	2023 Local Data Aeries CTE enrollment 3,224 students	Target Local Data Aeries 3,275 students (Increase or maintain CTE enrollment annually)
#38 Career Technical Education Pathway Completers - Local Data Aeries	2019-2020 Local Data Aeries 717 Students	2020-2021 Local Data Aeries 776 Students	2021-2022 Local Data Aeries 455 Completers	2022-2023 Local Data Aeries 426 completers	Target Local Data Aeries 753 students (Increase completers by 5% annually)
#39 California School Dashboard, Chronic Absenteeism Indicator - All students	2018-2019 - YELLOW 14%	2018-2019 YELLOW 14% Dataquest reports Chronic Absenteeism- 10%	2022 CA School Dashboard 27.1%	2023 CA School Dashboard 24.6%	GREEN (Target 10%) Decrease by 4%
#40 Ed Data, Chronic Absenteeism Rate - all students	2018-19 Overall - 13.8%	2020-2021 Overall - 15.2%	2022 CA Dashboard All Students 29%	2023 CA Dashboard All students 22.1%	Target 83.8% (Decrease the chronic absenteeism by 5%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#41 Ed Data, Chronic Absenteeism - Two or More Races Students	2018-2019 - 21%	2020-2021 - 16.8%	2022 CA Dashboard Two or More Races 31%	2023 CA Dashboard Two or More Races 31.5%	Target - 16%(Decrease the chronic absenteeism by 5%)
#42 Ed Data, Chronic Absenteeism - Low Income/Socioeconomically Disadvantaged	2018-2019 - 14.4%	2020-2021 - 15.7%	2022 CA Dashboard Low Income/Socioeconomically Disadvantaged 30.2%	2023 - 23.5%	Target 9.34% (Decrease the chronic absenteeism by 5%)
#43 California School Dashboard, Chronic Absenteeism Indicator - Foster Youth	2018-2019 RED 24.4%	2018-2019 RED 24.4% Dataquest 2020-2021 Chronic Absenteeism FY 20.2%	2022 CA Dashboard Foster Youth 25.4%	2023 CA School Dashboard 32.8%	YELLOW (Target 19.4%) Decrease by 5%
#44 California School Dashboard, Chronic Absenteeism Indicator - Homeless Students	2018-2019 ORANGE 43.1%	2018-2019 ORANGE 43.1% - no change to dashboard. CDE Dataquest 2019-2020 48.9% and 2020-2021 43.8%	2022 CA Dashboard Homeless 56.8%	2023 CA School Dashboard 54.2%	YELLOW (Target 38%) Decrease by 5%
#45 California School Dashboard, Chronic Absenteeism Indicator - English Learners	2018-2019 YELLOW 11.7%	2018-2019 YELLOW 11.7% - Dataquest 2020-2021 Chronic Absenteeism EL Students 14%	2022 CA School Dashboard EL Students 25.9%	2023 CA School Dashboard 22.6%	GREEN (Target 6.7%) Decrease by 5%
#46 California School Dashboard, Chronic Absenteeism Indicator-Low Income/Socioeconomically Disadvantaged	2018-2019 YELLOW 14.4%	2018-2019 YELLOW 14.4% Dataquest 2020-2021 Chronic Absenteeism LI Students 20.6%	2022 CA School Dashboard did not report this indicator	2023 CA School Dashboard 26.4%	GREEN (Target 9.4%) Reduce by 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#47 California School Dashboard, College and Career Indicator - Foster Youth	2018-19 ORANGE 32.5% Prepared	2018-2019 ORANGE 32.5% Prepared, NO new data avaiable.	2022-23 CA School Dashboard did not report the College/Career Indicator	2023 CA School Dashboard 3.4% prepared (Very Low)	GREEN (Target 45% Prepared) Increase by 13%
#48 California School Dashboard, Graduation Rate indicator - Foster Youth	2018-2019 RED 65%	2018-2019 RED 65% - no change to dashboard. CDE Dataquest 2019-2020 37.9% and 2020-2021 80.5%	2022 CA School Dashboard 70.5% (Low)	2023 CA School Dashboard 58.6%	ORANGE (Target 70%) Increase by 5%
#49 California School Dashboard, Graduation Rate indicator - English Learners	2018-2019 ORANGE 72%	2018-2019 ORANGE 72% - no change to dashboard. CDE Dataquest 2019-2020 48.9% and 2020-2021 68.9%	2022 CA School Dashboard 78.4% (Low)	2023 CA School Dashboard 81.9%	YELLOW (Target 77%) Increase by 5%
#50 California School Dashboard, Graduation Rate Indicator - Students with Disabilities	2018-2019 RED 65.3%	2018-2019 RED 65.3% - no change to dashboard. CDE Dataquest 2019-2020 42.0% and 2020-2021 66.2%	2022 CA Dashboard 69.9% (Low)	2023 CA School Dashboard 71.1%	ORANGE (Target 75%) Increase by 10%
#51 Panorama Climate Survey - Families	2020-2021 Positive Climate for Academic Learning - 72% Agree	2021-2022 Positive Climate for Academic Learning - 91% Agree	2022 Positive Climate for Academic Learning - 94%	2023 - 92% agree	Target - 90%
#52 STAR Renaissance Reading: School Wide	2020-2021 At/Above Benchmark = 27.8%	2021-2022 At/Above Benchmark = 27.4%	2022 At/Above Benchmark = 34.4%	2023 At/Above Benchmark = 36%	Target At/Above Benchmark 40% Increase 3% Annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#53 STAR Renaissance Reading: By Grade Level	2020-2021 At/Above Benchmark Grade 7 = 39% Grade 8 = 30% Grade 9 = 29% Grade10 = 36% Grade 11 = 33% Grade 12 = 33%	2021-2022 At/Above Benchmark Grade 7 =40.8% Grade 8 = 38.2% Grade 9 = 29.7% Grade 10 = 28.3% Grade 11 = 34% Grade 12 = 24.5%	Winter 2022 At/Above Benchmark Grade 7 = 31% Grade 8 = 29% Grade 9 = 26% Grade 10 = 28% Grade 11 = 32% Grade 12 = 28%	Winter 2023 /24 At/Above Benchmark Grade 7= 34% Grade 8 = 30% Grade 9 = 31% Grade 10 = 33% Grade 11 = 32% Grade 12 = 40%	At/Above Benchmark (increase 3 % annually) Grade 7 = 48%, Grade 8 = 39% Grade 9 = 28%, Grade 10 = 45%, Grade 11 = 42% Grade 12 42%
#54 STAR Renaissance Reading: By Major Ethnicity	2020-2021 At/Above Benchmark African American = 12% Hispanic = 15% White = 19%	2021-2022 At/Above Benchmark African American =10% Hispanic = 24% White = 28%	2022 Winter Benchmark At/Above Hispanic = 28% African American = 20% White = 42%	Winter 2023 /24 At/Above Benchmark Hispanic = 41 % African American = 31% White = 42%	Target At/Above Benchmark (Increase 3% Annually) African American =21% Hispanic = 14% White = 28%
#55 STAR Renaissance Mathematics: School Wide	2020-2021 At/Above Benchmark = 22%	2021-2022 At/Above Benchmark = 29%	Winter 2022 At/Above Benchmark = 16%	Winter 2022 At/Above Benchmark = 19%	Target At/Above Benchmark 31%. Increase 3% Annually
#56 STAR Renaissance Mathematics: By Grade Level	2020-2021 At/Above Benchmark; Grade 7 30%, Grade 8 24%, Grade 9 24%, Grade 10 26%, Grade 11 25%, Grade 12 28%	2021-2022 At/Above Benchmark; Grade 7 16%, Grade 8 13%, Grade 9 13%, Grade 10 19%, Grade 11 18%, Grade 12 19%	Winter 2022 At/Above Benchmark Grade 7 - 14%, Grade 8 - 14%, Grade 9 - 13%, Grade 10 - 19%, Grade 11 - 19%, Grade 12 - 16%	Star Ren Math by grade, Winter 2023, percentage at or above: District - 18%	At/Above Benchmark (increase 3 % annually) Grade 7 39%, Grade 8 % 33 Grade 9 33%, Grade 10 35%, Grade 11 34%, Grade 12 37%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				7th - 19% 8th - 13% 9th - 15% 10th - 22% 11th - 20% 12th - 15%	
#57 STAR Renaissance Mathematics: By Major Ethnicity	2020-2021 At/Above Benchmark; African American 23%, Hispanic 36%, White 39%	2021-2022 At/Above Benchmark; African American 16%, Hispanic 29%, White 38%	2022 Winter Benchmark Math At/above Hispanic 16%, African American 7%, White 21%	Star Ren Math by ethnicity, Winter 2023, percentage at or above: Hispanic - 18% African American - 9% White - 27%	Target At/Above Benchmark (Increase 3% Annually) African American 32% Hispanic 45%, White 48%
#58 Panorama Climate Survey - Favorable Responses for School Connectedness	2020-2021 Fall Percent Favorable responses: Students: 55% Staff: 69% Family: 89%	2021-2022 Fall Percent Favorable responses: Students: 57% Staff: 71% Family: 89%	2022 Fall Percent Favorable responses: Students 48%, Staff: 74%, Parents 91%	Panorama Climate 2023, percentage favorable: Students - 50% Staff - 76% Parent - 88%	Increase favorable responses: Students: 65% Staff: 79% Family: 90%
#59 Broad Course of Study to include programs and	2021-2022	Baseline Year	2022-23 All students 100% Unduplicated	Broad course of study - 100%	All students 100% Unduplicated 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
services for unduplicated students and individual with exceptional needs. (Added June 2022)	All students 100% Unduplicated 100% Students with Special Needs 100%		100% Students with Special Needs 100%		Students with Special Needs 100%
#60 Met A-G Requirement and Complete 1 CTE Pathway (Added June 2022)	2020-2021 All Students 6.1%English Learners1.8% Low Income6.2% Foster Youth0.0% Student with Disabilities 0.0%	Baseline Year	2022 All Students 6% EL: <1% Low Income: 5.8% From SOARS	Met A-G and 1 pathway 2023 from SOARS: All - 29% LI - 29% EL - 2%	2023-2024 All Students 12% English Learners 12% Low Income 12% Foster Youth 12% Student with Disabilities 3%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

To ascertain implementation, the District looked at both estimated expenditures and a qualitative analysis of the data.

Action 2.1 was partially implemented. The support provided by three coordinators specializing in core subject areas (ELA/HSS, Math/Science, and EL), and one coordinator for research, assessment, and evaluation, stand out as a success of this action. Additionally, assistant principals were hired for one middle school and for one parent choice (grades 7-12) to support instruction at the middle school level. The challenge in implementing this action has been the District's shift from a coaching/curriculum support model, resulting in a substantive change in this action.

Action 2.2 was not fully implemented. The district did not hire dedicated EL site coordinators, instead the site coordinators were paid a stipend for extra hours.

Action 2.3 was fully implemented with the District English Learner (EL) coordinator successfully supporting site coordinators, implementing a new curriculum for newcomers, increasing the number of bilingual aides (Action 2.2), and providing enrichment opportunities (Action 2.3). The implementation and monitoring of EL success through Ellevation at the site level remains a challenge. Action 2.3, successful implementation included intervention counselors at each site to support Foster Youth (FY), EL, and other target student groups, as well as a dedicated Foster Youth counselor at the district level.

The District continues to support and expand credit recovery opportunities during and after the school day and in summer school, partially implementing Action 2.4. A challenge in the implementation is the under-utilization of tutoring by staff. The data from the Focused EduVation (FEV) tutoring program indicates that further training of teachers in the platform and promotion of the program remains a challenge.

Action 2.5 was partially implemented with services for our Special Education Students who are also either Low Income or English Learners with a reclassification rate of 6.3%.

Action 2.6 was successfully implemented with the expansion of the Western Association of Schools and Colleges (WASC). WASC-accredited Victor Valley Virtual Academy provides an alternative educational option for students who have not been successful in the traditional setting, including Foster Youth. The expansion of Dual Enrollment, College and Career Access Pathways (CCAP), and CTE program access were also successfully implemented (actions 2.7, 2.16). Providing additional options for Dual Enrollment remains a challenge as the number of qualified teachers is limited.

Working closely with the San Bernardino County Superintendent of Schools and District coordinators, mathematics and English teachers successfully implemented the development of common assessments and re-engagement lessons to provide equity in access to a rigorous instructional program (Action 2.8). An area of challenge preventing full implementation of Action 2.9 is that the responsibility for common assessments, professional learning communities, and professional development during the school year was shifted to the sites. This action was partially implemented.

Action 2.10 was partially implemented. A challenge to this action was finding appropriate instructional resources to support targeted writing, as well as listening and speaking programs that truly support the unique needs of these learners.

Action 2.12 was partially implemented. The challenge in this action was that fewer students chose to participate in college test prep and thus fewer resources were required, as a direct result of a shift toward Dual Enrollment.

Action 2.15 was partially implemented. The challenge for this action was finding VVVA staff willing to meet to plan or tutor students for extra duty.

The use of instructional support materials, as well as primary language reading materials, was successfully implemented as part of Action 2.11. However, this action has not yet been fully implemented as the challenge to this action has been in providing designated English Learner support in after-school tutoring as it is limited by the availability of the EL teaching staff. Similarly, Action 2.14, though fully implemented faced the challenge that EL students were often not supported through the resources, like MyELD companion and thus the publisher will return to provide additional training and support.

Resources, supplies, and materials for intervention for teachers, Action 2.13, was partially implemented. Action 2.17 was partially implemented. The challenge was that the implementation was adjusted to have Professional Learning Communities meet only at a site level (and sites have varying degrees of success) and no longer meet at a district level, resulting in a substantive change.

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

The following actions have material differences:

Action 2.1: The district did not hire the proposed seven academic coaches. Sites were allowed to either hire their own coaches or provide instructional support on their own. The district provided support as requested by the sites.

Action 2.2: The district did not hire or provide release time for EL Coaches, instead providing extra duty hours.

Action 2.4 The district did not hire all the intervention counselors and teachers and shifted funding to a coordinator. Additionally, the district did not complete the planned move of all credit recovery to a previously closed school site.

Action 2.10: Provide resources for English Learner instruction programs - the district did not pay for extra core instructional supports or materials as they were built into the cost of the program. Additionally, the district contract for Ellevation was a two-year contract and did not need to be budgeted for 2023-24.

Action 2.12: Increasing supplemental college readiness activities for student success: this material difference is due to the district not spending the budgeted amount on college readiness exams and instructional materials for Dual Enrollment courses. The amount spent on college readiness exams was much less than originally budgeted. This is partially due to overbudgeting and fewer students choosing to take the SAT and PSAT.

Action 2.15: Providing resources to enhance Virtual School learning options: The cost of the extra duty for the instructors was considerably less than budgeted: $89,049.15. This is a material difference due to the inability to find VVVA teachers who were willing to meet to plan and/or tutor students.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

To evaluate the efficacy of the actions implemented for the 2021-2024 LCAP, multiple measures were used that were considered summative, such as graduation rates, chronic absenteeism, and suspension rates of students. The effectiveness of actions also included local measures such as the student achievement on the Star Renaissance (STAR) universal screener in English and math. The metrics revealed overall effectiveness in most actions in reaching our goal of a rich academic program that provides equity and a positive impact on student success for all students as well as unduplicated students. Graduation rates and reclassification rates have increased and ELA and Math Star Ren data show increased success. The success of the district continues to build with the implementation of teacher and curriculum support, additional educational opportunities, and increased classes for targeted groups including CTE class offerings (Actions 2.7 and 2.16), as evidenced by the local indicator showing growth in CTE participants increased from 2829 to 3198 students. CTE completers increased from 455 to 553 over the three years of the LCAP, however, there was a small decrease in A-G completion rate over the same period, perhaps attributable to the fact that additional factors affect A-G rates.

Action 2.1 outlines district support for academic success, as measured by improved student performance on the dashboard indicators for ELA and Math (which stayed essentially flat over the 2021-2024 period), Graduation rate (which increased by 3.1 percent over the course of the LCAP), and English Learner progress (up 4.3% over three years), as well as improved performance on the local indicator STAR Reading from 35% to 42% proficient over the three year period, and STAR Math from 13% to 14.5%. More specifically, the CAASPP ELA Baseline for 2019 was -35 DFS, compared to 2022 -40.8DFS showing improved student outcomes in 2023 at -38DFS. Similarly, the CAASPP Math Baseline for 2019 was -105 DFS, and 2022 was -115.8 DFS and maintained in 2023 at -115 DFS. The graduation rate for English Learners went from a baseline in 2019 of 72% to growth by 2023 at 81.9%. For low-income students, baseline 2019 was at 84.4% and grew in 2023 to 86.6%. Finally, for foster youth, the baseline in 2019 was 65%, and in 2023 was 58.6%. With regard to reclassification rates, baseline 2020 was at 2% and grew by 2023 to 6%.

This action was only partially implemented as mentioned above as the district did not hire academic coaches. This fact, coupled with the movement away from monthly district PLCs based upon data per core content (Actions 2.1 and 2.17), toward more autonomous site-level organization with varying degrees of implementation, supports the interpretation that results, though positive, (indicating the actions were

effective) also reflect that by only partially implementing the actions, the success metrics were lower than we had hoped for. The district has changed this action in the 2024-25 LCAP to reflect current priorities and goals to support academic success.

Actions 2.2, 2.3, 2.10, and 2.11 all work in concert to support our English Learners. Action 2.2 specifically provides staffing from the district to the student level (Bilingual Instructional Assistants) and a means to measure the efficacy of implementation through Ellevation. Action 2.10 provides instructional resources for these individuals to use with their designated and integrated students while Action 2.11 provides additional resources, including primary language materials and tutoring to support language acquisition. Each of these actions, individually and collectively has been very effective as indicated by the increase in reclassification rates (45 (2%) in 2019 to 92 (6%) in 2023 of eligible students) as well as the overall academic improvement of EL students (Graduation Rate from 72% to 81.9% over the 2021-24 LCAP). The district initiated a program, Legacy, which directly impacts long-term English learners (LTEL) by providing targeted support for A-G completion and supports their access to higher education. Similarly, the district also supports a dedicated Foster Youth counselor who focuses on school connectedness. These two initiatives are new and growth is expected as we look to our next LCAP cycle.

During the 2021-2024 school years, Action 2.4 effectively provided a coordinator, teachers, and paraprofessionals whose responsibility is to support intervention and credit recovery resulting in nearly three thousand courses recovered allowing students to graduate on time and increase A-G eligibility (Graduation Rates increase 3% over the course of the 2021-24 LCAP and A-G rates grew from 33% in 2022 to 37% in 2023). It is worth mentioning that the baseline year (2019/20) was 40.1%, (2021) 38.6%, (2022) 33% and (2023) 37.5%

Actions 2.5 and 2.14 provided individualized supplementary supports and resources for Special Education students who are also English Learners, FY or LI, which had limited efficacy resulting in slightly improved academic performance on the CAASPP ELA for SWD (1.2%), and a slight decrease in CAASPP math scores.

Through our WASC-accredited virtual school and independent study programs, Actions 2.6 and 2.15 provided support for students who have not been successful in traditional settings with mixed results. These actions resulted in increased graduation rates (the CA School Dashboard indicates a growth over the three-year period of 3.1% overall). Graduation rate for ELs moved from baseline (2019) 72% to (2023) 81.9%. Low-income students moved from baseline (2019) 84.4% to (2023) 86.6% and foster youth moved from baseline (2019) 65% to (2023) 58.6%

Actions 2.7 and 2.16 effectively supported equity-driven Career Technical Education (CTE) programs and resources increasing the number of students completing a CTE pathway from 455 to 553 from 2021-2024. The number of LI students similarly doubled, while EL students completing a pathway increased nearly 7-fold (local data). And for the first time, Students with Disabilities are graduating with a completed pathway (from 0% to 3%), while FY saw unprecedented growth (from 0% to 12%). Graduation rate three-year outcomes for SWD moved from baseline (2019) 65.3%, to 2023 71.1%. For FY, baseline (2019) 65% to (2023) 58.6%. A-G completion moved from baseline (2019) at 40.1%, to (2021) 38.6% to (2023) 58.6% to (2023) 37.5%.

The College and Career Indicator (CCI) reflected a decrease from 2019 - 2023 (28%). The district has reviewed and found errors in the reporting data. We are confident the actions will reflect a growth in the CCI for 2024. A-G Completion Rates increased from 4% in 2022 to 2023. Panorama Climate Survey for Connectedness showed an increase from 2022 - 2023 of 2% for students and staff.

Professional development was the scope for Actions 2.8 and 2.9. The intent was to continue working with SBCSS coaches to collaboratively develop workshops in best first instruction, common assessments, and equity-based practices. Ongoing professional development for content, pedagogy, and behavioral support was also planned. As a result of the change in the vision of district leadership, these actions were only partially implemented and thus there is little evidence to support the efficacy of the planned actions (refer to CAASPP data above). A two-day summer professional learning event was held which was well-attended, however, the support and reinforcement of this learning were moved away from the district in favor of providing administrators and teachers autonomy. Thus, the primary mechanism for professional development became attendance at third-party conferences as determined by site instructional leadership. The district will continue to work with school sites and their Equity Multiplier funds to increase professional development intentionally, for example, a review of data and personalized learning for staff based on need.

For further context, Actions 2.8 and 2.9 data over the three-year cycle of the previous LCAP to demonstrate effectiveness. The actions' descriptions from the 2023-24 LCAP state that the following metrics will be used for progress monitoring: ELA, Math, and English Learner Progress on the California School Dashboard. CAASPP ELA Baseline (2019) was -35 DFS, (2022) -40.8 DFS showing improved student outcomes in 2023 at -38 DFS. CAASPP Math baseline (2019) was -105DFS; (2022) -115.8DFS, and maintained in 2023 at -115DFS.

Action 2.12 supports LI students by providing opportunities to actively engage in college readiness and Dual Enrollment courses. This has resulted in a better-than-expected improvement in A-G completion rates (an increase of 3%) and a small but positive improvement in school connectedness as measured by the Panorama survey (an increase of 2%). Additional data is included in Action 2.13 below.

Finally, Action 2.13 effectively provided resources for intervention including Read180, targeting our LI students, again resulting in a slight growth in ELA scores of 3.6% of LI students scoring met or exceeded standards. Action 2.13 progress monitoring metrics from the 2023-24 LCAP include college and career indicator data on the California Schools Dashboard baseline (2019) 14.4% to (2023) 28.5%; increased A-G completion and one CTE pathways rates baseline (2019) 6.2% to (2023) 29% (source: SOARS), and improvement on the student Panorama Climate survey for connectedness baseline (2019) 55%, (2021-2022) 57%, (2022-23) 50%, a post-Covid increase of 2%.

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

Goal 2 is universally supported by all educational partners and will continue. However, this goal has been prioritized as Goal 1. Most actions will continue with the following changes:

Action 2.1 will be substantially modified to indicate that coaches and the additional assistant principal for the middle school will not be included. This will be Goal 1, Action 1 in the 2024-27 LCAP. Action 2.2 was partially implemented and will be implemented as Action 1.2. Actions 2.3 and 2.12 will be consolidated into Action 1.3 for clarity and transparency as services for students who do not traditionally attend college in those two actions overlap.

There will be a new Action 1.4 focusing on Long Term English Learners (LTELs) and the Legacy Program. The Legacy Program provides intentional and targeted support for our LTELs through consistent review of grades, transcripts, guest speakers, support with completing the FASFA and college applications, and study trips to visit colleges. Action 2.4 will continue as Goal 1, Action 1.5 with the change from expanding intervention and credit recovery to maintaining these supports.

Actions 2.5 and 2.14 will be combined with services and resources provided as described. These actions will become Goal 1, Action 1.7. Actions 2.6 and 2.15, both focus on virtual school, will be combined as they duplicate efforts and metrics. The virtual school will be reduced to two staff members based on student needs. These will become Goal 1, Action 1.7. Similarly, Actions 2.7 and 2.16, both focusing on CTE, will be combined as Action 1.8 as they duplicate efforts and metrics.

Actions 2.8 and 2.9, professional development, will substantially change to become the purview of site instructional leaders, with the district providing support. Actions and metrics were duplicated in the 2023-24 LCAP, thus consolidation in the 2024-27 LCAP provides for more transparency.

Actions 2.10, and 2.11 will be consolidated and all details of those actions and metrics will remain. Action 2.17 will be discontinued as the vision to implement this action has shifted from district to school sites. Sites will continue to conduct Professional Learning Community meetings to review data from common assessments and universal screening to monitor student success. The shift is that the responsibility to monitor is now with the school site instructional leadership.

In the 2024-2027 LCAP, the metrics in Goal 2 include school site with student groups whose outcome on the 2023 CA School Dashboard Chronic Absenteeism and Suspension have been added for progress monitoring. Metrics will migrate with actions from Goal 2 to Goal 1 in the new LCAP.

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

Goals and Actions

Goal

Goal #	Description
3	VVUHSD will provide an equity centered safe learning environment that supports a positive school climate with family engagement, student and staff success, and parent involvement. This meets the state priorities of 3, 5, 6.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#1 California School Dashboard, Suspension Rate Indicator - all students	2018-2019 ORANGE(High) - 9% of all students suspended at least once	The 2021 California School Dashboard did not report a Suspension Rate Indicator. CDE Dataquest 2019-2020 8.2% and 2020-2021 0%.	2022 CA Dashboard Suspension Rate All Students 10.4%	2023 CA School Dashboard 8.2 %	YELLOW (Medium) Target 6% - Reduce by 3%
#2 California School Dashboard, Chronic Absenteeism Indicator - All Students	2018-2019 YELLOW 14%	The 2021 California School Dashboard did not report a Chronic Absenteeism Indicator. Dataquest reports Chronic Absenteeism Districtwide 10%.	2022 CA Dashboard Chronic Absenteeism All Students 27.1%	2023 CA School Dashboard 24.6%	GREEN (Target 10%) Decrease by 4%
#3 Ed Data, Expulsion Rate - All Students	2019-2020 = 0.04%	2020-2021 = 0%	2021-2022 Expulsion Rate All Students 0.2%	2022 - 2023 Expulsion rate: .1%	Target - 0.02% (Maintain or decrease percentage of expulsions)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#4 Panorama Climate Survey - Favorable Responses	Fall 2019 Safety - Students 66% Winter 2020 Safety - Staff 55% and Family 82%	Fall 2021 Safety - Students 74% Winter 2021 Safety - Staff 50% Spring 2022 Safety - Family 86%	Winter 2022 Safety - Students 67%, Staff 53%, Family 85%	Fall 23-24 Safety - Students 65%, Staff 54%, Family 78%	Target 80% or higher for each group of educational partners
#5 California School Dashboard, Suspension Rate Indicator - Low Income/Socioeconomically Disadvantaged	2018-19 ORANGE(Very High) 9.3%students suspended at least once	The 2021 California School Dashboard did not report a Suspension Rate Indicator. CDE Dataquest 2019-2020 8.5% and 2020-2021 0%.	2022 CA Dashboard Suspension Rate Low Income/Socioeconomically Disadvantaged 10.7%	2023 CA School Dashboard 8.9%	YELLOW (Target - Medium 6.0%) Decrease by 3%
#6 California School Dashboard, Suspension Rate Indicator - English Learners	2018-2019 ORANGE (High) 8.4% students suspended at least once	The 2021 California School Dashboard did not report a Suspension Rate Indicator. CDE Dataquest 2019-2020 6.4% and 2020-202 10%.	2022 CA Dashboard Suspension Rate English Learners 8.1%	2023 CA School Dashboard 6.1%	YELLOW (Target Medium 5.0%) Decrease 4.4%
#7 California School Dashboard, Suspension Rate Indicator - African American	2018-2019 RED (Very High) 18% students suspended at least once	The 2021 California School Dashboard did not report a Suspension Rate Indicator.CDE Dataquest 2019-2020 17.3% and 2020-2021 0%.	2022 CA Dashboard Suspension Rate African American 19.7%	2023 CA School Dashboard 17.1%	ORANGE (Target High 9.0%) Decrease by 9%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#8 California School Dashboard, Suspension Rate Indicator - Foster Youth	2018-2019 RED (Very High) 19% students suspended at least once	The 2021 California School Dashboard did not report a Suspension Rate Indicator. CDE Dataquest 2019-2020 20.4% and 2020-2021 0%.	2022 CA Dashboard Suspension Rate Foster Youth 19.9%	2023 CA School Dashboard 18.9%	YELLOW (Target High 9.0%) Decrease by 10%
#9 California School Dashboard, Suspension Rate Indicator - Hispanic Students	2018-2019 ORANGE (High) 6.6% students suspended at least once	The 2021 California School Dashboard did not report a Suspension Rate Indicator.CDE Dataquest 2019-2020 6.1% and 2020-2021 0%.	2022 CA Dashboard Suspension Rate Hispanic 8%	2023 CA School Dashboard 6.1%	YELLOW (Target Medium 4%) Decrease by 2.4%
#10 California School Dashboard, Suspension Rate Indicator - Low Income/Socioeconomically Disadvantaged	2018-2019 ORANGE (Very High) 9.3% students suspended at least once	The 2021 California School Dashboard did not report a Suspension Rate Indicator. CDE Dataquest 2019-2020 8.5% and 2020-2021 0%.	Duplicate of Metric 5	2023 CA School Dashboard 8.9%	YELLOW (Target Medium 4%) Decrease by 5.3%
#11 California School Dashboard, Suspension Rate Indicator - Homeless Students	2018-2019 ORANGE (Very High) 12.6% students suspended at least once	The 2021 California School Dashboard did not report a Suspension Rate Indicator. CDE Dataquest 2019-2020 15.0% and 2020-2021 0%.	2022 CA Dashboard Suspension Rate Homeless Students 18.5%	2023 CA School Dashboard 12.3%	YELLOW (Target Medium 7.6%) Decrease by 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#12 California School Dashboard, Suspension Rate Indicator - White Students	2018-2019 ORANGE (High) 7.7% students suspended at least once	The 2021 California School Dashboard did not report a Suspension Rate Indicator. CDE Dataquest 2019-2020 6.3% and 2020-2021 0%.	2022 CA Dashboard Suspension Rate White 9.9%	2023 CA School Dashboard 7.8%	YELLOW (Target Medium 3.7%) Decrease by 4%
#13 California School Dashboard, Chronic Absenteeism Indicator - African American Students	2018-2019 ORANGE 22.6%	The 2021 California School Dashboard did not report a Chronic Absenteeism Indicator. Dataquest reports 2020-2021 Chronic Absenteeism 15.5%.	2022 CA Dashboard Chronic Absenteeism African American 35.2%	2023 CA School Dashboard 35.6%	YELLOW (Target 17%) Reduce by 5%
#14 California School Dashboard, Chronic Absenteeism Indicator - Homeless Students	2018-2019 ORANGE 43.1%	The 2021 California School Dashboard did not report a Chronic Absenteeism Indicator. Dataquest reports 2020-2021 Chronic Absenteeism 43.8%.	2022 CA Dashboard Chronic Absenteeism Homeless 56.8%	2023 CA School Dashboard 54.2%	YELLOW (Target 38%) Decrease by 5%
#15 California School Dashboard, Chronic Absenteeism Indicator - Foster Youth	2018-2019 RED 24.4%	The 2021 California School Dashboard did not report a Chronic Absenteeism Indicator. Dataquest reports 2020-2021 Chronic Absenteeism 20.2%.	2022 CA Dashboard Chronic Absenteeism Foster Youth 25.4%	2023 CA School Dashboard 32.8%	YELLOW (Target 19.4%) Decrease by 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#16 California School Dashboard, Chronic Absenteeism Indicator - Students with Disabilities	2018-2019 ORANGE 29%	The 2021 California School Dashboard did not report a Chronic Absenteeism Indicator. Dataquest reports 2020-2021 Chronic Absenteeism 20.6%.	2022 CA Dashboard Chronic Absenteeism Students with Disabilities 38.3%	2023 CA School Dashboard 38.2%	YELLOW (Target 20%) Decrease by 9%
#17 California School Dashboard, Chronic Absenteeism Indicator -Two or More Races Students	2018-2019 RED 25.9%	The 2021 California School Dashboard did not report a Chronic Absenteeism Indicator. Dataquest reports 2020-2021 Chronic Absenteeism 12.7%.	2022 CA Dashboard Chronic Absenteeism Two or More Races 29.6%	2023 CA School Dashboard 31.9%	YELLOW (Target 20%) Decrease by 6%
#18 Panorama Climate Survey - Sense of Belonging	2020-2021 Percent Favorable responses: Students: 54% Staff: 69% Family: 89%	2021-2022 Percent Favorable responses: Students: 57% Staff: 71% Family: 89%	Winter 2022 Sense of Belonging - Students 48%, Staff 74%, Family 91%	Fall 23-24 Sense of Belonging - Students 50%, Staff 76%, Family 88%	Increase favorable responses to at least 90% for each group of educational partners.
#19 Panorama Climate Survey - Climate of Academic Learning	2020-2021 Percent Favorable responses:: Students: 72% Staff: 88% Family: 88%	2021-2022 Percent Favorable responses:: Students: 77% Staff: 90% Family: 91%	Winter 2022 Climate for Academic Learning - Students 70%, Staff 88%, Family 94%	Fall 23-24 Climate for Academic Learning - Students: 50%, Staff 76%, Family: 88%	Increase favorable responses to at least 90% for each group of educational partners.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#20 Parental Participation including families of unduplicated students and students with exceptional needs. (Added June 2020)	2021-2022 = 2,196 Parents/Guardians in Attendance	Baseline Year	2022-2023 = 209 parents/ guardian at in person parent events	2023 - 209 parents/families	2,500 Parents/Guardians in Attendance
#21 Drop out rate grades 7 & 8 (MS Dropout) (Added June 2022)	2020-2021 5 Students or .001%	Baseline Year	2022 drop out rate for grades 7 & 8 is 21 students or 0.0002%	2023 - 1%	0 Students or 0%
#22 Drop out rate grades 9-12 (HS Dropout) (Added June 2022)	2020-2021 115 Students or .014%	Baseline Year	2022 drop out rate for grades 9-12 is 281 Students or .02%	2023 - 2%	57 Students or .007%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Victor Valley Union High School District planned for 7 action items with embedded services in order to provide an equity-centered, safe learning environment that would promote a positive school climate to meet the needs of students and staff. There are no substantive differences between the planned action and actual implementation.

Action 3.1 was successfully fully implemented through the provision of mental health clinicians (MHC), licensed vocational nurses (LVNs), office health clerks, and a district nurse, as well as PBIS training for staff. All sites have added Wellness Centers staffed by the MHCs. These services have proved successful as there was a downward trend in suspension rates over the previous year, especially among the English Learner (EL) population. The challenges the district has faced are in aligning the sites in procedures for tracking and monitoring metrics.

Action 3.2 was partially implemented to support improved school communication and connectedness. Each site has a Family Engagement Center staffed by Family Engagement Liaisons. The district added an additional translator and provided stipends for bilingual employees to provide translation services at the sites. The successes are in the availability of FELs and translation services throughout the district, supporting the downward trend in suspension rates among EL students. Challenges lie in the monitoring of metrics that demonstrate which of the actions led to these successes.

Action 3.3 was partially implemented with the successful creation of site-level Student Services department with guidance from the Director of Student Services (Action 3.3) and district Family Engagement Liaisons (FELs) (Action 3.2) as well as support resources (Action 3.7). The district did not hire the additional Family Engagement Liason (district) as the need did not exist. The creation of the Student Services Department led to the successful full implementation of Action 3.7 included the addition of an Enrollment Showcase at the fairgrounds and Daybreak, which provides virtual counseling sessions for our students and their families. As a result, we saw a slight decrease in chronic absenteeism. Challenges lie in the metrics to monitor successes and will consider adjusting moving forward.

Action 3.6. was partially implemented. Successes include providing and contracting to provide social-emotional and mental health resources. Additionally, FY engagement increased through participation in organized trips and activities. A challenge to implementing this action is that the need is significant and widespread, and our FY population is so transient.

Action 3.4 was partially implemented by providing trained security officers and campus security assistants at all sites. A measure of success for this action was that these employees received ongoing training throughout the 2023-24 school year including training in Character Strong and other professional development to increase engagement, belonging, and well-being. The challenge to this is that students' and staff's feelings of safety have grown minimally. More support may be needed for this action. Action 3.5 was fully implemented by contracting with the Department of Probation. We observed only minimum growth in the stated metrics. The district will be making adjustments to these actions moving forward.

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

There were no material differences in actual expenditures for Actions 3.1, 3.5, and 3.7.

Action 3.2 was impacted by the mid-year transfer of the district translator. There is a material difference of $200,000 under the estimated expenditures that will be accounted for upon the hiring of a replacement.

Action 3.3 has a material difference in the budget expenditures from the estimated amount. The goal description was to provide additional staff. Fifteen additional teachers were hired in the 2023/24 school year to maintain student/teacher ratios. The district did not hire staff that was budgeted for because the need did not exist.

Expenditures for Action 3.4 are below the budgeted amount. This action was partially implemented to include the staffing of all school sites with fully trained security officers and campus security assistants. In addition, the Evolv Security system was added to the entrance of all sites. This material difference was due to Active Shooter training coming in under budget. This training was provided during the work day and did require the overtime hours that were budgeted.

There is a material difference for Action 3.6. The district added the funding of Associated Student Body (ASB) cards was added in the 2023/24 school year. The material difference in this action is from the sites not requesting follow-up training for Capturing Kids Hearts.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The district did not meet the desired outcome for any of the metrics in goal 3. The baseline metrics for suspension rates and chronic absenteeism moved from Dataquest to the California School Dashboard in 2021.

The success of Actions 3.1 and 3.2 is measured by a decrease in suspension rates of 0.8 over a three-year period. The most significant changes were in the decrease of EL suspension rates by 2.3% and African American by 0.9% from the Baseline year to 2023. To put this in context, EL suspension moved from baseline (2019) 8.4% to (2023) 6.1%. For African Americans (2019) 18% to (2023) 17.1%.

Chronic Absenteeism saw a significant increase of 10% over the same baseline to 2023. All students (2019) 14% to (2023) 24.6%; LI (2019) 9.3% to (2023) 8.9%; AA (2019) 22.6% to (2023) at 35.6%. Low Income (LI) and AA saw the greatest increase with 11% (LI) and 13% (AA). This metric may demonstrate that the actions were ineffective; however, the decrease of 2.5% over the previous year shows that the addition of the Wellness Centers may be helping with the reduction of chronically absent students or that the metrics need to be adjusted. Additionally, the Panorama Climate survey showed a slight increase in student and staff connectedness of 2% from 2022 to 2023.

The metrics for Action 3.3 and 3.6 show that the district remained stagnant over 3 years and chronic absenteeism for Foster Youth (FY) actually increased by 8.4%. 2019) 24.4% to (2023) 35.6%. The Student Services department, in 2024 has increased their intentional support of FY through 1 on 1 meetings and connecting families to community resources to reiterate the importance of attending school and planning for life after graduation.

The metrics for 3.4 and 3.5 do not reveal the strong effectiveness of these actions as the data fluctuated over 3 years. The data for the climate survey for Spring 2024 reflects a decline of 1% for students and a steeper decline of 13 points by families from the Spring 2023

survey. These actions have changed significantly for the 2024-25 LCAP. The district will not be attending training, not providing programs that were not effective (for example Capturing Kids Hearts). The district has shifted to better training for programs that are more effective with secondary students (Character Strong) and more intentional partnerships with the Department of Probation. Suspension (2019) was 9% to (2023) 8.2%; Climate (2029) 14% to (2023) 24.6%.

The metrics for Action 3.7 demonstrate the district's biggest success in Goal 3. Over the 3-year period (Baseline to 2023) the district experienced a decrease in suspension rates and over the previous year, there was a significant decrease of 2.5%. The EL population decreased by 2.3% and Homeless student suspension rates decreased by 5.2%. EL student group - (2019) 8.4% to (2023) 6.1%; students experiencing homelessness (2019) 12.6%, (2022) 18.5%, (2023) 12.3%; districtwide (2019) 9%, (2022) 10.4%, (2023) 8.2%.

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

There will be no significant changes to the planned actions in the 2024-25 LCAP with the exception that based on feedback from educational partners, this goal has been re-prioritized as Goal 2. The district recognizes the need to continue to provide services that result in an equity-centered, safe learning environment with a positive climate. The district will continue to employ a district nurse, Mental Health Clinicians, Licensed Vocational Nurses, and office health clerks at all school sites (Action 3.1 - will become Action 2.1). The District recognizes the need to create a policy or procedure for monitoring which students benefit from these services and add metrics that monitor increased feelings of connectivity and safety for students taking advantage of wellness services at each site. This will be done through the Panorama Survey. Family Engagement Liaisons (FELs) will continue to increase their parent contact including regular meetings with principals, informational workshops, and campus tours. FEL meetings will continue to be offered in both English and Spanish. Additional information is disseminated to students, parents, and staff through Parent Square by both the district and school sites (Action 3.2 - will become Action 2.2). All of these supports are directed by the Student Services Department (Action 3.3) which has produced a steady decline in suspension rates.

The metrics from Goal 3 will migrate with their actions to Goal 2 including suspension, chronic absenteeism, expulsion, Panorama, and drop-out rates.

There will be an increase in spending for Action 3.4 (which will become Action 2.4). The district will continue to focus on maintaining safe schools for our students and staff by providing fully trained security officers and campus security assistants and ensuring the Evolv security systems remain at all sites. To increase safety at district events, the intent to create a School Police Department will be added to the 2024/25 LCAP (Action 2.4). Further, there will be an increase in spending in Action 3.5 (which will become Action 2.5). As the district overspent in the 2023-24 school year on the contract with the Probation Department, the current expenditure will be updated for the future LCAP planned funding.

There will be a decrease in spending in Action 3.6. Although the District values the need to continue to support students with their immense trauma the services provided in the 2023-24 expenditures came in under budget and therefore the planned budget moving forward will match actual spending. This action will be consolidated with Action 3.7 and both will become Action 2.6. There will be no other changes to Action 3.7. Hundreds of families have utilized Daybreak. The District and school sites have significantly increased the number of family outreach communications and will continue to provide school resources and academic support through family workshops for college readiness and financial aid with the support of College and Career Technicians and Family Engagement Liaisons. These individuals also provide PIQE training for parents and provide invaluable information on student support, both academic and personal.

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

Goals and Actions

Goal

Goal #	Description
4	Victor Valley Union High School District will increase and improve services for Foster Youth district wide to increase Foster Youth Graduation Rate by 10% with a target of 75% while decreasing the Chronic Absenteeism Rate of Foster Youth by 5% with a target of 20% by June 30th of 2024.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard Graduation Rate Indicator Foster Youth	2018-2019 RED 65%	The 2021 California School Dashboard did not report a"color" outcome. Dashboard additional report states 80.5%.	2022 Low 70.5% - CA 2022 School Dashboard	2023 CA School Dashboard 58.6%	(Target 95%) Increasing by 5%
California School Dashboard Chronic Absenteeism Foster Youth	2018-2019 RED 24.4%	The 2021 California School Dashboard did not report a Chronic Absenteeism Indicator. Dataquest reports 2020-2021 Chronic Absenteeism FY Students 20.2%.	2022 Low 25.4% - CA 2022 School Dashboard	2023 CA School Dashboard 32.8%	(Target 20%) Decrease by 5.6%
Foster Youth A-G Completion Rates as measured by Ed-Data			3.1% Ed-data (added 2022)	Ed-data 2023 - 11.4%	Increase to 10%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The district is committed to working with Foster Youth as determined by the following 3 actions.

Action 4.1 Substantive change - Due to a shift in leadership, and to improve customer service, Central Enrollment was disbanded and registrars were rehoused at the schools, making it easier for foster youth to access services.

Action 4.2 Fully implemented through the district's Foster Youth (FY) counselor who monitors and provides targeted support to FY. This FY counselor acts as the district contact to monitor FY academic progress monthly, provide social-emotional referrals, FAFSA/college application support, timely communication, and other interventions to address A-G completion rates and graduation rates.

Action 4.3 Fully implemented through the district's FY counselor who provided targeted support to FY by acting as the district contact providing school supplies, setting up home visits, leading the Food for Home Program, organizing foster family workshops, and facilitating home technology support.

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

The following action has a material difference:

Action 4.1 Foster Youth Identification: Material Difference - Central Enrollment was disbanded and registrars have been placed at school sites. FY identification is done by site registrars and counselors.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Data results demonstrate that our efforts were ineffective in making sufficient progress toward increasing FY graduation rates and decreasing FY chronic absenteeism. This action was implemented in the 2022-23 LCAP. The two-year time frame shows limited progress. Our FY population is transient and we continue to struggle to connect our students to school. Through our empathy interviews, we learned that our students do not want to develop relationships at school due to their moving often.

Action 4.1 Upon reflection, it was determined that FY would be better served closest to their site. This led to the disbanding of Central Enrollment, thereby eliminating that management position.

Action 4.2 was only somewhat effective as measured by the fluctuating FY graduation rate. However, it is noted that this was only a two-year implementation and other metrics may be needed to adequately assess the effectiveness of any action on this highly transient population. To put this in context, (2019 - baseline) 65%, (2021) 80.5%, (2022) 70.5%, (2023) 58.6%. The Foster Youth graduation rate has fluctuated significantly over the past few years, compared to a baseline (2019) of 65%. Through dedicated efforts, this rate improved to 70.5% (2022), reflecting progress in supporting these students. However, in 2023, the graduation rate dropped to 58.6%, a significant decrease that warrants immediate attention. Several factors are thought to have contributed to the decline in the foster youth graduation rate in 2023 including the impact of COVID-19, instability in living arrangements, and mental health. This warrants our renewed attention and is reflected in the new LCAP.

Action 4.3 was somewhat effective, as there is currently no district FEL. However, the responsibilities originally assigned to the FEL are supported by the district FY counselor. Metrics included attendance, and graduation rate (above). Attendance improved from baseline (2019) 24.4% to (2023) 32.8%.

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

Goal 4 will not continue as a separate goal. The support of Foster Youth will be shifted to Goal 2, and for greater transparency and clarity, Actions 4.2 and 4.3 will be combined to become Action 2.3 (as there was a significant duplication of services and metrics). Action 4.1 will not continue as the Central Enrollment Center has been disbanded as of July 2023. It was not operating efficiently and was not convenient for the community. The District has placed registrars at each school site so they are closer to the students and the families that they serve.

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

Goals and Actions

Goal

Goal #	Description
5	Victor Valley Union High School District will increase and improve services for African American students district wide as measured on the CA Dashboard by an increase in ELA from -73 Distance from Standard (DFS) to -10 DFS, an increase in Math from -159 DFS to -100 DFS and a reduction in suspensions from 19.7% to 9% by June 30, 2024.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard ELA scores - African American Students	(Baseline Established June 2023) - 73 DFS			2022-2023 School Year: 2023 CA School Dashboard -83.6 DFS (December 2023 dashboard release: maintained per the dashboard growth of 1.9 points from 2022)	Target 10 points below standard - Increase by 63 points.
CA School Dashboard math scores - African American Students	(Baseline Established June 2023) -159.9 DFS			2022-2023 School Year: 2023 CA School Dashboard -162.1 DFS (December 2023 dashboard release: maintained per the dashboard growth of 1.8 points from 2022)	Target 100 points below standard - Increase by 59.9 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard Suspension Rate Indicator African American	(Baseline Established June 2023) 19.7%			2022-2023 School Year: 2023 CA School Dashboard 17.1 % (December 2023 dashboard release)	Target is 9% suspensions
A-G rates for African American Students as reported by Ed-Data	(Baseline Established June 2023) 25.3%			2022-2023 School Year: Ed Data - 25.6%	Target is 30%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The district partially implemented the Heritage Program at each comprehensive high school to support African American students.

Action 5.1 was fully implemented with the coordinators having three release periods to support students.

Action 5.2 was partially implemented. The program provided some community speakers and culturally relevant events. A success of the implementation was the college trip to Historically Black Colleges and Universities.

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

The following action has a material difference:

Action 5.2 - Material difference: due to this being the first year of the program, thus there was limited student participation, and the amount of funding allocated was not expended.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 5 was implemented in the 2023/24 school year. The District will maintain this goal as it is beginning to show effectiveness.

Action 5.1 was effective as the coordinators were able to focus their efforts on supporting the African American youth and developing the Heritage Program. The AA students' A-G eligibility (college readiness measure) was maintained at 25%.

As this was the first year of implementation, results were limited. Action will continue to enjoy growth opportunities.

Action 5.2 was effective as the program provided community speakers and events to support the African American youth in providing them with tools to manage anger, to understand who they are, and the opportunities that await them once they complete school. This is reflected in our reduction of suspension by 2.6%. (2023) 19.7%, (2024) 17.1%

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

There are no changes to this goal, its actions, metrics or desired outcomes, except that this goal will become Goal 4 (Actions 4.1 and 4.2 replacfing 5.1 and 5.2) in the 2024-2027 LCAP.

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

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.
- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

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%.

The district has seven (7) schools which qualify for Equity Multilplier funds. Equity Multiplier provides additional funding to local educational agencies for allocation to schoolsites meeting nonstability and socioeconomically disadvantaged pupil thresholds in the prior year. The

following schools were allocated funds and have goals in this LCAP: Adelanto High School (AHS), Goodwill High School (GHS), Goodwill Independent Study (GIS), Imogene Garner Hook Junion High (HJH), Lakeview Leadership Academy (LLA), Silverado High School (SHS), Victor Valley High School (VHS), and Victor Valley Virtual Academy (VVVA).

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 low performance (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, Two or more races (MR), Students with Disabilities (SWD)

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, EL, Hispanic, LI, SWD

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

College and Career - EL, SWD

Suspension - FY

Cobalt Institute of Math and Science:

English Learner Progress Indicator - EL

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 - EL

Suspension - All students and student groups: AA, Hispanic, LI, MR

Silverado High School:

ELA - EL, SWD

Math - EL, Hispanic, LI, SWD

College and Career - 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 - EL

Graduation Rate - SWD

Victor Valley Virtual Academy

ELA - All Students

Reflections: Technical Assistance

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

The District has been identified for Technical Assistance in the form of Differentiated Assistance for the 2023-24 school year for limited progress on the following indicators on the CA Dashboard:

Foster Youth (FY): Chronic Absenteeism (CA), Graduation Rate and College and Career Indicator (CCI)

Students with Disabilities (SWD): ELA, Math, CA and CCI

African American Students (AA), ELA, Math and CA

In the 2023-24 school year, the district focused on and continues to focus on FY through the improvement cycle. The district created and used empathy interviews to gain a deeper understanding of why our FYs do not come to school, don't graduate with their peers, and are not college and career-ready. We continue to employ a foster youth counselor at the district level who supports the FY at each school site (Action 2.1, CA). She also works closely with the site-level counselors to provide information and resources. She meets with students and families in person to determine needs and then connects them to community resources. The district's Virtual Academy is open to all students with a focus on FY who have not been successful in a traditional school setting (Action 1.7. Gradation Rate) Additionally, we provide opportunities for FY to make up lost credits through credit recovery options during the school day (Action 1.5, Graduation Rate). We are working with the Career Technical Education staff to encourage our FY to enroll in engaging CTE courses (Actions 1.8, 2.3 CCI, CA). Finally, we are increasing our Dual Enrollment options and encouraging our FY to enroll in these courses. These courses will support the FY with college credit when they complete the course with a passing grade (Action 1.3, CCI).

The district is working diligently to support the achievement of our SWDs. The Special Education department has designed and implemented targeted training for Special Education teachers so they have more resources and tools to support student learning with a connection to the CA State Standards and each student's Individualized Education Plan (IEP) goals(ELA, Math, CCI). The district has hired additional staff, including a Program Specialist. The Program Specialist will provide support to sites and families to gain a better understanding of why students are missing school (Actions 1.6, 2.3 CA). Additionally, the Curriculum and Instruction (C&I) team is collaborating with the Special Education team to create more inclusive trainings for the 2024-25 school year to include Special Education and General Education teachers (Action 1.6, ELA, Math, CCI).

The district created a goal for our AA students in the 2023-24 LCAP to support academic achievement in ELA and Math. This will continue in the 2024-25 LCAP (Goal 4). The Heritage Program provides coordinators and resources to engage students in school and improve academic achievement through targeted interventions (Actions 4.1, 4.2 ELA, Math). The district provides parent workshops with the goal of collaborating with families to increase engagement and school attendance for our middle school AA students (Action 2.2).

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 representative, our accountability partner, on a quarterly basis to ensure ongoing progress and alignment with district goals.

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, 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.

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 School 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.

VVHS: The district administrators have a plan to meet with VVHS administration monthly and the entire team quarterly to review progress on the implementation of the CSI plan, The data review will include the progress reports and quarterly grades, suspension rates, and common assessment results.

GHS: The district administrators have a plan to meet with GHS administration monthly and the entire team quarterly to review progress on the implementation of the CSI plan, The data review will include the review of ELA and math benchmarks and the number of students progressing toward graduation.

Additionally, both sites and district administrators will meet with the SBCSS staff quarterly to review progress using the data noted above.

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.	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. At the DAAPAC meeting, a questionairee was provided to all attendees who then collaborated in small groups to respond to the prompts. Site recommendations were elicited to ensure that parents representing each of the student groups of AA, FY, EL, and LI were present. These parents were notified by the district. Parents were also notified of the meetings below through Parent Square, district and site websites and notices at the school sites. District African American Parent Advisory Committee was held on April 30, 2024. District English Learner Advisory Committee met on January 9 and May 30, 2024 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: Adelanto High School (AHS) - Family and Community Engagement was held on February 15. Cobalt Institute of Math and Science (CIMS) - Family and Community Engagement was held on February 15.

	Imogene Garner Hook Junior High School (HJH) - Family and Community Engagement was held on April 12. Lakeview Leadership Academy (LLA) - Family and Community Engagement was held on February 13. Larrea Middle School (LMS) - Family and Community Engagement was held on February 15. Silverado High School (SHS) - Family and Community Engagement was held on February 6. University Prep (UP) - Family and Community Engagement was held on February 15. Victor Valley High School (VVHS) - Family and Community Engagement was held on April 12. 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.
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. At these meetings, the metrics from the 2023-24 LCAP was reviewed in small groups and feedback provided. The groups reviewed each other's comments and a document was created with recommendations for what actions to keep, adjust or remove from the upcoming LCAP.
Student Groups including Foster Youth, English Learners and Low Income	LCAP Community Meetings, School Site Student Advisory Forums conducted at every school site (dates above) included students from the our target student populations. Each of the student forums below followed the same process: Data for each school site was shared with students and then students either asked more questions or provided insights as to the "why" of the data. The action items from the LCAP were also shared and students provided feedback on what was working and what was missing the mark. Finally, students had an open forum to discuss what was going well at their sites and what could use improvement. Adelanto High School (AHS) - Student Forum was held on January 25.

	Cobalt Institute of Math and Science (CIMS) - Student Forum was held on January 25. Imogene Garner Hook Junior High School (HJH) - Student Forum was held on February 29. Lakeview Leadership Academy (LLA) - Student Forum was held on April 3. Larrea Middle School (LMS) - Student Forum was held on January 25. Silverado High School (SHS) - Student Forum was held on February 6. University Prep (UP) - Student Forum was held on January 25. Victor Valley High School (VVHS) - Student Forum was held on February 13. Goodwill High School (GHS), Goodwill Independent Study (GIS), and Victor Valley Virtual Academy (VVVA) - These meetings were held together as they share a campus. Student Forum was also held on February 1.
SELPA	May 24, 2024. During the conversation with the SELPA the LCAP was reviewed in addition to focused attention on Goals and Actions specific to Special Education students. The participants provided feedback on the additional PD provided to staff during the 23-24 school year and asked that it continue in the coming years.
District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC)	Draft presented to DAC meeting on May 16, 2024 - there was no feedback so the Superintendent did not need to reply in writing. DELAC meeting on June 4, 2024 - there was no feedback so the Superintendent did not need to reply in writing.
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 (AHS) Hook Junior High(HJH) Lakeview Leadership Academy (LLA) Silverado High School (SHS) Victor Valley High School (VVHS) Goodwill High School (GHS) Goodwill Independent Study (GIS)	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.

Victor Valley Virtual School (VVVA).	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.
	AHS - Identified Equity Multiplier School - Parent Engagement and Student Survey was shared on March 12, 2024.
	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.
	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.
	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.
	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.
	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.
Public Hearing	June 25, 2024, posted 72 hours, draft available online and hardcopy by request

Board of Trustees Adoption Date	The LCAP was adopted by the governing board on 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 was a unified call for a nurturing and supportive school climate where every student can thrive (Actions 2.1, 2.6). Key areas highlighted include the need for more accessible counseling services (Action 2.3), effective reading programs to ensure students are on grade level (Action 1.11), and proactive communication regarding academic progress and attendance (Action 2.2). Participants also stressed the importance of robust extracurricular support and better preparation for the future and staff has requested more targeted professional learning opportunities. (Action 1.9) Additional requests from the community and staff included more Dual Enrollment, CTE courses and support from the counseling departments on how to navigate the college process (Action 1.4). Overwhelmingly, the community appreciated the opportunities for credit recovery (Action 1.5) Staff mentioned they are more effective with the smaller class sizes. They are improving in their ability to build relationships and differentiate their instruction. . Staff expressed the need for more professional development on the effective use of technology (Action 1.1).

Regarding feedback from parents, they expressed appreciation for parent workshops and asked for additional workshops to be offered in Spanish (Action 2.3). Specifically in the DELAC, parents were pleased with the Legacy program and with the additional translator, and the support for bilingual instructional assistants (Action 1.2) and the work they do and the differentiated instruction provided to students, was nearly universal. Support was also voiced by both parents and students for the Heritage program (Actions 4.1,4 .2), for the support behind ASB cards to increase school connectedness. Our students often cannot afford to puchase ASB cards which provide free access into athletic events and discounts on school event tickets. By not charging for these cards, more students have access to after school events and are able to connect to other students and the school community (Action 2.6). Parents also expressed their support for ofsetting the cost of fingerprinting which is mandatory for volunteer clearance (Action 2.3). Many parents would like to volunteer to work in our schools or volunteer at events which connects them to our staff and creates an inclusive school community. 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 (Action 2.1). Parents of Foster Youth and Low-Income also mentioned their appreciation for mental health clinicians and licensed vocational nurses (Action 2.1). Students asked for more study trips (Action1.11) 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 (Action 3.4). Students also reported that they often do feel that they

are recognized for what they do well (Action 2.6). Parents, students and staff all mentioned that smaller class sizes help staff build relationships with students and provide more individualized support (Action 1.14).

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

Adelanto High School (AHS) - Equity Multiplier School

Feedback from Adelanto High School centered on enhancing safety protocols (Action 3.4) and creating a supportive atmosphere that addresses the socio-emotional needs of students (Action 11.1). Parents and community members are looking for more robust anti-bullying programs and strategies to foster inclusivity (Action 11.1). There was also an emphasis on the need for targeted academic interventions to support underperforming students (Action 11.3).

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 (Action 3.5). 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 (Action 1.9).

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

The community at GEC is advocating for more vocational training programs that align with current job market demands (Action 5.4). There was significant interest in partnerships with local businesses to provide students with real-world experience and job readiness skills (Support from Action 1.13). The community also discussed the importance of continuous feedback and adaptation of the curriculum to meet industry standards (Action 5.5)

Hook Junior High (HJH) - Equity Multiplier School

Community feedback at HJH focused on the need for transparent communication from the school regarding student achievements and school policies (Action 2.2). Parents expressed a desire for more frequent parent-teacher meetings and real-time academic updates through digital platforms (Action 6.6). They also spoke that they like that there are smaller class sizes (Action 1.14).

Lakeview Leadership Academy (LLA) - Equity Multiplier School

Participants from LLA emphasized the need for more creative and artistic outlets for students, suggesting the introduction of new arts and music programs (addressed with Proposition 28 funds). There was a strong call for more community engagement in school activities to strengthen ties and support student growth (Actions 7.2, 7.8). Feedback also pointed to the importance of environmental awareness and sustainability in school projects (Action 7.4).

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 (Action 1.11). They also voiced frustrations over inaccuracies in absence reporting and the need for clear communication regarding academic progress (Action 2.2).

Silverado High School (SHS) - Equity Multiplier School

The community at Silverado High School highlighted the importance of strengthening the partnership between parents and educators to tackle academic and behavioral issues (Actions 8.1, 8.3). There was also a call for increased mental health support (Action 8.2) and extracurricular activities to promote student well-being (8.8).

Victor Valley High School (VVHS) - Equity Multiplier School

VVHS discussions revolved around academic support, particularly the need for more comprehensive tutoring and remedial programs (Actions 9.2, 9.3). Parents are concerned about the consistency of teaching quality and the availability of resources for students with learning difficulties (Actions 9.6, 1.6). There was also a strong advocacy for more career counseling sessions to help students plan their futures (Action 9.6).

Student Forums

Adelanto High School (AHS) - Equity Multiplier School

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 (Action 11.1). They expressed a desire for counselors to proactively reach out to students, particularly underclassmen, to discuss future paths and academic requirements (AA students: Action 4.2, LTELs: Action 1.4). Concerns were also raised about the need for more supportive measures for students struggling academically or personally (Actions 11.1, 11.3).

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 (Action 1.11). They suggested that more real-world problem-solving activities could enhance understanding and retention of complex subjects (Action 1.9). The feedback also included a request for more collaboration between students and teachers in designing course content and choosing projects.

Goodwill Education Center (GEC) - Equity Multiplier School

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 (Action 5.4)

Hook Junior High (HJH) - Equity Multiplier School

Feedback from students at HJH centered on improving the quality of school (food, space, access to services).

Lakeview Leadership Academy (LLA) - Equity Multiplier School

Students at LLA requested improvements to the school library, including updating the collection with more current and diverse resources (Action 7.2). 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.

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 (Action 1.11).

Silverado High School (SHS) - Equity Multiplier School

Students at Silverado High School highlighted the importance of increased mental health support (Action 8.2) and more student study trips (8.9).

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 (Action 2.1). 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) - Equity Multiplier School

VVHS students had concerns about the grading system and advocated for assessments that more accurately measure student understanding and capabilities. Students like the small classes in English and math (Action 1.14). They called for more formative feedback and less emphasis on high-stakes testing (Actions 9.1, 9.2). Discussions also touched on the need for more consistent communication from teachers regarding course expectations and grading policies (Action 9.1).

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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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%.

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.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CA School Dashboard Academic Indicator: English Language Arts, District	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			2026 CA School Dashboard Academic Indicator: English Language Arts, District All = -30 DFS EL = -80 DFS FY = -55 DFS LI = -35 DFS SWD = -110 DFS AA = -70 DFS	
1.2	CA School Dashboard Academic Indicator: Mathematics, District	2023 CA 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			2026 CA School Dashboard Academic Indicator: Mathematics, District All = - 90 DFS EL = - 135 DFS FY = - 110 DFS LI = -105 DFS AA = -135 DFS H = - 150 DFS MR = - 105 DFS SWD = -170 DFS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	CA School Dashboard Academic Indicator : English Learner Progress (ELPI)	2023 CA School Dashboard Academic Indicator : English Learner Progress (ELPI) 40.6% Making Progress Toward English Language Proficiency			2026 CA School Dashboard Academic Indicator : English Learner Progress (ELPI) 55% Making Progress Toward English Language Proficiency	
1.4	CA School Dashboard Academic Indicator: College/Career, District	2023 CA School Dashboard Academic Indicator: College/Career, District All = 29.1% EL = 11.8% FY = 3.4% LI = 28.5% SWD = 5.5%			2026 CA School Dashboard Academic Indicator: College/Career, District All = 40% EL = 25% FY = 10% LI = 35% SWD = 12%	
1.5	CA School Dashboard: Academic Engagement Graduation Rate	2023 CA School Dashboard: Academic Engagement Graduation Rate All = 86.5%			2026 CA School Dashboard: Academic Engagement Graduation Rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL = 81.9% FY = 58.6% LI = 86.6%			All = 95% EL = 90% FY = 70% LI = 95%	
1.6	Local Measure - CalPADs CTE Pathway completers	2023 CalPADs ALL = 28% Completers Grades 10-12 EL = 3% (of all ELs enrolled in CTE) FY = 25% (of all FY enrolled in CTE) LI = 28% (of all LI enrolled in CTE)			2026 CalPADs 50% Completers Grades 10-12 EL = 10% FY = 40% LI = 50%	
1.7	Cohort Drop-out Rate: CalPADs: High School Middle School	2023 Cohort Drop-out Rate: CalPADs: High School = 2% Middle School = 1%			2026 Cohort Drop-out Rate: CalPADs: High School = 2% Middle School = 1%	
1.8	Local Measure: Star Reading Proficiency Rate Star Math Proficiency Rate	Local Measure: 2023 Star Reading Proficiency Rate Star Math Proficiency RateReading All = 44.7%			Local Measure: 2026 Star Reading Proficiency Rate Star Math Proficiency RateReading	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL = 4.6% Math = 11% EL = 2.1%			Reading = 55% Math = 20%	
1.9	Local Measure : EL Reclassification Rates	2023 Local Measure : EL Reclassification Rates 57% of qualitifed students			2026 Local Measure : EL Reclassification Rates 65% of qualified students	
1.10	CalPADS: A-G Completion Rate	2023 CalPADS: A-G Completion Rate All = 34.5% EL = 16.4% FY = 11.4% LI = 34.5%			2026CalPADS: A-G Completion Rate All = 60% EL = 35% FY =25% LI = 60%	
1.11	College Board Advanced Placement Test Pass Rate: Percent of students passing AP exams with a score of 3 or higher.	2023 Advanced Placement Test Pass Rate: Percent of students passing AP exams with a score of 3 or higher. Pass Rate = 33.8%			2026 Advanced Placement Test Pass Rate: Percent of students passing AP exams with a score of 3 or higher. Pass Rate = 40%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	CA School Dashboard, Local Indicator: Implementation of State Standards: Implementation of Policies and Programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards.	2023 CA School Dashboard, Local Indicator ELA = 4 ELD = 4 Mathematics = 4 Next Generation Science Standards = 4 History - Social Science = 4			2026 CA School Dashboard, Local Indicator ELA = 5 ELD = 5 Mathematics = 5 Next Generation Science Standards = 5 History - Social Science = 5	
1.13	Human Resource County Audit Teacher Credential Assignments	2023 Human Resource County Audit Teacher Credential Assignments 57 Teacher Misassignments			Human Resource County Audit Teacher Credential Assignments 2026 = 10 Teacher Misassignments	
1.14	Local Data Students who meet A-G requirements and are CTE Completers	2023 Students who meet A-G requirements and are CTE Completers12th graders only (338 Completers) EL = 61 (18% of completers) FY = 0 (0% of completers)			2026 Students who meet A-G requirements and are CTE Completers 12th graders only EL = 75 FY = 10	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LI = 255 (75% of completers)			LI = 300	
1.15	Ca School Dashboard Academic Indicator: CAASPP English Language Arts Distance from Standard (DFS) School and Student Group	2023 CAASPP English Language Arts Distance from Standard (DFS) School and Student Group AHS All students = -70 DFS AA = -102 DFS EL = -156.2 Hispanic = -63 DFS LI = -71.8 DFS SWD - 180.2 DFS Imogene Hook Junior High School MR = -86.6 DFS W = -91.5 DFS Lakeview Leadership Academy AA = -93.6 DFS			2026 CAASPP English Language Arts Distance from Standard (DFS) School and Student Group AHS All students = -60 DFS AA = -80 DFS EL = -140 Hispanic = -50 DFS LI = -60 DFS SWD - 165 DFS Imogene Hook Junior High School MR = -76.6 DFS W = -81.5 DFS Lakeview Leadership Academy AA = - 83.6	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Silverado High School (SHS) EL = -100.3 DFS SWD = -116.7 DFS Victor Valley HS (VVHS) All students = -72.8 DFS AA = -108.3 DFS Hispanic = -67 DFS LI = -79.3 DFS Victor Valley Virtual Academy All Students = -88.8 DFS			Silverado High School (SHS) EL = -90 DFS SWD = -100 DFS Victor Valley HS All students = -62 DFS Standard AA = -85 DFS H = -55 DFS LI = -62 DFS Victor Valley Virtual Academy All Students = -78.8 DFS	
1.16	Ca School Dashobard Academic Indicator: CAASPP Math Distance from Standard (DFS) School and Student Group	2023 CAASPP Math Distance from Standard (DFS) School and Student Group AHS All Students = -160.8 DFS			2026 CAASPP Math Distance from Standard (DFS) School and Student Group AHS All Students = -150 AA = -175 DFS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AA = -191.9 DFS EL = -210.4 DFS Hispanic -152.7 DFS LI = -162.4 DFS SWD = -253.9 DFS 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 Lakeview Leadership Academy All Students = -142.6 DFS AA = -164.8 DFS EL = -164.2 DFS LI = -149 DFS W = -123.1 DFS			EL = -195 DFS Hispanic -137 DFS LI = -150 DFS SWD = -240 DFS 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 Lakeview Leadership Academy All Students = -132 DFS AA = -150 DFS EL = -150 DFS LI = -132 DFS W = -110 DFS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Silverado High School (SHS) EL = -197.2 DFS Hispanic = -147.3 DFS 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			Silverado High School (SHS) EL = -185 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	
1.17	Ca School Dashboard Academic Indicator: English Learner Progress Indicator School and Student Group	2023 English Learner Progress Indicator School and Student Group CIMs = 42.3% making progress LLA = 32.9% making progress VVHS = 28.6% making press			2026 English Learner Progress Indicator School and Student Group CIMs = 55% making progress LLA = 45% making progress VVHS = 40% making progress	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.18	Enrollment in CTE courses (CalPADs)	2023 Enrollment in CTE Courses All = 14% EL =11% FY = 9% LI = 14% SWD = 13%			2026 Enrollment in CTE Courses All = 25 EL = 22% FY = 20% LI = 25% SWD = 25%	
1.19	Enrollment in Alternative Diploma Courses (Local Data - Aeries)	2023 Enrollment in Alternative Diploma Courses • Program in process, will begin in 2024-25 school year			2026 Enrollment in Alternative Diploma Courses 100% of eligible students enrolled	
1.20	CA School Dashboard: Academic Engagement Graduation Rate School and Student Group	2023 CA School Dashboard: Academic Engagement Graduation Rate GIS All = 60.6% LI = 58.4 Hispanic = 61.1% SHS SWD = 66.7%			2026 CA School Dashboard: Academic Engagement Graduation Rate GIS All = 80% LI = 80% Hispanic = 80% SHS SWD = 80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.21	Ed Data (CDE): A-G Completion Rate Site Level	2023 Ed Data (CDE) A-G Completion Rate AHS All = 34.5% EL = 2.8% SWD = 3.8% GHS All = 0% Hispanic = 0% LI = 0% SHS All = 24.1% SWD= 1.6 % VVHS All = 32.6% SWD = 1.8%			2026 Ed Data (CDE): A-G Completion Rate AHS = All = 75% EL = 50% SWD = 50% GHS All = 75% Hispanic = 75% LI = 75% SHS All = 75% SWD= 50% VVHS All = 75% SWD = 50%	
1.22	DataQuest EAP ELA	2023 DataQuest EAP ELA = 43.44% Met or Exceeded			2023 DataQuest EAP ELA = 75% Met or Exceeded	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.23	DataQuest EAP Math	2023 DataQuest EAP Math = 13.74% Met or Exceeded			2026 DataQuest EAP Math = 45% Met or Exceeded	
1.24	CA School Dashboard Academic Indicator: College/Career Site Level	2023 CA School Dashboard Academic Indicator College / Career AHS All Stu = 27.9% EL = 1.9% SWD = 5.9% GHS All Stu = 1.7% LI =1.7% Hispanic = 1.3% SHS All Stu= 22.5% SWD = 5.4% VVHS All Stu = 24.4% SWD = 4.7%			2026 CA School Dashboard Academic Indicator College / Career AHS All Stu = 75% EL = 20% SWD = 20% GHS All Stu = 20% LI = 20% Hispanic = 20% SHS All Stu= 75% SWD = 20% VVHS All Stu = 75% SWD = 20%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.25	Local Measure - Access to a Broad Course of Study	2023 Local Measure - Access to a Broad Course of Study 100%			2026 Local Measure - Access to a Broad Course of Study 100%	

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

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

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum and Instruction Support	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	$1,496,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
	for Academic Success	improve student academic outcomes. These positions will organize and facilitate professional learning for staff to include differentiation and engagement strategies. 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, 1.12, 1.15, and 1.16.		
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. In addition, the EL coordinator will provide professional development for to improve strategies with Integrated ELD instruction. This action is limited toward English Learners and will be measured by metrics 1.3, 1.9 and 1.17	$1,658,500.00	Yes
1.3	Equity in Access for College Readiness	The Educational Services Department will provide teachers for programs, including but not limited to AVID, Advanced Placement, Dual Enrollment and tutoring, which focus on students groups who traditionally do not attend college, in order to create equitable access to a broad course of study and higher education. This action is principally directed towards EL and FY includes test preparation, and Dual Enrollment opportunities and will be measured by metrics 1.4, 1.10, 1.11, 1.25	$7,363,000.00	Yes
1.4	Legacy Program for LTELs	The Educational Services Department will provide staff and services (including a part time coordinator, 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, 1.10, 1.17.	$345,000.00	Yes
1.5	Credit Recovery and Intervention	The Educational Services department will provide certificated staff to support credit recovery services for students to support academic success. Master schedules will include credit recovery sections to support student success during the school day. This action is principally directed towards EL and FY and will be measured by metrics 1.5, 1.10, 1.12 and 1.20.	$5,974,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Special Education Supports	The Special Education Services Department will provide professional development for certificated and classified staff and additional staff (teachers and para educators) to support smaller class sizes and small group instruction for students in special education for the purpose of access and success in all academic settings as metric 1.1, 1.2, 1.12 and 1.19	$4,789,900.00	No
1.7	Virtual Program	The Educational Services Department will provide teachers and instructional resources for students who are not successful in the traditional school setting by maintaining a virtual program in order to increase academic outcomes in ELA and math. 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 highly qualified teachers to create and sustain high-interest pathways in order to increase participation and success in college and career. This action is principally directed toward EL and FY metrics 1.4, 1.6, 1.18, 1.21 and 1.24	$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, 1.2,1.3, 1.15, 1.16,1.22, and 1.23	$621,100.00	Yes
1.10	English Learner Instructional Support	The Curriculum and Instruction department will provide professional development for staff, instructional materials and supplementary resources (including Ellevation and Flashlight 360) for English Learners in both designated and integrated classes to increase language acquisition and fluency as measured by metrics 1.3, 1.9 and 1.17.	$486,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 principally directed towards EL, FY and LI and will be measured by metrics 1.1, 1.2, and 1.8.	$2,234,500.00	Yes
1.12	College and Career Readiness	The Educational Services Department will provide additional activities and supplementary instructional materials for all students to support equity in access to college and career opportunities including student study trips, college visits, and CTE programs for student groups who do not traditionally attend college. This action is principally directed toward EL, FY, and LI students and will be measured by metrics 1.10, 1.11	$1,828,000.00	Yes
1.13	Career Technical Education Materials and Resources	The Educational Services department will provide additional consumable materials and supplies. This action will provide increased opportunities for students to participate engaging activities and increase their development of real-world skills, problem solving and work-place readiness aligned with industry. 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, 1.8, 1.15 and 1.16	$6,664,000.00	Yes
1.15	Appropriately Credentialed Teachers	Victor Valley Union High School District will ensure, through teacher mentoring and new teacher development, that all students receive instruction from an appropriately credentialed teacher as measured by metric 1.1, 1.2, 1.8, 1.13, 1.15 and 1.16.	$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 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 All Students ELs	Panorama Survey - SEL Growth Mindset - Spring 2024 All = 63% EL = 52%			Panorama Survey - SEL Growth Mindset - Spring 2027 All = 75% EL = 70%	
2.2	Panorama Survey - Climate: School	Panorama Survey - Climate: School Connectedness (sense			Panorama Survey - Climate: School Connectedness (sense of	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Connectedness (sense of belonging)	of belonging) - Spring 2024 All = 50% EL= 47%			belonging) - Spring 2027 All = 65% EL= 55%	
2.3	Panorama Climate: Support for Academic Learning Students Family Staff	Panorama Climate: Support for Academic Learning - Spring 2024 Students: All = 71% EL = 70% Family All = 92% LI = 94% EL= 94% Staff = 91%			Panorama Climate: Support for Academic Learning - Spring 2027 Students: All = 80% EL = 80% Family All = 98% LI = 100% EL= 100% Staff = 98%	
2.4	CA Dashboard Chronic Absenteeism	Ca Dashboard Chronic Absenteesim 2023 All =24.6% EL =22.6%			Ca Dashboard Chronic Absenteesim 2026 All = 20%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY = 32.8% LI = 26.4% AA = 35.6% Two or More Races (MR) =31.9 % SWD = 38.2%			EL = 18% FY = 28% LI = 22% AA = 25% MR = 28 % SWD = 25%	
2.5	CA Dashboard Suspension	2023 CA Dashboard Suspension All = 8.2% EL = 6.1% FY = 18.9% LI = 8.9% American Indian = 16.1%			2023 CA Dashboard Suspension All = 5% EL = 4% FY =12% LI = 4% American Indian = 10%	
2.6	CalPADs Data: HS Dropout Rate MS Dropout Rate	2022-23 CalPADs Data HS Dropout Rate: 11.7% MS Dropout Rate: 1%			2022-23 CalPADs Data HS Dropout: 3% MS Dropout: 0 %	
2.7	Attendance District SIS	2023 Attendance District SIS All Students = 90.76% EL = 90.93%			2026 Attendance District SIS All Students = 95% EL =95%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY = 89.9% LI = 91.47%			FY = 95% LI = 95%	
2.8	Data Quest: Expulsions	2023 Data Quest: Expulsions All Students = 0.1% EL = 0% FY = 0.6% LI = 0.1%			2023 Data Quest: Expulsions All Students = 5 EL = 0 FY = 0 LI = 3	
2.9	CA Dashboard Chronic Absenteeism School and Student Group	2023 CA Dashboard Chronic Absenteeism HJH AA = 45% FY = 36.4% MR = 48.2% W = 41.1%			2026 CA Dashboard Chronic Absenteeism HJH AA = 30% FY = 22% MR = 35% W = 28%	
2.10	CA Dashboard Suspension School and Student Group	2023 CA Dashboard Suspension (at least one day) AHS			2026 CA Dashboard Suspension (at least one day) AHS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY = 27.5% HJH FY = 36.4% White = 41.1% LLA All Students = 18.5% AA = 33.9% Hispanic = 14.8% LI = 19.6% MR = 28% SHS FY = 19.8% MR = 16.8%			FY = 15% HJH FY = 36.4% White = 41.1% LLA All Students = 18.5% AA = 33.9% Hispanic = 14.8% LI = 19.6% MR = 28% SHS FY = 19.8% MR = 16.8%	
2.11	District - Home Communication DELAC Attendance Sign in Sheets	District - Home Communication 2024 DELAC Attendance (8 Meetings) = 623 Attendees			District - Home Communication 2027 DELAC Attendance (8 Meetings) = 800 Attendees	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	School - Home Connections Principal Meetings with Community/Families Sign in Sheets	2024 School - Home Connections Principal Meetings with Community/Families Sign in Sheets: 300 community members attended over all schools			School - Home Connections 2027 Principal Meetings with Community/Families Sign in Sheets: 450 community members attended over all schools	
2.13	District - Home Connections Special Education Parent Advisory Committee Meetings Sign in Sheets	2024 District - Home Connections Special Education Parent Advisory Committee Meetings Sign in Sheets - New Committee, Baseline Year - 0			District - Home Connections 2027 Special Education Parent Advisory Committee Meetings Sign in Sheets 100 Attendees	

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

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

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

Not Applicable

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

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 and families to improve school climate. This action is principally directed toward ELs, FY, and LI students and will be measured by metrics 2.1, 2.5, 2.7, 2.8 and 2.10.	$3,724,000.00	Yes
2.2	Home-District Connections	The Educational Services Division will provide staff (to include translators) and services for students and families to improve home-school communication and family engagement activities and trainings. This action is principally directed toward ELs, FY, and LI students and will be measured by metrics 2.2, 2.4, 2.7, 2.9, 2.10, 2.11, 2.13	$469,000.00	Yes
2.3	Home-school connections	The Educational Services Division will provide staff (Family Engagement Liaisions), 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, 2.3, and 2.12	$776,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
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, 2.7, 2.9 and 2.11.	$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 and 2.10	$23,700.00	No
2.6	Resources and Recognition for Increased Attendance	The Student Services Department will provide a program to track attendance and contract with providers to provide resources for student attendance recognition for the purpose of decreasing Chronic Absenteeism and Suspension Rates. This action will be measured by metrics 2.4, 2.7, 2.9	$318,600.00	No
2.7	Participation and Decision-Making	The district and/or school sites will present multiple opportunities for parent participation and involvement in decision-making. These meetings will include, but are not limited to the LCAP Community meetings, School Site Councils, English learner advisory councils, school site principal meetings, back to school night, and student performances at the large group setting. Additional small setting meetings for parents to discuss their individual students include parent conferences, 504 meetings, IEP (Individualized Educational Plan) meetings for students with disabilities, and attendance meetings for families struggling with Chromic Absenteeism. These events and meetings will look to increase parent participation while providing opportunities for parental input and strategizing support mechanisms and strategies. Additionally, parents are encouraged to become classroom volunteers and assist in chaperoning various field trips. Progress monitoring for this action will be measured by metrics 2.11,2.12, and 2.13.		No

Action #	Title	Description	Total Funds	Contributing
2.8	Resources and Recognition for Student Engagement	The Student Services Department will contract with providers to provide resources for student social-emotional well-being and school connectedness. This action is principally directed towards Foster Youth, and Low-Income students and will be measured by metrics 2.1, 2.2, 2.5 and 2.8.	$1,942,400.00	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 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

VVUHSD will address state priority 1 "Basic Services and Conditions" and state priority 4 ""Pupil Engagement." 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 - Standard Based Instructional Materials 1:1 for students.	2023 Williams Instructional Materials Audit - Standard Based Instructional Materials 1:1 for students. 100% no findings			2026 Williams Instructional Materials Audit - Standard Based Instructional Materials 1:1 for students. 100% no findings 100% no findings	
3.2	Williams Facitlities FIT Report	2023 Williams Facilities FIT Report			2026 Williams Facilities FIT Report	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		No Findings / Zero Emergency Repair Deficiencies			No Findings / Zero Emergency Repair Deficiencies	
3.3	Human Resource County Audit Teacher Credential Assignment	2023 Human Resource County Audit Teacher Credential Assignment 57 Misassignments			2026 Human Resource County Audit Teacher Credential Assignment 10 Teacher Mis-Assignments	
3.4	Technology Survey 1:1 Technology access for every student	2023 Technology Survey 1:1 Devices in Classrooms for 100% of students			2026 Technology Survey 1:1 Devices in Classrooms for 100% of students	
3.5	Local Measure - Aeries Attendance	2023 Local Measure - Aeries Attendance All Students = 90.76% EL = 90.93% FY = 89.99% LI = 91.47%			2026 Local Measure - Aeries Attendance All Students = 95% EL = 95% FY = 95% LI = 96%	
3.6	CA School Dashboard Academic Indicator:	2023 CA School Dashboard Academic Indicator:			2026 CA School Dashboard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English Language Arts, District	English Language Arts, District All = -38.3 Distance from Standard (DFS) EL = -93.3 DFS FY = -69.9 DFS LI = -47.2 DFS			Academic Indicator: English Language Arts, District All = -30 DFS EL = -80 DFS FY = -55 DFS LI = -35 DFS	
3.7	CA School Dashboard Academic Indicator: Mathematics, District	2023 CA School Dashboard Academic Indicator: Mathematics, District All = -115.4 DFS EL = -161.4 DFS FY = -139.9 DFS LI = -123.8 DFS			2026 CA School Dashboard Academic Indicator: Mathematics, District All = - 90 DFS EL = - 135 DFS FY = - 110 DFS LI = -105 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

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

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Maintain Facilities in Good Repair	The maintenance department will provide resources including materials (custodial supplies) and staff (additional custodians, HVAC technicians) 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 including classified library technicians and materials, such as inventory for core curriculum adoptions above and beyond the base, to ensure all students have and can access standards aligned, core instructional materials as measured by metrics 3.1.	$4,145,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Transportation	The transportation department will continue to provide additional transportation to ensure that students are able to reach their school site safely and on time. This goal is principally directed toward English Learners, Foster Youth and Low Income students and will be measured by metric 3.5.	$8,786,000.00	Yes
3.5	Bridging Technology Gap	The District's Tech Ed department will provide access and support to bridge the technology gap in order for students to have access to supplemental curriculum, online tutoring and be able to complete assignments at home. This action is principally directed toward FY, LI and EL students and will be measured by metric 3.4, 3.6, and 3.7	$3,377,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Victor Valley Union High School District will provide increased staff and resources over three years (2024 -2027) to increase African American student academic achievement, and graduation rates, decrease suspensions and create a college-going culture.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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. In addition, the All Student group graduation rate in 2023 was 86.5% and for AA it was 77.9%, 8.5% lower. Finally, the A-G rate for all students was 34.5% and only 13.7% for AA students. 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	CA Dashboard Graduation rate for AA	2023 CA Dashboard Graduation rate AA = 77.9%			2026 CADashboard Graduation rate AA = 90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	CA Dashboard A-G/College and Career Readiness indicator for AA	2023 CA Dashboard A-G/College and Career Readiness indicator AA = 13.7%			2026 CA Dashboard A-G/College and Career Readiness indicator AA = 25%	
4.3	CA Dashboard ELA for AA Dashboard Math for AA	2023 Dashboard ELA ELA = -83.6 DFS 2023 Dashboard Math Math = -162.1 DFS			2026 CA Dashbboard ELA AA = -70 DFS 2026 CA Dashboard Math AA = -135 DFS	
4.4	CA Dashboard Suspension rate for AA	2023 Dashboard Suspension rate AA = 17.1%			2026 Dashboard Suspension rate 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

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

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

Not Applicable

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

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. College visits to HBCUs provide our AA students the vision of a college where they see students who they can relate to and feel sense of belonging when they consider attending college. This action is measured by metrics 4.1, 4.2.	$175,000.00	No

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 Hispanic (H) and Low Income (LI), and increase the percentage of graduates prepared per the college and career indicator for all students (with a focus on African American (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).

The CA Dashboard data for GHS indicates the following student groups:

College and Career Indicator

All Students = 0.8%

AA = 0%

Hispanic = 1.4%

LI = .8%

Graduation Rate

All Students = 60.0%

Hispanic = 62.6%

LI = 60.3%

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 and12.

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 the staff get to know them and their stories as to how or why they attend this non-traditional setting. Additionally, there is a lack of A-G courses. 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.

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. 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.

This goal was created based on the CA Dashboard data and feedback from educational partners. There is a need to increase A-G eligible courses, provide staff with professional learning opportunities in supporting their students with academics and socio-emotional learning. There is also a need to provide students and parents with information on college and career preparedness and to develop a college going culture to increase graduation and college readiness rates.

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	2023 All Students = 0.8% AA = 0% Hispanic= 1.4% LI = 0.8%			2026 All Students = 15% AA= 15% Hispanic= 18% LI = 15%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	California School Dashboard - Graduation Rate	2023 All Students = 60.6% Hispanic = 62.6% LI = 60.3%			2023 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

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

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

Not Applicable

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

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 (student engagement, literacy and math) as well as providing access to attend conferences and creating site-based professional learning communities for	$160,000.00	No

Action #	Title	Description	Total Funds	Contributing
		staff instructing all students, including AA, Hispanic and LI to improve graduation rates and increase college and career preparedness as measured by metrics 5.1 and 5.2.		
5.2	Community Outreach	GIS will expand community outreach to families of all students with a focus on AA, Hispanic 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, Hispanic 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 (flexible seating) focused on engagement and enrichment for all students with a focus on AA, Hispanic 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 (Teacher observations of model classrooms, district PD for differentiation, Data review etc) to improve outcomes and increase graduation rates as measured by metric 5.2.	$5,000.00	No
5.6	Supplemental Materials	GIS will provide additional supplemental resources for teachers of all students, with a focus on Hispanic 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 (HJH) will improve academic achievement in mathematics for all students (with a focus on African American (AA), English Learners (EL), Hispanic, Two or More Races (MR), Low Income (LI), Students with Disabilities (SWD) and White (W) and in English Language Arts for MR and W students by reducing the distance from standard. Additionally, the school will reduce the suspension rate for Foster Youth (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)

An explanation of why the LEA has developed this goal.

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 on the CA Dashboard.

For HJHS, the focus groups are:

ELA: MR and W

Math: AA, EL, H, LI, MR, SWD, W

Suspension Rate: FY, W

Chronic Absenteeism: AA,FY, MR, W

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.

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:

English Language Arts

- 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:
- Expand the Wellness Center with a dedicated Board Certified Behavior Analyst and Responsive Behavior Technician
- Provide professional development for teachers on restorative practices

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	2023 FY = 19.6% W = 19.7%			2026 FY = 16.6% W = 16.7%	
6.2	California School Dashboard - English Language Arts	2023 MR = -86.6 DFS W = -91.5 DFS			2026 MR = -76.6 DFS W = -81.5 DFS	
6.3	California School Dashboard - Mathematics	2023 All Students =-148.6 DFS AA = -171.2 DFS EL = -172.1 DFS H = -142.4 DFS MR = -155.2 DFS LI = -150.9 DFS SWD = -216.5 DFS W = -136.2 DFS			2026 All Students =-138 DFS AA = -155 DFS EL = -155 DFS H = -130 DFS MR = -138 DFS LI = -138 DFS SWD = -200 DFS W = -125 DFS	
6.4	California School Dashboard - Chronic Absenteeism	2023 AA = 45% FY = 36.4% MR = 48.2% W = 41.1%			2026 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

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

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Professional Learning	HJHS will support opportunities to participate in additional professional learning focused on improving instructional strategies in English Language Arts and mathematics, utilize San Bernardino County Literacy Coaching and increase opportunities for staff to attend conferences to improve outcomes and increase academic achievement for all students, including AA, EL, H, MR, LI, SWD and W as measured by metrics 6.2 and 6.3.	$200,000.00	No
6.2	Additional Staffing	HJHS will provide additional staff hours for direct support to all students including AA, EL, Hispanic, MR, LI, SWD and W in order to allow for instructional coaching during preparatory periods and before and after school, co-teaching and tutoring, and substitutes to provide release time to	$135,000.00	No

Action #	Title	Description	Total Funds	Contributing
		practice evidence-based instructional strategies. Effectiveness will be measured by metrics 6.2 and 6.3.		
6.3	Wellness/Intervention Center	HJHS will expand the Wellness Center to increase 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	No
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, Hispanic, MR, LI, SWD and W student groups as measured by metrics 6.2 and 6.3.	$200,000.00	No
6.5	Access to Tutoring	HJH will provide additional 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, Hispanic, MR, LI, SWD and W student groups as measured by metrics 6.2 and 6.3.	$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
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 school connectedness and reduce absenteeism as measured by metrics 6.1 and 6.4.	$30,000.00	No
6.7	Supplemental Materials	HJH will provide additional supplemental resources for all math and ELA classrooms to provide targeted intervention, hands-on learning, and classroom materials to improve outcomes and increase engagement for AA, EL, Hispanic, MR, LI, SWD and W student groups as measured by metrics 6.2 and 6.3.	$10,000.00	No

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, 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.

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:

CA School Dashboard

Suspension Rates

All Students = 18.5%

AA = 33.9%

H = 14.8%

MR= 28%

LI = 19.6%

English Language Progress Indicator

EL = 32.9% making progress

Mathematics

All Students = -142.6 DFS

AA = -164.8 DFS

EL = - 164.2 DFS

LI = -149 DFS

W = -123.1 DFS

English

AA = -93.6 Distance from Standard (DFS)

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.

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.

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	CA Schools Dashboard: Suspension Rate	2023 CA Schools Dashboard: Suspension Rate All Students = 18.5% AA = 33.9% Hispanic = 14.8% MR= 28% LI = 19.6%			2026 CA Schools Dashboard: Suspension Rate All Students = 13.5% AA = 28.9% Hispanic = 9.8% TMR = 23% LI = 14.6%	
7.2	CA School Dashboard: English Language Arts Distance from Standard (DFS)	2023 CA School Dashboard: English Language Arts AA = -93.6 Distance from Standard (DFS)			2026 CA School Dashboard: English Language Arts AA = -83.6 DFS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.3	CA School Dashboard: Mathematics Distance from Standard (DFS)	2023 CA School Dashboard: Mathematics All Students = -142.6 DFS AA = -164.8 DFS EL = - 164.2 DFS LI = -149 DFS W = -123.1 DFS			2026 CA School Dashboard: Mathematics All students = -132 DFS AA = - 150 DFS EL = -150 DFS LI = - 132 DFS W = -110 DFS	
7.4	CA Dashboard: English Learner Progress Indicator (ELPI)	2023 CA Dashboard: English Learner Progress Indicator (ELPI) ELs = 32.9%			2026 CA Dashboard: English Learner Progress Indicator (ELPI) ELs= 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

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

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

Not Applicable

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

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 in order to increase student connectedness in a diverse school environment for all students with a focus on AA, Hispanic , MR and LI as measured by metric 7.1.	$112,000.00	No
7.2	Wellness Center	LLA will establish a Wellness Center for all students including AA, Hispanic, 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	No
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, Hispanic, 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 additional professional learning such as conferences, workshops and professional consulting services and other resources (math	$250,000.00	No

Action #	Title	Description	Total Funds	Contributing
		maniuplatives etc) 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.		
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	English Learner Support	LLA will provide additional staff to include Bilingual Instructional Assistant to provide direct support for all ELs in the classrooms as measured by metrics 7.2,7.3 and 7.4	$130,000.00	No
7.7	Learning Labs	LLA will add Mathematics and English Language Arts Learning Labs as a resource to reduce risk factors for all students by adding a platform for data collection and individualized lesson supports as well as providing highly qualified content tutors in order to improve academic achievement for all students including AA, W, LI and EL as measured by metrics 7.2, 7.3 and 7.4	$175,000.00	No
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	No

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)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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 on the CA School Dashboard.

Suspension Rate

FY = 19.8%

MR = 16.8%

Graduation Rate

SWD = 67%

English Language Arts

EL = -100.3 Distance from Standard (DFS)

SWD = -116.7 DFS

Math

EL = -197.2 DFS

Hispanic = 147.2 DFS

LI = 152.9 DFS

SWD = -207.7 DFS

College and Career Indicator

SWD = 5.4%

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).

Per the CA School d

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.

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.

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	CA Schools Dashboard: Suspension Rate	2023 Ca Schools Dashboard: Suspension Rate FY = 19.8% MR = 16.8%			2026 Ca Schools Dashboard: Suspension Rate FY = 10% MR = 12%	
8.2	CA Schools Dashboard: Graduation Rate	2023 CA Schools Dashboard: Graduation Rate SWD = 67%			2026 CA Schools Dashboard: Graduation Rate SWD = 75%	
8.3	CA Schools Dashboard: English Language Arts Distance from Standard (DFS)	2023 CA Schools Dashboard: English Language Arts Distance from Standard (DFS) EL = -100.3 DFS SWD = -116.7 DFS			2026 CA Schools Dashboard: English Language Arts Distance from Standard (DFS) EL = -90 DFS SWD = -100 DFS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.4	CA Schools Dashboard: Mathematics Distance from Standard (DFS)	2023 CA Schools Dashboard: Mathematics Distance from Standard (DFS) EL = -197.2 DFS H = -147.3 DFS LI = -152.9 DFS SWD = -207.7 DFS			2026 CA Schools Dashboard: Mathematics Distance from Standard (DFS) EL = -185 DFS H = -137 DFS LI = -142 DFS SWD = -195 DFS	
8.5	CA Schools Dashboard: College/Career	2023 CA Schools Dashboard: College/CareerSWD = 5.4%			2026 CA Schools Dashboard: College/Career 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

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

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

Not Applicable

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

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	No
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	No
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	$450,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Arts for EL and SWD and in Mathematics for EL, Hispanic, SWD and LI as measured by metrics 8.3 and 8.4.		
8.5	Teacher Professional Learning	SHS will provide additional 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, Hispanic, 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	No
8.6	Technology Support for Students	SHS will provide access to additional technology and intervention platforms such as Math180 for EL, SWD, Hispanic 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	No
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	No
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, Hispanic, 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	No
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	No

Action #	Title	Description	Total Funds	Contributing
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	No
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	No

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, Hispanic, 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)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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 on the CA School Dashboard.

English Language Arts:

All students = -72.8 Distance from Standard (DFS)

AA = -108.3 DFS

H = -67 DFS

LI = -79.3 DFS

Mathematics

All Students = -169 Distance from Standard

AA = -220.6 DFS

H = -160 DFS

LI = -174.4 DFS

English Learner Progress

ELs = 28.6%

College/Career

SWD = 4.7%

Graduation Rate

FY = 71%

SWD = 65.9%

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.

The following meetings were conducted to give partners the opportunity to provide feedback on how to allocate Equity Multiplier funds at VVHS:

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

The needs assessment conducted by VVHS revealed several areas that require attention to support the lowest-performing student groups at the school.

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.

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	CA School Dashboard: English Language Arts Distance from Standard (DFS)	2023 CA School Dashboard: English Language Arts All students = -72.8 Distance from Standard (DFS) AA = -108.3 DFS H = -67 DFS LI = -79.3 DFS			2026 CA School Dashboard: English Language Arts All students = -62 DFS Standard AA = -85 DFS H = -55 DFS LI = -62 DFS	
9.2	CA School Dashboard: Mathematics	2023 CA School Dashboard: Mathematics			2026 CA School Dashboard: Mathematics	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Distance from Standard (DFS)	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	CA School Dashboard: English Learner Progress	2023 CA School Dashboard: English Learner Progress ELs= 28.6%			2026 CA School Dashboard: English Learner Progress ELs = 45%	
9.4	CA School Dashboard: College/Career	2023 CA School Dashboard: College/Career SWD = 4.7%			2026 CA School Dashboard: College/Career SWD = 12%	
9.5	CA School Dashboard: Graduation Rate	2023 CA School Dashboard: Graduation Rate FY = 71% SWD = 65.9%			2026 CA School Dashboard: Graduation Rate FY = 85 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

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

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
9.1	Professional Development	VVHS supports opportunities to participate in additional professional learning focused on Equity-Based Grading, Collaboration, Math and ELA strategies and the Collaborative Teaching Model as well as provides access for conference 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.	$680,000.00	No
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	$500,000.00	No

Action #	Title	Description	Total Funds	Contributing
		the curriculum and increase achievement as measured by metrics 9.1 and 9.2.		
9.3	Additional Staffing Hours	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 and add program coordinators. This action will also pay costs for substitute teachers to allow for release time for lead teachers to provide mentorship, model lessons and support other evidence-based instructional strategies for new staff. Effectiveness will be measured by metrics 9.1 and 9.2.	$300,000.00	No
9.4	Youth Advocates Mentoring	VVHS will provide additional 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	No
9.5	Amazing Grace Mentoring	VVHS will provide a new 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	No
9.6	A-G Readiness	VVHS will provide staff (A-G coordinators) to review A-G eligibility with students and review school-wide data to ensure students are counseled on their college 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	$280,000.00	No

Action #	Title	Description	Total Funds	Contributing
9.7	Improved Communication for ELs	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	No
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	No

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 8: Other Pupil Outcomes (Pupil Outcomes)

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%.

College/Career

All students = 1.7%

H = 1.3%

LI = 1.7%

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. 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. Finally, the students have concerns about the the length of time to get feedback on their assignments.

In terms of suggestions for improvement, students would like to see more A-G courses and field trips. Addressing these inequities has been a focus for the site. Courses will be added such as a third year math in order to increase the offerings of A -G pathways. Additionally, the site will continue to work with consultants from San Bernardino County Superintendent of Schools to support the staff in building relationships and providing scaffolds to At-Promise students so they see the value in graduating college and career ready. Field trips to colleges, career

fairs and local businesses will be added as well. Meeting the diverse needs of the students enrolled at GHS is a priority for all community partners.

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. 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.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10.1	CA School Dashboard - College/Career	2023 CA School Dashboard - College/Career All students = 1.7% H = 1.3% LI = 1.7%			2026 CA School Dashboard - College/Career 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

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

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
10.1	Professional Learning	GHS will support opportunities to participate in additional 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 Hispanic and LI) to improve outcomes and increase college and career preparedness as measured by metric 10.1.	$65,000.00	No
10.2	Community Outreach	GHS will expand community outreach to families of all students with focus on Hispanic and LI by providing workshops and parent forums addressing college and career preparedness as measured by metric 10.1.	$30,000.00	No
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 Hispanic and LI student groups as measured by metric 10.1.	$55,000.00	No

Action #	Title	Description	Total Funds	Contributing
10.4	Learning Environment	GHS will develop an initiative aimed at enhancing student achievement for all students with a focus on Hispanic and LI through designated, unique learning spaces by providing flexible furnishing for students to experience a college and career-going atmosphere as measured by Metrics 10.1.	$21,363.00	No
10.5	Additional Staffing	GHS will provide additional staff hours for teachers of all students to provide intensive intervention during the school day to improve outcomes and increase college and career preparedness as measured by metric 10.1.	$28,784.00	No

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 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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 on the CA School Dashboard.

Suspension Rate

FY = 27.5%

English Language Arts

All students = -70.4 DFS

AA = -102 DFS

EL = -156.2 DFS

H = -63.4 DFS

LI = -71.8 DFS

SWD = -180.2 DFS

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

College/Career

EL = 1.9%

SWD = 5.1%

Throughout the development and implementation phases of the SPSA, AHS actively engages educational partners, valuing their perspectives and contributions. Educational partner 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 Educational partners 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	CA School Dashboard: Suspension Rate	2023 CA School Dashboard: Suspension Rate FY = 27.5%			2026 CA School Dashboard: Suspension Rate FY = 17.5%	
11.2	CA Schools Dashboard: English Language Arts Distance from Standard (DFS)	2023 CA Schools Dashboard: English Language Arts All students = -70.4 DFS			2026 CA Schools Dashboard: English Language Arts All students = -60 DFS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AA = -102 DFS EL = -156.2 DFS H = -63.4 DFS LI = -71.8 DFS SWD = -180.2 DFS			AA = - 80 DFS EL = -140 DFS H = -50 DFS LI = -60 DFS SWD = -165 DFS	
11.3	CA Schools Dashboard - Mathematics Distance from Standard (DFS)	2023 CA 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			2026 CA Schools Dashboard Mathematics All students = -150 DFS AA = - 175 DFS EL = - 195 DFS H = -137 DFS LI = -150 DFS SWD = -240 DFS	
11.4	CA Schools Dashboard - College/Career	2023 CA Schools Dashboard College/Career EL = 1.9% SWD = 5.1%			2026 CA Schools Dashboard College/Career 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

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

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
11.1	Wellness Center	Adelanto High School will add 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	No
11.2	Professional Learning	Adelanto High School Staff will initiate additional 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	$205,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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		
11.3	Staffing for Student Intervention	AHS will provide a new coordinator to monitor student progress and additional staffing hours 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, as measured by metrics 11.2, 11.3 and 11.4	$104,901.00	No
11.4	Support System	AHS will establish a new support system to include home visit teams, psychotherapy programs and provide transportation,in order to develop supportive home and school relationships for our foster youth to mitigate student suspensions as measured by metric 11.1.	$200,000.00	No
11.5	Student Recognition	Adelanto High School will establish a framework to build academic culture and community for all staff and students with a focus on AA, ELs, H and LI, guided by the researched-based Josten's Renaissance 6 R's formula which recognizes academic achievement through study trips and other incentives that motivate students to be engaged in their academic success as measured by metrics 11.2 and 11.3.	$190,000.00	No
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 outdoor learning spaces and flexible furnishings, 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	No

Action #	Title	Description	Total Funds	Contributing
11.7	Foster Youth Materials and Resources	AHS will support Foster Youth by providing access to participation in school events and activities in order to remove obstacles to student participation and increase engagement in school as measured by metric 11.1.	$10,000.00	No

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 on the California School Dashboard.

English Language Arts

All Students = -88.8 Distance from Standard

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	CA Schools Dashboard - English Language Arts Distance from Standard (DFS)	2023 CA Schools Dashboard - English Language Arts All Students = -88.8 Distance from Standard			2026 CA Schools Dashboard - English Language Arts 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

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

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
12.1	Professional Learning	VVVA will provide opportunities to participate in additional Professional Learning focused on improving instructional strategies in English 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	No
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 English as measured by metric 12.1.	$30,000.00	No
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	No

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
$43,971,832.00	$5,240,489.00

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
33.882%	0.000%	$$0.00	33.882%

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	**Action:** Curriculum and Instruction Support for Academic Success **Need:** The data shows that the ELA All Students group scored -38.3 Distance from Standard	After assessing the identified needs for our EL, FY and LI students, this action is designed to provide teachers with instructional strategies, such as differentiated instruction, developing essential standards and supporting literacy. This action is implemented on an LEA-wide basis to ensure all students have equitable access to enhanced educational resources and high-quality instruction, while providing a learning environment	1.1, 1.2, 1.3, 1.12, 1.15 and 1.16

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
	(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. There is a need for support for staff to understand and implement performance standards. Through staff feedback sessions and surveys, there were requests for professional development connected to differentiation, using formative assessment and working with essential standards. **Scope:** LEA-wide	conducive to accelerating learning for Foster Youth, English Learners, and Low-Income students.	
1.3	**Action:** Equity in Access for College Readiness **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%. The All	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 (DE), and honors level courses in order to increase college readiness and is provided to support students who traditionally do not attend college. This includes additional sections of AVID, DE, and AP courses	1.4, 1.10, 1.11 and 1.25

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
	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 %. We need to continue to support unduplicated student groups as they recover from COVID-19-related learning loss. Feedback from our community partners includes support for increased access to Dual Enrollment courses and counseling support to understand college-going culture, A-G, and support with college applications. **Scope:** LEA-wide	in the master schedules to create smaller classes and more individualized support for students. This action is implemented on an LEA-wide basis to ensure all students have equitable access to high-quality instruction in smaller settings while providing a learning environment conducive to accelerating learning for FY and English Learners.	
1.5	**Action:** Credit Recovery and Intervention **Need:** There is a need for our student groups to increase their college readiness as measured by A-G and graduation rates. The All Student group has 34.5% of students meeting A-G requirements. The A-G completion rate for EL is 16.4% and FY is 11.4%. 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%. Specifically, there is need at Goodwill Independent Study (GIS) to increase the graduation rate for All Students (60.6%), LI (58.4%) and Hispanic (61.1%) and at	By providing credit recovery services through online platforms including APEX and Acellus during the school day and after school, students will have the opportunity to increase their A-G completion rates. Qualified teachers will provide additional instruction and intervention for students to access the standards-based curriculum. The opportunity to recover credits also increases our graduation rates as students can recover more than 1 class per semester. This action is implemented on an LEA-wide basis to ensure all students have equitable access to recover credits while providing a learning environment conducive to intervention and credit recovery for FY, and ELs students.	1.5, 1.10, 1.12, 1.20

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
	Silverado High School (SHS) for SWDs (66.7%). The All Student CCI on the CA Dashboard is 29.1%. 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 the district continue with options for credit recovery as well as improving our evidence-based instructional practices (addressed in Action 1). **Scope:** LEA-wide		
1.7	**Action:** Virtual Program **Need:** 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 have a lower graduation rate at 58.6% than the All Student group which is 86.5%. The dropout rate for the All Student Group in high school is 2%, while the rate for EL is 14%, FY is 31.1% and LI is	The Educational Services Department will provide teachers and instructional resources for students who are not successful in the traditional school setting by maintaining a virtual program. A virtual program will enable students who face challenges attending classes daily, as well as those experiencing challenges in the traditional setting. The virtual program allows teachers to provide more individual attention to students. Additionally, students in this setting have a more flexible schedule which allows for credit recovery. Evidence has long existed that well-designed online learning environments can offer personalized learning experiences, flexibility in pacing, and access to a wide range of resources, leading to improved student engagement and achievement. For instance, a meta-analysis by the	1.1, 1.2, 1.5 and 1.7

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
	10.1%. In meeting with parent groups, they expressed a need for the virtual option for students who do not perform well in traditional settings. **Scope:** Schoolwide	U.S. Department of Education found that, on average, students in online learning conditions performed modestly better than those receiving face-to-face instruction. — U.S. Department of Education, 2010. Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies. This action is implemented on an LEA-wide basis to ensure that there is equitable access to a virtual learning program for all students and providing an opportunity for our FY and LI students to participate in a program that meets their needs.	
1.8	**Action:** CTE Program and Pathways **Need:** The Ca Dashboard College and Career indicator All Students is 29.1%, ELs are at 11:8% and FY are at 3.4%. According to CalPADs VVUHSD had 554 CTE Completers in grades 10-12. Additionally, 75 were ELs and 3 were FY. 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.	Teachers and district staff work together to create additional pathways that engage students academically and socially. Students in CTE pathways typically have good attendance and grades in school. Examples of increased pathways include the Cosmetology pathway to include barbering and TV and Video Production (AHS). Also at VVHS, the district is offering a Film and Photography pathway and additional courses in Digital Photo. CTE pathways have shown significant promise in supporting the success of unduplicated students, including our FY and ELs. For example: Improved Graduation Rates: Research by the Association for Career and Technical Education (ACTE) indicates that students involved in CTE programs have higher graduation rates compared to their non-CTE peers. Additionally, CTE programs improve Career Readiness: According to research from the	1.4, 1.6, 1.18, 1.21, 1.24

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	American Institutes for Research (AIR), CTE programs help prepare students for the workforce by providing them with technical skills and industry-recognized certifications. This is particularly beneficial for unduplicated students, who may face additional barriers to entering the workforce. This action is implemented on an LEA-wide basis to ensure all students have equitable access to enhanced, engaging, and hands-on educational opportunities while providing a learning environment that enables FY and ELs to reach their full potential.	
1.9	**Action:** Equity in Teaching and Learning **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 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. Parents in the DELAC meetings expressed support for instruction which meets their students where they are and is differentiated for their students.	This action will support new and veteran teachers through a combination of in-house professional learning and conferences. 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 with differentiated instruction to improve teaching and learning. 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 send staff to conferences, and provide specific support to new teachers. The teacher in the classroom has the most impact on student learning. Research by Darling-Hammond (2000) emphasized the importance of teacher quality and its impact on student learning. Additionally, according to Tomlinson (2001, 2015)	1.1, 1.2, 1.3, 1.15,1.16, 1.22, 1.23

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	differentiation in the classroom increases contextualized learning and increases comprehension resulting in improved academic performance. The action provides comprehensive professional learning across the entire district to ensure that all students receive high-quality instruction aligned with the curriculum. This approach particularly supports FY, ELs, and LI students by providing an equitable learning environment that enables them to thrive and achieve higher levels of learning.	
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. Educational Partners have requested additional professional development in areas including educational technology and curriculum resources.	This action addresses the need of our ELs, FY and LI student groups by providing additional instructional materials to support learning. Examples include: online tutoring, online course licenses (APEX and Acellus), and curriculum supports in science, math and ELA. This action will support staff in filling in learning gaps for all students and thus wil be available LEA-wide, ensuring high-quality instruction aligned with the curriculum. This approach particularly supports FY, EL, and LI students by providing an equitable learning environment that enables them to reach their full potential.	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
	Scope: LEA-wide		
1.12	**Action:** College and Career Readiness **Need:** There is a need to increase the College and Career Readiness (CCR) of our students based on the data below. 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%. College and career readiness allow students to have more opportunities when they leave high school. The district believes that every student should have 5 opportunities available to them as they graduate: 4-year college, 2-year college, trade school, workforce and the military. Many students in our community do not have the opportunity to participate in college visits or have larger experiences which may prepare them for post secondary options. Barriers exist for our unduplicated student populations to pay for college readiness and entrance exams as well as participate in Dual	This action will provide opportunities for students to attend study trips including college visits, obtain Dual Enrollment instructional materials and cover fees for college readiness exams. This will allow for our unduplicated student groups to have real-world experiences, take advanage of college level courses and participate in required college entrance exams. Additionally, to address the student concern about lack of recognition for academic achievement, the district will honor students who increase their academic achievement. Providing this action on an LEA-wide basis will ensure that all students have access to College and Career Readiness resources. This approach reduces the barriers that FY, ELs, and LI students experience and will provide equitable opportunities and experiences that enable them to thrive and achieve College and Career Readiness.	1.10 and 1.11

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	Enrollment courses held outside the school day at community colleges. Educational partners expressed the importance of study trips, especially college visits. Students expressed the sentiment that they often do not feel recognized for their achievements. **Scope:** LEA-wide		
1.14	**Action:** Core Instruction Support **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	This action reduces the class sizes in middle school core classes (Language Arts, Math, Science and Social Science), and at the high schools in English and Math. Research shows that smaller classes can have a positive impact on student learning (US News and World Report, August 2022). Teachers will be able to provide differentiated assistance, small group instruction, and 1 to 1 support as needed. Smaller class sizes allow for more individualized instruction, which can lead to higher academic performance. A study by the National Education Policy Center found that students in smaller classes scored higher on standardized tests and showed greater improvement in reading and mathematics compared to their peers in larger classes. Better Student Engagement: With fewer students, teachers can give more attention to each student, fostering a more engaging and interactive learning	1.1, 1.2, 1.15 and 1.16

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
	teachers don't know who they are and their classes are too big to get individual attention. **Scope:** LEA-wide	environment. The Center for Public Education reports that small class sizes encourage more student participation and facilitate stronger teacher-student relationships. According to a study by the American Educational Research Association, teachers in smaller classes can more effectively differentiate instruction and provide targeted support, which benefits students with varying abilities and learning styles. Providing small classes in core areas earning on an LEA-wide basis will ensure that all students receive equitable opportunities for learning. This approach particularly supports FY, ELs, and LI students enabling them to thrive and achieve higher levels of learning.	
2.1	**Action:** Social Emotional and Wellness **Need:** The data below reflects a need for student support in their social-emotional wellness. The Chronic Absenteeism data for All Students is 24.6%, ELs is 22.6%, FY is 32.8% and LI is 26.4%. 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%. The district has had success with the EL, FY, and LI student groups and will continue to provide services to ensure the attendance rates to continue to improve. The Panorama survey indicates low responses when asked about growth mindset	Providing support staff to increase social/emotional learning will ensure that all students receive equitable opportunities for Social-Emotional Learning (SEL) growth. This approach particularly supports FY, LI and ELs enabling them to thrive and achieve higher levels of learning. The MHCs will be available for students and will focus their wellness support on our FY and LI students and families. The MHCs and LVNs at school sites will provide direct support in the form of counseling, SEL lessons, and medical attention to students in small groups or one-on-one as needed. This service helps students to feel safe to attend and in school, as Maslow's Heirarchy of Needs stipulates that students cannot learn unless they feel safe. Additionally, MHCs work with students and families to provide tools for students	2.1, 2.5, 2.7, 2.8 and 2.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	with 63% of all students and 52% of ELs responding positively. This reflects a need for our students to increase their belief in themselves and their ability to learn. Parent and student feedback requested that the Mental Health Clinicians (MHC) 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 in their support of their students and addressing their social-emotional needs. **Scope:** LEA-wide	to make better choices and decisions which will decrease suspension rates.	
2.2	**Action:** Home-District Connections **Need:** The district needs to reduce chronic absenteeism rates, increase attendance, 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 EL students experienced 22.6%, the FY group is experiencing 32.8% chronic absenteeism and the LI students are at 26.4% chronically absent. Aeries attendance shows	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 concerns (achievement and social-emotional wellbeing) when students do not come to school. The translators also support families when they attend trainings and activities provided by the Family Engagement Liasions which are usually in English. Additional tools (Aeries, ParentSquare) 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. Providing ParentSquare on an LEA-wide basis will ensure that all students receive equitable opportunities for communication. This approach	2.2, 2.4, 2.7, 2.9, 2.10, 2.11, 2.13

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
	All students at 90.76%, EL at 90.93%, FY at 89.9% and LI at 91.47%. 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. 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. **Scope:** LEA-wide	particularly supports FY, LI and ELs enabling them to thrive and achieve higher levels of learning.	
2.3	**Action:** Home-school connections **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 student response is at 70% while 92% of all parents feel their students are supported academically and 91% of staff feel	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 resources (support in the fingerprinting process) to support our parent volunteers and conduct engagement activities including Parent Institute for Quality Education (PIQE), California Association of Bilingual Educators (CABE), and parent workshops. Additionally, the FY counselor will work directly with FY to develop their connection to	2.2, 2.3, 2.12

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
	students are supported. This disparity needs to be reviewed by staff to develop a better understanding of their students. **Scope:** LEA-wide	school and provide necessary support so they feel welcome and comfortable at school. Providing home to school connections an LEA-wide basis will ensure that all students receive equitable opportunities for family engagement and support. This approach particularly supports FY, LI and ELs enabling them to thrive and reach their full potential.	
2.8	**Action:** Resources and Recognition for Student Engagement **Need:** This action addressed the needs of our FY, EL and LI who often require additional social-emotional supports. 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%. All Student expulsions total 11, with 5 being LI students. The Panorama Climate Survey for School Connectedness (sense of belonging) shows the All Student group feeling a sense of belonging at 50% and ELs at 47% 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	This action provides resources to develop social-emotional support for students. Resources may include Character Strong, Daybreak Health, and SEL professional development for staff. Research shows that "students who participate in social-emotional learning programs show an 11 percentile-point gain in academic achievement, improved attitudes and behaviors, and a 10% reduction in emotional distress and suspensions" (Durlak et al., 2011). This action is being provided on an LEA-wide basis to ensure that all students, particularly unduplicated students such as FY, LI and ELs, have equitable opportunities for social-emotional learning growth. It is believed that this approach will help our students feel more connected to school and will reduce the likelihood of suspensions and enable them to thrive and achieve higher levels of learning.	2.1, 2.2, 2.5 and 2.8.

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
	also reported that they often are not recognized for what they do well. **Scope:** LEA-wide		
3.4	**Action:** Transportation **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 continue to support our student groups in getting to school. VVUHSD spans a large geographic area, with students living in various parts of the community, some of which are quite distant from school sites. The rural and suburban mix of the area means that walking to school is not feasible for many students due to long distances, lack of sidewalks, and safety concerns. The spread-out nature of the community also means that public transportation options are limited or non-existent, further exacerbating the issue. Lack of transportation is a significant barrier to consistent school attendance. Chronic absenteeism is a known predictor of lower academic performance and higher dropout rates. In VVUHSD, students without reliable transportation are at a greater risk of missing school, which can lead to gaps in learning and	The busses and staff to manage and maintain buses will support students in transporting them to and from school to increase attendance. Reliable transportation is directly linked to better school attendance. According to research by the National Center for Education Statistics, "students who have access to reliable transportation are more likely to attend school regularly, which in turn positively impacts their academic performance and graduation rates" (NCES, 2018). Additionally, providing transportation ensures that all students, regardless of their socio-economic background, have equal access to education. This is particularly important for students from low-income families who might not have other means of getting to school. The American Educational Research Association states that "school transportation plays a critical role in leveling the playing field for disadvantaged students by providing them with the opportunity to attend school regularly and benefit from educational resources" (AERA, 2015). Providing busses on an LEA-wide basis is critical for students to have transportation to and from school. This will increase attendance and academic performance. This action is primarily	3.5

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
	decreased engagement. Providing transportation can help reduce absenteeism, ensuring that all students have the opportunity to succeed academically. Transportation is a critical equity issue. Without it, students from low-income families are disproportionately disadvantaged, as they are more likely to face challenges in accessing school. By providing transportation, we can ensure that all students, regardless of their economic background or where they live, have equal access to education. This is particularly important for students with disabilities, English learners, and other vulnerable groups who may face additional barriers to attending school. Parents and guardians have expressed concerns about the lack of reliable transportation options for their children. In community surveys and meetings, transportation has been consistently highlighted as a top priority. Providing this service would not only address a critical need but also demonstrate the district's commitment to supporting families and removing barriers to education. The safety of students is a paramount concern. Many students in VVUHSD face potentially hazardous conditions if they attempt to walk to school, including high-traffic areas, extreme weather conditions, and	directed toward FY, EL and LI students to ensure equitable access to school.	

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
	unsafe neighborhoods. Providing transportation ensures that students can travel to and from school safely, reducing the risk of accidents or exposure to unsafe situations **Scope:** LEA-wide		
3.5	**Action:** Bridging Technology Gap **Need:** According to the 2023 CA Dashboard, students, especially in unduplicated 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 ELs 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 ELs achieved -93.3 DFS, the FY scored -69.9 DFS and LI scored -47.2 DFS. There is a continued need to support our students with efficient and effective technology as many of the instructional supports we provide to increase student achievement are online.The district needs additional Chromebooks and classroom technology to support new students and refresh outdated	Site-based technicians will be available to provide immediate support so there is not a disruption in learning during the school day. Chromebooks will provide increased support for students to access the supplemental curriculum, online tutoring, differentiated instruction, and access to software programs that reinforce instruction. Students will also be able to complete research, projects, and assignments at home.The Chromebook refresh and carts will provide additional devices to ensure every student has a working and efficient device at school and at home. This action is implemented on an LEA-wide basis to ensure students have access to technology. The action reduces barriers and ensures equitable access particularly our FY, LI and EL students.	3.4, 3.6, 3.7

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
	technological materials. Students in our district benefit from technology they can use at school and at home. Our Educational Partners including parents and students commented that they need to be able to use the same devices all day and to take them home to complete assignments. Additionally, many of our unduplicated students face barriers obtaining technology, having a device available at home at all times and supporting it (wifi) at home. **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	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, 1.9, 1.17

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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 services and meaningful support for English Learners. **Scope:** Limited to Unduplicated Student Group(s)	Additionally, support for ELs includes professional development for staff to improve their strategies with Integrated ELD instruction. This will support progress in the ELPI for all students through professional learning opportunities and other services directly for teachers and site administrators.	
1.4	**Action:** Legacy Program for LTELs **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	Legacy program provides long-term English learners with support in language acquisition and A-G completion through transcript evaluation, mentoring, college visits and academic support provided by a part-time coordinator. The students will receive additional support using language programs and extra tutoring. The long-term English Learners meet with the coordinator to review grades, transcripts, course placement, provide tutoring, etc to ensure they get on track to graduate and be college-eligible as measured by A-G. This service is provided to LTELs in the 10 - 12 grades only.	1.3, 1.9, 1.10, and 1.17

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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. **Scope:** Limited to Unduplicated Student Group(s)		
1.10	**Action:** English Learner Instructional Support **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 of smaller classes and additional teachers is helpful in providing targeted support. **Scope:**	By providing resources and materials (Ellevation) for teachers to use with students (Flashlight 360), 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 (Quality Teaching of English Learners) and collaboration time to evaluate data is needed for EL teachers to effectively support EL students.	1.3,1.9, and 1.17

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
1.13	**Action:** Career Technical Education Materials and Resources **Need:** The 2023 CA Dashboard College and Career Indicator (CCI) shows that the All Student group achieved College and Career Readiness at 29.1%. Comparatively, our ELs are achieving readiness only at 11.8%, while our FY at 3.4%, and LI at 28.5%. One measure of the CCI is the number of Career Technical Education (CTE) completers. CTE completers are defined as students who completed the first and second level classes of a CTE Pathway. The number of 12th graders who meet the A-G requirements and are CTE Completers 2023 = 12th graders only is (338 Completers): EL = 61 (18% of completers), FY = 0 (0% of completers), LI = 255 (75% of completers). There is a significant gap between our All Student group college readiness and our ELs, FY and SWD student groups. Paths to college readiness include CTE completion (see definition of a "completer" above). CTE courses are steeped in work-based or project-based learning. Educational Partners advocated for more hand-on learning opportunities for students to	This action will provide additional materials for extra practice for CTE courses so the students can have extra in the skills they are learning in these engaging and impactful 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. An integratal part of CTE courses is work-based learning (WBL) and project based learning. Research shows that students can be much more successful when participating in project-based or WBL. While direct instruction is an important way to introduce skills, there is a consensus that students also need opportunity to practice skills and evaluate them in real-world situations (Cellura and Lepe, 2022; Deep et al., 2020; Evans, 2020; Fettes et al., 2020; Musset, 2019). Project-based learning and work-based learning experiences are particularly suited to these types of experiences. Project-based learning promotes collaborative work in real-world contexts which facilitates deeper learning through practice and feedback (Evans, 2020). Career Technical Education classes are based in these work-based learning. Additionally WBL learning provides EL students with opportunities to use English in real-world settings, which enhances their language acquisition and proficiency. According to a study by the National Research Center for Career and Technical Education (NRCCTE), EL students involved in WBL experiences demonstrated improved language skills because they were	1.4, 1.6, 1.14

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	improve their real-world problem solving and partnerships with local businesses. Both of these are addressed through CTE programs. **Scope:** Limited to Unduplicated Student Group(s)	required to communicate in English in authentic work environments. Students in CTE programs must have multiple opportunities to practice their skills which requires additional materials and supplies, for example: construction materials to practice building and additional grocery items for extra practice baking and cooking. This action is limited to FY, Els and LI students to provide equitable access to enhanced educational resources, while providing a learning environment conducive to accelerating learning.	

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.

N/A

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 (Action 1.2). 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.

Additionally, class size reduction in middle school core courses and high school ELA and math supports students directly (Action 1.14). The smaller classes allow staff to differentiate instruction, build relationships with students and provide individualized attention.

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	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	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 %)
Totals	129,779,331.00	43,971,832.00	33.882%	0.000%	33.882%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$56,863,200.00	$25,884,848.00	$0.00	$5,170,500.00	$87,918,548.00	$59,180,401.00	$28,738,147.00

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	Planned Percentage of Improved Services
1	1.1	Curriculum and Instruction Support for Academic Success	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$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 Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	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 Learners Foster 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	
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	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.7	Virtual Program	Foster Youth Low Income	Yes	School wide	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	Yes	LEA-wide	English Learners Foster Youth	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	$1,828,000.00	$1,350,000.00			$478,000.00	$1,828,000.00	
1	1.13	Career Technical Education Materials and Resources	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-2027	$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	All Schools	2024-2027	$6,664,000.00	$0.00	$6,664,000.00				$6,664,000.00	
1	1.15	Appropriately Credentialed Teachers	All	No				2024-2027	$0.00	$33,000.00	$33,000.00				$33,000.00	
2	2.1	Social Emotional and Wellness	English Learners Foster Youth Low 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	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Home-District Connections	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$403,000.00	$66,000.00	$469,000.00				$469,000.00	
2	2.3	Home-school connections	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$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			All Schools	2024-2027	$4,479,000.00	$0.00	$4,244,000.00	$235,000.00			$4,479,000.00	
2	2.5	Safe Environment	All	No			All Schools	2024-2027	$0.00	$23,700.00	$15,000.00	$8,700.00			$23,700.00	
2	2.6	Resources and Recognition for Increased Attendance	All	No				2024-2027	$0.00	$318,600.00	$318,600.00				$318,600.00	
2	2.7	Participation and Decision-Making	All	No				2024-2027								
2	2.8	Resources and Recognition for Student Engagement	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	$530,000.00	$1,412,400.00	$1,750,400.00	$192,000.00			$1,942,400.00	
3	3.1	Maintain Facilities in Good Repair	All	No			All Schools	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			All Schools	2024-2027	$880,000.00	$0.00	$880,000.00				$880,000.00	
3	3.3	Standards Based Instructional Materials	All	No			All Schools	2024-2027	$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 Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$6,538,000.00	$2,248,000.00	$8,786,000.00				$8,786,000.00	
3	3.5	Bridging Technology Gap	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,105,000.00	$2,272,000.00	$3,219,000.00	$120,000.00		$38,000.00	$3,377,000.00	
4	4.1	Heritage Program Coordinators	African American	No			Specific Schools: Comprehensive High Schools - Adelanto	2024-2027	$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	Planned Percentage of Improved Services
							HS, Silverado HS and Victor Valley HS 10-12									
4	4.2	Heritage Program Resources	African American	No			Specific Schools: Comprehensive High Schools - Adelanto HS, Silverado HS and Victor Valley HS 10-12	2024-2027	$0.00	$175,000.00		$175,000.00			$175,000.00	
5	5.1	Professional Learning	All	No			Specific Schools: Goodwill Independent Study	2024-2027	$0.00	$160,000.00		$160,000.00			$160,000.00	
5	5.2	Community Outreach	All	No			Specific Schools: Goodwill Independent Study	2024-2027	$15,000.00	$30,000.00		$45,000.00			$45,000.00	
5	5.3	Student Recognition	All	No			Specific Schools: Goodwill Independent Study	2024-2027	$0.00	$80,000.00		$80,000.00			$80,000.00	
5	5.4	Learning Environment	All	No			Specific Schools: Goodwill Independent Study	2024-2027	$0.00	$10,000.00		$10,000.00			$10,000.00	
5	5.5	Additional Staff Hours	All	No			Specific Schools: Goodwill Independent Study	2024-2027	$0.00	$5,000.00		$5,000.00			$5,000.00	

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	Planned Percentage of Improved Services
5	5.6	Supplemental Materials	All	No			Specific Schools: Goodwill Independent Study	2024-2027	$0.00	$5,000.00		$5,000.00			$5,000.00	
6	6.1	Professional Learning	All	No			Specific Schools: HJHS	2024-2027	$0.00	$200,000.00		$200,000.00			$200,000.00	
6	6.2	Additional Staffing	All	No			Specific Schools: HJHS	2024-2027	$135,000.00	$0.00		$135,000.00			$135,000.00	
6	6.3	Wellness/Intervention Center	AA, FY, MR and W	No			Specific Schools: HJHS	2024-2027	$200,000.00	$150,000.00		$350,000.00			$350,000.00	
6	6.4	Student Recognition	All	No			Specific Schools: HJHS	2024-2027	$0.00	$200,000.00		$200,000.00			$200,000.00	
6	6.5	Access to Tutoring	All	No			Specific Schools: HJHS	2024-2027	$0.00	$40,000.00		$40,000.00			$40,000.00	
6	6.6	Community Outreach	All	No			Specific Schools: HJHS	2024-2027	$0.00	$30,000.00		$30,000.00			$30,000.00	
6	6.7	Supplemental Materials	All	No			Specific Schools: HJHS	2024-2027	$0.00	$10,000.00		$10,000.00			$10,000.00	
7	7.1	Unity Forums for Students	All	No			Specific Schools: LLA	2024-2027	$6,000.00	$106,000.00		$112,000.00			$112,000.00	
7	7.2	Wellness Center	All	No			Specific Schools: LLA	2024-2027	$0.00	$450,000.00		$450,000.00			$450,000.00	
7	7.3	Student behavioral supports	All	No			Specific Schools: LLA	2024-2027	$190,000.00	$40,000.00		$230,000.00			$230,000.00	
7	7.4	Professional Learning	All	No			Specific Schools: LLA	2024-2027	$0.00	$250,000.00		$250,000.00			$250,000.00	
7	7.5	Additional Staffing Hours	All	No				2024-2027	$75,000.00	$0.00		$75,000.00			$75,000.00	

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	Planned Percentage of Improved Services
7	7.6	English Learner Support	EL	No			Specific Schools: LLA	2024-2027	$130,000.00	$0.00		$130,000.00			$130,000.00	
7	7.7	Learning Labs	All	No			Specific Schools: LLA	2024-2027	$125,000.00	$50,000.00		$175,000.00			$175,000.00	
7	7.8	Student Recognition	All	No			Specific Schools: LLA	2024-2027	$0.00	$54,000.00		$54,000.00			$54,000.00	
7	7.9	Equity Based Supports	EL, AA and LI	No			Specific Schools: LLA	2024-2027	$0.00	$175,000.00		$175,000.00			$175,000.00	
8	8.1	Community Outreach	All	No			Specific Schools: SHS	2024-2027	$0.00	$280,000.00		$280,000.00			$280,000.00	
8	8.2	Student Behavioral Supports	All	No			Specific Schools: SHS	2024-2027	$290,000.00	$0.00		$290,000.00			$290,000.00	
8	8.3	Foster Youth Center	Foster Youth	No			Specific Schools: Silverado High School	2024-2027	$0.00	$50,000.00		$50,000.00			$50,000.00	
8	8.4	Staff Support for Student Achievement	All	No			Specific Schools: SHS	2024-2027	$450,000.00	$0.00		$450,000.00			$450,000.00	
8	8.5	Teacher Professional Learning	All	No			Specific Schools: SHS	2024-2027	$0.00	$225,000.00		$225,000.00			$225,000.00	
8	8.6	Technology Support for Students	EL, SWD, Hispanic and LI	No			Specific Schools: SHS	2024-2027	$0.00	$225,000.00		$225,000.00			$225,000.00	
8	8.7	A-G and Graduation Rate	All	No			Specific Schools: SHS	2024-2027	$100,000.00	$50,000.00		$150,000.00			$150,000.00	
8	8.8	STEM activities	All	No			Specific Schools: SHS	2024-2027	$0.00	$150,000.00		$150,000.00			$150,000.00	

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	Planned Percentage of Improved Services
8	8.9	Study Trips	Students with Disabilities Foster Youth and Multiple Races	No			Specific Schools: SHS	2024-2027	$0.00	$200,000.00		$200,000.00			$200,000.00	
8	8.10	Literacy	All	No			Specific Schools: SHS	2024-2027	$0.00	$200,000.00		$200,000.00			$200,000.00	
8	8.11	Student Recognition	All	No			Specific Schools: SHS	2024-2027	$0.00	$200,000.00		$200,000.00			$200,000.00	
9	9.1	Professional Development	All	No			Specific Schools: VVHS	2024-2027	$270,000.00	$410,000.00		$680,000.00			$680,000.00	
9	9.2	Learning Environment	All	No			Specific Schools: VVHS	2024-2027	$0.00	$500,000.00		$500,000.00			$500,000.00	
9	9.3	Additional Staffing Hours	All	No			Specific Schools: VVHS	2024-2027	$300,000.00	$0.00		$300,000.00			$300,000.00	
9	9.4	Youth Advocates Mentoring	Foster Youth	No			Specific Schools: VVHS	2024-2027	$0.00	$35,000.00		$35,000.00			$35,000.00	
9	9.5	Amazing Grace Mentoring	African American Males	No			Specific Schools: VVHS	2024-2027	$0.00	$84,000.00		$84,000.00			$84,000.00	
9	9.6	A-G Readiness	Students with Disabilities	No			Specific Schools: VVHS	2024-2027	$80,000.00	$200,000.00		$280,000.00			$280,000.00	
9	9.7	Improved Communication for ELs	English Learners	No			Specific Schools: VVHS	2024-2027	$50,000.00	$0.00		$50,000.00			$50,000.00	
9	9.8	Recognizing Success	All	No			Specific Schools: VVHS	2024-2027	$20,000.00	$450,000.00		$470,000.00			$470,000.00	
10	10.1	Professional Learning	All	No			Specific Schools: GHS	2024-2027	$0.00	$65,000.00		$65,000.00			$65,000.00	

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	Planned Percentage of Improved Services
10	10.2	Community Outreach	All	No			Specific Schools: GHS	2024-2027	$0.00	$30,000.00		$30,000.00			$30,000.00	
10	10.3	Student Recognition	All	No			Specific Schools: GHS	2024-2027	$0.00	$55,000.00		$55,000.00			$55,000.00	
10	10.4	Learning Environment	All	No			Specific Schools: GHS	2024-2027	$0.00	$21,363.00		$21,363.00			$21,363.00	
10	10.5	Additional Staffing	All	No			Specific Schools: GHS	2024-2027	$0.00	$28,784.00		$28,784.00			$28,784.00	
11	11.1	Wellness Center	Students with Disabilities Foster Youth and English Learners	No			Specific Schools: Adelanto High School	2024-2027	$350,000.00	$1,500,000.00		$1,850,000.00			$1,850,000.00	
11	11.2	Professional Learning	All	No			Specific Schools: AHS	2024-2027	$15,000.00	$190,000.00		$205,000.00			$205,000.00	
11	11.3	Staffing for Student Intervention	All	No			Specific Schools: AHS	2024-2027	$104,901.00	$0.00		$104,901.00			$104,901.00	
11	11.4	Support System	All	No			Specific Schools: AHS	2024-2027	$0.00	$200,000.00		$200,000.00			$200,000.00	
11	11.5	Student Recognition	All	No			Specific Schools: AHS	2024-2027	$0.00	$190,000.00		$190,000.00			$190,000.00	
11	11.6	Non-traditional learning spaces	All	No			Specific Schools: AHS	2024-2027	$0.00	$170,000.00		$170,000.00			$170,000.00	
11	11.7	Foster Youth Materials and Resources	Foster Youth	No			Specific Schools: Adelanto High School	2024-2027	$0.00	$10,000.00		$10,000.00			$10,000.00	
12	12.1	Professional Learning	All	No			Specific Schools: VVVA	2024-2027	$0.00	$60,000.00		$60,000.00			$60,000.00	

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	Planned Percentage of Improved Services
12	12.2	Community Outreach	All	No			Specific Schools: VVVA	2024-2027	$0.00	$30,000.00		$30,000.00			$30,000.00	
12	12.3	Student Recognition	All	No			Specific Schools: VVVA	2024-2027	$0.00	$135,000.00		$135,000.00			$135,000.00	

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
129,779,331.00	43,971,832.00	33.882%	0.000%	33.882%	$45,958,200.00	0.000%	35.413 %	**Total:**	$45,958,200.00
								LEA-wide Total:	$42,585,700.00
								Limited Total:	$1,850,000.00
								Schoolwide Total:	$1,522,500.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Curriculum and Instruction Support for Academic Success	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$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	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		
1	1.5	Credit Recovery and Intervention	Yes	LEA-wide	English Learners Foster Youth	All Schools	$4,084,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Virtual Program	Yes	Schoolwide	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	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	$1,350,000.00	
1	1.13	Career Technical Education Materials and Resources	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$1,050,000.00	
1	1.14	Core Instruction Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$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	All Schools	$469,000.00	
2	2.3	Home-school connections	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$187,000.00	
2	2.8	Resources and Recognition for Student Engagement	Yes	LEA-wide	Foster Youth Low Income	All Schools	$1,750,400.00	
3	3.4	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,786,000.00	

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 (%)
3	3.5	Bridging Technology Gap	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,219,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
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)
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
2	2.2	2.2 Ensuring English Learner Academic Success	Yes	$2,533,700.00	2,208,000.00

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	2.3	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

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	5.1	Heritage Program Coordinators	No	$300,000.00	225,000.00
5	5.2	African American Student Support and Monitoring	No	$610,000.00	441,000.00

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)
42,259,927.00	$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)
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)
126,988,676.00	42,259,927.00	1.63	34.909%	45,406,500.00	0.000%	35.756%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

- o 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.

  o   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.

   o 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,

   o 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:

  o 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.

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

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

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

Maintenance of Progress Goal

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.

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

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

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.

o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

    o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

    o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

    o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o 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.

  o 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:

  o 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.

  o 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).

- 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%).

- 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).

- 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.

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

  o 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.

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

  o 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)**

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

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

    o 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)**

    o 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**

    o 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)**

    o 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**

    o 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)**

    o 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 (%)**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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