

## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Victor Valley Union High School District

CDS Code: 36679340000000

School Year: 2025-26

LEA contact information:

Mr. Carl J. Coles

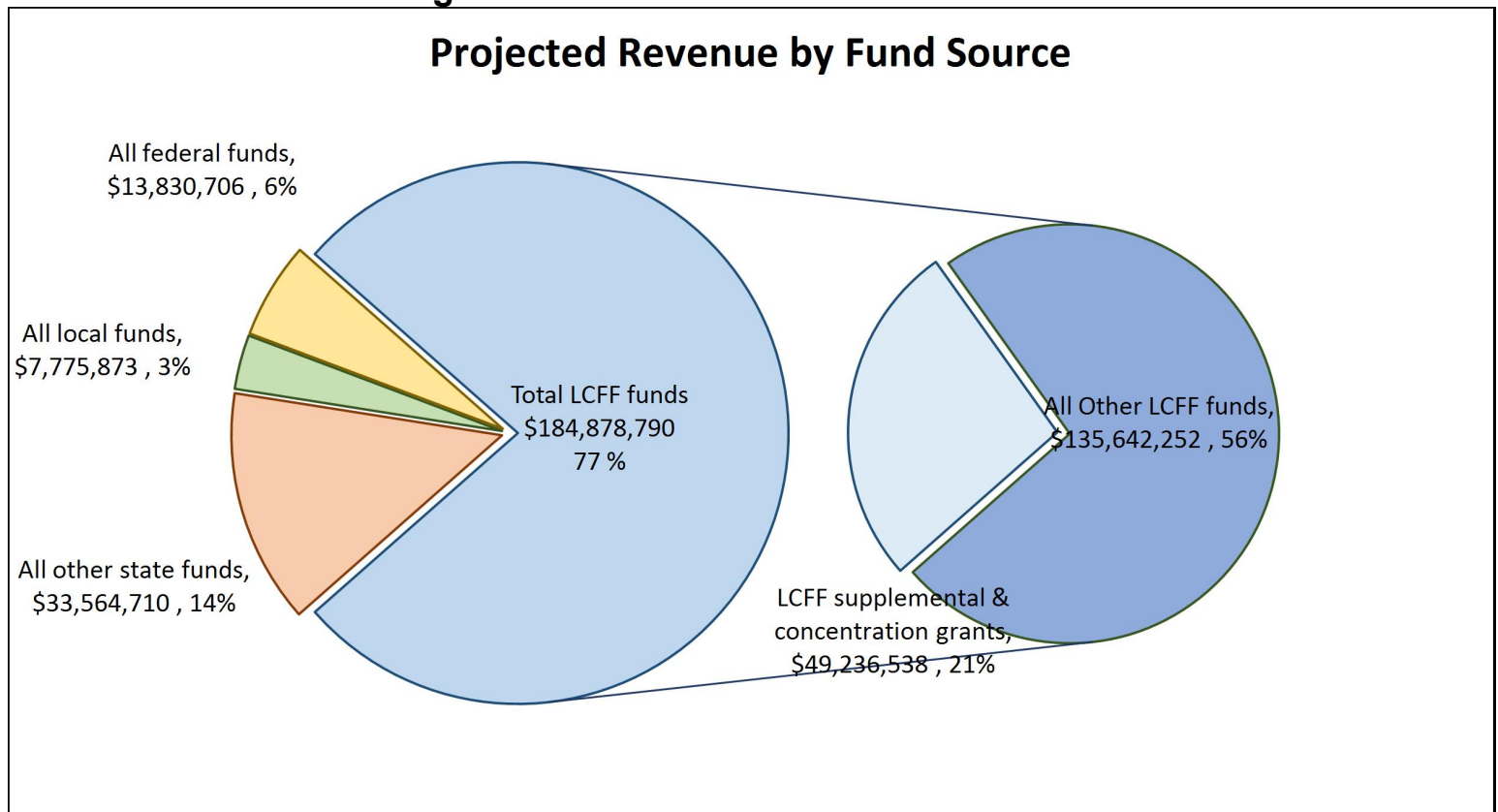
Superintendent

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 2025-26 School Year

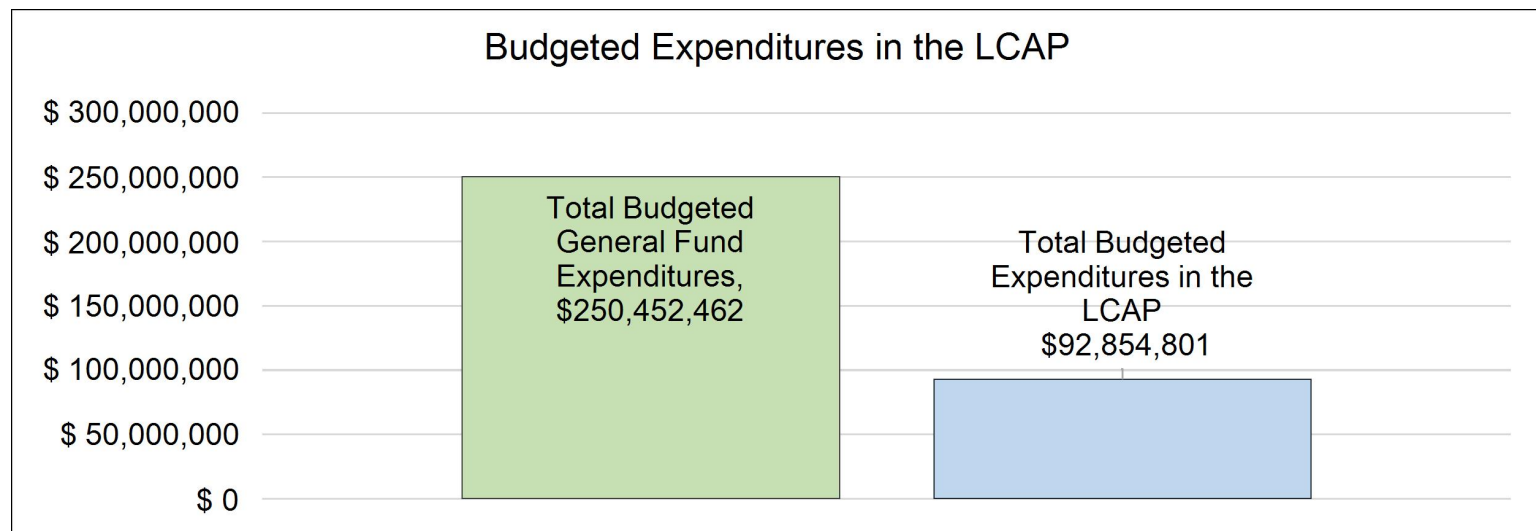


This chart shows the total general purpose revenue Victor Valley Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Victor Valley Union High School District is \$240,050,079, of which \$184,878,790 is Local Control Funding Formula (LCFF), \$33,564,710 is other state funds, \$7,775,873 is local funds, and \$13,830,706 is federal funds. Of the \$184,878,790 in LCFF Funds, \$49,236,538 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Victor Valley Union High School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Victor Valley Union High School District plans to spend \$250,452,462 for the 2025-26 school year. Of that amount, \$92,854,801 is tied to actions/services in the LCAP and \$157,597,661 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

VVUHSD uses the General Fund to pay Salaries and Health and Welfare Benefits for Classified, Certificated and Management employees. In addition services and supplies are purchased through the General Fund.

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

In 2025-26, Victor Valley Union High School District is projecting it will receive \$49,236,538 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 \$54,723,600 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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

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

■ Total Budgeted Expenditures for High Needs Students in the LCAP

\$45,958,200

■ Actual Expenditures for High Needs Students in LCAP

\$40,570,332

\$ 0 \$ 10,000,000 \$ 20,000,000 \$ 30,000,000 \$ 40,000,000 \$ 50,000,000

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 2024-25, Victor Valley Union High School District's LCAP budgeted \$45,958,200 for planned actions to increase or improve services for high needs students. Victor Valley Union High School District actually spent \$40,570,332 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$5,387,868 had the following impact on Victor Valley Union High School District's ability to increase or improve services for high needs students:

In addition to the LCFF funds, the services for high needs students in the 2024-25 school were provided by one-time funds which expired in September of 2024. This impacted the expenditure of the LCFF funds. These carryover funds from 2024-25 have been included in this LCAP.

# 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 [2025-26]

### General Information

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

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 Victor Valley home. Victorville is conveniently close to many mountain communities and within 40 minutes of the 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 core 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 12,345 (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 (71%), African American (17%), White (6%), 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 10,125 students (82%) identified as Socio-economically disadvantaged (SED)

or Low-Income (LI), and the rate by school is significant, with the lowest school at 69.4% and the highest school, 89.5%.

The district has eight (8) schools that qualified for Equity Multiplier (EM) funds in the 2024/25 school year. Seven (7) schools qualify for the 2025/26 school year. Equity Multiplier provides additional funding to local educational agencies for allocation to school sites meeting non-stability and socioeconomically disadvantaged pupil thresholds in the prior year. Schools have three (3) years to expend their funds, which is described in their EM plan. The following schools were allocated funds and have goals in this LCAP: Goodwill High School (GHS), Goodwill Independent Study (GIS), Imogene Garner Hook Junior High (HJH), Lakeview Leadership Academy (LLA), Silverado High School (SHS), Victor Valley High School (VVHS), and Victor Valley Virtual Academy (VVVA). Adelanto High School (AHS) did not meet the threshold for nonstability rate to qualify, however, their goal remains in the LCAP as they have not fully expended their funds.

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. The district's core values are Equity through individualized support, Proficiency through mastery of skills, and a Focus on Results through a shared decision-making process. VVUHSD's instructional focus is on literacy, essential standards, and increasing A-G eligibility rates. Through this, students will leave VVUHSD with five options available to them: 4-year college, 2-year college, the military, a trade school, or work. The district vision is that all students leave VVUHSD prepared to live a life full of purpose.

Our priorities reflect 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](http://www.vvuhsd.org).

## 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. We celebrate 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 indicator with a range from red (very low) to blue (very high). Using this growth model, the indicators will change color when a student has shown growth over previous years. Secondly, the scores are ranked by a school's proficiency above or below standard using "distance from standard" (DFS) as a way to quantify academic performance.

Victor Valley Union High School District is dedicated to enhancing outcomes for all students through data-driven strategies and targeted interventions. This year's performance shows progress, with increased A-G graduation rates and improved academic results for some student groups. However, the district acknowledges ongoing challenges faced by specific groups and is committed to addressing these disparities through comprehensive planning and collaboration.

Pupil Achievement:

Looking first at our academic indicators, in English Language Arts Overall, All Students showed improvement with a change from -38.3 DFS in 2023 to -27.8 DFS in 2024, indicating a positive growth of 10.5 points. English Learners also improved, with a change from -93.3 DFS to -87.8 DFS, reflecting a growth of 5.5 points. African American students experienced a significant improvement, with scores increasing from -83.6 DFS to -67.3 DFS, a growth of 16.3 points. In contrast, Foster Youth saw a decline, with scores dropping from -69.9 DFS in 2023 to -100.3 DFS in 2024, indicating a decrease of 30.4 points, emphasizing the continued need for sustained academic supports. Similarly, mathematics saw significant gains. Overall, All Students showed positive growth, improving from -115.4 DFS in 2023 to -102.4 DFS in 2024, a gain of 13 points. English Learners improved from -161.4 DFS to -146.4 DFS, reflecting a growth of 14.9 points. Homeless Youth experienced significant growth, with scores rising from -201.8 DFS to -158.9 DFS, a substantial increase of 42.9 points. Socioeconomically Disadvantaged students improved from -123.8 DFS to -111.2 DFS, showing a growth of 12.6 points. Students with Disabilities also showed improvement, with scores increasing from -199.3 DFS to -190.2 DFS, a gain of 9.1 points. Conversely, Foster Youth experienced a decline, moving from -139.9 DFS to -143.7 DFS, indicating a decrease of 3.8 points. These results highlight the need for focused instructional strategies to close persistent achievement gaps. English Learner Progress is considered low at approximately 40%, based on student progress on the ELPAC assessment, and the district maintained this indicator. 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.

#### School Climate:

The district's suspension rate remained stable overall; All Students saw a decrease in suspension rate, going from 8.2% in 2023 to 6.6% in 2024, a reduction of 1.6 percentage points. African American students experienced a slight decrease, moving from 17.1% to 15.9%, a decline of 1.2 percentage points. English Learners also saw a decrease in suspensions, from 6.1% to 4.6%, reducing by 1.5 percentage points. Foster Youth experienced a notable decrease, with rates dropping from 18.9% to 14.7%, a reduction of 4.3 percentage points. Socioeconomically Disadvantaged students saw a decrease from 8.9% to 6.9%, a reduction of 2 percentage points. In contrast, Pacific Islander students experienced an increase in suspension rate, rising from 3.7% to 12.8%, an increase of 9.1 percentage points, underscoring the need for more restorative practices, cultural awareness and targeted supports. Fostering a supportive school environment will continue to be critical moving forward.

#### Pupil Engagement:

Chronic absenteeism is an area of significant concern for Victor Valley Union High School District. All Students experienced a slight increase in chronic absenteeism, moving from 24.6% in 2023 to 25.5% in 2024, an increase of 0.8 percentage points. English Learners saw a rise in absenteeism, from 22.6% to 27.4%, reflecting an increase of 4.8 percentage points. Foster Youth experienced a slight increase, with rates going from 32.8% to 34.9%, an increase of 2.2 percentage points. African American students saw a rise from 35.6% to 41.4%, an increase of 5.8 percentage points. Socioeconomically Disadvantaged students experienced a minor increase from 26.4% to 27.5%, an increase of 1.1 percentage points. In contrast, Two or More Races students showed improvement, with absenteeism decreasing from 31.9% to 25.9%, a reduction of 6 percentage points. White students also showed improvement, with a decrease from 22.3% to 18.8%, a reduction of 3.5 percentage points. This data demonstrates that some efforts are working but much more must be done to get our students engaged in learning. For the Graduation Rate indicator in Victor Valley Union High, All Students showed a slight increase in graduation rates, moving from 86.5% in 2023 to 87.4% in 2024, an improvement of 0.9 percentage points. African American students experienced a positive growth in graduation rates, increasing from 77.9% to 82.8%, a growth of 4.9 percentage points. English Learners also improved, with graduation rates rising from 81.9% to 84.2%, reflecting an increase of 2.2 percentage points. Foster Youth saw a significant improvement, with graduation



rates increasing from 58.6% to 79%, a remarkable growth of 20.4 percentage points. Socioeconomically Disadvantaged students experienced a slight increase, from 86.6% to 87.1%, a growth of 0.5 percentage points. In contrast, Students with Disabilities saw a decline in graduation rates, dropping from 71.1% to 69.2%, a decrease of 1.9 percentage points. This data, while encouraging, underscores the importance of expanding college and career readiness programs, particularly for historically underserved student groups, to ensure equitable postsecondary opportunities.

#### 2023 Dashboard Data:

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), and Students with Disabilities (SWD)

Chronic Absenteeism - AA, FY, Two or more races (MR), and 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.

#### Middle Schools:

Hook Junior High

ELA - MR and 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

#### Comprehensive High Schools:

Adelanto High School:

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

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

College and Career - EL and SWD

Suspension - FY

Silverado High School:

ELA - EL and SWD

Math - EL, Hispanic, LI, and SWD

College and Career - SWD

Graduation - SWD

Suspension - FY and MR

Victor Valley High School:

ELA - All students and student groups AA, Hispanic, and LI  
Math - All students and student groups: AA, Hispanic, and LI  
College and Career - SWD  
English Learner Progress Indicator - EL  
Graduation Rate - SWD

Schools of Choice:

Cobalt Institute of Math and Science:  
English Learner Progress Indicator - EL

Alternative Schools:

Goodwill High School:  
College and Career - Hispanic and LI

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

Academies:

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, and MR

Victor Valley Virtual Academy  
ELA - All Students

Annual Performance on Lowest Performing Schools and Student Groups:

The Victor Valley Union High School District has made notable progress in enhancing outcomes for its lowest-performing indicators, as evidenced by the 2024 California School Dashboard results. Academic performance improved in both English Language Arts (ELA) and mathematics, with ELA scores rising from -37.8 Distance from Standard (DFS) in 2023 to -27.8 DFS in 2024. Mathematics saw a growth of 13 points, suggesting that the district-wide initiatives and school-level strategies are starting to produce positive effects. However, the district



is keenly aware of the significant rise in Chronic Absenteeism, which increased by 0.8% overall, with Hook Junior High experiencing a 3.1% rise and Lakeview Leadership Academy a 2.6% rise. Certain student groups witnessed even more pronounced increases, such as the African American students at Lakeview, who faced an 11.8% uptick. The district is dedicated to tackling these challenges through the 2025 Local Control Accountability Plan (LCAP).

Adelanto High School reported promising outcomes in English Language Arts, with an overall rise of 42.2 points. African American students improved from -102 DFS in 2023 to -49 DFS in 2024, an increase of 53 point. There was also progress in mathematics, where all students improved by 13.7 points. The only group that did not show significant advancement was English Learners, who maintained a score of -209.7 DFS. This illustrates the effective work done at the site regarding professional development and optimal instructional methods. In a similar vein, the Cobalt Institute of Math and Science increased its English Learner Progress by 4.2%, catapulting from a red indicator in 2023 to green in 2024. Overall, steady improvements were observed across the district in both ELA and mathematics, with Silverado High School adding 20 points in mathematics, Imogene Garner Hook Junior High School increasing by 21.8 points, and Victor Valley High School rising by 17.4 points. In ELA, Victor Valley High School improved by 38.4 points, while the Virtual Academy saw an increase of 47.6 points. Nevertheless, challenges persist for schools like Lakeview Leadership Academy, where declines in academic performance and chronic absenteeism overshadow the commendable efforts being made through learning labs and Unity Camps.

Despite these positive developments, achievement gaps, attendance issues, and engagement challenges remain for certain student groups, especially for Foster Youth and Students with Disabilities. For instance, Foster Youth experienced a notable drop of 30.4 points in ELA and 3.8 points in Mathematics. These trends highlight the necessity for deeper engagement with these cohorts through enhanced tutoring, counseling services, and a comprehensive multi-tiered support system. Moving forward, the district intends to capitalize on its progress by further expanding evidence-based strategies and interventions, cultivating strong family relationships, and enhancing data-driven professional development to ensure equitable access to high-quality education for all students.

#### From Progress to Equity - Next Steps in Student Achievement:

The Victor Valley Union High School District is making progress in enhancing student outcomes, yet notable disparities persist in key performance areas. Academic results have improved across the district, signaling the success of targeted support for high school students. Moreover, a concentrated effort to boost the district's A-G rate has resulted in higher graduation rates for nearly all demographic groups. However, rising Chronic Absenteeism rates among key demographics reveal ongoing challenges, particularly for English Learners, African Americans, and Foster Youth. These issues highlight the critical need to tackle the barriers these populations face in obtaining equitable educational opportunities.

As the new school year approaches, the district is dedicated to addressing these inequities with a comprehensive strategy. This plan includes enhancing professional development for teachers to implement effective instruction by creating an instructional program and lesson planning informed by current brain research. Additionally, the district will work on refining its College and Career Readiness programs, focusing on improving pathways for students from socio-economically disadvantaged backgrounds. By utilizing the most effective data-driven strategies and directing resources to areas of highest need, the district aims to provide equitable opportunities for all students while maintaining academic growth.

Furthermore, VVUHSD is celebrating increased engagement from educational partners, as evidenced by higher attendance at the District African American Parent Advisory Committee and the Special Education District Advisory Committee, which have expanded from 20 to 75

participants. The district continues to have active engagement at our District English Advisory Committee meetings. This growth fosters a stronger connection to district resources and enhances family engagement.

Learning Recovery Emergency Block Grant (LREBG) Funds:

VVUHSD has \$6,300,000 in unexpended funds that will be designated to support goals and actions with the LCAP over the remaining years.

The district conducted a comprehensive needs assessment, utilizing the 2024 California Dashboard data for English Language Arts (ELA), Mathematics, and Chronic Absenteeism, as well as educational partner input and local assessments, to identify critical areas of need. This thorough analysis informed the prioritization of strategic Action 1.14 funded, in whole or in part, by the Learning Recovery Emergency Block Grant (LREBG). This action aligns with the requirements of EC Section 32526(c)(2) and is designed to support the academic and socioemotional well-being of all students, with a particular focus on those who face the greatest challenges.

Action 1.14: Core Instruction Support aims to enhance student learning by increasing staff at middle and high schools to reduce class sizes in essential subject areas. This initiative, which will receive partial funding from LREBG resources, seeks to lower the student-to-teacher ratios in specific grades and subjects. By doing so, it will facilitate more personalized instruction, improve classroom management, and boost academic engagement and achievement. Smaller class sizes allow teachers to utilize research-based instructional strategies that accelerate learning for all students, especially those who have faced significant learning challenges.

Recent studies highlight the advantages of smaller class sizes. A 2025 report from the California Learning Resource Network emphasizes the importance of considering class size to establish an educational system conducive to student success and development. Additionally, a 2016 report from the White House Council of Economic Advisors noted that minority and disadvantaged students are more actively engaged in classrooms with reduced student-teacher ratios. A 2023 article from the National Education Association underscores that 90% of teachers believe smaller class sizes would benefit students, as educators can better manage classrooms and provide individualized attention in more intimate settings.

This initiative mainly targets the needs of underrepresented student groups who typically require extra support to bridge achievement gaps. By fostering smaller, more focused learning environments, this action aligns directly with LREBG's permissible use of Accelerating Learning Progress by offering targeted and intensive academic interventions. Research shows that students in smaller classes achieve quicker improvements in literacy and numeracy, which contributes to enhanced overall academic performance. Consequently, this strategy is anticipated to produce measurable advancements in student achievement, directly addressing the needs highlighted in the comprehensive needs assessment.

## 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 (DA) for the 2024 / 25 school year for limited progress on the following indicators on the 2024 CA Dashboard:

Homeless: ELA/Math, and Chronic Absenteeism (CA)

Foster Youth (FY): Initially identified in 2023 for CA; Graduation Rate (GR) and College and Career Indicator (CCI) and identified in 2024 for eligibility for ELA/Math. The 2024 CA Dashboard is yellow for GR and CCI.  
Students with Disabilities (SWD): ELA/Math, CA and CCI.

The district remains eligible for the following indicators on the 2023 CA Dashboard, Year 2:  
African American: ELA/Math, and CA  
College and Career Indicator (CCI)  
Two or More Races: ELA/Math, and CA

The district continues to engage in Technical Assistance to enhance instructional quality, leadership development, and educational partner engagement, ensuring that all students have equitable access to high-quality educational opportunities. Through a collaborative and data-driven approach, the district has focused on strengthening systems of support for staff and students, refining professional learning structures, and leveraging educational partner input to drive decision-making in the areas identified for DA.

In January 2025, the District Improvement Team, composed of school site staff and district administrators, attended a DA meeting conducted by the San Bernardino County Superintendent of Schools (SBCSS). During this meeting, the team agreed to prioritize Students with Disabilities and the CCI (Action 1.6, Metric 1.4). Using data-driven methodologies, the team conducted a root cause analysis and identified structural components within our systems that require attention. The team created a plan and the district administrator is working with coordinators and counselors to increase awareness of CCI, how it is measured, and how we can support SWD in achieving the CCI indicator. The district will continue to check in with their SBCSS accountability partner on a quarterly basis to review progress and update plans as needed.

Regarding the Academic Indicator for SWD, the Special Education Department has and continues to develop and implement targeted training for Special Education teachers in order for them to have more resources and tools to support student learning with a focus on the CA State Standards and each student's Individualized Education Plan (IEP). Additional training brings together Special Education and General Education teachers, creating a more cohesive support system for Special Education students of all levels. The district has hired additional staff, including a Program Specialist and a Teacher on Special Assignment (TOSA). The Program Specialist provides support to sites and families to gain a better understanding of why students are absent from school (Actions 1.6, 2.3 CA). The TOSA provides direct support to teachers for instructional improvement. Additionally, the Curriculum and Instruction (C&I) team is in its second year of collaboration with the Special Education team conducting district-wide job-alike trainings for Special Education teachers to collaborate and connect to state standards and increase rigor to meet A-G levels. (Action 1.6, ELA, Math, CCI).

An additional component of this work has been deepening engagement with educational partners, including parents, students, staff, and community members. The district has implemented multiple avenues for two-way communication, such as Parent Square, advisory committees including the Superintendent's community forums, and student advisory meetings and LCAP educational partner meetings, allowing for meaningful input into the district's strategic planning. These efforts have resulted in targeted actions, such as the expansion of student support services and adjustments to resource allocation based on community feedback.

Supporting our Homeless and Foster Youth continues to be a focus. 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. Graduation 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 successfully complete the course (Action 1.3, CCI).

The district will continue its goal for our AA students in the 2025-26 LCAP to support academic achievement and CCI (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).

While progress has been made in strengthening professional learning, leadership development, and data-informed decision-making, the district recognizes areas for continued growth. Efforts are underway to enhance systematic support for new administrators, improve structures for evaluating the impact of professional learning on student achievement, and further refine the district's approach to using data to inform instructional decisions. By continuing to build capacity, strengthen partnerships, and align resources with student needs, the district remains committed to fostering equitable access to high-quality educational experiences for all students.

## 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 were eligible for Comprehensive Support and Improvement for the 2024-2025 school year 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. Since that identification, Both Goodwill High School and Victor Valley High School have exited CSI. Only Goodwill Independent Study remains, for graduation rate.

## ***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. Many of these meetings are also supported by representatives from the San Bernardino County Superintendent of Schools. Each site is required to plan community partner meetings to include steps in the improvement cycle and feedback to create the plan.

Goodwill Independent Study (GIS):

GIS and GHS fall under the same umbrella as Goodwill Education Center. This educational center provides continuation program offerings, which they report under the same Single Plan for Student Achievement (SPSA). Community partner meetings are held regularly. Parents are invited every second Friday of each month to Coffee With the Principal. Staff from both the site and the district met with students on February 25, 2025. The principal also meets with staff every other Wednesday specifically to discuss needs and support related to CSI. The last meeting was held on March 13, 2025. During these meetings, regardless of the educational partner group, the site administrator reviews data for GIS from multiple sources. At the most recent meeting for each, 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, A-G rates, and absenteeism, all of which affect graduation rate.

The collective 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, including electives and CTE partnerships. Additionally, there is a perception that some staff do not care sufficiently about student success.

After collecting feedback, the site administrator and lead teachers reviewed evidence-based strategies to enhance graduation rates. The CSI Plan includes professional development from the district Curriculum and Instruction Team to provide ongoing support for teachers to refine their practices. Additionally, instructional coaching will improve teaching methods and support the implementation of evidence-based strategies. Personalized supports will involve ongoing progress monitoring for all students, including provisions for extra duty hours to facilitate this effort, as well as monitoring of ELA and math benchmarks. The universality of these strategies aligns with the Tier 1 goal of delivering high-quality instruction to all students.

A notable resource inequity identified at Goodwill Independent Study is the lack of transportation for enrolled students. Bussing is available at all other schools except the districts two "choice" schools and the virtual academy. During a student forum on February 1, concerns were raised about the Victor Valley Transit Authority requiring a separate student ID and the limited Micro-link routes. As a result, students and their families must bear the responsibility for traveling to Victor Valley High School, where the two Independent Study teachers are located. According to a 2024 article, "Access to Education: the Impact of Inequality on Education", by GGI Insights, providing accessible transportation can help ensure that all students have equal access to educational resources. The district is currently reviewing their transportation policies to ensure students have increased school transportation options.

Additionally, there is insufficient multi-use space to support activities, electives, and Career and Technical Education (CTE) pathways, a Dimension 7 (Student Supports and Intervention) resource inequity. The current enrollment figures, facilities, and limited staffing hinder the implementation of CTE programs and courses. One potential solution is to transport students to other school sites for these classes, which is currently under consideration. Plans are also in place to reimagine underutilized spaces to create additional classrooms.

Another inequity is the inability of students to achieve A-G eligibility due to the courses offered. In response, district support has been secured to add Goodwill Independent Study to the University of California Office of the President (UCOP) A-G portal, ensuring that a majority of classes offered are A-G eligible. Professional development aimed at enhancing teacher rigor has been conducted and is scheduled for the upcoming school year. Furthermore, the leadership team has developed a graduation progress monitoring spreadsheet to systematically track student progress. To further support this effort, an Alternative Education Technician will be added to monitor credit slips and graduation requirements.

### ***Monitoring and Evaluating Effectiveness***

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

Goodwill Independent Study (GIS): District administrators have a plan to meet with GIS 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 site 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 - District  District Advisory Committee (DAC), District African American Parent Advisory Committee (DAAPAC), District English Learner Advisory Committee (DELAC), Special Education Parent Advisory Committee (SEPAC), Equity Task Force, Community Schools	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.  All committees provided feedback through questionnaires and small group collaboration.  Committee membership was created by eliciting recommendations from sites 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 Advisory Committee meetings were held on 2/5/25 and 3/5/25.  District African American Parent Advisory Committee meetings were held on 10/8/24, 12/17/24, 2/18/25, 4/15/25.  District English Learner Advisory Committee meetings were held on 2/11/25, 3/11/25, 4/8/25.

Educational Partner(s)	Process for Engagement
	<p>Special Education Parent Advisory Committee meeting was held on March 19, 2025.</p> <p>Equity Task Force meetings were held on 9/26/24, 10/24/24, 12/12/24, 1/23/25, 2/27/25, 3/20/25, 4/24/25, and 5/15/25.</p> <p>Community Schools meetings were held on 8/29/24, 9/24/24, 11/19/24, 1/28/25, and 2/25/25.</p> <p>Draft presented to  DAC meeting on March 5, 2025 - There was no feedback, so the Superintendent did not need to reply in writing.  DELAC meeting on April 8, 2025 - There was no feedback, so the Superintendent did not need to reply in writing.</p>
<p>Parent Groups - District LCAP Engagement Meetings/School Site Engagement Meetings</p>	<p>All of the following meetings took place during the first few months of 2025.</p> <p>Adelanto High School (AHS) - Family and Community Engagement was held on February 15.</p> <p>Cobalt Institute of Math and Science (CIMS) - Family and Community Engagement was held on January 10.</p> <p>Goodwill High School (GHS), Goodwill Independent Study (GIS), and Victor Valley Virtual Academy (VVVA) were held jointly on February 14.</p> <p>Imogene Garner Hook Junior High School (HJH) - Family and Community Engagement was held on February 28.</p> <p>Lakeview Leadership Academy (LLA) - Family and Community Engagement was held on February 20.</p> <p>Larrea Middle School (LMS) - Family and Community Engagement was held on January 24.</p> <p>Silverado High School (SHS) - Family and Community Engagement was held on February 14.</p> <p>University Prep (UP) - Family and Community Engagement was held on March 5.</p> <p>Victor Valley High School (VVHS) - Family and Community Engagement was held on February 6.</p>

Educational Partner(s)	Process for Engagement
<p>Student Groups including Foster Youth, English Learners and Low Income -</p> <p>District LCAP Engagement Meetings/School Site Engagement</p>	<p>All of the following meetings took place during the first few months of 2025 (on the same date, but after the parent meetings).</p> <p>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.</p> <p>Adelanto High School (AHS) - Family and Community Engagement was held on February 15.</p> <p>Cobalt Institute of Math and Science (CIMS) - Family and Community Engagement was held on January 10.</p> <p>Goodwill High School (GHS), Goodwill Independent Study (GIS), and Victor Valley Virtual Academy (VVVA) were held jointly on February 14.</p> <p>Imogene Garner Hook Junior High School (HJH) - Family and Community Engagement was held on February 28.</p> <p>Lakeview Leadership Academy (LLA) - Family and Community Engagement was held on February 20.</p> <p>Larrea Middle School (LMS) - Family and Community Engagement was held on January 24.</p> <p>Silverado High School (SHS) - Family and Community Engagement was held on February 14.</p> <p>University Preparatory (UP) - Family and Community Engagement was held on March 5.</p> <p>Victor Valley High School (VVHS) - Family and Community Engagement was held on February 6.</p> <p>Additionally, the Superintendent's Student Advisory Committee met in March and the LCAP goals and actions were discussed. Students provided comments on what is going well and what they would like to see improved. All comments had been addressed at previous</p>

Educational Partner(s)	Process for Engagement
	meetings and written feedback from the superintendent was not required.
<p>All educational partner groups - LCAP Advisory Committee</p> <p>Teachers, site and district administrators, school personnel including Family Engagement Liaisons, representatives from both certificated and classified bargaining units, parents, community members, and students.</p>	<p>LCAP Community Meetings were held on November 13th, 2024, and January 22nd, March 19th, and May 14th, 2025. At these meetings, the metrics from the 2024-25 LCAP were reviewed in small groups and feedback was provided. The groups reviewed each other's comments and a document was created with recommendations to keep, adjust, or remove actions from the LCAP.</p>
<p>Special Education Local Plan Area (SELPA)</p>	<p>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 24-25 school year and asked that it continue in the coming years.</p> <p>The area SELPA administrator was invited to attend all LCAP Advisory Committee Meetings. The 2025-26 LCAP draft was presented to the area SELPA Administrator on April 24, 2025. Feedback was received to address district-wide special education needs.</p>
<p>All Educational Partner groups - Equity Multiplier Schools -</p> <p>Teachers, site administrators, classified personnel, bargaining unit representatives, parents, and students (and school site councils) for each identified site:</p> <p>Goodwill High School (GHS)  Goodwill Independent Study (GIS)  Hook Junior High (HJH)  Lakeview Leadership Academy (LLA)  Silverado High School (SHS)  Victor Valley High School (VVHS)  Victor Valley Virtual School (VVVA).</p>	<p>Parents were invited through public announcements such as ParentSquare and automated phone calls. Staff were informed by their administration as to dates, times, and locations of meetings. In addition, presentations were made at regularly scheduled parent meetings (often called Coffee with the Principal), ELAC meetings, and Site Council meetings. Surveys were also sent to every parent and staff member in early Spring 2025 to elicit feedback to be incorporated into the LCAP and with the Equity Multiplier.</p> <p>At these meetings, districtwide data, or sitewide data as applicable, was shared including all California Dashboard indicators and local indicators, especially those requested by educational partners. All site meetings were held in the Spring of 2025.</p>

Educational Partner(s)	Process for Engagement
	<p>GHS, GIS, and VVVA - Identified Equity Multiplier Schools - Goodwill High School held a student forum on January 31. Community partners took place on February 1. The plan was presented to School Site Council on May 6th.</p> <p>HJH - Identified Equity Multiplier School - Staff Root Cause Analysis meeting was held on April 5th, and results were reported to the Site Council on April 11th. Surveys for other educational partners (families and students) were shared in late April.</p> <p>LLA - Identified Equity Multiplier School - The Parent forum was held on April 9. The student forum was held on April 11. Community Partners Meeting was held April 16th. The plan was approved by the Site Council on April 24th.</p> <p>SHS - Identified Equity Multiplier School - Multiple Community Engagement meetings were held throughout January through April 2025. Student forums took place twice in the spring semester, and two hundred responses from the survey were synthesized into the plan and presented to the School Site Council and ELAC on May 9th.</p> <p>VVHS - Identified Equity Multiplier School - Site Leadership meetings were held on March 20th and April 3rd. School Site Council was held on March 13th, April 10th and May 1st. 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 council on May 1 and was approved on May 7th.</p>
Mid-year Update to Board of Trustees	January 16, 2025
Public Hearing	June 24, 2025, posted 72 hours, draft available online and hardcopy by request
Board of Trustees Adoption	The LCAP was adopted by the governing board on June 26, 2025 along with Local Indicators (presentation)

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

Our district is committed to fostering meaningful collaboration with students, families, staff, and community members to inform and refine our Local Control and Accountability Plan (LCAP). Throughout the year, we conducted multiple engagement opportunities, including community, parent, and student forums, alongside virtual meetings with our District English Learner Advisory Committee (DELAC) and District Advisory Committee (DAC). The feedback gathered through these conversations led to adjustments in our goals and actions for the coming three-year LCAP cycle, ensuring greater clarity, transparency, and responsiveness to community needs.

### Key Themes from Educational Partner Engagement

Across all forums, there was a unified call for a nurturing and supportive school climate where students can thrive (Actions 2.1, 2.6). Key areas of emphasis included:

**Counseling and Mental Health Support:** Parents, students, and staff all underscored the need for increased access to counseling services, both for academic and emotional well-being (Action 2.3). Parents of Foster Youth and Low-Income students particularly valued the support provided by mental health clinicians and licensed vocational nurses (Action 2.1). Students also shared that they often take "mental health days" from school, which sparked conversations about the need for proactive mental health outreach (Action 2.8). Parents also emphasized the importance of maintaining Mental Health Clinicians (MHCs) to provide direct support to students (Action 2.1).

**Academic Readiness and Intervention:** Community members stressed the importance of ensuring that all students are reading at grade level through enhanced literacy initiatives (Action 1.11). There was also strong support for more targeted academic interventions, such as credit recovery options (Action 1.5), additional tutoring services (Actions 9.2, 9.3), and classroom strategies to support struggling students (Actions 11.3, 1.6). The LCAP Advisory Committee specifically emphasized the importance of improving evidence-based instructional practices. Additionally, DELAC parents and staff highlighted the need for instruction that meets students where they are and supports differentiated learning (Action 1.9).

**Extracurricular and College/Career Readiness:** Families and staff expressed a desire for more Dual Enrollment and CTE courses (Action 1.3), as well as better support from counselors to navigate the college process (Action 1.3). Parents and students also requested continuation of the expanded Legacy Program (Action 1.4). Students advocated for more study trips, especially college visits (Action 1.12), and hands-on learning experiences that support real-world problem-solving (Action 1.13).

**Professional Development for Staff:** Staff requested additional professional development in areas such as differentiation, formative assessment, working with essential standards (Action 1.1), educational technology, and curriculum resources (Action 1.11). Educators also expressed a need for smaller class sizes and additional teaching staff to provide targeted support (Actions 1.10, 1.14).

**Family and Community Engagement:** Parents appreciated workshops that provide academic and parenting support but requested more workshops in Spanish (Action 2.3). DELAC members expressed strong support for the Legacy program and bilingual instructional assistants (Action 1.2). EL parents specifically noted their appreciation for translators who help them understand school communications and processes (Action 2.2).



Equity and Access to Resources: Parents appreciated the district's commitment to offsetting the cost of volunteer fingerprinting (Action 2.3), which allows more families to engage with schools. Concerns were also raised about transportation boundaries and the need for expanded bus service beyond the three-mile limit (Action 3.4). This is being addressed in multiple committees and will be a longer term project. Additionally, educational partners highlighted barriers unduplicated students face in accessing and maintaining technology, including devices and Wi-Fi at home (Action 3.5).

Instructional Delivery: Students across all sites requested that teachers do more direct teaching and rely less on technology for instruction. They expressed a strong preference for more face-to-face interactions, hands-on activities, and collaborative learning experiences rather than primarily using digital platforms for instruction.

### Site-Specific Insights

Each school site provided unique perspectives that reflected their specific needs:

Adelanto High School (AHS) – (former Equity Multiplier School) Parents and students called for enhanced safety protocols and stronger anti-bullying measures (Action 11.1). Students also emphasized the need for more proactive counseling support for college and career planning (Action 11.1).

Cobalt Institute of Math & Science (CIMS) – Educational partners requested a curriculum that integrates more technology and hands-on learning experiences (Actions 3.5, 1.9). Students advocated for more collaboration in designing project-based coursework (Action 1.11).

Goodwill Education Center, GIS, VVVA – (Equity Multiplier School) Community members highlighted the importance of vocational training programs that align with industry needs (Action 5.4), including partnerships with local businesses. Students also requested improved sports facilities and coaching (Action 5.4).

Hook Junior High (HJH) – (Equity Multiplier School) Parents emphasized the need for real-time academic updates via digital platforms (Action 6.6). Students voiced concerns about school facilities (Action 6.8) and access to services (Action 6.3).

Lakeview Leadership Academy (LLA) – (Equity Multiplier School) Families and students advocated for expanded arts and music programs (Proposition 28) and stronger community engagement initiatives (Actions 7.2, 7.8). Sustainability-focused projects were also requested (Action 7.4).

Larrea Middle School (LMS) – Literacy and communication were top concerns, with parents advocating for consistent absence reporting and academic progress updates (Action 2.2).

Silverado High School (SHS) – (Equity Multiplier School) The school community highlighted the importance of mental health resources (Action 8.2) and extracurricular programs to promote student well-being (Action 8.8). Students also requested more study trips (Action 8.9).

Victor Valley High School (VVHS) – (Equity Multiplier School) Families called for more comprehensive tutoring and remedial programs (Actions 9.2, 9.3), as well as improved career counseling services (Action 9.6). Students also requested more transparent grading and assessment practices (Actions 9.1, 9.2).

### Commitment to Ongoing Engagement

The educational community remains deeply invested in fostering an inclusive and supportive school climate, ensuring that every student receives the personalized attention needed to succeed. The Equity Multiplier model continues to guide the district's approach to addressing unique site-based needs, particularly in historically underserved communities.

As we move forward, the district is committed to enhancing two-way communication with educational partners by:

Strengthening feedback loops to inform the community on how their input influences decision-making.

Embedding professional learning into staff schedules to better support students (Action 1.9).

Increasing student voice opportunities through leadership councils and advisory sessions.

Through these efforts, we reaffirm our dedication to shared decision-making and equitable access to resources, ensuring every student has the opportunity to thrive.

# 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 Victor Valley Union High School District (VVUHSD) developed its first goal to ensure that its academic programs are not only robust but also equitable, catering to the diverse needs of its student population. This goal is grounded in the understanding that equity-based practices are essential for addressing disparities in educational outcomes.

A review of the district's performance data reveals areas for improvement and success. The Chronic Absenteeism rate for all students slightly increased from 24.6% in 2023 to 25.5% in 2024, highlighting the need for targeted interventions to improve student attendance. Additionally, the College/Career Readiness indicator showed a positive trend, increasing from 29.1% in 2023 to 35% in 2024, indicating progress in preparing students for post-secondary success.

The district's efforts to enhance academic achievement are reflected in improvements in both Math and English Language Arts (ELA). Math scores improved from -115.4 DFS in 2023 to -102.4 DFS in 2024, and ELA scores improved from -38.3 DFS in 2023 to -27.8 DFS in 2024, reflecting gains in student proficiency.

Furthermore, the Suspension Rate decreased from 8.2% in 2023 to 6.6% in 2024, indicating a positive shift in school climate and behavior management strategies. The Graduation Rate increased from 86.5% in 2023 to 87.4% in 2024, showcasing the district's commitment to ensuring students successfully complete their high school education.

For English Learner Progress, the rate remained stable, from 40.6% in 2023 to 40.8% in 2024, indicating consistent support for English learners to advance in language proficiency.

By focusing on measurable impact, VVUHSD aims to monitor and improve success indicators, such as graduation rates, college and career readiness, and academic performance in both middle and high schools. This goal reflects a commitment to continuous improvement and accountability, ensuring that all students have access to quality education and the support they need to succeed. It also aligns with broader educational objectives at the state and national levels, emphasizing the importance of equity in education and preparing students for future challenges in higher education and the workforce.

This commitment to improvement is further demonstrated by the targeted efforts to close achievement gaps across various student groups, ensuring that every student, regardless of background, has the opportunity to thrive academically.

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 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 has designed 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 Metric: Distance from Standard (DFS)	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	2024 CA School Dashboard Academic Indicator: English Language Arts, District All = -27.8 Distance from Standard (DFS) EL = -87.8 DFS FY = -100.3 DFS LI = -34.7 DFS SWD = -135.5 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 Homeless = -90 DFS	All Students increased by 10.5 points EL increased by 5.5 points FY declined 30.4 points LI increased by 12.4 points SWD declined 6.5 points AA increased by 16.3 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2024 CA School Dashboard Homeless = -131.5 DFS	AA = -67.3 DFS Homeless = -131.5 DFS			Homeless not applicable
1.2	CA School Dashboard Academic Indicator: Mathematics, District Metric: Distance from Standard (DFS)	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  2024 CA School Dashboard Homeless = -158.9 DFS	2024 CA School Dashboard Academic Indicator: Mathematics, District All = -102.4 DFS EL = -146.4 DFS FY = -143.7 DFS LI = -111.2 DFS AA = -143.4 DFS H = -102.1 DFS MR = -111.1 DFS SWD = -190.2 DFS Homeless = -158.9 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 Homeless = -135	All Students increased by 13 points EL increased by 17 points FYdeclined 3.8 points LI increased by 12.6 points AA increased by 18.7 points H increased by 99.7 points MR increased by 9.6 points SWD increased by 9.1 points Homeless not applicable
1.3	CA School Dashboard Academic Indicator : English Learner Progress (ELPI) Metric: Progress Toward English Language Proficiency	2023 CA School Dashboard Academic Indicator : English Learner Progress (ELPI) 40.6% Making Progress Toward English Language Proficiency  2024 CA School Dashboard ELPI: LTEL = 41.3%	2024 CA School Dashboard Academic Indicator : English Learner Progress (ELPI) EL = 40.8% Making Progress Toward English Language Proficiency LTEL = 41.3% making progress		2026 CA School Dashboard Academic Indicator : English Learner Progress (ELPI)  All Students = 55% Making Progress Toward English Language Proficiency EL = 55%	All Students maintained 0.2% EL = 0.2% = maintained LTEL = not applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					LTEL = 55%	
1.4	CA School Dashboard Academic Indicator: College/Career, District Metric: Percent Prepared	2023 CA School Dashboard Academic Indicator: College/Career, District All = 29.1% EL = 11.8% FY = 3.4% LI = 28.5% SWD = 5.5%	2024 CA School Dashboard Academic Indicator: College/Career, District All = 35% EL = 14.1% FY = 13.3% LI = 33.6% SWD = 7.2%		2026 CA School Dashboard Academic Indicator: College/Career, District All = 40% EL = 25% FY = 10% LI = 35% SWD = 12%	All Students increased 5.9% EL increased 2.3% FY increased 9.9% LI increased 5.1% SWD increased 1.7%
1.5	CA School Dashboard: Academic Engagement Graduation Rate Metric: Percent Cohort Graduated	2023 CA School Dashboard: Academic Engagement Graduation Rate All = 86.5% EL = 81.9% FY = 58.6% LI = 86.6%	2024 CA School Dashboard: Academic Engagement Graduation Rate All = 87.4% EL = 84.2% FY = 79% LI = 87.1%		2026 CA School Dashboard: Academic Engagement Graduation Rate All = 95% EL = 90% FY = 70% LI = 95%	All Students increased 0.9% EL increased 2.2% FY increased 20.4% LI increased 0.5% = maintained
1.6	Local Measure - CalPADs CTE Pathway completers Metric: 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)	2024 CalPADs All = 19% Completers Grades 10-12 EL = 14% (of all ELs enrolled in CTE) FY = 1% (of all FY enrolled in CTE) LI = 84% (of all LI enrolled in CTE)		2026 CalPADs 50% Completers Grades 10-12 EL = 10% FY = 40% LI = 50%	All - percentage of completers declined 9% EL increased 11% FY declined 24% LI increased 56%



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Cohort Drop-out Rate: CalPADs: High School Middle School Metric: Percent Dropout	2023 Cohort Drop-out Rate: CalPADs: High School = 2% Middle School = 1%	2024 Cohort Drop-out Rate: CalPADs: High School = 1.4% Middle School = 0.1%		2026 Cohort Drop-out Rate: CalPADs: High School = 1% Middle School = 0%	High School declined 0.6% Middle school declined 0.9%
1.8	Local Measure: Star Reading Proficiency Rate Star Math Proficiency Rate Metric: Percent Proficient	Local Measure: 2023 Star Reading Proficiency Rate Star Math Proficiency Rate Reading All = 44.7% EL = 4.6% Math = 11% EL = 2.1%	Local Measure: 2024 Star Reading Proficiency Rate Star Math Proficiency Rate Reading All = 42% EL = 6% Math = 37% EL = 9%		Local Measure: 2026 Star Reading Proficiency Rate Star Math Proficiency Rate Reading = 55% Math = 20%	Reading All declined 2.7% EL increased 1.4% Math All increased 26% EL increased 6.9%
1.9	Local Measure : EL Reclassification Rates Metric: Percent of qualified students	2023 Local Measure : EL Reclassification Rates 57% of qualified students	2024 Local Measure : EL Reclassification Rates 90% of qualified students		2026 Local Measure : EL Reclassification Rates 65% of qualified students	EL Reclassification rates increased 33%
1.10	CalPADS: A-G Completion Rate Metric: Percent A-G Eligible	2023 CalPADS: A-G Completion Rate All = 34.5% EL = 16.4% FY = 11.4% LI = 34.5%	2024 CalPADS: A-G Completion Rate All = 46.5% EL = 17.2% FY = 17.2% LI = 43.6%		2026 CalPADS: A-G Completion Rate All = 60% EL = 35% FY = 25% LI = 60%	All Students increased 12% EL increased 0.8% FY increased 5.8% LI increased 9.1%
1.11	College Board	2023 Advanced Placement Test Pass	2024 Advanced Placement Test		2026 Advanced Placement Test	Pass Rate increased 6.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Advanced Placement Test Pass Rate: Metric: Percent of students passing AP exams with a score of 3 or higher.	Rate: Percent of students passing AP exams with a score of 3 or higher.  Pass Rate = 33.8%	Pass Rate: Percent of students passing AP exams with a score of 3 or higher.  Pass Rate = 40%		Pass Rate: Percent of students passing AP exams with a score of 3 or higher. Pass Rate = 40%	
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. Metric: 1-5, 5 being highest, fully implemented	2023 CA School Dashboard, Local Indicator ELA = 4 ELD = 4 Mathematics = 4 Next Generation Science Standards = 4 History - Social Science = 4	2024 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	Maintained
1.13	Human Resource County Audit Teacher Credential Assignments Metric: Number of Teacher Misassignments	2023 Human Resource County Audit Teacher Credential Assignments 57 Teacher Misassignments	2024 Human Resource County Audit Teacher Credential Assignments 33 Teacher Misassignments		Human Resource County Audit Teacher Credential Assignments 2026 = 10 Teacher Misassignments	24 Fewer teacher misassignments
1.14	Local Data	2023 Students who meet A-G requirements and are CTE	2024 Students who meet A-G requirements and		2026 Students who meet A-G requirements and	Number of completers increased by 127

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Metric: Students who meet A-G requirements and are CTE Completers	Completers - 12th graders only (338 Completers) 133 of completers met A-G EL = 41 (31% of completers) FY = 0 (0% of completers) LI = 106 (80% of completers)	are CTE Completers 12th graders only (465 Completers)  140 of completers met A-G EL = 15 (11% of completers) FY = 5 (4% of completers) LI = 133 (95% of completers)		are CTE Completers 12th graders only  EL = 75 FY = 10 LI = 300	EL declined by 20% FY increased by 4% LI increased by 15%
1.15	CA School Dashboard Academic Indicator: CAASPP English Language Arts Metric: 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 (LLA) AA = -93.6 DFS	2024 CAASPP English Language Arts Distance from Standard (DFS) School and Student Group  AHS All Students = -28.2 DFS AA = -49 DFS EL = -108 Hispanic = -21.3 DFS LI = -31.4 DFS SWD = -122.4 DFS  Imogene Hook Junior High School MR = -59.9 DFS W = -72.3 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 Hispanic = -60 DFS LTEL = -100 DFS	AHS All Students increased by 41.8 points AA increased 53 points EL increased 16.2 points Hispanic increased 41.7 points LI increased 40.8 points SWD increased 57.8 points  Imogene Hook Junior High School MR increased 26.7 points W increased 19.2 points Hispanic not applicable LI not applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Silverado High School (SHS) EL = -100.3 DFS SWD = -116.7 DFS</p> <p>Victor Valley HS (VVHS) All Students = -72.8 DFS AA = -108.3 DFS Hispanic = -67 DFS LI = -79.3 DFS</p> <p>Victor Valley Virtual Academy (VVVA) All Students = -88.8 DFS</p> <p>2024 CAASPP English Language Arts Distance from Standard School and Student Group</p> <p>Imogene Hook Junior High School Hispanic = -72.6 DFS LTEL = -119.6 DFS SWD = -155.9 DFS</p> <p>Lakeview Leadership Academy All Students = -83 DFS EL = -111.3 DFS Hispanic = -78.5 DFS LTEL = -131.5 DFS LI = -85.9 DFS</p>	<p>Hispanic = -72.6 DFS LTEL = -119.6 DFS SWD = -155.9 DFS</p> <p>Lakeview Leadership Academy (LLA) AA = -111.5 DFS All Students = -83 DFS EL = -111.3 DFS Hispanic = -78.5 DFS LTEL = -131.5 DFS LI = -85.9 DFS SWD = -127.1 DFS W= -80.3 DFS</p> <p>Silverado High School (SHS) EL = -99.6 DFS SWD = -110.9 DFS AA = -58.2 DFS</p> <p>Victor Valley High School (VVHS) All Students = -34.4 DFS AA = -50.5 DFS Hispanic = -28.3 DFS LI = -34.1 DFS</p>		<p>SWD = -135 DFS</p> <p>Lakeview Leadership Academy AA = -83.6 All students = -60 DFS EL = -100 DFS Hispanic = -60 DFS LTEL = -100 DFS LI = -60 DFS SWD = -100 DFS W= -60 DFS</p> <p>Silverado High School (SHS) EL = -90 DFS SWD = -100 DFS AA = -45 DFS</p> <p>Victor Valley High School (VVHS) All students = -62 DFS Standard AA = -85 DFS H = -55 DFS LI = -62 DFS SWD = -130 DFS</p> <p>Victor Valley Virtual Academy All Students = -78.8 DFS</p>	<p>SWD not applicable</p> <p>Lakeview Leadership Academy AA increased 17.9</p> <p>Silverado High School EL increased 0.7 = maintained SWD increased 5.8 AA not applicable</p> <p>Victor Valley High School All Students increased 38.4 AA increased 57.8 Hispanic increased 38.7 LI increased 45.2 SWD not applicable</p> <p>Victor Valley Virtual Academy All Students increased by 47.6</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD = -127.1 DFS W= -80.3 DFS  Silverado High School (SHS) AA = -58.2 DFS  Victor Valley High School (VVHS) SWD = -155.1 DFS	SWD = -155.1 DFS  Victor Valley Virtual Academy (VVVA) All Students = -41.2 DFS			
1.16	CA School Dashboard Academic Indicator: CAASPP Math Metric: 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 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	2024 CAASPP Math Distance from Standard (DFS) School and Student Group  AHS All Students = -147.1 DFS AA = -178.5 DFS EL = -209.7 DFS Hispanic -139.4 DFS LI = -148.3 DFS SWD = -211.2 DFS  GIS LI = -218.6 DFS  Imogene Hook Junior High School All Students = -126.8 DFS		2026 CAASPP Math Distance from Standard (DFS) School and Student Group  AHS All Students = -150 AA = -175 DFS EL = -195 DFS Hispanic -137 DFS LI = -150 DFS SWD = -240 DFS  GIS LI = -190 DFS  Imogene Hook Junior High School All Students = -138 DFS AA = -155 DFS Hispanic = -130 DFS	AHS All students increased 13.7 points AA increased 13.4 EL increased .8 points (maintained) Hispanic increased 13.4 LI increased 14.1 SWD increased 42.6  GIS LI not applicable  Imogene Hook Junior High School All Students increased 21.8 points Hispanic increased 19.9 EL increased 27.5 LI increased 20

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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  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  2024 CAASPP Mathematics Distance from Standard School and Student Group GIS LI = -218.6 DFS  Lakeview Leadership Academy (LLA) Hispanic = -164.2 DFS SWD = -171.8 DFS	AA = -147.9 DFS Hispanic = -122.6 DFS EL = -144.6 DFS LI = -130.9 DFS MR = -165.5 DFS W = -100.4 DFS SWD = -209.2 DFS  Lakeview Leadership Academy All Students = -142.3 DFS AA = -164.2 DFS EL = -157.4 DFS LI = -145.3 DFS W = -110.4 DFS Hispanic = -164.2 DFS SWD = -171.8 DFS  Silverado High School (SHS) EL = -184.4 DFS Hispanic = -124.9 DFS LI = -131.4 DFS SWD = -188.2 DFS  Victor Valley High School (VVHS)		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 Hispanic = -150 DFS SWD = -160 DFS  Silverado High School (SHS) EL = -185 DFS Hispanic = -137 DFS LI = -142 DFS SWD = -195 DFS  Victor Valley High School (VVHS) All students = -160 DFS AA = -200 DFS Hispanic = -140 DFS LI = -160 DFS EL = -180 DFS LTEL = -180 DFS	MR declined 10.3 W increased 35.8 SWD increased 7.3  Lakeview Leadership Academy (LLA) All Students increased .3 points (maintained) AA increased .6 (maintained) EL increased 6.8 LI increased 3.8 W increased 12.8 Hispanic not applicable SWD not applicable  Silverado High School (SHS) EL increased 12.8 Hispanic increased 22.3 LI increased 21.5 SWD increased 19.6  Victor Valley High School (VVHS) All Students increased 17.4 AA increased 55.4 Hispanic increased 11.4



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Victor Valley High School (VVHS) EL = -196.3 DFS LTEL = -209.4 DFS SWD = -221.5 DFS	All Students = -151.7 DFS AA = -165.1 DFS Hispanic = -148.6 DFS LI = -152.4 DFS EL = -196.3 DFS LTEL = -209.4 DFS SWD = -221.5 DFS		SWD = -200 DFS	LI increased 22 EL not applicable LTEL not applicable SWD not applicable
1.17	CA School Dashboard Academic Indicator: Metric: English Learner Progress Indicator Making Progress 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 progress  2024 English Learner Progress Indicator School and Student Group SHS = 32.1% making progress	2024 English Learner Progress Indicator School and Student Group CIMS = 46.5% making progress LLA = 31.9% making progress VVHS = 48.7% making progress SHS = 32.1% making progress		2026 English Learner Progress Indicator School and Student Group CIMS = 55% making progress LLA = 45% making progress VVHS = 40% making progress SHS = 45% making progress	CIMS increased 4.2% LLA declined 1% (maintained) VVHS increased 20.1% SHS not applicable
1.18	Enrollment in CTE courses (CalPADs) Metric: Percent enrolled in classes	2023 Enrollment in CTE Courses All = 14% EL = 11% FY = 9% LI = 14% SWD = 13%	2024 Enrollment in CTE Courses All = 13% EL = 11% FY = 9% LI = 14% SWD = 13%		2026 Enrollment in CTE Courses All = 25% EL = 22% FY = 20% LI = 25% SWD = 25%	All Students decreased 1% EL maintained FY maintained LI maintained SWD maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.19	Enrollment in Alternative Diploma Courses (Local Data - Aeries) Metric: Number of students enrolled in courses / Percent enrolled	2023 Enrollment in Alternative Diploma Courses <ul style="list-style-type: none"> <li>Program in process, will begin in 2024-25 school year</li> </ul>	2024 Enrollment in Alternative Diploma Courses VVHS - 17 students		2026 Enrollment in Alternative Diploma Courses 100% of eligible students enrolled	2024 VVHS - not applicable
1.20	CA School Dashboard: Academic Engagement Graduation Rate Metric: Percent Cohort Graduated 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%  2024 CA School Dashboard: Academic Engagement Graduation Rate VVHS SWD = 63%	2024 CA School Dashboard: Academic Engagement Graduation Rate GIS All = 87% LI = 87.2% Hispanic = 84.9%  SHS SWD = 69.3%  VVHS SWD = 63%		2026 CA School Dashboard: Academic Engagement Graduation Rate GIS All = 80% LI = 80% Hispanic = 80%  SHS SWD = 80%  VVHS SWD = 80%	GIS All increased 26.4% LI increased 28.8% H increased 23.8%  SHS SWD increased 2.6%  VVHS SWD = not applicable
1.21	Ed Data (CDE): A-G Completion Rate Metric: Percent A-G Completion Site Level	2023 Ed Data (CDE) A-G Completion Rate AHS All = 34.5% EL = 2.8% SWD = 3.8%  GHS All = 0%	2024 Ed Data (CDE) A-G Completion Rate AHS All = 49.6% EL = 5% SWD = 6.6%		2026 Ed Data (CDE): A-G Completion Rate AHS = All = 75% EL = 50% SWD = 50%	AHS All increased 15.1% EL increased 2.2% SWD increased 2.8%  GHS All = No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic = 0% LI = 0%  SHS All = 24.1% SWD= 1.6 %  VVHS All = 32.6% SWD = 1.8%	GHS All = 0% Hispanic = 0% LI = 0%  SHS All = 36.1% SWD= 3.2%  VVHS All = 38.1% SWD = 5.3%		GHS All = 75% Hispanic = 75% LI = 75%  SHS All = 75% SWD= 50%  VVHS All = 75% SWD = 50%	H = No difference LI = No difference  SHS All increased 12% SWD increased 1.6%  VVHS All increased 5.5% SWD increased 3.5%
1.22	DataQuest EAP ELA Metric: Percent Met or Exceeded	2023 DataQuest EAP ELA = 43.44% Met or Exceeded	2024 DataQuest EAP ELA = 47.04% Met or Exceeded		2023 DataQuest EAP ELA = 75% Met or Exceeded	Increased by 3.6%
1.23	DataQuest EAP Math Metric: Percent Met or Exceeded	2023 DataQuest EAP Math = 13.74% Met or Exceeded	2024 DataQuest EAP Math = 35.54% Met or Exceeded		2026 DataQuest EAP Math = 45% Met or Exceeded	Increased by 21.8%
1.24	CA School Dashboard Academic Indicator: College/Career Metric: Percent College/Career Ready Site Level	2023 CA School Dashboard Academic Indicator College / Career  AHS All Students = 27.9% EL = 1.9% SWD = 5.9%  GHS All Students = 1.7% LI =1.7%	2024 CA School Dashboard Academic Indicator College / Career  AHS All Students = 39.3% EL = 12.9% SWD = 12.1%  GHS All Students = 0%		2026 CA School Dashboard Academic Indicator College / Career  AHS All Students = 75% EL = 20% SWD = 20%  GHS All Students = 20% LI = 20%	AHS All increased 11.4% EL increased 11% SWD increased 6.2%  GHS All declined 1.7% LI declined 1.7% H declined 1.3%  GIS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic = 1.3%  SHS All Students= 22.5% SWD = 5.4%  VVHS All Students = 24.4% SWD = 4.7%  2024 CA School Dashboard Academic Indicator College / Career GIS All Students = 1.4% AA = 0% Hispanic = 2.4% LI = 1.5%	LI =0% Hispanic = 0%  GIS All Students = 1.4% AA = 0% Hispanic = 2.4% LI = 1.5%  SHS All Students= 30.1% SWD = 7.2%  VVHS All Students = 25.6% SWD = 1.1%		Hispanic = 20%  GIS All Students = 20% AA = 20% Hispanic = 20% LI = 20%  SHS All Students= 75% SWD = 20%  VVHS All Students = 75% SWD = 20%	All Students not applicable AA not applicable Hispanic not applicable LI not applicable  SHS All Students increased 7.6% SWD increased 1.8%  VVHS All Students increased 1.2% SWD declined 3.6%
1.25	Local Measure - Access to a Broad Course of Study Metric: Percent of Students who have access to a Broad Course of Study.	2023 Local Measure - Access to a Broad Course of Study 100%	2024 Local Measure - Access to a Broad Course of Study 100%		2026 Local Measure - Access to a Broad Course of Study 100%	No difference
1.26	CA School Dashboard Academic Indicator: Science, District Metric: Distance from Standard	2024 CA School Dashboard Academic Indicator: Science, District All = -20.3 Distance from Standard (DFS) EL = -29.4 DFS FY = -30.2 DFS LI = -21.3 DFS	2024 CA School Dashboard Academic Indicator: Science, District All = -20.3 Distance from Standard (DFS) EL = -29.4 DFS		2026 CA School Dashboard Academic Indicator: Science, District All = -10 Distance from Standard (DFS) EL = -15 DFS	All = not applicable EL = not applicable FY = not applicable LI = not applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			FY = -30.2 DFS LI = -21.3 DFS		FY = -15 DFS LI = -10 DFS	

## Goal Analysis [2024-25]

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

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

The Victor Valley Union High School District (VVUHSD) is committed to ensuring all students graduate prepared for a successful and fulfilling life, with five options available to them: 4-year college, 2-year college, military, trade school, and the workforce. The implementation of Goal 1, aimed at enhancing academic success through equity-based practices, was executed through a series of planned actions that contributed to varying levels of success across different metrics. While the district experienced challenges, many of the planned actions were successfully implemented, leading to positive outcomes.

The curriculum and instruction support for academic success, outlined in Action 1.1, was fully implemented. The district support staff was well-established, organizing professional learning throughout the year for all site staff to align with the academic goals. Similarly, Action 1.2, which focused on English Learner (EL) success, was fully implemented. Support staff were in place at school sites and the district office, and professional development opportunities helped improve instructional strategies for teachers serving ELs.

Action 1.3, which sought to provide equity in access for college readiness, was also fully implemented. This was seen in the expansion of Advanced Placement (AP) and Dual Enrollment (DE) sections at all high schools, as well as the addition of AVID sections at both middle and high school levels, which offered students greater opportunities for college preparation. Action 1.4, focusing on the Legacy Program for Long-Term English Learners (LTELs), was fully implemented across all three comprehensive high schools, providing a robust support structure for LTELs to ensure they met A-G and graduation requirements.

Action 1.5, which involved credit recovery and intervention, was fully implemented during the school day as well as through before- and after-school courses. This initiative helped students, especially those who had fallen behind, recover lost credits and stay on track for graduation. Similarly, Action 1.6, focusing on Special Education supports, was successfully implemented, with professional development and additional staff to support students with disabilities.

Action 1.8, related to Career and Technical Education (CTE) programs and pathways, was fully implemented with the establishment of district coordinators and additional staff to provide high-interest pathways designed to support foster youth (FY) and English Learners (ELs). Action 1.9, which was aimed at ensuring equity in teaching and learning, was also fully implemented through professional development sessions offered to staff via both internal resources and external conferences.

Action 1.11, focusing on supplemental resources and interventions for equitable access, was fully implemented with a focus on providing instructional materials and professional learning to staff. Similarly, Action 1.12, which supported college and career readiness, was implemented with the district providing additional instructional materials, incentives, and study trips to support our EL, FY, and low-income (LI) students. Action 1.13, which centered on increasing access to career technical education, was successfully implemented with expanded opportunities for students to engage in CTE courses and activities.

Action 1.14, which provided core instructional support, was fully implemented by adding staff to help reduce class sizes, particularly to support our EL, FY, and LI students. Action 1.15, which focused on ensuring appropriately credentialed teachers, was also fully implemented, ensuring the district had the necessary teaching staff to support students across all subjects.

While many actions were fully implemented, some faced challenges. Action 1.7, which involved the Virtual Program, was only partially implemented due to lower-than-expected enrollment, leading to fewer teachers being employed than originally planned. However, the program was successful in providing equitable access to a broad range of courses, particularly for students seeking non-traditional learning environments.

Action 1.10, focusing on English Learner instructional support was fully implemented. We faced few challenges, one being the implementation of Quality Teaching for English Learners (QTEL) training. However, the District experienced success in professional development for teachers and with Bilingual Instructional Assistants (BIAs) supporting ELs in the classroom and additional focus on the ELPAC.

Overall, while the implementation of Goal 1 was largely implemented as planned, some adjustments will be necessary moving forward. The district will continue to focus on refining strategies for supporting student groups, particularly English Learners and Foster Youth, to ensure more consistent progress. Continued analysis and resource allocation will be essential in addressing areas where challenges persisted and to maximize the success of Goal 1.

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

The district considers expenditures of greater or less than 15% of the budgeted amount as a material difference.

Action 1.4 reflects a material difference due to program growth. The district budgeted for participation from one grade level; however, two additional grade levels were added so actual expenditures were far greater than estimated.

Action 1.5 reflects a material difference. The District over-budgeted for the intervention teachers.

Action 1.7 reflects a material difference due to the reduction of the staff at the Victor Valley Virtual Academy.

Action 1.9 reflects a material difference. There was much greater participation in summer professional learning and conference attendance. Some professional learning was miscoded as well.

Action 1.10 reflect a material difference due to personnel costs exceeding the budgeted amount.

Action 1.11 reflects a material difference. The District used one time funds in addition to the LCAP funds to provide additional resources. Thus the expenditures exceeded that what was estimated.

Action 1.12 is under budget due to fewer students participating in college readiness assessment.

Action 1.13 has a material difference because another funding source was used to pay for memberships and consumables.

Action 1.15 has a material difference. The funding for recruitment has been moved to another source as the platform used is for all staff, not just teachers. There was some expense for local recruitment.

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

Action 1.1: Curriculum and Instruction Support for Academic Success - This action demonstrates strong effectiveness across multiple metrics:

Metric 1.1 (ELA): All students improved 10.5 points (-38.3 to -27.8 DFS), with Low-Income students improving 12.4 points and African American students showing exceptional growth of 16.3 points.

Metric 1.2 (Math): All students improved 13 points (-115.4 to -102.4 DFS), with English Learners gaining 17 points.

Metric 1.3 (English Learner Progress) maintained at 40.8%, with Long-Term English Learners at 41.3%.

Metric 1.12 (Implementation of State Standards) maintained high performance at level 4 across all domains. The professional learning and differentiation strategies appear highly effective in closing achievement gaps.

Metric 1.15 (ELA DFS School and Student Group) reflected small growths within each school and student group.

Metric 1.16 (Math DFS School and Student Group) reflected small growths within each school and student group.

Action 1.2: English Learner Academic Success - This action shows mixed effectiveness for English Learners:

Metric 1.3 (English Learner Progress) maintained at 40.8%, with Long-Term English Learners at 41.3%.

Metric 1.9 (Reclassification rates) showed exceptional growth from 57% to 90% of qualified students. Bilingual paraprofessionals and EL coordinators are effectively supporting language acquisition.

Metric 1.17 (EL Progress Indicator School and Student Group) reflected decreases at two schools while one school made significant progress with a 20% in ELs making progress toward English proficiency.

Action 1.3: Equity in Access for College Readiness - This action demonstrates significant effectiveness:

Metric 1.4 (College/Career Indicator) increased 5.9% overall (29.1% to 35%), with Foster Youth showing remarkable growth of 9.9%.

Metric 1.10 (A-G completion) increased 12% overall (34.5% to 46.5%), with Low-Income students improving 9.1%.



Metric 1.11 (AP pass rates) increased 6.2% (33.8% to 40%). The expansion of AVID, AP, and Dual Enrollment opportunities is effectively increasing college readiness.

Metric 1.25 (Access to a Broad Course of Study). 100% of students have access.

Action 1.4: Legacy Program for LTELs - This action shows mixed effectiveness:

Metric 1.3 (ELPI) maintained at 40.8%, with Long-Term English Learners at 41.3%.

Metric 1.9 (Reclassification) jumped to 90% of qualified students.

Metric 1.10 (A-G completion) for ELs increased slightly to 17.2%. The program effectively supports LTELs in meeting graduation and A-G requirements.

Metric 1.17 (EL Progress Indicator School and Student Group) reflected decreases at two schools while one school made significant progress with a 20% in ELs making progress toward English proficiency.

Action 1.5: Credit Recovery and Intervention - This action demonstrates exceptional effectiveness:

Metric 1.5 (Graduation rates) increased overall to 87.4%, with Foster Youth showing dramatic improvement of 20.4% (58.6% to 79%).

Metric 1.10 (A-G completion) increased 12% overall.

Metric 1.12 (Implementation of Stae Standards) reflected overall effectiveness with scores of 4 out of 5 for all local indicators.

Metric 1.20 shows site-specific gains, particularly at Goodwill Independent Study where graduation rates increased 26.4% Credit recovery options during and after school are effectively supporting student success.

Action 1.6: Special Education Supports - This action shows mixed effectiveness:

Metric 1.1 (ELA) declined 6.5 points for Students with Disabilities. Additional support and refinement needed for ELA instruction.

Metric 1.2 (Math) improved 9.1 points for Students with Disabilities.

Metric 1.12 (Implementation of Stae Standards) reflected overall effectiveness with scores of 4 out of 5 for all local indicators.

Metric 1.19 (Alternative Diploma Pathway) All eligible students were enrolled and the program is expanding district wide.

Action 1.7: Personalized Learning Pathways (formerly Virtual Program) - This action shows targeted effectiveness:

Metric 1.1 (ELA) improved 10.5 points overall and Metric 1.15 (ELA school site) showed significant growth particularly at AHS which increased 41.8 points and VVHS which increased 38.4 points.

Metric 1.2 (Math) improved 13 points overall and Metric 1.16 (Math school sites) showed significant growth particularly at HJH which increased 21.8 points and SHS where Hispanic increased 22.3 points.

Metric 1.5 (Graduation) Foster Youth increased dramatically by 20.4%.

Metric 1.7 (Dropout rates) decreased 0.6% for high school.

Virtual Academy students showed significant gains: 47.6 points in ELA and 30.2 points in mathematics. The flexible learning environment effectively serves students who struggle in traditional settings.

Action 1.8: CTE Program and Pathways - This action demonstrates mixed effectiveness:

Metric 1.1 (ELA) improved 10.5 points overall and Metric 1.15 (ELA school site) showed significant growth particularly at AHS which increased 41.8 points and VVHS which increased 38.4 points.

Metric 1.2 (Math) improved 13 points overall and Metric 1.16 (Math school sites) showed significant growth particularly at HJH which increased 21.8 points and SHS where Hispanic increased 22.3 points.

Metric 1.3 (ELPI) maintained at 40.8%, with Long-Term English Learners at 41.3%.

Metric 1.4 (College/Career) increased 5.9% overall, with Foster Youth improving 9.9%.

Metric 1.6 shows 84% of Low-Income CTE students completed pathways (56% increase).

Metric 1.14 shows 95% of Low-Income CTE completers also met A-G requirements revealing CTE pathways are effectively engaging students and preparing them for post-secondary success. However, Metric 1.18 shows enrollment was maintained.

Metric 1.15 (ELA DFS School and Student Group) reflected small growths within each school and student group.

Metric 1.16 (Math DFS School and Student Group) reflected small growths within each school and student group.

Metric 1.18 (Enrollment in CTE) reflected reflected no growth except in the all student group with 1% growth. This continues to be a focus to ensure students have access to the variety of course offerings.

Metric 1.21 (A-G completion Rate site level) increased at all sites with the exception of Goodwill High School.

Metric 1.22 (EAP ELA) increased 3.6%.

Metric 1.23 (EAP Math) showed exceptional growth of 21.8%. Professional development is effectively improving instructional quality.

Metric 1.24 (College and Career ready) at the site level, all indicators reflected growth except Goodwill High School.

#### Action 1.9: Equity in Teaching and Learning - This action shows strong effectiveness:

Metric 1.1 (ELA) improved 10.5 points overall and Metric 1.15 (ELA school site) showed significant growth particularly at AHS which increased 41.8 points and VVHS which increased 38.4 points.

Metric 1.2 (Math) improved 13 points overall and Metric 1.16 (Math school sites) showed significant growth particularly at HJH which increased 21.8 points and SHS where Hispanic increased 22.3 points.

Metric 1.3 (ELPI) maintained at 40.8%, with Long-Term English Learners at 41.3%.

Metric 1.15 (ELA DFS School and Student Group) reflected small growths within each school and student group.

Metric 1.16 (Math DFS School and Student Group) reflected small growths within each school and student group.

Metric 1.22 (EAP ELA) increased 3.6%.

Metric 1.23 (EAP Math) showed exceptional growth of 21.8%. Professional development is effectively improving instructional quality.

#### Action 1.10: English Learner Instructional Support - This action shows effectiveness:

Metric 1.3 (English Learner Progress) maintained at 40.8%, with Long-Term English Learners at 41.3%.

Metric 1.9 (Reclassification) increased to 90%

Metric 1.17 (EL Progress Indicator School and Student Group) reflected decreases at two schools while one school made significant progress with a 20% in ELs making progress toward English proficiency.

#### Action 1.11: Supplemental Resources and Intervention for Equitable Access - This action demonstrates strong effectiveness:

Metric 1.1 (ELA) improved for all student group. Significant gains were seen in LI with a 34.7 point increase, and AA increased 16.3 points. Metric 1.2 (Math) showed significant gains. AA increased 18.7 points and homeless increased 42.9 points. Metric 1.8 (STAR assessments) showed 26% increase in math proficiency. Overall Intervention materials and online resources are effectively supporting struggling students.

Action 1.12: College and Career Readiness - This action shows effectiveness:

Metric 1.10 (A-G completion) increased 12% overall

Metric 1.11 (AP pass rates) increased 6.2%. Study trips and college visits are effectively building college-going culture.

Action 1.13: Career Technical Education Materials and Resources - This action demonstrates effectiveness:

Metric 1.4 (College/Career) increased 5.9% for all student group, 9.9% for FY and 9.7% for AA.

Metric 1.6 shows strong CTE completion rates with increases of 56% for LI and 13% for EL.

Metric 1.14 shows increased A-G completion among CTE students. Hands-on materials and resources are effectively engaging students in CTE pathways.

Action 1.14: Core Instruction Support - This action shows moderate effectiveness:

Metric 1.1 (ELA) improved for most groups, though Foster Youth declined 30.4 points.

Metric 1.2 (Math) improved overall, but Foster Youth declined slightly by 3.8 points.

Metric 1.8 shows mixed results with reading declining slightly but math improving significantly. Smaller class sizes are benefiting most students, but additional support needed for Foster Youth.

Metric 1.15 (ELA DFS School and Student Group) reflected small growths within each school and student group.

Metric 1.16 (Math DFS School and Student Group) reflected small growths within each school and student group.

Action 1.15: Appropriately Credentialed Teachers - This action shows strong effectiveness:

Metric 1.1 (ELA) improved for most groups, though Foster Youth declined 30.4 points.

Metric 1.2 (Math) improved overall, but Foster Youth declined slightly by 3.8 points.

Metric 1.8 shows mixed results with reading declining slightly but math improving significantly. Smaller class sizes are benefiting most students, but additional support needed for Foster Youth.

Metric 1.13 reduced teacher misassignments by 24 (from 57 to 33). Teacher mentoring and development programs are effectively ensuring proper credentialing and support for classroom teachers.

Metric 1.15 (ELA DFS School and Student Group) reflected small growths within each school and student group.

Metric 1.16 (Math DFS School and Student Group) reflected small growths within each school and student group.

Overall, Goal 1 actions demonstrate strong effectiveness in improving academic outcomes, with particular success in mathematics, college readiness, and graduation rates. The main area needing continued focus is supporting Foster Youth in ELA and ensuring consistent gains for Students with Disabilities.

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.

Metric 1.4 will be expanded to serve more students.

Metric 1.14 - CTE Completers who also met A-G requirements. The baseline data (2023) for this metric was incorrect. It has been adjusted to reflect the correct numbers and percents.

Metric 1.26 - CAST Distance from Standard was added for 2025 which has been adjusted to reflect current baseline data and targeted outcomes. This metric was added in response to its inclusion in the CA Dashboard and has been included in Actions 1.9 and 1.11.

The following metrics were updated to include vulnerable populations that were added to the lowest performing indicator on the 2024 CA Dashboard: metric 1.1 and 1.2 added homeless due to being eligible for Technical Assistance; metric 1.3 added LTEL due to it being added to the Dashboard in 2024; metrics 1.15, 1.16, 1.17 and 1.20 added student groups that will require additional monitoring at Equity Multiplier sites.

Action 1.2 - The District added Long Term English Learners to the action.

Action 1.3 - Regarding the Education Services Division, it was mislabeled in the 2024/25 LCAP using the word "Department." This current LCAP, uses the correct team and "Department" has been changed to "Division."

Action 1.7 - Virtual Program was renamed Personalized Learning Pathways in order to expand the access and resources to non-traditional settings that can accommodate different learning needs and create a more personalized educational experience. Additionally, English Learners were added as they constitute more than 12% of the population in the virtual program.

Action 1.8 - The addition of the CTE coordinator is specifically named in order to increase transparency of what the funding for this action is being used.

Action 1.9 - The Equity in Teaching and Learning budget was increased to support the district-wide implementation of Schools Next professional learning, which uses brain-based strategies to enhance teacher effectiveness.

Action 1.10 -The addition of Long Term English Learners (LTELs) is to clarify that this professional development is supporting LTELs as part of our English Learner population.

Action 1.11 - The estimated expenditures has increased in this action to reflect the overage between the budgeted and estimated expenditure in the 2024-25 LCAP. The overage in this action was \$400,000. Additionally, instructional materials purchased using now expired one time funds have been moved to the LCAP.

Action 1.14 - Core Instruction Support -has been revised to incorporate unexpended LREBG funds, aligning with the intended purpose of this action.

All Metrics within this goal have been updated to reflect the unit of measure and to have consistency in school identifiers.

Further customization of the strategies during implementation of the actions will occur to tailor actions to meet the unique needs of diverse families to improve participation and engagement.

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum and Instruction Support for Academic Success	The Educational Services Division provides a Director of Curriculum and Instruction, two coordinators (English Language Arts, Mathematics), and additional staff to support teaching and learning for all students to improve student academic outcomes. 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.	\$1,331,401.00	Yes
1.2	English Learner Academic Success	In addition to the district coordinator (Action 2.1), Educational Services will provide EL site coordinators and bilingual paraprofessionals to monitor and support English Learners' and Long Term English Learners (LTELs) progress toward proficiency. In addition, the EL coordinator will provide professional development to improve strategies with Integrated ELD instruction. This action is limited to English Learners and will be measured by metrics 1.3, 1.9, and 1.17.	\$2,327,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.3</b>	Equity in Access for College Readiness	The Educational Services Division will provide teachers for programs, including but not limited to AVID, Advanced Placement, Dual Enrollment, and tutoring, to focus on student 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 and includes test preparation and will be measured by metrics 1.4, 1.10, 1.11, 1.25.	\$8,240,000.00	Yes
<b>1.4</b>	Legacy Program for LTELs	The Educational Services Division 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.	\$604,000.00	Yes
<b>1.5</b>	Credit Recovery and Intervention	The Educational Services Division 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.	\$4,905,000.00	Yes
<b>1.6</b>	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 measured by metric 1.1, 1.2, 1.12 and 1.19.	\$5,261,400.00	No
<b>1.7</b>	Personalized Learning Pathways	The Educational Services Division will provide teachers and instructional resources for students who are not successful in the traditional school setting by maintaining a virtual program and independent study in order to increase academic outcomes in ELA and math. This action is principally	\$1,592,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		directed towards EL, FY and LI as measured by metrics 1.1, 1.2, 1.5 and 1.7.		
<b>1.8</b>	CTE Program and Pathways	The College & Career Department will provide a CTE coordinator, and 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 as measured by metrics 1.4, 1.6, 1.18, 1.21, and 1.24.	\$6,071,000.00	Yes
<b>1.9</b>	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 towards EL, FY, and LI students and will be measured by metrics 1.1, 1.2, 1.3, 1.15, 1.16, 1.22, 1.23 and 1.26.	\$930,500.00	Yes
<b>1.10</b>	English Learner Instructional Support	The Curriculum and Instruction Department will provide professional development for staff and provide instructional materials and supplementary resources (including Ellevation and Flashlight 360) for English Learners and Long Term English Learners (LTELs) in both designated and integrated classes to increase language acquisition and fluency as measured by metrics 1.3, 1.9 and 1.17.	\$553,000.00	Yes
<b>1.11</b>	Supplemental Resources and Intervention for Equitable Access	The Curriculum and Instruction Division 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, 1.8 and 1.26.	\$7,550,000.00	Yes
<b>1.12</b>	College and Career Readiness	The Educational Services Division 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,	\$1,998,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
		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 and 1.11.		
<b>1.13</b>	Career Technical Education Materials and Resources	The Educational Services Division will provide additional consumable materials and supplies. This action will provide increased opportunities for students to participate in engaging activities and increase their development of real-world skills, problem solving, and work-place readiness aligned with industry. This action is principally directed towards ELs, FY and LI students and will be measured by metrics 1.4, 1.6, and 1.14.	\$1,050,000.00	Yes
<b>1.14</b>	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 partially funded by the Learning Recovery Emergency Block Grant (LREBG) The District is using \$1,229,000 from the LREBG to fund this action. 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.	\$6,269,000.00	Yes
<b>1.15</b>	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 metrics 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 3: Parental Involvement (Engagement)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Panorama Survey - SEL Growth Mindset Metric: Percent of students who have a growth mindset: All Students ELs	Panorama Survey - SEL Growth Mindset - Spring 2024 All = 63% EL = 52%	Panorama Survey - SEL Growth Mindset - Spring 2025 All = 68% EL = 57%		Panorama Survey - SEL Growth Mindset - Spring 2027 All = 75% EL = 70%	All students increased 5% EL increased 5%
2.2	Panorama Survey - Climate: School	Panorama Survey - Climate: School	Panorama Survey - Climate: School		Panorama Survey - Climate: School	All Students increased 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Connectedness (sense of belonging) Metric: Percent of students who have a sense of belonging.	Connectedness (sense of belonging) - Spring 2024 All = 50% EL= 47%	Connectedness (sense of belonging) - Spring 2025 All = 54% EL= 49%		Connectedness (sense of belonging) - Spring 2027 All = 65% EL= 55%	EL increased 2%
2.3	Panorama Climate - Support for Academic Learning Metric: Percent of students who report 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 2025 Students: All = 73% EL = 71%  Family All = 93% LI = 94% EL= 93%  Staff = 89%		Panorama Climate: Support for Academic Learning - Spring 2027 Students: All = 80% EL = 80%  Family All = 98% LI = 100% EL= 100%  Staff = 98%	Students: All increased 2% EL increased 1%  Family: All increased 1% LI maintained EL declined 1%
2.4	CA Dashboard Chronic Absenteeism Metric: Percent of students who are chronically absent	CA Dashboard Chronic Absenteesim 2023 All = 24.6% EL = 22.6% FY = 32.8% LI = 26.4% AA = 35.6% Two or More Races (MR) =31.9 % SWD = 38.2%	CA Dashboard Chronic Absenteesim 2024 All = 25.5% EL = 27.4% FY = 34.9% LI = 27.5% AA = 41.4% Two or More Races (MR) = 25.9% SWD = 38.9%		CA Dashboard Chronic Absenteesim 2026 All = 20% EL = 18% FY = 28% LI = 22% AA = 25% MR = 28 % SWD = 25% Hispanic = 12% Homeless = 25%	All Students increased .9% EL increased 4.8% FY increased 2.1% LI increased 1.1% AA increased 5.8% MR decreased 6% SWD increased .7% Hispanic not applicable Homeless not applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CA Dashboard Chronic Absenteesim 2024 Hispanic = 22.9% Homeless = 55.4% LTEL = 29.3%	Hispanic = 22.9% Homeless = 55.4% LTEL = 29.3%		LTEL = 18%	LTEL not applicable
2.5	CA Dashboard Suspension Metric: Percent of students who are suspended at least one day	2023 CA Dashboard Suspension All = 8.2% EL = 6.1% FY = 18.9% LI = 8.9% American Indian = 16.1%	2024 CA Dashboard Suspension All = 6.6% EL = 4.6% FY = 14.7% LI = 6.9% American Indian = 6.3%		2026 CA Dashboard Suspension All = 5% EL = 4% FY = 12% LI = 4% American Indian = 10%	All Students decreased 1.6% EL decreased 1.5% FY decreased 4.2% LI decreased 2% American Indian decreased 9.8%
2.6	CalPADs Data: HS Dropout Rate MS Dropout Rate Metric: Percent of students who dropped out of school	2022-23 CalPADs Data HS Dropout Rate: 2% MS Dropout Rate: 1%	2024 Cohort Drop-out Rate: CalPADs: High School = 1.4% Middle School = 0.1%		2026 CalPADs Data HS Dropout: 0% MS Dropout: 0 %	High School declined .6% Middle School declined .9%
2.7	District SIS: Attendance Metric: Percent of students who are present.	2023 Attendance District SIS All Students = 90.76% EL = 90.93% FY = 89.9% LI = 91.47%	2024 Attendance District SIS 2024 Local Measure - Aeries Attendance All Students = 94% EL = 94.5% FY = 94.2% LI = 93.7%		2026 Attendance District SIS All Students = 95% EL = 95% FY = 95% LI = 95%	All increased 3.2% EL increased 3.5% FY increased 4.2% LI increased 2.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Data Quest: Expulsions Metric: Percent of students who have been expelled	2023 Data Quest: Expulsions All Students = 0.1% EL = 0% FY = 0.6% LI = 0.1%	2024 Data Quest: Expulsions All Students = 0.02% EL = 0% FY = 0% LI = .02%		2026 Data Quest: Expulsions All Students = 50% EL = 0% FY = 0% LI = 0%	All Students declined .08% EL maintained FY declined .6% LI declined .08%
2.9	CA Dashboard Chronic Absenteeism School and Student Group Metric: Percent of students who are Chronically Absent	<p>2023 CA Dashboard Chronic Absenteeism HJH AA = 45% FY = 36.4% MR = 48.2% W = 41.1%</p> <p>2024 CA Dashboard Chronic Absenteeism HJH EL = 32.5% Hispanic = 38.8% LTEL = 38.1% LI = 41.3% SWD = 46%</p> <p>LLA All students = 28.6% AA = 43.6% EL = 23.8% Hispanic = 23.3% Homeless = 54.8% LTEL = 24.3% MR = 37.8% LI = 28.6% W = 31.3%</p>	<p>2024 CA Dashboard Chronic Absenteeism HJH AA = 51.6% FY = 41.3% MR = 36.1% W = 31.1% EL = 32.5% Hispanic = 38.8% LTEL = 38.1% LI = 41.3% SWD = 46%</p> <p>LLA All Students = 28.6% AA = 43.6% EL = 23.8% Hispanic = 23.3% Homeless = 54.8% LTEL = 24.3% MR = 37.8% LI = 28.6% W = 31.3%</p>		<p>2026 CA Dashboard Chronic Absenteeism HJH AA = 30% FY = 22% MR = 35% W = 28% EL = 22% Hispanic = 30% LTEL = 30% LI = 30% SWD = 30%</p> <p>LLA All Students = 15% AA = 30% EL = 20% Hispanic = 20% Homeless = 25% LTEL = 14% MR = 25% LI = 20% W = 20%</p>	<p>HJH AA increased 6.6% FY increased 4.9% MR decreased 12.1% W decreased 10% EL = not applicable Hispanic = not applicable LTEL = not applicable LI = not applicable SWD = not applicable</p> <p>LLA All Students = not applicable AA = not applicable EL = not applicable Hispanic = not applicable Homeless = not applicable LTEL = not applicable</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						MR = not applicable LI = not applicable W = not applicable
2.10	CA Dashboard Suspension Metric: Percent of students who are suspended at least one day. School and Student Group	2023 CA Dashboard Suspension (at least one day)  AHS 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%	2024 CA Dashboard Suspension (at least one day)  AHS FY = 11.2%  HJH FY = 22.4% White = 8.3%  LLA All Students = 16.3% AA = 34.9% Hispanic = 11.2% LI = 16.7% MR = 27.1%  SHS FY = 21.2% MR = 11.9%		2026 CA Dashboard Suspension (at least one day)  AHS 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%	AHS FY decreased 16.3%  HJH FY decreased by 14.2% W decreased by 32.8%  LLA All decreased 2.2% AA increased 1% H decreased 3.6% LI decreased 2.9% MR decreased .9%  SHS FY increased 1.4% MR decreased 4.9%
2.11	District - Home Communication DELAC Attendance Sign in Sheets Metric: Number of attendees at meetings	District - Home Communication 2024 DELAC Attendance (8 Meetings) = 623 Attendees	District - Home Communication 2025 DELAC Attendance (8 Meetings) = 279 Attendees		District - Home Communication 2027 DELAC Attendance (8 Meetings) = 800 Attendees	Decreased attendance 344 due to fewer invitations

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 Metric: Number of attendees at meetings	2024 School - Home Connections Principal Meetings with Community/Families Sign in Sheets = 300 community members attended over all schools	2025 School - Home Connections Principal Meetings with Community/Families Sign-in Sheets = 1352 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	Attendance increased 1,052
2.13	District - Home Connections Special Education Parent Advisory Committee Meetings Sign in Sheets Metric: Number of attendees at meetings	2024 District - Home Connections Special Education Parent Advisory Committee Meetings Sign in Sheets = New Committee, Baseline Year - 0 Attendees	2025 District - Home Connections Special Education Parent Advisory Committee Meetings Sign in Sheets = (2 Meetings) - 15 Attendees		District - Home Connections 2027 Special Education Parent Advisory Committee Meetings Sign in Sheets = 100 Attendees	Attendance increased by 15

## Goal Analysis [2024-25]

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

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

The district made strong progress toward achieving the goals of providing a safe learning environment and improving school climate. Strategic actions were implemented to support English Learners (ELs), Foster Youth (FY), and Low-Income (LI) students, with a focus on social-emotional wellness, home-district communication, and safety and security initiatives.

### Action 2.1: Social-emotional and Wellness Support

Fully implemented. All school sites received mental health clinician support, and staff participated in professional development centered on Positive Behavioral Interventions and Supports (PBIS).

### Actions 2.2 & 2.3: Home-District and Home-School Connections and Communication



Fully implemented. These actions included using a district translator, providing Family Engagement Liaisons at each school site, and delivering workshops and trainings to support family engagement.

#### Actions 2.4 & 2.5: Safety and Security

Fully implemented. The district implemented a police department, expanded comprehensive safety measures, provided training to safety personnel, and partnered with the Department of Probation to improve communication with the broader school community. A challenge in these actions is the unexpected expenditures in the creation of a police department and the need for more additional cameras at school sites than originally planned.

#### Action 2.6: Chronic Absenteeism and Attendance Recognition

Partially implemented. The district successfully acquired and utilized the A2A attendance monitoring tool. However, the recognition and incentive components for reducing absenteeism and suspensions were not fully developed. The district continues to work on identifying and supporting effective recognition practices.

#### Action 2.7: Parent Participation and Shared Decision-Making

Fully implemented. Structures to support parent input and participation in school decision-making processes were consistently maintained throughout the year.

#### Action 2.8: Student Recognition and Wellness Resources

Partially implemented. Recognition efforts such as ASB cards, 5 Star, Gaggle, and school-specific wellness programs like WEB and Link Crew were effectively utilized. However, the district chose not to proceed with the originally planned contract for Character Counts. Sites opted for more flexible and cost-effective programs tailored to their individual needs, representing a substantive deviation from the planned action. Instead, school sites adopted alternative wellness and recognition programs (e.g., WEB and Link Crew) that aligned better with their specific student populations and were more cost-effective.

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

The district considers expenditures greater or less than 15% of the budgeted amount as a material difference.

Thus, there were no material differences with the exception of the following:

Action 2.1 reflects a material difference stemming from the use of additional one time funds to support this action. Materials purchased included supplies for PBIS. Also, training for staff on PBIS was paid out of the one time funds. Those one time funds are now expended. However, the funds budgeted and expended included staffing for MHCs and LVNs and a contract for CaHelp.

Action 2.2 reflects a material difference due to the increase of payroll expenses.

Action 2.3 reflects a material difference due to the increase in payroll expenses.

Action 2.4 reflects a material difference in that the district underbudgeted. The creation of the new police department came with many unexpected expenditures.

Action 2.5 reflects a significant unbudgeted expense for security cameras purchased for school safety utilizing ESSR money, and the development of a school police department. There are also other contract services, which include School Resource Officers.

Action 2.6 reflects a material difference with the increase of services and supplies to support site level recognition for students to increase attendance. We underbudgeted this action.

Action 2.8 included ASB and other student engagement resources and mental health, and much of the material difference lies in coding issues as well as the decision to provide site autonomy to build these resources rather than contract with an outside agency as originally intended.

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

The specific actions undertaken by Victor Valley Union High School District have shown varying degrees of effectiveness in progressing towards their goals.

**Action 2.1: Social Emotional and Wellness** This action shows strong effectiveness based on metric performance:

Metric 2.1 (SEL Growth Mindset) increased 5% for all students (63% to 68%) and 5% for EL students (52% to 57%).

Metric 2.5 (Suspension rates) decreased across most groups: All students dropped 1.6% (8.2% to 6.6%), EL decreased 1.5%, and Foster Youth decreased 4.2%.

Metric 2.6 (Dropout rates) improved with high school rates declining 0.6% and middle school declining 0.9%.

Metric 2.7 (Attendance) increased for all groups, with Foster Youth showing the strongest gain of 4.2%. This suggested improved communication is helping families ensure students attend school.

The district translator services are particularly valued by EL families, as noted in educational partner feedback.

Metric 2.8 (Expulsions) decreased with .02% of all students being expelled. The presence of Mental Health Clinicians and wellness programs appears highly effective in improving school climate, particularly for targeted student groups.

Metric 2.10 (Suspension rates by school and student group) overall decreased over school sites and student groups with the exception of AA students at LLA which increased 1% and FY at SHS which increased 1.4%.

**Action 2.2: Home-District Connections** This action shows mixed effectiveness:

Metric 2.2 (School connectedness) increased 4% for all students and 2% for EL students.

Metric 2.3 (Support for Academic Learning) showed slight increases for students and maintained high family satisfaction.

Metric 2.4 (Chronic Absenteeism) remains challenging with a slight increase of 0.8% overall. However, some groups showed improvement: Two or More Races decreased 6% and White students decreased 3.5%.

The A2A attendance monitoring tool improved tracking capabilities by 10%

Metric 2.5 (Suspensions) decreased significantly, particularly the 9.8% decrease for American Indian students.

The creation of a new police department and partnerships with the Department of Probation appear to be contributing to improved school climate.

Metric 2.7 (Attendance) increased for all groups, with Foster Youth showing the strongest gain of 4.2%. This suggested improved communication is helping families ensure students attend school.

The district translator services are particularly valued by EL families, as noted in educational partner feedback.

Metric 2.9 (Chronic Absenteeism by School and Student Group) showed mixed results with AA and FY at HJH increasing while other student groups decreased or maintained.

Metric 2.10 (Suspension rates by school and student group) overall decreased over school sites and student groups with the exception of AA students at LLA which increased 1% and FY at SHS which increased 1.4%.

Metric 2.11 (DELAC attendance) decreased by 344 attendees, though this was due to fewer invitations being issued to create more targeted engagement.

Metric 2.12 (Principal meetings with families) increased dramatically by 1,052 attendees (300 to 1,352).

Metric 2.13 (Special Education Parent Advisory Committee) increased 15 parents from the previous year. This is a relatively new committee and growth is a focus area for 2025-26.

Action 2.3: Home-school connections This action demonstrates strong effectiveness:

Metric 2.2 (School connectedness) increased 4% for all students and 2% for EL students.

Metric 2.3 (Support for Academic Learning) showed slight increases for students and maintained high family satisfaction.

Metric 2.4 (Chronic Absenteeism) remains challenging with a slight increase of 0.8% overall. However, some groups showed improvement: Two or More Races decreased 6% and White students decreased 3.5%.

The A2A attendance monitoring tool improved tracking capabilities by 10%

Metric 2.5 (Suspensions) decreased significantly, particularly the 9.8% decrease for American Indian students.

The creation of a new police department and partnerships with the Department of Probation appear to be contributing to improved school climate.

Metric 2.7 (Attendance) increased for all groups, with Foster Youth showing the strongest gain of 4.2%. This suggested improved communication is helping families ensure students attend school.

The district translator services are particularly valued by EL families, as noted in educational partner feedback.

Metric 2.9 (Chronic Absenteeism by School and Student Group) showed mixed results with AA and FY at HJH increasing while other student groups decreased or maintained.

Metric 2.10 (Suspension rates by school and student group) overall decreased over school sites and student groups with the exception of AA students at LLA which increased 1% and FY at SHS which increased 1.4%.

Metric 2.11 (DELAC attendance) decreased by 344 attendees, though this was due to fewer invitations being issued to create more targeted engagement.

Metric 2.12 (Principal meetings with families) increased dramatically by 1,052 attendees (300 to 1,352).

Action 2.4: Safety and Security This action shows effectiveness in creating a safer environment:

Metric 2.2 (School connectedness) increased 4% for all students and 2% for EL students.

Metric 2.3 (Support for Academic Learning) showed slight increases for students and maintained high family satisfaction.

Metric 2.4 (Chronic Absenteeism) remains challenging with a slight increase of 0.8% overall. However, some groups showed improvement: Two or More Races decreased 6% and White students decreased 3.5%.

The A2A attendance monitoring tool improved tracking capabilities by 10%

Metric 2.7 (Attendance) increased for all groups, with Foster Youth showing the strongest gain of 4.2%. This suggested improved communication is helping families ensure students attend school.

The district translator services are particularly valued by EL families, as noted in educational partner feedback.

Metric 2.9 (Chronic Absenteeism by School and Student Group) showed mixed results with AA and FY at HJH increasing while other student groups decreased or maintained.

Metric 2.11 (DELAC attendance) decreased by 344 attendees, though this was due to fewer invitations being issued to create more targeted engagement.

The creation of a new police department and partnerships with the Department of Probation appear to be contributing to improved school climate.

Metric 2.12 (Principal meetings with families) increased dramatically by 1,052 attendees (300 to 1,352).

Action 2.5: Safe Environment - This actions shows effectiveness in increasing the feeling of safety and security:

Metric 2.2 (School connectedness) increased 4% for all students and 2% for EL students.

Metric 2.3 (Support for Academic Learning) showed slight increases for students and maintained high family satisfaction.

Metric 2.5 (Suspensions) decreased significantly, particularly the 9.8% decrease for American Indian students.

Metric 2.10 (Suspensions, schoolsite) decreased across most groups, but significant decreases were observed in the FY groups at both AHS and HJH.

Action 2.6: Resources and Recognition for Increased Attendance This partially implemented action shows promise:

Metric 2.1 (SEL Growth Mindset) increased 5% for all students (63% to 68%) and 5% for EL students (52% to 57%).

Metric 2.2 (School connectedness) increased 4% for all students and 2% for EL students.

Metric 2.4 (Chronic Absenteeism) remains challenging with a slight increase of 0.8% overall. However, some groups showed improvement: Two or More Races decreased 6% and White students decreased 3.5%.

The A2A attendance monitoring tool improved tracking capabilities by 10%

Metric 2.5 (Suspensions) decreased significantly, particularly the 9.8% decrease for American Indian students.

Metric 2.6 (Dropout rates) improved with high school rates declining 0.6% and middle school declining 0.9%.

Metric 2.7 (Attendance) increased for all groups, with Foster Youth showing the strongest gain of 4.2%. This suggested improved communication is helping families ensure students attend school.

The district translator services are particularly valued by EL families, as noted in educational partner feedback.

Metric 2.8 (Expulsions) decreased with .02% of all students being expelled. The presence of Mental Health Clinicians and wellness programs appears highly effective in improving school climate, particularly for targeted student groups.

Metric 2.9 (Chronic Absenteeism by School and Student Group) showed mixed results with AA and FY at HJH increasing while other student groups decreased or maintained.

Metric 2.10 (Suspensions, schoolsite) decreased across most groups, but significant decreases were observed in the FY groups at both AHS and HJH.

Metric 2.11 (DELAC attendance) decreased by 344 attendees, though this was due to fewer invitations being issued to create more targeted engagement.

The creation of a new police department and partnerships with the Department of Probation appear to be contributing to improved school climate.

Metric 2.12 (Principal meetings with families) increased dramatically by 1,052 attendees (300 to 1,352).

Action 2.7: Participation and Decision-Making This action shows effectiveness:

Metric 2.11 (DELAC attendance) decreased by 344 attendees, though this was due to fewer invitations being issued to create more targeted engagement.

The creation of a new police department and partnerships with the Department of Probation appear to be contributing to improved school climate.

Metric 2.12 (Principal meetings with families) increased dramatically by 1,052 attendees (300 to 1,352).

Metric 2.13 (Special Education Parent Advisory Committee) grew from 0 to 15 attendees as a new committee. Parent survey feedback indicates 12% increase in satisfaction with involvement opportunities.

Action 2.8: Resources and Recognition for Student Engagement This partially implemented action shows effectiveness:

Metric 2.1 (Growth Mindset) improved 5% for all students.

Metric 2.2 (School Connectedness) increased 4% for all students.

Metric 2.5 (Suspensions) decreased across most groups.

Metric 2.8 (Expulsions) decreased with .02% of all students being expelled. The presence of Mental Health Clinicians and wellness programs appears highly effective in improving school climate, particularly for targeted student groups.

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

The following metrics will be altered:

Metric 2.4 chronic absenteeism added student groups Hispanic, Homeless, and LTEL due to these groups declining scores they are now in Red on the CA Dashboard.

Metric 2.6 has also been added to Action 2.1. Additionally Metric 2.6 baseline and Target for Year 3 has been adjusted due to a typo in the 2024/25 LCAP.

Metric 2.8 expulsions: the Target for Year 3 Outcome was changed from a number of students to a percent to align with the data collection.

Metric 2.9 chronic absenteeism; (school and student group) HJH added EL, Hispanic, LTEL, LI, and SWD; (school and student group) LLA added All Students, AA, EL, Hispanic, Homeless, LTEL, MR, LI, and W. These additions are due to a decline in the listed student groups' scores resulting in a Red status on the CA Dashboard at the Equity Multiplier schools HJH and LLA.

All metrics within this goal have been updated to reflect the unit of measure.

Action 2.6 is changed to contributing, principally directed to Low-Income students. Research shows that increased monitoring, especially for low-income students, results in increased attendance.

Action 2.8 added English Learners to the action and metrics. This is due to the results of the Panorama Survey the English Learners need more support in this area to increase their connectedness to school.

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

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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, 2.6, 2.7, 2.8 and 2.10.	\$3,442,000.00	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, and 2.13.	\$715,000.00	Yes
2.3	Home-school connections	The Educational Services Division will provide staff (Family Engagement Liaisons), 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.	\$931,000.00	Yes
2.4	Safety and Security	The District will provide trained security and police officers and partner with the Department of Probation for students and staff at all campuses to	\$5,061,000.00	No



Action #	Title	Description	Total Funds	Contributing
		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.		
<b>2.5</b>	Safe Environment	The district will provide comprehensive security measures including staff training and 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
<b>2.6</b>	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, and 2.9. This action is principally directed toward EL, FY and Low Income students.	\$303,600.00	Yes
<b>2.7</b>	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 in 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 Chronic Absenteeism. These events and meetings will look to increase parent participation while providing opportunities for parental input and strategizing support mechanisms. 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.	\$0.00	No



Action #	Title	Description	Total Funds	Contributing
<b>2.8</b>	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 English Learners, Foster Youth, and Low-Income students and will be measured by metrics 2.1, 2.2, 2.5 and 2.8.	\$1,320,700.00	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. Metric: Percent of findings in the Williams Report	2023 Williams Instructional Materials Audit - Standard Based Instructional Materials 1:1 for students. 100% no findings	2024 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	No difference
3.2	Williams Facilities FIT Report Metric: Percent of deficiencies	2023 Williams Facilities FIT Report No Findings / Zero Emergency Repair Deficiencies	2024 Williams Facilities FIT Report No Findings / Zero Emergency Repair Deficiencies		2026 Williams Facilities FIT Report No Findings / Zero Emergency Repair Deficiencies	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Human Resource County Audit Teacher Credential Assignment Metric: Number of misassignments	2023 Human Resource County Audit Teacher Credential Assignment 57 Misassignments	2024 Human Resource County Audit Teacher Credential Assignment 33 Misassignments		2026 Human Resource County Audit Teacher Credential Assignment 10 Misassignments	24 fewer misassignments
3.4	Technology Survey 1:1 Technology access for every student Metric: Percent of students who have 1:1 devices	2023 Technology Survey 1:1 Devices in Classrooms for 100% of students	2024 Technology Survey 1:1 Devices in Classrooms for 100% of students		2026 Technology Survey 1:1 Devices in Classrooms for 100% of students	No difference
3.5	Local Measure - Aeries Attendance Metric: Percent of students in attendance	2023 Local Measure - Aeries Attendance All Students = 90.76% EL = 90.93% FY = 89.99% LI = 91.47%	2024 Local Measure - Aeries Attendance All Students = 91.1% EL = 91.6% FY = 92.6% LI = 91.6%		2026 Local Measure - Aeries Attendance All Students = 95% EL = 95% FY = 95% LI = 96%	All Students maintained EL maintained FY increased 2.5% LI maintained
3.6	CA School Dashboard Academic Indicator: English Language Arts, District Metric: Distance from Standard	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	2024 CA School Dashboard Academic Indicator: English Language Arts, District All = -27.8 Distance from Standard (DFS) EL = -87.8 DFS FY = -100.3 DFS LI = -34.7 DFS		2026 CA School Dashboard Academic Indicator: English Language Arts, District All = -30 DFS EL = -80 DFS FY = -55 DFS LI = -35 DFS	All Students increased by 10.5 points EL increased by 5.5 FY declined by 30.4 LI increased by 12.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	CA School Dashboard Academic Indicator: Mathematics, District Metric: Distance from Standard	2023 CA School Dashboard Academic Indicator: Mathematics, District All = -115.4 DFS EL = -161.4 DFS FY = -139.9 DFS LI = -123.8 DFS	2024 CA School Dashboard Academic Indicator: Mathematics, District All = -102.4 DFS EL = -146.4 DFS FY = -143.7 DFS LI = -111.2 DFS		2026 CA School Dashboard Academic Indicator: Mathematics, District All = - 90 DFS EL = - 135 DFS FY = - 110 DFS LI = -105 DFS	All Students increased 13 points EL increased by 15 FY declined by 3.8 LI increased by 12.6

## Goal Analysis [2024-25]

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

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

The Victor Valley Union High School District's Goal 3 has been focused on ensuring that all students have access to clean facilities, technology, instructional materials, and qualified teachers. Overall, the implementation has been successful, with notable improvements in several key areas.

### Fully Implemented

Action 3.1 (Maintain Facilities in Good Repair) was fully implemented with all staff hired and supplies provided.

Action 3.2 (Technology Access and Implementation) was fully implemented. Technology staff were assigned to school sites to provide direct support to students and staff.

Action 3.3 (Standards-Based Instructional Materials) was fully implemented. All students had access to the curriculum and received standards based instruction by appropriately credentialed teachers.

Action 3.5 (Bridging the Technology Gap) was fully implemented with technology for students to complete assignments at home as needed.

### Partially Implemented

Action 3.4 - (Transportation) - Successes were that we provided some additional transportation, and challenges were due to a lack of staffing and buses.

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

The district considers expenditures greater or less than 15% of the budgeted amount as a material difference.

Action 3.1 reflects a material difference specifically in the area of custodial supplies and equipment. There were two reasons the District overbudgeted. First, many of the expenditures were coded incorrectly. Secondly, other one time funds were utilized by the maintenance department in the 2024/25 school year.

Action 3.2 had a material difference due to an increase in payroll expenditures.

Action 3.4 had a material difference. The reasons for this include the district's current vacancies in the transportation department. The District has worked during the spring of the 2024/2025 school year to fill the vacancies and will continue to fly and interview for these positions.

Additionally, the district did not purchase buses due to a lack of space for parking and a lack of drivers. The district will continue to problem-solve these barriers to increasing transportation for our most needy student groups.

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

Action 3.1 Facilities Maintenance is considered effective as the District maintained a high standard in facilities.

Metric 3.2 reflects no findings in the Williams Facilities FIT Report. This reflects effective resource allocation and maintenance processes, ensuring a conducive learning environment for students.

Action 3.2 Technology Access and Implementation was fully effective

Metric 3.4 demonstrates 100% of VVUHSD students have 1:1 access to technology in classrooms.

Action 3.3 Instructional Materials actions were highly effective.

Metric 3.1 Standards based instructional materials. The District provided 1:1 standard-based instructional materials demonstrating the District's commitment to quality education, with no deviations from planned action and no findings on the Williams audit.

Action 3.4 Transportation was effective.

Metric 3.5 reflects increases in attendance. Efforts to provide reliable transportation have positively impacted attendance rates, particularly for Foster Youth, who increased their attendance by over 2.5%. Low-Income and English Learners are maintained along with the All Student group, addressing a critical barrier to educational access.

Action 3.5 This action was partially effective.

Metric 3.4 demonstrates 100% of VVUHSD students have 1:1 access to technology in classrooms.

Metric 3.6 reflects mixed results with success for Low-Income and English Learner students who experienced a 12.5 and 5.5 point increase respectively in ELA. Foster Youth did experience a decline in ELA.

Metric 3.7 also reflects mixed results with success for Low-Income and English Learner students who experienced a 12.6 and 15 point increase respectively in mathematics. Foster Youth experienced a decline in mathematics.

Overall, the actions taken have been largely effective in progressing toward Goal 3, though continued focus on technology support and teacher credentials is advised to further enhance outcomes.

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.

Reflecting on the past year's implementation of Goal 3, there are no major changes in the planned goal, metrics or actions. However, Metric 3.3 was added to Action 3.3 for better monitoring of standards aligned instruction.

Action 3.3 Regarding the Education Services Division, it was mislabeled in the 2024/25 LCAP using the word "Department." The current LCAP, this document uses the correct team and "Department" has been changed to "Division."

All Metrics within this goal have been updated to reflect the unit of measure.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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.	\$3,935,000.00	No
3.2	Technology Access and Implementation	The District's 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.	\$900,000.00	No

Action #	Title	Description	Total Funds	Contributing
<b>3.3</b>	Standards Based Instructional Materials	The Educational Services Division will provide staff, including classified library technicians, and sufficient adopted core curriculum materials to ensure all students have and can access standards-aligned core instructional materials as measured by metric 3.1 and 3.3.	\$3,100,000.00	No
<b>3.4</b>	Transportation	The Transportation Department will continue to provide additional transportation to ensure that students are able to reach their school sites 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.	\$10,378,000.00	Yes
<b>3.5</b>	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 and 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 metrics 3.4, 3.6, and 3.7.	\$5,320,000.00	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)
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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 (AA) 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 attention. 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.
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## 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 Metric: Percent of AA cohort graduates	2023 CA Dashboard Graduation rate AA = 77.9%	2024 CA Dashboard Graduation rate AA = 87.4%		2026 CA Dashboard Graduation rate AA = 90%	Increase of 9.5%
4.2	CA Dashboard A-G/College and Career	2023 CA Dashboard A-G/College and Career	2024 CA Dashboard A-		2026 CA Dashboard A-	Increase of 9.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Readiness indicator for AA  Metric: Percent of AA students who are "prepared" on the College and Career Readiness indicator	Readiness indicator AA = 13.7%	G/College and Career Readiness indicator AA = 23.5%		G/College and Career Readiness indicator AA = 25%	
4.3	CA Dashboard ELA for AA Dashboard Math for AA  Metric: Distance from Standard	2023 Dashboard ELA ELA = -83.6 DFS  2023 Dashboard Math Math = -162.1 DFS	2024 Dashboard ELA ELA = -67.3 DFS  2024 Dashboard Math Math = -143.4 DFS		2026 CA Dashboard ELA AA = -70 DFS 2026 CA Dashboard Math AA = -135 DFS	ELA increased 16.3 points  Math increased 18.7 points
4.4	CA Dashboard Suspension rate for AA  Metric: Percent of AA students who have been suspended at least one day	2023 Dashboard Suspension rate AA = 17.1%	2024 Dashboard Suspension rate AA = 15.9%		2026 Dashboard Suspension rate AA = 5%	Decline of 1.2%

## Goal Analysis [2024-25]

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.

Overall, the goal to improve educational outcomes for African American students in Victor Valley Union High School District was broadly implemented with a focus on enhancing graduation rates, college/career readiness, academic performance, and reducing suspension rates.

With regard to Planned vs. Actual Implementation, this action was fully implemented.

Action 4.1 - All comprehensive school sites maintained a Heritage coordinator that reviewed transcripts, provided help with college applications and FAFSA completion.

Action 4.2 - Additionally students completed college visits, enjoyed community speakers and attended culturally relevant events.

Successes include the fact that Adelanto High School, the first to implement the Heritage program and the only one to have a full-day FTE assigned to the program, saw substantial gains in college/career readiness and improvements in ELA, reflecting successful academic support programs. Further, Silverado High School achieved a notable increase in graduation rates, showcasing effective strategies in supporting student completion.

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

Action 4.2 showed a material difference. The budgeted expenditure for the Student Study Trip was mis-budgeted for only one school instead of three. Thus, the price for the trip tripled.

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

Based on the improvement noted in areas included in this goal, we consider the actions to be effective in making progress toward the goal.

Analyzing the data for the effectiveness of Actions 4.1 and 4.2 as a district, we note an increase from 77.9% to 82.8% which suggests that the actions may be effectively supporting African American students in graduating (Metric 4.1). In addition, with regard to the College and Career Indicator (CCI), there was a significant rise from 13.7% to 23.5%, indicating that these actions are likely enhancing college and career readiness (Metric 4.2).

With regard to ELA (Academic) improvement, the increase of 16.3 points suggests Action 4.1 is positively impacting academic performance for African American students. Similarly, for Mathematics (Academic), there was an improvement of 18.7 points, suggesting that Action 4.1 is also effectively enhancing math performance for these same students (Metric 4.3).

Finally, as for the Suspension Rate, the decrease by 1.2 percentage points implies effective strategies to reduce suspensions (Metric 4.4).

Overall, Actions 4.1 and 4.2 appear to be effective in improving outcomes for African American students across all metrics, including graduation, academic achievement, college and career readiness, and suspension.

When we look at the specific sites, we note that for AA students at Adelanto High School, there is a Graduation Rate of 89.1%, with a 4.5% increase, showing a positive growth in graduation success for African American students. The College/Career Indicator (CCI) at a 31.4% rate with an 18% increase suggests significant progress in college and career readiness. For Academic Goals, ELA demonstrated an improvement of 53 points, the ELA performance is notably better, while mathematics showed an increase of 13.4 points, indicating progress in math achievement. Finally, the Suspension Rate saw a reduction to 10.1%, declining by 5.3%, reflecting effective strategies in reducing suspensions.

Thus, overall, the data suggest that the actions implemented are effectively improving outcomes for African American students at Adelanto High School across various metrics.

For Silverado High School, the Graduation Rate is 90.1%, an increase of 12.3%, which shows strong improvement in graduation success for African American students. Similarly, the College/Career Indicator (CCI) shows a rate of 30% prepared, with a 16.1% increase, demonstrating significant progress in college and career readiness. However, ELA (Academic) saw a decline of 17.6 points to -58.2 DFS, indicating challenges in English Language Arts performance, while Math (Academic) enjoyed an improvement of 14.3 points to -145 DFS, suggesting progress in math achievement. Finally, the suspension rate increased to 23.3%, rising by 7.1%, highlighting an area that needs attention in reducing suspensions.

Overall, while Silverado High School shows positive trends in graduation and college readiness, there are concerns with ELA performance and suspension rates.

Finally, for Victor Valley High School, the Graduation Rate was at 71.3%. This is a 10.6% decline, which indicates a significant area of concern in graduation success for African American students. The College/Career indicator (CCI) is at an 18.4% rate with a 6.4% increase, which shows some progress in college and career readiness. For the ELA (Academic), an increase of 57.9 points to -50.5 DFS suggests notable improvement in English Language Arts performance, and for Math (Academic), there was a significant increase of 55.4 points to -165.1 DFS, indicating strong progress in math achievement. Finally, the Suspension Rate; there was a reduction to 6.3% which is a decline of 9.6%, reflecting effective strategies for reducing suspensions.

Overall, while there are positive trends in academic performance and suspension rates at Victor Valley High School, the declining graduation rate is a major concern.

In summary, Adelanto High surpasses the district in CCI, ELA, and Suspension Rate; Silverado High excels in Graduation Rate but struggles with Suspension Rate; Victor Valley High faces challenges in Graduation Rate but excels in ELA improvements.

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.

All metrics within this goal have been updated to reflect the unit of measure.

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

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>4.1</b>	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 FAFSA and college applications as measured by metrics 4.1, 4.2, 4.3, 4.4.	\$300,000.00	No
<b>4.2</b>	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 a sense of belonging when they consider attending college. This action is measured by metrics 4.1, 4.2.	\$484,000.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5	By June 2027, Goodwill Independent Study (GIS) will increase the graduation rate for all students, with a focus on African American (AA), 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). Additionally, GIS will improve outcomes for LI students in mathematics.	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)
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An explanation of why the LEA has developed this goal.

<p>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).</p> <p>The 2023 CA Dashboard data for GHS indicates the following student groups:</p> <p>College and Career Indicator All Students = 0.8% AA = 0% Hispanic = 1.4% LI = .8%</p> <p>Graduation Rate All Students = 60.0% Hispanic = 62.6% LI = 60.3%</p> <p>The 2024 CA Dashboard data reflects both areas of progress and challenges compared to the 2023 baseline. The College and Career indicator was maintained for All students, as well as AA, H, and LI. The Graduation Rate increased 4.9% for All Students and 5.4% for LI, while H maintained at 62.8% and AA was added due to the decline to 63.4%. Mathematics was also added as metric 5.3 for LI, falling to the lowest-performing indicator with a score of -218.6 DFS.</p>
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Feedback for Goodwill Independent Study includes parents and staff who also participate in the Goodwill High School programs. Thus, some of this feedback is also reflected in Goals 10 and 12.

Overall, the student feedback from the forum on February 25th 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 enjoy the new incentives for school spirit and attendance.

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, and students would like to see the addition of some electives such as art or photography.

In terms of suggestions for improvement, the students would like the same opportunities as the other sites, such as field trips, testing incentives, and sports.

The community partners' meeting took place on 2/25/25. 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.

Based on this data, educational partners have identified key priorities, including expanding instructional opportunities, strengthening in-school academic interventions, enhancing behavioral support resources and providing additional academic counseling support to improve college and career readiness and graduation rates. These initiatives aim to address equity gaps and create an inclusive environment where all students have the support needed to reach their full potential. This plan was approved by the School Site Council on May 6, 2025.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CA School Dashboard Academic Indicator: College/Career Metric: Percent Prepared	2023 CA School Dashboard Academic Indicator: College/Career All Students = 0.8% AA = 0% Hispanic = 1.4% LI = 0.8%	2024 CA School Dashboard Academic Indicator: College/Career All Students = 1.4% AA = 0% Hispanic = 2.4% LI = 1.5%		2026 CA School Dashboard Academic Indicator: College/Career All Students = 15% AA= 15% Hispanic= 18% LI = 15%	All Students = maintained 0.6% AA = maintained 0% Hispanic = maintained 1% LI = maintained 0.7%



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	CA School Dashboard: Academic Engagement Graduation Rate Metric: Percent Cohort Graduated	2023 CA School Dashboard: Academic Engagement Graduation Rate All Students = 60.6% Hispanic = 62.6% LI = 60.3% 2024 AA = 63.4%	2024 CA School Dashboard: Academic Engagement Graduation Rate All Students = 65.5% Hispanic = 62.8% LI = 65.7% AA = 63.4%		2026 CA School Dashboard: Academic Engagement Graduation Rate All Students = 75% Hispanic = 80% LI = 80% AA = 80%	All Students = increased 4.9% Hispanic = maintained 0.2% LI = increased 5.4% AA = not applicable
5.3	CA School Dashboard Academic Indicator: Mathematics Metric: Distance from Standard (DFS)	2024 CA School Dashboard Academic Indicator: Mathematics LI = -218.6 DFS	2024 CA School Dashboard Academic Indicator: Mathematics LI = -218.6 DFS		2026 CA School Dashboard Academic Indicator: Mathematics LI = -175 DFS	LI = not applicable

## Goal Analysis [2024-25]

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.

Overall, all actions under Goal 5 were at least partially implemented during the year, with the exception of Action 5.5, which was fully implemented. As it took time to find resources, and staffing, partial implementation was expected in this year. While not all budgeted expenditures were utilized—primarily due to staffing limitations, scheduling logistics, and the phased nature of some initiatives—early outcome data suggest that even partial implementation contributed meaningfully to student growth. This includes notable improvements in graduation rates and College/Career Indicators for several student groups, indicating early success in the foundational year of this goal.

One challenge experienced across several actions was the time required to launch new systems and programs effectively. For instance, actions involving parent outreach, student recognition, and the development of flexible learning environments required planning, scheduling, and collaboration across multiple departments. While these actions were initiated, some components, such as broader family engagement strategies and full integration of flexible learning spaces, will be more fully realized in the next two years. Despite these early-stage challenges, the initial implementation of these strategies shows promise and has laid the groundwork for expanded impact in future years.

Action 5.5, which provides additional staffing hours for tutoring and intensive academic intervention, was implemented based on an identified and immediate need for expanded student support. In fact, the need exceeded initial projections, and additional resources were allocated to meet the demand. This action proved to be highly effective, as reflected in improved outcomes for key student groups. Given its success, the district will continue to prioritize and enhance this intervention in subsequent years.

As implementation continues into the 2025/26 school year, the site remains committed to refining these actions, addressing barriers to full implementation, and leveraging early successes to further accelerate student achievement and engagement.

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

The district considers expenditures greater or less than 15% of the budgeted amount as a material difference.

The GHS administration had the intention to implement these actions, but they have not yet been put into place leading to material differences in all actions.

Action 5.1 has a material difference due to the late implementation of the contract with Solution Tree.

Action 5.2 has a material difference due to inefficiencies in execution and a lack of expertise on the unique nature of the program at GIS.

Action 5.3 has a material difference due to a reduction in enrollment across all three programs at Goodwill Education Center. This action is a focus for 25/26 school year.

Action 5.4 has a material difference due to delays in project implementation. The upgrades to the GIS site has already begun and will be reflected in the 25/26 LCAP update.

Action 5.5 has a material difference and is overbudget. The need exceeded initial projections, and additional resources were allocated to meet the demand.

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

Graduation Rate and College/Career Indicator data from Goodwill Independent Study reflect positive progress for several student groups, particularly Foster Youth, Homeless Youth, African American, and Hispanic students. Foster Youth graduation rates rose from 58.6% in 2023 to 79% in 2024, while Homeless Youth improved from 72% to 81.4%. The College/Career Indicator for Foster Youth also increased significantly from 3.4% to 13.3%, and for African American students from 13.7% to 23.5%. These outcomes suggest that Action 5.1, which focuses on professional learning, has been effective in enhancing staff capacity to support student success, especially for historically underserved groups.

Action 5.2, centered on community outreach, shows a positive correlation with gains in both graduation and college/career readiness among African American and Hispanic students. Graduation rates for African American students improved from 77.9% to 82.8%, and for Hispanic students from 88.8% to 89.1%. The College/Career Indicator also rose for African American students, from 13.7% to 23.5%, and for Hispanic students, from 31.2% to 37.3%. These results suggest that parent workshops and forums may be strengthening family engagement and awareness of college and career pathways. To further increase participation and impact, the District is considering strategies such as offering

events at flexible times, providing childcare and translation services, using incentives, expanding virtual access, partnering with community organizations, and incorporating regular feedback from families.

Recognition initiatives under Action 5.3 appear to be building a positive academic culture that promotes graduation and college/career readiness. African American and Hispanic students showed increases in both graduation and college/career metrics during the reporting period, indicating that awards, recognition events, and field trips may be effectively motivating students and reinforcing postsecondary goals.

Action 5.4, which involves creating flexible and enriched learning environments, is also associated with improved outcomes for African American, Hispanic, and Low-Income students. The increases in both graduation rates and College/Career Indicator scores suggest that these learning spaces support student engagement and readiness, likely by accommodating diverse learning styles and needs.

Action 5.5, which supports additional staffing hours for intervention and professional learning, appears to be effective in addressing learning gaps and enhancing instructional quality. Improvements in graduation rates for African American and Hispanic students during this period suggest that expanded support and differentiated instruction are contributing to student success.

Finally, Action 5.6, which provides supplemental resources for targeted support, is showing a positive impact, particularly for Hispanic and Low-Income students. A slight increase in the graduation rate for Hispanic students, along with improved engagement, indicates that these resources are supporting student motivation and achievement.

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

As a result of ongoing data analysis and reflection on implementation, several adjustments will be made to Goal 5 for the upcoming year to strengthen its impact and address emerging needs.

The goal description was updated to reflect the changing Dashboard metrics for 2024.

Notably, the California Dashboard identified Low-Income students as a student group requiring additional support in mathematics, triggering the addition of a new metric focused on math performance. Metric 5.3 will be incorporated into Actions 5.1 (Professional Learning) and 5.5 (Additional Staff Hours) to ensure that staff development and student intervention directly support improved instructional strategies and outcomes in mathematics, particularly for Low-Income students.

In response to identified needs in supporting credit recovery, graduation, and college/career readiness—especially in alternative education settings—a new action, Action 5.7, will be added. This action establishes a dedicated Alternative Education Technician who will conduct daily credit checks, monitor graduation progress, and support students in meeting A–G and career readiness milestones. This targeted support aims to improve outcomes for students who require more intensive academic and navigational assistance and will be measured by metrics 5.1, 5.2 and 5.3.

Additionally, Action 5.3 (Student Recognition) will be expanded to include graduation rate metrics, acknowledging the role that recognition programs play in motivating students toward graduation. These adjustments reflect the district's commitment to responsive planning and continuous improvement, ensuring that Goal 5 remains aligned with evolving student needs and system-wide performance data.

Action 5.4 will be expanded based on parent and student feedback which demonstrates a need to add Career and Technical Education courses in order to improve Metrics 5.1 and 5.2.

Action 5.6 had a incorrect metric in the previous LCAP. The metric has been corrected from 11.2 to 5.2.

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

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	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 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, 5.2 and 5.3.	\$160,000.00	No
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 for All students with a focus on AA, Hispanic and LI student groups as measured by metrics 5.1 and 5.2.	\$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
<b>5.4</b>	Learning Environment	GIS will enhance student engagement and motivation by creating unique learning environments through the purchase of flexible seating options that promote collaboration and provide students with voice and choice in their learning experiences. Additionally, GIS will invest in equipment and resources for Career and Technical Education (CTE) courses to expand the range of diverse course offerings available to all students, particularly focusing on African American, Hispanic, and low-income students. This dual approach aims to improve A-G preparedness and graduation rates, as measured by metrics 5.1 and 5.2.	\$40,000.00	No
<b>5.5</b>	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, differentiation, data review, etc) to improve outcomes and increase graduation rates as measured by metrics 5.2 and 5.3.	\$5,000.00	No
<b>5.6</b>	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 5.2.	\$5,000.00	No
<b>5.7</b>	Alternative Education Technician	GIS will provide additional support for all students, with a focus on AA, Hispanic and LI, through the employment of an alternative education technician whose responsibilities include daily graduation and credit checks, which will directly impact college/career, and graduation rates as measured by metrics 5.1, 5.2 and 5.3.	\$150,000.00	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, W, Hispanic, LTEL, and SWD 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 All students and student groups AA, EL, FY, Hispanic, LTEL, LI, MR, SWD, and white students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

<p>This goal is required by the state as Imogene Garner Hook Junior High School (HJH) is identified as an Equity Multiplier school. HJH 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.</p> <p>The 2023 CA Dashboard data for HJH, the lowest performing indicators are:</p> <p>Suspension Rate: FY = 19.6% W = 19.7%</p> <p>ELA: MR = -86.6 DFS W = -91.5 DFS</p> <p>Mathematics: All Students = -148.6 DFS AA = -171.2 DFS EL = -172.1 DFS H = -142.4 DFS MR = -155.2 DFS</p>
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LI = -150.9 DFS  
SWD = -216.5 DFS  
W = -136.2 DFS

Chronic Absenteeism:

AA = 45%  
FY = 36.4%  
MR = 48.2%  
W = 41.1%

The 2024 CA Dashboard data reflects both areas of progress and challenges compared to the 2023 baseline. The Suspension Rate declined by 11.4% for W, but FY increased 3%, and SWD was added to metric 6.1. In English Language Arts, the 2023 student groups, MR and W, both increased significantly, but H, LTEL, and SWD were added to the lowest-performing indicator. Mathematics saw increases across all student groups but MR. All students increased by 21.8 points, EL increased by 27.5, and W increased by 35.8 points. MR did decline 10.3 points but is no longer considered a significant sub-group. Chronic Absenteeism continues to present a challenge at HJH; W declined 10% and MR declined 11.9%, while AA and FY both increased, and All students were added, as well as EL, H, LTEL, LI, and SWD.

Throughout the spring months, HJH 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, a "5 Whys" activity was used to complete a root cause analysis. Additionally, all educational partners were invited to complete a survey. The Equity Multiplier plan was presented to the School Site Council on April 11th.

A student forum was held in the Wellness Center on February 28th. Students identified several key areas, including learning environment, support for Special Education, nutrition, safety, and campus cleanliness. They requested more interactive lessons (Action 6.1), updated technology in elective classes, and improved Chromebooks (Action 6.8), and expressed an interest in a broader range of electives and CTE courses (Action 6.2). The Hook Junior High Student Forum underscored several urgent areas for enhancement, particularly in fostering a conducive learning environment (Action 6.8), improving nutrition and safety protocols (Goal 2), and expanding educational resources for both general and special education students (Action 6.7). There is a pressing need for the school administration to take these concerns seriously and develop actionable plans to allocate resources effectively and address students' needs (Goal 2).

During the "Coffee with the Principal" family engagement forum at Hook Junior High on 2/28/25, parents expressed a range of suggestions and concerns regarding their children's school experiences. A significant discussion point was the accessibility of field trips, particularly college study trips that are currently limited to AVID students. One mother advocated for expanding these opportunities to all students to recognize their achievements. This recommendation is addressed through Action 6.4. Additional suggestions included the possibility of creating a dedicated tutoring session or a free period for struggling students, allowing them to manage their workload more effectively and improve their academic performance. This is addressed in Action 6.5. Parents also highlighted the importance of life skills education, addressing the need for time management sessions to better prepare students for future responsibilities.



Moreover, parents expressed their satisfaction with existing workshops but emphasized the desirability of offering these sessions after hours to accommodate working parents. It should be noted that the Family Engagement liaison provided a Zoom link so that it was more convenient to participate. Concerns about the school's restroom facilities, such as the lack of soap and feminine products, were raised, underscoring a need for improved maintenance. Finally, inquiries were made regarding the cleanliness of the parking lot and surrounding areas, indicating a desire for better upkeep and community involvement in maintaining the school's environment. Overall, the forum provided valuable feedback on how to enhance the educational experience at Hook Junior High through increased inclusivity and improved support systems for students.

Based on this data, educational partners have identified key priorities, including expanding instructional opportunities, strengthening in-school academic interventions, enhancing behavioral support resources, and providing additional academic counseling services to support students' self-management and social skills. These initiatives aim to address equity gaps and create an inclusive environment where all students have the support needed to reach their full potential.

## 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 Metric: Percent of students who were suspended at least one day	2023 CA Dashboard Suspension Rate FY = 19.6% W = 19.7% 2024 SWD = 17%	2024 CA Dashboard Suspension Rate FY = 22.6% W = 8.3% SWD = 17%		2026 CA Dashboard Suspension Rate FY = 16.6% W = 16.7% SWD = 10%	FY increased 3% W declined 11.4% SWD not applicable
6.2	California School Dashboard Academic Indicator English Language Arts Metric: Distance from Standard (DFS)	2023 CA Dashboard Academic Indicator: English Language Arts MR = -86.6 DFS W = -91.5 DFS 2024 Hispanic = -72.6 DFS LTEL = -119.6 DFS SWD = -155.9 DFS	2024 CA Dashboard Academic Indicator: English Language Arts MR = -59.9 DFS W = -72.5 DFS Hispanic = -72.6 DFS LTEL = -119.6 DFS		2026 CA Dashboard Academic Indicator: English Language Arts MR = -76.6 DFS W = -81.5 DFS Hispanic = -60 DFS LTEL = -100 DFS SWD = -140 DFS	MR increased 26.7 points W increased 19 points Hispanic not applicable LTEL not applicable SWD not applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD = -155.9 DFS			
6.3	California School Dashboard Academic Indicator Mathematics Metric: Distance from Standard (DFS)	2023 CA Dashboard Academic Indicator: Mathematics 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	2024 CA Dashboard Academic Indicator: Mathematics All Students =-126.8 DFS AA = -147.9 DFS EL = -144.6 DFS H = -122.6 DFS MR = -165.5 DFS LI = -130.9 DFS SWD = -209.2 DFS W = -100.4 DFS		2026 CA Dashboard Academic Indicator: Mathematics 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	All students increased 21.8 points AA increased 23.3 points EL increased 27.5 points Hispanic increased 19.8 points MR declined 10.3 points LI increased 20 points SWD increased 7.3 points W increased 35.8 points
6.4	California School Dashboard - Chronic Absenteeism Metric: Percent of students who are chronically absent	2023 California School Dashboard Chronic Absenteeism AA = 45% FY = 36.4% MR = 48.2% W = 41.1% 2024 All students = 40.8% EL = 35.2% Hispanic = 38.8% LTEL = 38.1% LI = 41.3% SWD = 46%	2024 California School Dashboard Chronic Absenteeism AA = 51.6% FY = 41.3% MR = 36.1% W = 31.1% All students = 40.8% EL = 35.2% Hispanic = 38.8% LTEL = 38.1% LI = 41.3% SWD = 46%		2026 California School Dashboard Chronic Absenteeism AA = 40% FY = 31.4% MR = 43.2% W = 36.1% All students = 30% EL = 30% Hispanic = 30% LTEL = 30% LI = 30% SWD = 30%	AA increased 6.6% FY increased 4.9% MR declined 11.9% W declined 10% All students not applicable EL not applicable Hispanic not applicable LTEL not applicable LI not applicable SWD not applicable

## Goal Analysis [2024-25]

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.

As this initiative is part of a three-year implementation plan, we anticipated partial implementation in Year 1. While not all budgeted expenditures were utilized—primarily due to staffing limitations, scheduling logistics, and the phased nature of certain initiatives—early outcome data indicate that even partial implementation has contributed significantly to student growth.

### Fully Implemented:

#### Action 6.1: Professional Learning

Description: Certificated and classified staff participated in Professional Learning Communities (PLC), AVID, and Positive Behavioral Interventions and Supports (PBIS).

Success: Received consultancy support from Solution Tree for PLC work. ELA and Math PLC teams, consisting of both General Education (Gen Ed) and Special Education (SPED) staff, were allocated additional hours for collaboration focused on essential skills.

### Partially Implemented:

#### Action 6.2: Additional Staffing

Three roving substitutes were hired to support PLC planning, Lesson Study, and Teacher/Teacher observations.

Success: The hiring of substitutes allowed for enhanced collaborative planning.

Challenge: Transportation issues related to Action 6.5 hindered the provision of before and after-school tutoring.

#### Action 6.3: Wellness/Intervention Center

A Registered Behavior Technician was hired to support behavioral needs on site.

Success: Having the technician on board contributed positively to behavior management.

Challenges: No dedicated space for the technician was identified at the site. Obstacles in hiring a Board Certified Behavior Analyst (BCBA).

Although the position was advertised, candidates were selected, none accepted, and the position remains open.

#### Action 6.4: Student Recognition

Students attended a study trip and were recognized on a monthly and semester basis for their achievements.

Success: Active participation in recognition events.

Future Plans: Staff and students are registered to attend the Renaissance Conference/CADA Camp in June pending approval of the new LCAP.

#### Action 6.7: Supplemental Materials

Supplemental resources such as IXL and Delta Math were introduced.

Success: Enhanced resource availability for students.

Note: No new ELA resources were added this period.

Not Implemented:

Actions 6.5 and 6.6:

Action 6.5: Remains planned but has not been implemented due to changes in school schedules affecting transportation. The department is also facing a number of staffing vacancies.

Action 6.6: Currently in the planning stages, with no implementation to date.

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

The district considers expenditures greater or less than 15% of the budgeted amount as a material difference.

There are a number of material differences as Hook Junior High School (HJH) faced a number of challenges in implementing the actions and therefore the services were only partially in place at the close of the 24/25 school year.

Action 6.2 was only partially implemented. While there were opportunities for staff to collaborate during the school day and plan for interventions and tutoring, there was a lack of transportation for students. Thus there was limited after school tutoring which contributed to the material difference. Adjustments have been made to this action to bring more clarity around how the funds will be utilized in the 2025/26 school year.

Action 6.3 was implemented but a material difference exists because it took longer than expected to hire qualified professionals. Now that these positions are filled, they will provide services to HJH students for the full school calendar.

Action 6.4 was only partially implemented. This was due to delays and misalignment of scheduling. For the 25/26 school year, they have established a clear timeline for planning and utilizing the feedback from students to be more proactive about purchasing recognition and incentives that will motivate students.

Action 6.5 has a material difference because they were unable to implement this action. The site is working with the new director of transportation to find a practical way to implement this action.

Action 6.6 has a material difference because the site was unable to implement this action. This action is stilling in the planning for 25/26.

Action 6.7 is overbudget. The supplemental materials for math learning platform cost more than was budgeted. The allocation has been adjusted to be more in alignment with the needs of the site for 25/26.

Hook Junior High remains an Equity Multiplier school.

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

The data indicates mixed effectiveness of our goals at Hook Junior High School, yet several key successes are evident:

Suspension Rate: The notable reduction in the suspension rate for White students, decreasing from 19.7% to 8.3%, highlights a partial implementation of Action 6.3, which focused on enhancing student wellness through the hiring of a registered behavior technician. However, this action was only partially successful, as the percentage of (FY) increased by 3%, and students with disabilities (SWD) were added as a new indicator to be monitored.

English Language Arts: There have been significant improvements across all student demographics, particularly noted in White (W) students, who experienced an increase of 19 points, and multiple races (MR), who improved by 26.7 points. These enhancements suggest that professional learning initiatives, instructional strategies, and the academic culture framework effectively contributed to increased engagement and achievement. Specifically, Actions 6.1 (professional learning), 6.4 (student recognition), and 6.7 (supplemental resources) were successful in supporting targeted student groups. Action 6.2 (additional staffing) was partially effective and has been clarified (as mentioned above and below) to ensure this action is more effective in the coming year. It is important to note that the 2024 dashboard has since included three additional student groups for measurement.

Mathematics: Notable increases were recorded across all student groups, with the exception of the multiple races (MR), which saw a decline of 10.3 points but is no longer classified as a significant subgroup. Overall, all students achieved an increase of 21.8 points, with African American (AA) students improving by 23.3 points, and English Learners (EL) seeing a noteworthy increase of 27.5 points. The aforementioned actions (6.1, 6.4, and 6.7) proved to be particularly effective in advancing mathematics instruction.

Chronic Absenteeism: The results demonstrate varied success in addressing chronic absenteeism. Significant declines were observed in the MR subgroup (11.9% decrease) and among White students (10% decrease). Conversely, increases were recorded for African American students (AA), with a rise of 6.9%, and Foster Youth (FY) students, which increased by 4.9%. These results underscore the continued need for the implementation of Action 6.3 (Wellness/Intervention Center) and the subsequent addition of Action 6.8 (Flexible Learning Spaces) to address these challenges.

In summary, while comprehensive and targeted actions have fostered an environment conducive to academic growth, engagement, and a reduction in suspensions, the overall effectiveness of this goal appears mixed. With Actions 6.5 and 6.6 still planned it is difficult to evaluate effectiveness until these actions are implemented. It highlights the necessity for continued support for both students and staff to maintain momentum in these areas.

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

Goal 6 was updated in a number of areas. First, every place Hook Junior High School is referred to as HJHS, it has been changed to HJH in an effort to remain consistent.

Next, the goal description was updated to include current targets based on the changing metrics on the CA Schools Dashboard. The following metrics were updated for the 2025 LCAP.

Metric 6.1 - suspension rate added SWD in 2024 with a 17% suspension rate.

Metric 6.2 - ELA added Hispanic at -72.6 DFS, LTEL at -119.6 DFS and SWD at -155.9 DFS.

Metric 6.4 - chronic absenteeism added All Students at 40.8%, EL at 35.2%, Hispanic at 38.8%, LTEL at 38.1%, LI at 41.3% and SWD at 46%.

These changing metrics led to the need to update action descriptions to include new target groups.

Actions 6.2 and 6.5 added LTELs as a focus group.

Actions 6.3 and 6.6 became an All Student action.

Action 6.1 will continue with a change to include an additional consultant to support academic success and removal of support from SBCSS. Additionally, student group LTEL was added to this action.

Action 6.2 will be expanded for the creation of a Data-driven Response Committee led by a Data Steward. This new action description will require an increased budget to better monitor students and intervene before students become chronic. Metric 6.4 was added to this action.

Action 6.3 was expanded to include FY and the addition of a multicultural professional as a response to intervention based on student feedback during forums and current metrics.

Action 6.7 should have been an all student action since Mathematics was in the lowest performance indicator as the baseline. This error was rectified in the 2025 LCAP.

New Actions include 6.8 and 6.9.

Action 6.8 will be added to include flexible seating to allow for collaborative discourse and will be measured by metrics 6.2, 6.3 and 6.4.

Action 6.9 will be added to support the creation of elective courses that will teach wellness strategies to support attendance success and ensure basic needs are met as measured by metric 6.4. The addition of these new actions required a redistribution of allocated funds in Goal 6.

All metrics in this goal have been updated to reflect the unit of measure.

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

# Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Professional Learning	HJH will support opportunities to participate in additional professional learning focused on improving instructional strategies in English Language Arts and mathematics, utilize consultants to support PLCs and increase opportunities for staff to attend conferences to improve outcomes and	\$150,000.00	No

Action #	Title	Description	Total Funds	Contributing
		increase academic achievement for all students, including AA, EL, Hispanic, LTEL, MR, LI, SWD and W as measured by metrics 6.2 and 6.3.		
<b>6.2</b>	Additional Staffing	HJH will allocate additional staff hours to support all students—including AA, EL, FY, Hispanic, LTEL, MR, SWD, W, and LI—through instructional coaching during prep periods and for co-teaching, tutoring, and release time for evidence-based instructional practice. The site will also utilize a Data Steward to manage and interpret attendance, suspension, and academic data, and to lead the Data-Driven Response Committee in identifying students in need of support and fostering a culture of accountability and growth. Effectiveness will be measured by metrics 6.1, 6.2, 6.3, and 6.4.	\$140,000.00	No
<b>6.3</b>	Wellness/Intervention Center	HJH will expand the Wellness Center to increase intervention supports for all students with focus for target groups including AA, FY, EL, Hispanic, LTEL, MR, LI, SWD and W by providing a dedicated space 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.	\$170,000.00	No
<b>6.4</b>	Student Recognition	HJH will build an academic culture and community for all students and staff by utilizing the research-based framework established by Josten's Renaissance. The 6Rs formula will be used to recognize and reward hard work through study trips and resources and materials that will motivate all students, including AA, EL, Hispanic, LTEL, MR, LI, SWD, and W student groups as measured by metrics 6.2 and 6.3.	\$50,000.00	No
<b>6.5</b>	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, including AA, EL, Hispanic, LTEL, MR, LI, SWD, and W student groups as measured by metrics 6.2 and 6.3.	\$25,000.00	No



Action #	Title	Description	Total Funds	Contributing
<b>6.6</b>	Community Outreach	HJH will expand community outreach for families of all students with focus for target groups AA, EL, Hispanic, FY, LI, LTEL MR, SWD, and W to attend various workshops that will increase school connectedness and reduce absenteeism as measured by metrics 6.1 and 6.4.	\$20,000.00	No
<b>6.7</b>	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 all students, including AA, EL, Hispanic, LTEL, MR, LI, SWD, and W student groups as measured by metrics 6.2 and 6.3.	\$15,000.00	No
<b>6.8</b>	Flexible Learning Spaces	HJH will develop and implement a research-based initiative aimed at enhancing student engagement for all students with a particular focus on AA, EL, FY, Hispanic, LTEL, MR, SWD, W, 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 6.2, 6.3, and 6.4.	\$175,000.00	No
<b>6.9</b>	Advocate and Thrive	HJH will develop and implement elective courses aimed at enhancing student well-being. These courses will prepare students to succeed academically and socio-emotionally, with a particular focus on supporting the basic needs of foster youth and addressing barriers to attendance for all students, as indicated by metric 6.4.	\$160,000.00	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), Low-Income (LI), Hispanic, and Students with Disabilities (SWD). Additionally, they will increase achievement in ELA for all students including AA, EL, Hispanic, Long-Term English Learners (LTEL), LI, SWD, and W students by increasing the distance from standard. They will also improve English Learner Progress for all students including EL and LTEL. The school will also decrease suspension rates for all students including AA, Hispanic, Two or More Races (MR), LI, Homeless, LTEL and SWD and reduce chronic absenteeism for all students including AA, EL, Hispanic, Homeless, LTEL, MR, LI and W.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

<p>This goal is required by the state as 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.</p> <p>2023 CA School Dashboard data:</p> <p>Suspension Rates All Students = 18.5% AA = 33.9% H = 14.8% MR = 28% LI = 19.6%</p> <p>English Language Progress Indicator EL = 32.9% making progress</p> <p>Mathematics All Students = -142.6 DFS AA = -164.8 DFS</p>
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EL = - 164.2 DFS

LI = -149 DFS

W = -123.1 DFS

English

AA = -93.6 Distance from Standard (DFS)

The 2024 CA Dashboard data reflects both areas of progress and challenges compared to the 2023 baseline. The Suspension Rate declined by 2.2% for All Students, 3.6% for Hispanic and 2.9% for LI, but AA increased .9%, and Homeless, LTEL and SWD was added to metric 6.1. In English Language Arts, AA declined 18 points, and All Students, EL, H, LTEL, LI, W, and SWD were added to the lowest-performing indicator. Mathematics saw increases of 6.8 points from EL, 3.8 from LI, and 12.8 from W, and All Students and AA maintained; however, Hispanic and SWD were added. The English Learner Progress Indicator for All Students was maintained, and LTEL was added with 30.1% making progress towards English Language Progress. Chronic Absenteeism was added to the dashboard with All Students at 28.6%, EL at 23.8%, Hispanic at 23.3%, Homeless at 54.8%, LTEL at 24.3%, MR at 37.8%, LI at 28.6%, and W at 31.3%.

Throughout the month of April 2025, 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 2/20/25 and included representatives from AA, W, H, and EL. A student forum took place on February 20, 2025, 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 were approved by the School Site Council on May 1, 2025.

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, skill gaps, and reteaching strategies. 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, coordinated by a Unity coordinator, to teach students how to interact and respect each other. 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. Additionally, it was proposed that the site should add a course to target the specific needs of these students' social, emotional, and organizational skills they need to thrive in school and beyond. 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 150 EL students in grades 7-12. Level 1 and 2 students account for more than 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 Academic Indicator: Suspension Rate Metric: Percent of students who are suspended at least one day	2023 CA Schools Dashboard Academic Indicator: Suspension Rate  All Students = 18.5% AA = 33.9% Hispanic = 14.8% MR = 28% LI = 19.6%  2024 Homeless = 30% LTEL = 10.9% SWD = 20.9%	2024 CA Schools Dashboard Academic Indicator: Suspension Rate  All Students = 16.3% AA = 34.9% Hispanic = 11.2% MR = 27.1% LI = 16.7% Homeless = 30% LTEL = 10.9% SWD = 20.9%		2026 CA Schools Dashboard Academic Indicator: Suspension Rate  All Students = 13.5% AA = 28.9% Hispanic = 9.8% MR = 23% LI = 14.6% Homeless = 20% LTEL = 7% SWD = 15%	All Students declined 2.2% AA increased .9% Hispanic declined 3.6% MR declined .9% LI declined 2.9% Homeless not applicable LTEL not applicable SWD not applicable
7.2	CA School Dashboard Academic Indicator: English Language Arts Metric: Distance from Standard (DFS)	2023 CA School Dashboard Academic Indicator: English Language Arts  AA = -93.6 Distance from Standard (DFS)	2024 CA School Dashboard Academic Indicator: English Language Arts		2026 CA School Dashboard Academic Indicator: English Language Arts AA = -83.6 DFS	AA declined 18 points All Students not applicable EL = not applicable Hispanic not applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2024 All Students = -83 DFS EL = -111.3 Hispanic = -78.5 DFS LTEL = -131.5 LI = -85.9 DFS SWD = -127.1 DFS W = -80.3 DFS	AA = -111.5 Distance from Standard (DFS) All Students = -83 DFS EL = -111.3 Hispanic = -78.5 DFS LTEL = -131.5 LI = -85.9 DFS SWD = -127.1 DFS W = -80.3 DFS		All Students = -60 DFS EL = -90 Hispanic = -60 DFS LTEL = -120 LI = -60 DFS SWD = -110 DFS W = -60 DFS	LTEL not applicable LI not applicable SWD not applicable W not applicable
7.3	CA School Dashboard Academic Indicator: Mathematics Metric: Distance from Standard (DFS)	2023 CA School Dashboard Academic Indicator Mathematics  All Students = -142.6 DFS AA = -164.8 DFS EL = -164.2 DFS LI = -149 DFS W = -123.1 DFS  2024 Hispanic = -141.6 DFS SWD = -171.8 DFS	2024 CA School Dashboard Academic Indicator: Mathematics  All Students = -142.3 DFS AA = -164.2 DFS EL = -157.4 DFS LI = -145.3 DFS W = -110.4 DFS Hispanic = -141.6 DFS SWD = -171.8 DFS		2026 CA School Dashboard Academic Indicator: Mathematics  All Students = -132 DFS AA = -150 DFS EL = -150 DFS LI = -132 DFS W = -110 DFS Hispanic = -130 DFS SWD = -150 DFS	All Students maintained 0.3 points AA maintained 0.6 points EL increased 6.8 points LI increased 3.8 points W increased 12.8 points Hispanic not applicable SWD not applicable
7.4	CA School Dashboard Academic Indicator: English Learner Progress Indicator (ELPI)	2023 CA Dashboard Academic Indicator: English Learner Progress Indicator (ELPI)	2024 CA Dashboard Academic Indicator:		2026 CA Dashboard Academic Indicator:	EL maintained -1% LTEL not applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Metric: Progress Toward English Language Proficiency	ELs = 32.9%  2024 All Students = 31.9% LTEL = 30.1%	English Learner Progress Indicator (ELPI)  All Students = 31.9% ELs = 31.9% LTEL = 30.1%		English Learner Progress Indicator (ELPI)  All Students = 40% ELs = 40% LTEL = 40%	
7.5	CA Schools Dashboard Academic Indicator: Chronic Absenteeism Metric: Percent of students who are chronically absent	2024 CA Dashboard Academic Indicator: Chronic Absenteeism  All Students = 28.6% AA = 43.6% EL = 23.8% Hispanic = 23.3% Homeless = 54.8% LTEL = 24.3% MR = 37.8% LI = 28.6% W = 31.3%	2024 CA Dashboard Academic Indicator: Chronic Absenteeism  All Students = 28.6% AA = 43.6% EL = 23.8% Hispanic = 23.3% Homeless = 54.8% LTEL = 24.3% MR = 37.8% LI = 28.6% W = 31.3%		2024 CA Dashboard Academic Indicator: Chronic Absenteeism  All Students = 25% AA = 30% EL = 15% Hispanic = 15% Homeless = 30% LTEL = 15% MR = 30% LI = 20% W = 20%	All Students not applicable AA not applicable EL not applicable Hispanic not applicable Homeless not applicable LTEL not applicable MR not applicable LI not applicable W not applicable

## Goal Analysis [2024-25]

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.

Fully Implemented Actions:

Action 7.1: Unity Camp & Unity Forums

Students and staff actively participated in two Unity Camp events and hosted four Unity forums throughout the school year to foster a sense of community and inclusivity.

#### Action 7.3: Student Behavioral Supports

Intervention counselors executed the Student Support Team (SST) process with fidelity, engaging in discussions around student grades, attendance, and behaviors. They reviewed the effectiveness of interventions, aided by the involvement of a Board Certified Behavioral Analyst, which contributed to a noticeable decrease in suspensions. This role also enhanced behavior support, focused on data analysis, and participated in Tier II/Tier III interventions.

#### Action 7.4: Professional Learning

Staff attended various professional learning community (PLC) trainings, including those led by Solution Tree, the California Alliance of Bilingual Education, and other consultants. These opportunities were aimed at enhancing writing skills and promoting equity across the curriculum.

#### Action 7.5: Additional Staffing

Teachers engaged in collaborative team meetings within the PLC framework, utilizing designated release time for data review and instructional planning to improve educational outcomes.

#### Action 7.6: English Learner Supports

An additional Bilingual Instructional Assistant was hired to provide targeted support for English learners in academic courses, enhancing their learning experience.

#### Action 7.7: Learning Labs

NWEA data was utilized to identify student skill gaps, leading to targeted interventions conducted by a credentialed teacher during elective periods. Supplemental programs such as IXL and Next Gen Math were implemented to aid in student remediation.

#### Action 7.8: Student Recognition

Students were acknowledged for their improved behavior and academic progress, which included recognition events and study trips as incentives and rewards.

#### Action 7.9: Equity Based Supports

Academic mentors successfully met with students to help them develop long-range goals, providing guidance and support in their educational journeys.

#### Not Implemented Action

##### Action 7.2: Wellness Center

This action was identified as a capital expense and was not implemented. As a result, there is no current plan to continue this action within this Local Control and Accountability Plan (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.

The district considers expenditures greater or less than 15% of the budgeted amount as a material difference.

Action 7.1 has a material difference as the Unity Camp came in under projected costs. Additionally, some costs were coded to Action 7.3 that should have been coded to 7.1, for example transportation.

Action 7.2 has a material difference due to the action being eliminated. All funds allocated to this action will be dispersed to other actions.

Action 7.3 is overbudget. This action had additional expenses that were miscoded and should have been coded in Action 7.1 and 7.6.

Action 7.4 has a material difference. The initial contract with Solution Tree was only for a 6 month period. The professional learning communities will continue through the 25/26 school year.

Action 7.5 is underbudget for the same reason as Action 7.4. Although implemented with fidelity, it got a slow start and therefore it was not implemented for the entire year.

Action 7.6 has a material difference due to a coding error on the district's part. The person was hired and will be processed with the appropriate budget string moving forward.

Action 7.8 has a material difference due to challenges in procuring items that met the guidelines for purchasing student recognition materials.

Action 7.9 has a material difference due to challenges in securing contracts for mentoring services.

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

Based on the data, there is mixed effectiveness of this goal at Lakeview Leadership Academy; however, several key successes can be highlighted:

**Suspension Rate:** Metric 7.1 was met with mixed results. The suspension rate for All Students declined from 18.5% to 16.3%. Hispanic and LI saw similar declines. Despite those successes, other student groups saw increases in suspension rates and will now be monitored for progress. However, local data from the site suspension tracker shows significant declines, and LLA anticipates a 69% reduction in suspension rates in 2025. This showcases the effectiveness of Actions 7.1 and 7.3. Unity forums (quarterly) provided students the opportunity to understand the support available to them through their school community. Intervention counselors supported Tier 2 and 3 interventions and the implementation of student study teams.

**English Language Arts:** Metric 7.2 saw significant declines on the CA Dashboard. AA declined 18 points, and All Students were added to the metric on the 2024 dashboard. However, local data from STAR (local assessment) growth and NWEA Map growth is showing that Actions 7.4 through 7.9 are demonstrating effectiveness. This is especially reflective in Action 7.4, in which professional learning brought in a writing consultant, leading to a minimum 1 grade level increase on STAR LEA and in Action 7.7, where at-promise students were enrolled in a Learning Lab to receive skills-based intervention resulting in 33% growth on the IXL post assessment.

**Mathematics:** Metric 7.3 demonstrated varied effectiveness. White students increased 12.8 points and EL students increased 6.8 points while All Students and AA maintained; however, Hispanic and SWD were added. The actions above (7.4, 7.5, 7.6, 7.7, 7.8, and 7.9) were

equally as successful in mathematics instruction based on local data, which shows an average of 1 year's growth in a 6 week period. This growth was supported through Action 7.5, in which teachers were provided release time to work on collaboration and the development of the PLC model; Action 7.8, which celebrated academic growth through student incentive assemblies and study trips; and Action 7.9 (Equity Based Supports), where students met with Academic Success mentors to set goals.

English Learner Progress Indicator: Metric 7.4 was maintained, and LTELs were added in 2024. Action 7.4 allows teachers of language learners to attend professional learning such as CAFE, and Action 7.6 provided a Bilingual Instructional Assistant and ensured all BIA's worked a 6 hour day.

Overall, the comprehensive and targeted actions have fostered an environment of academic growth and engagement and reduced suspensions. The effectiveness of this goal has provided mixed results and demonstrates a need to continue providing support for students and staff. Action 7.2 was not implemented, therefore effectiveness cannot be evaluated.

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

Goal 7 description was updated to include current target groups based on additional red indicators on the 2024 CA Dashboard. Metrics that were updated to include these additional lowest performing students groups include Metric 7.1 - Suspension Rate, which added Homeless, LTEL and SWD

Metric 7.2 - English Language Arts which added All Students, EL, Hispanic, LTEL, LI, SWD and W

Metric 7.3 - Mathematics which added Hispanic and SWD

Metric 7.4 - English Language Progress Indicator which added All Students and LTEL (a new metric to the Dashboard).

Metric 7.5 - Chronic Absenteeism is a new indicator to Goal 7. The student groups that are included in this metric are All Students, AA, EL, Hispanic, Homeless, LTEL, MR, LI, and W. This metric will be added to Actions 7.3, 7.8, and 7.9.

Action 7.2 was not implemented and not planned for future implementation. There will be no money allocated to this action.

Action 7.3 was expanded to include additional Tier 2 and Tier 3 supports.

Action 7.7 will be renamed from Learning Labs to Academic Success. This action will be expanded to include before and after-school tutoring.

Action 7.10 - Climate and Culture was added in order to create leadership programs that will address all metrics. The changes made to the actions within Goal 7 require a redistribution of allocated funds.

All metrics within this goal were updated to reflect the unit of measure.

Action descriptions were updated to reflect current student groups.

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

## Actions

Action #	Title	Description	Total Funds	Contributing
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, Homeless, LTEL, SWD, 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. This action has been discontinued.	\$0.00	No
7.3	Student behavioral supports	LLA will provide additional staff members such as an intervention counselor, an intervention administrator and a behavioral analyst, as well as the creation of a support based elective for students receiving tier 3 intervention for All Students including AA, Hispanic, Homeless, LTEL, ELs, SWD, MR and LI in order to support student behavioral goals and reduce suspension rates and increase attendance as measured by metric 7.1, and 7.5.	\$260,000.00	No
7.4	Professional Learning	LLA will provide additional professional learning such as conferences, workshops and professional consulting services and other resources (math manipulatives etc) for teachers of all students including AA, Hispanic, LTEL, SWD, W, LI and EL to improve academic achievement as measured by metric 7.2, 7.3 and 7.4.	\$200,000.00	No

Action #	Title	Description	Total Funds	Contributing
<b>7.5</b>	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
<b>7.6</b>	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
<b>7.7</b>	Academic Success	LLA will provide Mathematics and English Language Arts Learning Labs and tutoring programs 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, Hispanic, LTEL, SWD, W, LI and EL as measured by metrics 7.2, 7.3 and 7.4.	\$175,000.00	No
<b>7.8</b>	Student Recognition	Lakeview Leadership Academy will build an academic culture and community for all staff and students including AA,Hispanic, Homeless, LTEL, MR, W, LI, EL, SWD by utilizing the research-based framework established by Josten's Renaissance in order to support recognition for hard work attendance, field trips and student graduation as measured by metrics 7.2, 7.3 and 7.5.	\$54,000.00	No
<b>7.9</b>	Equity Based Supports	LLA will provide mentors for families (parents and students) of all students for academic, behavioral and socio-emotional supports as measured by metrics 7.1, 7.2, 7.3, 7.4 and 7.5.	\$40,000.00	No
<b>7.10</b>	Student Leadership for Inclusive School Culture	LLA will utilize student leadership programs that enable student voice, inclusion, and educational empowerment for all students in order to improve the climate and culture as measured by metrics 7.1, 7.2, 7.3, 7.4 and 7.5.	\$80,000.00	No

Action #	Title	Description	Total Funds	Contributing

# 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 African American (AA), ELs and SWDs by decreasing the distance from standard. The school will improve outcomes for all students including EL and Long-Term English Learners as measured by the English Learner Progress Indicator. The school will also decrease suspension rates for all students including AA, Foster Youth (FY) Homeless, LI, SWD, and Two or More Races (MR). Additionally, the school will 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.

<p>This goal is required by the state as Silverado High School (SHS) is identified an Equity Multiplier school. SHS qualifies for Equity Multiplier funds due to the prior year's instability rate of 30.7% and a socioeconomically disadvantaged rate of 76.7%. The Equity Multiplier funds are provided to schools to support student groups who scored lowest performing on state indicators on the CA School Dashboard.</p> <p>2023 CA School Dashboard data:</p> <p>Suspension Rate FY = 19.8% MR = 16.8%</p> <p>Graduation Rate SWD = 67%</p> <p>English Language Arts EL = -100.3 Distance from Standard (DFS) SWD = -116.7 DFS</p> <p>Math</p>
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EL = -197.2 DFS  
Hispanic = 147.2 DFS  
LI = 152.9 DFS  
SWD = -207.7 DFS

College and Career Indicator  
SWD = 5.4%

The 2024 CA Dashboard data reflects both areas of progress and challenges as compared to the 2023 baseline. The suspension rate declined for MR by 4.9%; however, FY experienced a modest increase of 1.4% and this became an All student indicator as well as the addition of student groups AA, Homeless, LI and SWD. The graduation rate for SWD increased 2.3%. In English Language Arts, the site experienced success with SWD demonstrating a 5.9 point increase, while EL maintained. However, AA was added to the metric due to a decrease in their scores. Mathematics demonstrated great success as all student groups increased, including a 21.5 point increase for LI and a 22.3 point increase for Hispanic students. The college and career indicator for SWD was maintained and will remain a focus for the site. The English Learner Progress Indicator was added in 2024 for All students, EL and LTEL.

Throughout the months of January - April 2025, 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 with the final date being 2/14/2025 and included representatives from FY, Hispanic, EL, LI and MR student groups. Student forums took place twice during the Spring semester, with the final date being 2/14/2025, 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 April 23, 2025.

The SHS needs assessment indicates that SHS teachers could benefit from specific professional development to meet the intensive needs of our students. Professional development must continue to include topics that support academic achievement in math for EL, SWD, LI, and Hispanic student groups. Academic achievement will continue to be addressed through classroom-based instructional coaches and dedicated data release days to work with data to determine student needs, as well as identify reteaching strategies and skill gaps. Additionally, Math 180 will continue to be used to support student groups. Students with disabilities (SWD) will continue to require support in the form of effective IEP implementation and assessments. SHS teachers will continue to 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 continue to be taken to support students' social and behavioral development. The needs assessment indicates a further need for intensive support for FY. In addition to a FY center, youth mentorships, home visits, and community outreach, the site will provide a new course offering. The Thrive class will ensure foster students start out with the resources and tools they need to be successful in their school day. SHS students and staff will continue to need additional support to manage behavior. SHS will continue to provide a Board Certified Behavioral Analyst (BCBA) and a Registered



Behavioral Technician (RBT). The needs assessment also revealed a need for students to continue participating 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 Metric: Percent of students suspended at least one day	2023 Ca Schools Dashboard: Suspension Rate FY = 19.8% MR = 16.8%  2024 CA Schools Dashboard All students = 11.2% AA = 23.3% Homeless = 16.3% LI = 11.6% SWD = 13.9%	2024 Ca Schools Dashboard: Suspension Rate FY = 21.2% MR = 11.9% All students = 11.2% AA = 23.3% Homeless = 16.3% LI = 11.6% SWD = 13.9%		2026 Ca Schools Dashboard: Suspension Rate FY = 10% MR = 12% All students = 8% AA = 12% Homeless = 12% LI = 8% SWD = 10%	FY increased 1.4% MR declined 4.9% All students = not applicable AA = not applicable Homeless = not applicable LI = not applicable SWD = not applicable
8.2	CA Schools Dashboard: Graduation Rate Metric: Percent of cohort graduated	2023 CA Schools Dashboard: Graduation Rate SWD = 67%	2024 CA Schools Dashboard: Graduation Rate SWD = 69.3%		2026 CA Schools Dashboard: Graduation Rate SWD = 75%	SWD increased 2.3%
8.3	CA Schools Dashboard: English Language Arts Distance from Standard (DFS) Metric: ELA Distance from Standard	2023 CA Schools Dashboard: English Language Arts Distance from Standard (DFS) EL = -100.3 DFS SWD = -116.7 DFS  2024 CA Schools Dashboard	2024 CA Schools Dashboard: English Language Arts Distance from Standard (DFS) EL = -99.6 DFS SWD = -110.9 DFS AA = -58.2 DFS		2026 CA Schools Dashboard: English Language Arts Distance from Standard (DFS)  EL = -90 DFS SWD = -100 DFS AA = -45 DFS	EL maintained 0.7 points SWD increased 5.9 points AA not applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AA = -58.2 DFS				
8.4	CA Schools Dashboard: Mathematics Distance from Standard (DFS) Metric: Math Distance from Standard	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	2024 CA Schools Dashboard: Mathematics Distance from Standard (DFS)  EL = -184.4 DFS H = -124.9 DFS LI = -131.4 DFS SWD = -188.2 DFS		2026 CA Schools Dashboard: Mathematics Distance from Standard (DFS)  EL = -185 DFS H = -137 DFS LI = -142 DFS SWD = -195 DFS	EL increased 12.8 points Hispanic increased 22.3 points LI increased 21.5 points SWD increased 19.6 points
8.5	CA Schools Dashboard: College/Career Metric: Percent of students prepared for College/Career	2023 CA Schools Dashboard: College/CareerSWD = 5.4%	2024 CA Schools Dashboard: College/Career SWD = 7.2%		2026 CA Schools Dashboard: College/Career  SWD = 11%	SWD maintained 1.8%
8.6	CA Schools Dashboard: English Learner Progress Indicator Percentage of EL students making progress Metric: Percent of student making progress toward English proficiency	2024 CA Schools Dashboard: English Learner Progress Indicator  All students = 32.1% EL = 32.1% LTEL = 33.1%	2024 CA Schools Dashboard: English Learner Progress Indicator  All students = 32.1% EL = 32.1% LTEL = 33.1%		2026 CA Schools Dashboard: English Learner Progress Indicator  All students = 45% EL = 45% LTEL = 45%	All students not applicable EL not applicable LTEL not applicable

## Goal Analysis [2024-25]

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.

As this initiative is part of a three-year implementation plan, we anticipated partial implementation in Year 1. While not all budgeted expenditures were utilized—primarily due to staffing limitations, scheduling logistics, and the phased nature of certain initiatives—early outcome data indicate that even partial implementation has contributed significantly to student growth.

### Fully Implemented Actions:

#### Action 8.6: Technology Supports for Students

Funds were allocated for the purchase of color printers and other applications designed to support necessary modifications aimed at improving outcomes for students with disabilities (SWD).

#### Action 8.8: STEM Activities

A significantly expanded makerspace was established, facilitating hands-on learning experiences related to STEM content.

#### Action 8.9: Study Trips

Expanded opportunities were created for students to participate in college trips, regardless of their designated courses or programs.

### Partially Implemented Actions:

#### Action 8.1: Community Outreach

Successes: Mentorship programs were successfully provided.

Challenges arose in securing transportation services needed for home visit teams.

#### Action 8.2: Student Behavioral Supports

Successes: Ongoing support from Therapy Travelers was successful.

Challenges: Difficulties were encountered in finding a well-suited Board Certified Behavioral Analyst for SHS.

#### Action 8.3: Foster Youth Center

Successes: Basic necessities were available, enabling students facing obstacles to participate in events.

Challenges: The primary challenge was locating a designated space for the center.

#### Action 8.4: Staff Support for Student Achievement

Successes: Substitutes and instructional assistants were effectively provided.

Challenges: Utilizing staff for coaching presented challenges.

#### Action 8.5: Teacher Professional Learning

Successes: Teachers were successfully sent to professional conferences.

Challenges: Obstacles were faced in securing a contract for content coaching from an external vendor.

#### Action 8.7: A-G and Grad Rate

Successes: Additional support was successfully provided in the areas of A-G requirements and graduation rates for SWD.

Challenges: The challenge was the inability to offer site-specific summer school programs.

#### Action 8.10: Literacy

Successes: A book vending machine and high-interest literature were successfully introduced.

Challenges: Organizing author visits proved to be challenging.

Action 8.11: This action was overlapped objectives with existing initiatives in Action 8.9. A reassessment is underway to identify unique contributions this action could make toward improving student support services.

Successes: A small number of student study trips were taken to support student recognition for improved academic success.

Challenges: There was confusion over coding of incentive study trips and college trips to increase graduation rate. Additionally, this was the first year of this action and it took time to be rolled out.

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

The district considers expenditures greater or less than 15% of the budgeted amount as a material difference.

Action 8.1 has a material difference due to the processing of a contract for transportation services.

Action 8.3 has a material difference due to the lack of space to provide for a foster youth center.

Action 8.4 has a material difference due to shifts in organizational strategies. The need for coaching remains a focus but will be delivered by the district coordinators through the Rise program.

Action 8.5 has a material difference due to the inability to procure a contract for content coaching. This will be addressed in much the same way as Action 8.4.

Action 8.6 has a material difference due to technology expenses coming in for less than anticipated.

Action 8.7 has a material difference due to compliance hurdles in offering site specific summer classes.

Action 8.9 has a material difference due to confusion caused by having overlapping initiatives and miscoding between 8.11. Additionally, the college visits were overlapping with and charged to AVID (LCAP Goal 1.3) and the Legacy Program (Goal 1.4) and the Heritage Program (Goal 4.2). This has been addressed in the 25/26 LCAP.

Action 8.10 has a material difference due to the inability to procure a contract for author visits.

Action 8.11 has a material difference due to some confusion around coding and the similar language to Action 8.9. Some training and close monitoring of purchase orders will help to ensure the actions support the appropriate metrics.

### Effectiveness of Actions at Silverado High School Suspension Rate (Metric 8.1):

**Successes:** The suspension rate for MR students showed a notable decline from 16.8% to 11.9%, reflecting progress in addressing behavioral issues among this group. Actions 8.9 (study trips) and 8.11 (student recognition) encouraged positive behavior.

**Challenges:** Despite improvements for MR students, the rate for FY increased by 1.4%, and other student groups experienced rising suspension rates. This indicates a need for sustained focus on behavioral supports.

**Actions to Address:** Continued implementation of Action 8.1 (Community Outreach), Action 8.2 (Student Behavioral Supports), and Action 8.3 (Foster Youth Support) is essential for addressing disparities in suspension rates across different groups.

### Graduation Rate and College and Career (Metric 8.2 and 8.5):

**Successes:** A 2.3% increase for SWD and a maintained 1.8% increase in College and Career readiness underscore the effectiveness of certain actions.

**Contributory Actions:** The success can largely be attributed to Action 8.5 (professional learning opportunities for teachers) and Action 8.6 (resources for SWD, such as assistive technology). This highlights the importance of targeted professional development and resource allocation. Action 8.7 provided for an A-G specialist which led to increases for SWD. Action 8.9 provided study trips for students to visit colleges and see real world career opportunities.

### English Language Arts (Metric 8.3):

**Mixed Results:** While SWD saw a significant increase of 5.9 points, the performance of other groups declined. This variation indicates that while some interventions are effective for specific populations, others need more attention.

**Successful Actions:** The introduction of a book vending machine and high-interest literature under Action 8.10 contributed positively to SWD performance. However, the decline in other groups signals a need for the full implementation of Action 8.1 and the introduction of Action 8.11 to enhance overall engagement and support.

### Mathematics (Metric 8.4):

**Significant Achievements:** All student groups showed significant improvements, particularly LI and Hispanic students, with increases of 21.5 points and 22.3 points, respectively.

**Effective Strategies:** The successes were largely due to the implemented actions, including Action 8.4 (roving substitutes and instructional assistants), Action 8.5 (teacher development opportunities), and Action 8.8 (expansion of the Makerspace). This comprehensive support framework appears to be effective in promoting mathematics achievement across diverse student groups.

### Conclusion

Silverado High School demonstrated a range of outcomes across different metrics, with notable successes in some areas and challenges in others. The positive results in suspension rates for MR students, graduation rates, and mathematics performance underscore the effectiveness of targeted interventions and resources. However, the needs of specific populations, such as FY and other groups in English

Language Arts, highlight areas where further improvement and consistent action are required. The overlapping initiatives in Actions 8.9 and 8.11 cannot be evaluated for effectiveness individually as the study trips were not coded correctly. The specific expenditures will be clarified for the 2025/26 school year.

Continued focus on collaborative, community-oriented initiatives and support systems is necessary, ensuring that all student groups benefit equitably from the strategies implemented. The path forward should include reassessing and potentially adjusting the deployed actions based on observed effectiveness, working towards greater overall success and equity among all student populations.

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

Goal 8 description was updated to reflect the changing target groups revealed in the 2024 CA School Dashboard metrics.  
Metric 8.1 - Suspension Rates observed increases leading to the following groups being in the lowest performance indicator on CA Dashboard: All students, AA, Homeless, LI and SWD  
Metric 8.6 - English Learner Progress Indicator was added with All students, EL and LTEL student groups as these student groups declined to the lowest performance indicator. This metric will be added to Actions 8.4, 8.5, 8.10 and 8.11.

Action 8.1 was updated to include changing target groups.  
Action 8.2 was expanded to include additional security measures as suggested by community partner feedback.  
Action 8.3 was renamed from Foster Youth Center to Foster Youth Supports in order to expand the supports provided to FY through the addition of a Thrive course that will ensure these students get a good start to their day, as well as all related costs for the appropriate implementation of this course.  
Action 8.7 was reworded to eliminate site specific summer school and provide greater focus on transcript review.  
Action 8.8 was fully implemented and will be discontinued.  
Action 8.10 is not being continued. The literature required to restock the book vending machine will be moved to Action 8.11.

Action descriptions were update to reflect current student groups.

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

**Actions**

Action #	Title	Description	Total Funds	Contributing
8.1	Community Outreach	SHS staff will establish community outreach services for all students with a particular focus on AA, EL, Hispanic, Homeless, FY, LI, MR and SWD by creating home visit teams, offering student mentorship, providing parent	\$280,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
<b>8.2</b>	Student Behavioral Supports	SHS will hire additional personnel, including a Board Certified Behavioral Analyst and a Registered Behavioral Technician. SHS will also enhance security measures and site administration to oversee the implementation and effectiveness of interventions for all students, particularly focusing on AA, FY, H, LI, MR, and SWD in order to assist with resources to address behavioral issues and improve student performance, which will be evaluated using metric 8.1.	\$320,000.00	No
<b>8.3</b>	Foster Youth Support	SHS will establish a Thrive course and 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 basic needs so students can focus on learning as measured by metric 8.1.	\$70,000.00	No
<b>8.4</b>	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 AA, EL, Hispanic, LI, LTEL and SWD for the purpose of providing release time for teachers to collaborate and co-teach lessons as well as offer content-specific support to families in order increase academic achievement in English Language Arts, Mathematics and English Language acquisition as measured by metrics 8.3, 8.4 and 8.6.	\$200,000.00	No
<b>8.5</b>	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 AA, EL, Hispanic, LTEL, SWD and LI for the purpose of improving academic outcomes in English Language Arts and mathematics as measured by metrics 8.2, 8.3, 8.4 and 8.6.	\$100,000.00	No



Action #	Title	Description	Total Funds	Contributing
<b>8.6</b>	Technology Support for Students	SHS will provide access to additional technology and intervention platforms such as Math180 for All students with focus on AA, 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
<b>8.7</b>	A-G and Graduation Rate	SHS will add support to monitor A to G eligibility and review transcripts 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
<b>8.8</b>	STEM activities	This action is discontinued for the 2025/26 school year as it has been fully implemented. 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. This action was fully implemented and will be discontinued.	\$0.00	No
<b>8.9</b>	Study Trips	SHS will expand opportunities for educational study trips for All students with a specific focus on AA, Homeless, LI, 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.	\$150,000.00	No
<b>8.10</b>	Literacy	This action is not being continued in the 2025/26 school year. Expenditures for additional books will be moved to Action 8.11. 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. This Action was fully implemented and will not be continuing.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
8.11	Student Recognition	SHS will establish a framework to build academic culture and community for all staff and students, with a focus on AA, EL, Hispanic, Homeless, LI, LTEL and SWD, 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, 8.5 and 8.6.	\$150,000.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
9	By June 2027, Victor Valley High School will increase academic achievement in Mathematics for all students with a focus on AA, EL, Hispanic, LI, LTEL and SWD and English Language Arts for all students with a focus on AA, Hispanic, LI and SWD 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)
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An explanation of why the LEA has developed this goal.

<p>This goal is required by the state as Victor Valley High School (VVHS) is identified an Equity Multiplier school. VVHS qualifies for Equity Multiplier funds due to the prior year's instability rate of 28.3% and a socioeconomically disadvantaged rate of 84.8%.The Equity Multiplier funds are provided to schools to support student groups who scored lowest performing on state indicators on the CA School Dashboard.</p> <p>English Language Arts: All students = -72.8 Distance from Standard (DFS) AA = -108.3 DFS H = -67 DFS LI = -79.3 DFS</p> <p>Mathematics All Students = -169 Distance from Standard AA = -220.6 DFS H = -160 DFS LI = -174.4 DFS</p> <p>English Learner Progress ELs = 28.6%</p> <p>College/Career SWD = 4.7%</p>
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## Graduation Rate

FY = 71%

SWD = 65.9%

The 2024 CA Dashboard data reflects both areas of progress and challenges as compared to the 2023 baseline. English Language Arts saw significant increases. All students increased 38.4 points, LI increased 45.2 points and AA had a tremendous increase of 57.9 points. Mathematics had similar increases. All students increased 17.4 points, LI increased 22 points and AA increased by 55.4 points. Despite those successes, other student groups saw declines in Mathematics and ELA and will now be monitored for progress. The English Learner Progress Indicator also had significant increases from 28.6% in 2023 to 48.7%

Throughout the months of March and April 2025, 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 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: 3/20/25 and 4/14/25

School Site Council Meetings: 3/10/25 and 4/9/25

Parent/Community Meetings (ELAC): 2/6/25

Student Forums: 2/6/25

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 continued need for professional development in equity-based grading, Math and English strategies, and the collaborative teaching model. Solutions included continuing to utilize resources like Solution Tree, West Ed, attending conferences, and working with department coaches.

Additionally, there was a call to continue providing targeted A-G support in all grade levels, with resources such as A-G grade level coordinators and incentives for maintaining A-G eligibility. It was also emphasized that consistent data review and analysis continue to be important in guiding instructional practices, with suggestions for resources like a data coach, pull-out days for collaboration and mentoring, 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 continuing with 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 continue 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 May 1, 2025.

## 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) Metric: Distance from Standard	2023 CA School Dashboard: English Language Arts Distance from Standard (DFS)  All students = -72.8 DFS AA = -108.3 DFS H = -67 DFS LI = -79.3 DFS  2024 CA Schools Dashboard: SWD = -155.1 DFS	2024 CA School Dashboard: English Language Arts Distance from Standard (DFS)  All students = -34.4 DFS AA = -50.5 DFS H = -28.3 DFS LI = -45.2 DFS SWD = -155.1 DFS		2026 CA School Dashboard: English Language Arts  All students = -62 DFS AA = -85 DFS H = -55 DFS LI = -62 DFS SWD = -125 DFS	All students increased 38.4 points AA increased 57.9 points Hispanic increased 38.7 points LI increased 45.2 points SWD not applicable
9.2	CA School Dashboard: Mathematics Distance from Standard (DFS) Metric: Distance from Standard	2023 CA School Dashboard: Mathematics: Distance from Standard (DFS)  All Students = -169 AA = -220.6 DFS H = -160 DFS LI = -174.4 DFS  2024 CA Schools Dashboard	2024 CA School Dashboard: Mathematics: Distance from Standard (DFS)  All Students = -151.7 AA = -165.1 DFS H = -148.6 DFS LI = -152.4 DFS		2026 CA School Dashboard: Mathematics  All Students = -160 DFS AA = -200 DFS H = -140 DFS LI = -160 DFS EL = -160 DFS LTEL = -170 DFS SWD = -200 DFS	All students increased 17.4 points AA increased 55.4 points Hispanic increased 11.4 points LI increased 22 points EL not applicable LTEL not applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL = -196.3 DFS LTEL = -209.4 DFS SWD = -221.5 DFS	2024 CA Schools Dashboard EL = -196.3 DFS LTEL = -209.4 DFS SWD = -221.5 DFS			SWD not applicable
9.3	CA School Dashboard: English Learner Progress Metric: Percent of students making progress toward English Proficiency	2023 CA School Dashboard: English Learner Progress ELs= 28.6%	2024 CA School Dashboard: English Learner Progress ELs= 48.7%		2026 CA School Dashboard: English Learner Progress ELs = 45%	EL increased 20.2%
9.4	CA School Dashboard: College/Career Metric: Percent of students who are prepared for college/career.	2023 CA School Dashboard: College/Career SWD = 4.7%	2024 CA School Dashboard: College/Career SWD = 1.1%		2026 CA School Dashboard: College/Career SWD = 12%	SWD declined 3.6%
9.5	CA School Dashboard: Graduation Rate Metric: Percent of cohort graduated	2023 CA School Dashboard: Graduation Rate FY = 54.5% SWD = 65.9%	2024 CA School Dashboard: Graduation Rate FY = 66.7% SWD = 63%		2026 CA School Dashboard: Graduation Rate FY = 85 SWD = 78%	FY increased 12.1% SWD declined 2.9%

## Goal Analysis [2024-25]

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.

All actions within this goal were fully implemented as planned:

Action 9.1: Professional learning was delivered by WestEd and Solution Tree, along with expanded opportunities for conference attendance.  
Successes: Professional learning supported Special Education staff and culture agreements were created.  
Challenges: Shifting priorities from a mid-year change in leadership.

Action 9.2: Flexible furnishings from Sierra School Equipment were installed in math and English classrooms to promote collaboration, enhance engagement, and accommodate diverse learning styles.  
Successes: new furnishings established collaborative environments and created a college going culture.  
Challenges: There weren't any challenges except that administration would have liked this to be a schoolwide initiative.

Action 9.3: Direct support for teachers was successfully provided through mentoring, lesson planning, and the sharing of best practices.  
Successes and Challenges were both tied to the change in leadership and shifting priorities. This action will require more detailed attention in the 2025/26 school year.

Action 9.4: Multiple resources and mentoring were made available for Foster Youth.  
Successes: Mentors came on campus weekly to provide support to FY.  
Challenges: There were no real challenges to implementation.

Action 9.5: Effective mentoring for African American males was provided through the community based Amazing Grace program.  
Successes: Mentors came on campus weekly to provide support to AA leading to improved academic outcomes.  
Challenges: There were no real challenges to implementation.

Action 9.6: Staff were given opportunities to review transcripts and meet with students to discuss A-G eligibility.  
Successes: Staff were trained and met with students in all grades to do transcript review  
Challenges: It took a number of months to get a system in place to make the transcript review a meaningful interaction with students.

Action 9.7: Additional hours were allocated for Bilingual Instructional Assistants (BIAs) to support English Learners, along with the purchase of translation devices for direct support to students and families.  
Successes: BIAs were able to support ELs throughout the entire school day.  
Challenges: Challenges lie in continuing to support students in the courses they are needed most.

Action 9.8: Student performance was recognized, and motivational rewards were provided to enhance engagement.  
Successes: Activities were put in place to incentivize in a number of academic areas.  
Challenges: Continuing to ensure incentives are meaningful and tied to improved performance.



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

The district considers expenditures greater or less than 15% of the budgeted amount as a material difference.

A number of material differences exist due to a mid-year change in leadership.

Action 9.1 has a material difference due to overbudgeting of three years of professional development instead of one year. This action was fully implemented as mentioned above however, the cost for professional development for the one year came in under what was estimated.

Action 9.2 was over budget due to the rising cost of classroom furniture

Action 9.3 has a material difference due to over estimating the staffing costs.

Action 9.6 was overbudget due to a coding error. The purchase orders attached to this budget string will be moved to the correct action.

Action 9.7 has a material difference due to over estimating the cost of staffing.

Action 9.8 has a material difference due to the overbudgeting of three years of projected costs instead of one year. Additionally there were some coding errors in which staffing costs were coded to another action.

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

Based on the data, there is mixed effectiveness of this goal at Victor Valley High School; however, several key successes can be highlighted:

Metric 9.1 (English Language Arts) - From the 2023 to 2024 CA School Dashboard, each student group shows improvement in ELA distance from standard (DFS): All students improved by 38.4 points (-72.8 to -34.4). African American (AA) students improved by 57.8 points (-108.3 to -50.5).

Hispanic (H) students improved by 38.7 points (-67 to -28.3). Low-Income (LI) students improved by 34.1 points. Action 9.1, which focused on professional learning and collaboration appears effective, particularly for African American students, who saw the most significant improvement. The support for equity-based grading and ELA strategies likely contributed to these gains. However, students with disabilities (SWD) did not show improvement, indicating a need for more targeted monitoring for this group. Action 9.3, the additional staffing hours, academic coaching, and mentorship for lead teachers have been effective in enhancing student achievement across ELA and Math. The improvements among AA, H, and LI students indicate that this comprehensive support has positively impacted their academic progress. The focus on evidence-based instructional strategies likely helped in addressing diverse student needs.

Metric 9.2 (Mathematics) - From the 2023 to 2024 CA School Dashboard, the Mathematics DFS shows improvement: All students improved by 17.3 points (-169 to -151.7). African American (AA) students improved by 55.5 points (-220.6 to -165.1). Hispanic (H) students improved by 11.4 points and Low-Income (LI) students improved by 22 points. The initiative focused on creating unique learning spaces, Action 9.2, appears effective, especially for AA and LI student groups, which saw significant improvements. These learning spaces likely facilitated collaboration and critical thinking, contributing to better access to the curriculum and increased achievement. However, the data for EL, LTEL, and SWD groups suggests further monitoring is needed for these students. Action 9.5, the mentoring program provided by Amazing Grace appears to have been successful in supporting AA male students, as evidenced by substantial improvements in both ELA and Mathematics. These gains suggest that the program effectively addressed disparities in academic achievement for AA males compared to other student groups. The personalized support and mentoring likely contributed to increased confidence and academic performance. Action 9.8, the establishment of an academic culture and community framework, along with the employment of a data coach, appears to have been effective in improving Mathematics performance, especially for AA, H, and LI students. The notable improvement among AA students

suggests that the data-driven approach successfully recognized and addressed performance gaps. The focus on motivating students through materials, activities, and study trips likely contributed to engagement and academic gains.

**Metric 9.3 - English Learner Progress Indicator:** The English Learner Progress Indicator (ELPI) shows a notable increase from 28.6% in 2023 to 48.7% in 2024, indicating a 20.1 percentage point improvement. This suggests that Action 9.7, providing additional hours for Bilingual Instructional Assistants (BIAs) has been effective in supporting English Learners (ELs). The BIAs played a crucial role in providing homework help, translation, and assignment support, which contributed to improved academic performance. Additionally, their efforts to connect with parents enhanced communication and engagement, further supporting EL progress.

**Metric 9.4 - College and Career:** The College/Career Indicator (CCI) for Students with Disabilities (SWD) decreased from 4.7% in 2023 to 1.1% in 2024, indicating a 3.6 percentage point decline. This suggests that Action 9.6 taken may not have been effective in improving college and career readiness for SWD. The decline suggests that while the A-G coordinators and college-related activities were intended to support students, they may not have sufficiently addressed the specific needs of SWD. It may be beneficial to provide additional training to the coordinators and allow additional time to determine effectiveness.

**Metric 9.5 - Grad Rate:** The Graduation Rate for Foster Youth (FY) increased from 54.5% in 2023 to 66.7% in 2024, indicating a 12.2 percentage point improvement. This suggests that Action 9.4, providing targeted support, such as pull-out services, tutoring, and mentoring, has been effective in improving graduation rates for Foster Youth. This significant increase indicates that the support initiatives likely provided personalized attention and resources that effectively addressed the unique challenges faced by Foster Youth, contributing to their academic success and graduation. However, the Graduation Rate for Students with Disabilities (SWD) decreased slightly from 65.9% to 63%, suggesting a need for additional or revised strategies for SWD.

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

Goal 9 description has been updated to reflect the target groups represented by the 2024 CA Schools Dashboard.

Metric 9.1 - ELA added SWD as this group declined and is now going to need additional monitoring.

Metric 9.2 - Mathematics added EL, LTEL and SWD as these groups declined to the lowest performing indicator and now need additional monitoring.

Action 9.1 was reworded to address the shifting priorities of the site under new leadership. The staff did not wish to pursue professional learning on Equity-Based Grading.

Action 9.3 description was changed to bring more clarity to the purpose of the action. Additionally an administrator was added to monitor the Equity Multiplier actions for implementation and monitor effectiveness.

Action 9.4 - Youth Advocates Mentoring will be changed to Targeted Support Initiative for Foster Youth. The original action limited the support. This change will support expanding mentorships and other services for Foster Youth.

Action 9.5 - Amazing Grace Mentoring will be changed to Mentorship to Close Achievement Gaps for AA. The original action limited the support. This change will expand the supports provided to African American males through this action.

Action 9.9 - Targeted Learning Enhancements was added to increase access to resources that support student achievement. It will be measured by metrics 9.1-9.5 to support all academic areas.

Action descriptions were update to reflect current student groups.

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

## Actions

Action #	Title	Description	Total Funds	Contributing
9.1	Professional Development	VVHS supports opportunities to participate in additional professional learning focused on 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, SWD, EL, LTEL, H and LI to improve outcomes and increase academic achievement as measured by metrics 9.1 and 9.2.	\$470,000.00	No
9.2	Learning Environment	VVHS will develop an initiative aimed at enhancing student achievement for all students with a focus on AA, SWD, EL, LTEL, H, LI through designated, unique learning spaces for students to collaborate in math and English classes to increase critical thinking and problem-solving to enable better access to the curriculum and increase achievement as measured by metrics 9.1 and 9.2.	\$600,000.00	No
9.3	Additional Staffing	VVHS will enhance staffing to provide direct support for all students, including AA, H, SWD, EL, LTEL, LI populations. This initiative will facilitate the use of substitute teachers to give teachers dedicated release time for mentorship, modeling lessons, and supporting other evidence-based instructional strategies, as well as adding a site administrator to actively monitor the implementation of these strategies and assess their effectiveness. The success of this action will be evaluated using metrics 9.1 and 9.2.	\$400,000.00	No

Action #	Title	Description	Total Funds	Contributing
<b>9.4</b>	Targeted Support Initiative for Foster Youth	VVHS will provide additional targeted support for Foster Youth including pull out services, tutoring and mentoring in order to improved graduation rates. This action is focused on Foster Youth and will be measured by metric 9.5.	\$50,000.00	No
<b>9.5</b>	Mentorship to Close Achievement Gaps for AA	VVHS will provide mentoring for academic support in ELA and math for AA 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 students and will be measured by metrics 9.1 and 9.2.	\$84,000.00	No
<b>9.6</b>	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
<b>9.7</b>	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
<b>9.8</b>	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, LTEL, SWD, EL, H and LI student groups as measured by metric 9.2.	\$470,000.00	No

Action #	Title	Description	Total Funds	Contributing
<b>9.9</b>	Targeted Learning Enhancements	VVHS 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 All Students with focus on AA, EL, Hispanic, LI, LTEL, FY, and SWD student groups as measured by metrics 9.1 and 9.2.	\$75,000.00	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%

The 2024 CA Dashboard data reflects areas of challenge as compared to the 2023 baseline. The College and Career Indicator showed a decline in 2024. All students fell from 1.7% to 0% which is considered maintained.

Overall, the student feedback from the forum on February 14th at Goodwill High School is mostly positive. Students enjoy the atmosphere, the opportunities for credit recovery such as the APEX program, and feel that the smaller class sizes continue to work well for them. They appreciate the counseling staff and continue to recognize some staff members 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 continues to be less chaos and fewer issues at Goodwill compared to traditional high schools.

However, some areas need improvement. Students feel that the staff could continue to be more caring and engaged. Additionally, there is a lack of A-G courses. Finally, the students continue to have concerns about the length of time it takes to receive 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 class, in order to continue to increase the offerings of A-G pathways. Additionally, the site will continue to work with consultants from the 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 continue to be added as well. Meeting the diverse needs of the students enrolled at GHS continues to be a priority for all community partners.

The community partners meeting took place on 2/14/25. 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. This plan was approved by the School Site Council on May 6, 2025.

## 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 Metric: Percent of students who are prepared for college/ career.	2023 CA School Dashboard - College/Career All students = 1.7% H = 1.3% LI = 1.7%	2024 CA School Dashboard - College/Career All students = 0% H = 0% LI = 0%		2026 CA School Dashboard - College/Career All students = 10.7% H = 10.3% LI = 10.7%	All students maintained -1.7% Hispanic maintained -1.3% LI maintained - 1.7%

## Goal Analysis [2024-25]

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.

While Goodwill High School did not achieve measurable growth in the College and Career Indicator (CCI) during this reporting year, the partial implementation of various initiatives has laid important groundwork for future progress.

Partially Implemented Actions

Action 10.1 (Professional Learning)  
Successes: The school successfully facilitated staff participation in conferences and Professional Learning Communities (PLCs) that focused on college and career readiness strategies.  
Challenges: However, the translation of this knowledge into consistent, site-wide practices remains a challenge and an area for further development.



#### Action 10.2 (Community Outreach)

Successes: Initiatives included workshops and parent forums aimed at engaging the community.

Challenges: Turnout was limited, particularly among targeted Hispanic and low-income families, which hindered the intended impact of building robust home-school partnerships to support postsecondary readiness.

#### Action 10.3 (Student Recognition)

Successes: This initiative was partially implemented, with measures in place to motivate graduates.

Challenges: However, the lack of clear alignment with college and career milestones may have diminished its influence on student motivation and goal-setting.

#### Action 10.4 (Learning Environment)

Successes: Focused on making small improvements in physical learning spaces.

Challenges: More comprehensive supports—such as access to A-G aligned coursework and career exploration opportunities—were limited.

#### Action 10.5 (Additional Staffing)

Successes: Some targeted support was provided.

Challenges: However, staff capacity was not fully utilized to track and support CCI-specific interventions (e.g., dual enrollment, CTE completion, or A-G course success).

In summary, these actions were only partially implemented, and the lack of growth in the CCI highlights the need for deeper integration and coherence across all initiatives. As these actions are planned to span the 2024-2027 Local Control Accountability Plan (LCAP), they will receive greater emphasis in the coming year.

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

The district considers expenditures greater or less than 15% of the budgeted amount as a material difference.

GIS has constructed a 3-year plan. The administration had the intention to implement these actions, but they have not yet been put into place leading to material differences in all actions.

Action 10.1 has a material difference because of a late implementation of the contract with Solution Tree.

Action 10.2 has a material difference because of inefficiencies in execution and a lack of expertise on the unique nature of the program at GHS.

Action 10.3 has a material difference because of compliance issues and the struggle to find ways to motivate students at GHS.

Action 10.4 has a material difference because of delays in project implementation. The upgrades to the GIS site has already begun and will be reflected in the 25/26 LCAP update.

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

Effectiveness of Actions at Goodwill High School

College and Career (Metric 10.1) saw declines to 0.0% across all student groups.

The partial implementation of all Goal 10 actions impacted the effectiveness, consistent with the intended first-year phase-in of a multi-year plan. A key challenge was ensuring that professional learning and staffing efforts were directly connected to tangible College and Career readiness pathways, such as expanding access to CTE sequences, dual enrollment, or work-based learning. Additionally, family engagement efforts under Action 10.2 were limited by scheduling conflicts and inconsistent participation, reducing their reach and potential impact.

Action 10.3 is not yet demonstrating much growth toward effectiveness. The site continues to struggle with incentives to motivate student performance. Compliance issues impact the sites desire to provide specific rewards. They will address this in coming year through a survey to the students.

Action 10.4 is not yet demonstrating much growth toward effectiveness. This is due to the lack of space at the site. Community partners agree that significant changes to the learning environment are needed to add course offerings in support of access to CTE sequences but resources required for the project continue to be an obstacle.

One partially effective action was 10.1 which initiated site-based PLC discussions around the College and Career Indicator and equity outcomes, which began building a shared understanding of GHS’s needs. Another positive step was the addition of an Response To Intervention course for struggling mathematicians through Action 10.5, although refining their roles to target key CCI components will be essential moving forward. While effectiveness challenges were present, they also offered valuable insight into the supports and adjustments necessary for future growth.

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.

There are no new metrics or actions is being added at this time.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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	\$65,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
<b>10.2</b>	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
<b>10.3</b>	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
<b>10.4</b>	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.	\$40,000.00	No
<b>10.5</b>	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.	\$30,000.00	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 a 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)
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An explanation of why the LEA has developed this goal.

<p>Victor Valley Union High School District developed this Equity Multiplier goal at Adelanto High School to improve academic achievement and college and career readiness, as well as reduce suspension rates. A supportive and nurturing environment is essential for students to thrive academically and personally. Addressing social and emotional needs plays a critical role in overall well-being and success.</p> <p>This Equity Multiplier goal prioritizes providing support systems, wellness and additional personnel and resources to Adelanto High School to boost student engagement and implement targeted behavior and learning interventions.</p> <p>2023 California Schools Dashboard data:</p> <p>Suspension Rate FY = 27.5%</p> <p>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</p> <p>Mathematics All students = -160.8 DFS</p>
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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%

The 2024 California Dashboard highlights notable progress across all student groups at Adelanto High School, but most notably in Students with Disabilities and Foster Youth. These metrics reflect the effectiveness of current strategies and underscore the school's commitment to addressing areas of continued need. While Adelanto High School is no longer eligible for Equity Multiplier funding, the school has not yet achieved its goal of closing the negative distance from standard for EL students and believes that continued support for this indicator is needed not only for the identified student groups but for all students. Therefore, the school will continue with this goal.

Educational partners recommend the continuation of providing support for students to decrease suspension rates increase academic achievement and improve college and career readiness throughout the school site. These efforts aim to close equity gaps and ensure all students can achieve their full potential. The community feedback meeting was held on February 5, 2025. Parents provided thoughtful feedback on ways to enhance their children's educational experience, focusing on food options, class sizes, and the value of supportive programs like AVID and wellness workshops. The importance of communication and community engagement was also highlighted, pointing to a collaborative approach to improving student experiences at Adelanto High School.

The student feedback was also captured on February 5, 2025. The forum celebrated the success of the new Career and Technical Education (CTE) Barber Course, which has captured students' enthusiasm, evident in the stylish haircuts seen around campus. Additionally, the introduction of new Chromebooks received positive feedback, with students grateful for the technological upgrade from older models. However, students voiced concerns about several challenges. The Yearbook Club struggles with insufficient and malfunctioning cameras, hampering their ability to document memorable moments as their membership grows. Students also expressed that high ticket prices for dances and related expenses pose barriers for participation. Furthermore, uncomfortable classroom chairs not only detract from the learning experience but are also prone to breaking, prompting calls for a furniture upgrade.

Among the desired improvements, students requested incentives for excelling in the science CAASPP, akin to those offered in other subjects. They proposed general rewards, such as food trucks, to boost engagement for completing essential tasks. Accessibility for physical examinations was a pressing issue, with students needing more convenient options for transportation. Additionally, there were calls for expanding CTE offerings to include cooking, cosmetology, and driving programs to better support students without transportation. A strong desire emerged for more college exposure through study trips and visits; personal stories shared in the forum underscored the significant impact these experiences can have on students' futures. The library's limited selection, particularly in genres like self-help and fiction, was also highlighted as a concern.

The forum highlighted a growing interest in more 0 period course offerings to ease classroom crowding, as well as a push for enhanced college readiness programs that are inclusive of all students, not just those in AVID. Concerns about the Wellness Center's visibility and the stigma surrounding its use were brought to light, alongside a request for workshops focused on mental health to provide a safe space for students. While improvements in cafeteria operations have led to shorter lunch lines, students emphasized the need for continued strategies to streamline food distribution. Finally, reliable transportation options for varying schedules emerged as a critical need for accommodating students' commitments.

In summary, the Adelanto High School Student Forum provided an important platform for students to share their insights and recommendations, fostering a collaborative dialogue aimed at enhancing their educational experience. The plan was approved by the School Site Council on April 30, 2025.

## 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 Metric: Percent of students suspended for at least one day	2023 CA School Dashboard: Suspension Rate FY = 27.5%	2024 CA School Dashboard: Suspension Rate FY = 11.2%		2026 CA School Dashboard: Suspension Rate FY = 17.5%	FY declined 16.3%
11.2	CA Schools Dashboard: English Language Arts Distance from Standard (DFS) Metric: Distance from Standard	2023 CA Schools Dashboard: English Language Arts All students = -70.4 DFS AA = -102 DFS EL = -156.2 DFS H = -63.4 DFS LI = -71.8 DFS SWD = -180.2 DFS	2024 CA Schools Dashboard: English Language Arts All students = -28.2 DFS AA = -49 DFS EL = -108 DFS H = -21.3 DFS LI = -31.4 DFS		2026 CA Schools Dashboard: English Language Arts All students = -60 DFS AA = -80 DFS EL = -140 DFS H = -50 DFS LI = -60 DFS SWD = -165 DFS	All students increased 42.2 points AA increased 49 points EL increased 48.2 points Hispanic increased 42.1 points LI increased 40.4 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD = -122.4 DFS			SWD increased 57.9 points
11.3	CA Schools Dashboard - Mathematics Distance from Standard (DFS) Metric: Distance from Standard	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	2024 CA Schools Dashboard Mathematics All students = -147.1 DFS AA = -191.9 DFS EL = -209.7 DFS H = -139.4 DFS LI = -148.3 DFS SWD = -211.2 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	All students increased 13.7 points AA increased 13.4 points EL maintained 0.8 points Hispanic increased 13.4 points LI increased 14.1 points SWD increased 42.6 points
11.4	CA Schools Dashboard - College/Career Metric: Percent of students who are prepared for college/career.	2023 CA Schools Dashboard College/Career EL = 1.9% SWD = 5.1%	2024 CA Schools Dashboard College/Career EL = 12.9% SWD = 12.1%		2026 CA Schools Dashboard College/Career EL = 7% SWD = 10%	EL increased 11% SWD increased 7%

## Goal Analysis [2024-25]

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.

### Fully Implemented:

Action 11.2 was fully implemented, with professional learning opportunities provided by WestEd and Solution Tree, as well as a range of conferences supporting staff development.

Action 11.3 was successfully implemented, ensuring that teachers received Peer Assistance and Review (PAR) support and release hours to provide targeted instructional support.

Action 11.5 was fully implemented, incorporating motivational materials and professional development focused on Jostens Renaissance to foster a positive school culture.



Action 11.6 was fully implemented with the placement of flexible furniture, enhancing learning environments as intended.  
Action 11.7 was fully implemented, ensuring that necessary fees and materials were provided to support the initiative.

Partially Implemented:

Action 11.4 was partially implemented, with psychotherapy programs delivered through Clay Solutions. However, a key challenge remains, as the planned transportation services were put on hold, though they are still intended for future implementation.

Beginning Implementation:

Action 11.1 was not implemented as originally planned, as an alternative funding source was secured through the passage of a bond measure to support the construction of the Wellness Center. However, architectural drawings were contracted before the bond measure was passed and thus there was a minimal expense. Once the facility is completed, intervention specialists and psychologists will be placed within the center. However, this delay presents an ongoing challenge.

Overall, the implementation of these actions has been successful, as data indicates measurable improvements across key metrics.

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

The District considers expenditures greater or less than 15% of the budgeted amount as a material difference.

Action 11.1 Wellness Center has material difference. Another funding source may be used in the construction of the Wellness Center therefore these funds will stay allocated for this action for the 25-26 school year. The personnel planned for Action 11.1 will be on hold until after the Wellness Center is constructed.

Action 11.3 Staffing for Student Intervention has a material difference. The staffing for the student intervention including extra periods to support intervention courses cost more than originally budgeted.

Action 11.4 Support System has a material difference. The action is still planned, however the purchase of vans was put on hold for one more year. The site is planning on purchasing the vans in the 2025/26 school year.

Action 11.5 Student Recognition has a material difference. The school site did not expend all of its Equity Multiplier allocations as the budgeted amount was for the total three years of the plan. This goal will continue and the allocation has been adjusted.

Action 11.7 Foster Youth Support has a material difference. This item was slightly over budgeted as other funds were used to support the Foster Youth.

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

Based on the data and the successful implementation of Actions 11.2 through 11.7 at Adelanto High School, several key successes can be highlighted:

**Suspension Rate:** The reduction in the suspension rate for Foster Youth from 27.5% to 11.2% showcases the effective implementation of support systems such as engagement in school activities, which have contributed to a more supportive and inclusive environment, a direct result of Action 11.7. The partial implementation in Action 11.4 provided for psychotherapy programs which also contributed to the significant reduction in the suspension rate for foster youth.

**English Language Arts:** Significant improvements across all student groups, particularly for SWD and AA students, indicate that professional learning, instructional strategies, and the academic culture framework effectively enhanced engagement and achievement, including Action 11.6 (non-traditional learning spaces), 11.2 (professional learning), 11.3 (staffing for student intervention and progress monitoring), and 11.5 (student recognition).

**Mathematics:** Although improvements were less pronounced compared to ELA, the data reveals positive trends, especially for SWD and LI students, suggesting that the outdoor learning initiative and differentiated instruction are beginning to yield benefits. Please note the effective actions above.

**College/Career Readiness:** The substantial increase in readiness for EL and SWD students highlights the success of targeted interventions and monitoring efforts, supporting students in achieving post-secondary goals. Action 11.3, staffing for student intervention, positively impacted this result.

Action 11.1 was unable to be evaluated as it was not yet implemented.

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.

Although this school site is no longer eligible for Equity Multiplier funds, the goals will continue to focus on providing services and supports to students until all remaining funds are fully utilized. The goal description was updated to reflect the California School Dashboard metrics that impacted targeted student groups.

The following changes were made:

Action 11.2 was reworded to remove the Reading Apprenticeship.

Action 11.3 was reworded to remove the coordinator role and emphasize the need for additional hours for teachers and support staff as well as providing resources that will ensure students have basic needs met.

Action 11.4 will have minimal funds allocated for 2025/26. Psychotherapy programs will be funded from another source; however, the site desires the option to continue a relationship with Clay Solutions to provide culturally competent counseling.

Action 11.5 was reworded in an effort to expand the role student recognition plays in motivating greater effort in order to transform student outcomes. Additionally metric 11.4 was added to include College and Career readiness for EL and SWD.

Action 11.6 was fully implemented and no longer being funded.

Action 11.7 was changed to include a class period during the school day to support Foster Youth.

All metrics were updated with the unit of measure.

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

## Actions

Action #	Title	Description	Total Funds	Contributing
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.	\$350,000.00	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, and standards-based grading as well as providing access and opportunities for staff to attend conferences such as Good Teaching and the California Math Council annual conference in to order increase student efficacy and achievement as measured by metrics 11.2 and 11.3.	\$100,000.00	No
11.3	Staffing and Support for Student Intervention	AHS will provide staff and resources to expand academic and behavioral interventions that promote student achievement and well-being. This includes increased access to graduation support, A–G coursework, tutoring, and testing assistance in English and Math, as well as nutritional guidance for participants. Campus safety and suspension reduction will be addressed through added security and proactive behavioral supports. Targeted efforts will focus on AA, EL, H, LI, and SWD student groups, measured by metrics 11.1–11.4.	\$300,000.00	No
11.4	Support System	AHS will establish an academic support system to include home visit teams, psychotherapy programs and transportation services, in order to develop supportive home and school relationships and eliminate challenges that impede family engagement for our all students with focus	\$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
		on AA, EL, FY, H, LI and SWD to improve academic outcomes as measured by metric 11.1, 11.2 and 11.3.		
11.5	Student Recognition	Adelanto High School will establish a framework to build an academic culture and community for all staff and students, with a focus on AA, ELs, H, and LI, guided by the research-based Jostens Renaissance 6 R's formula. This framework will recognize academic achievement through study trips and other incentives that motivate students to engage in their academic success, including progress in English, Math, CTE, and Dual Enrollment courses. These efforts will support improved college and career readiness outcomes as measured by metrics 11.2, 11.3, and 11.4.	\$150,000.00	No
11.6	Non-traditional learning spaces	This action is being deleted as it has been achieved in the 2024/25 school year. 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.	\$0.00	No
11.7	Foster Youth Materials and Resources	AHS will support Foster Youth by providing a period during the school day which will ensure additional academic and socio-emotional supports. Additionally, resources and materials will be provided so FY have access to participate in school events and activities in order to remove obstacles to student participation and increase engagement in school as measured by metric 11.1.	\$35,000.00	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

The release of the 2024 CA Dashboard revealed that VVVA had made significant progress to closing the achievement gap for their students. The All student group increased 47.6 points in English Language Arts.

Feedback for Victor Valley Virtual Academy, particularly Goal 12, incorporates insights from both parents and staff involved with the Goodwill High School programs, intersecting with Goal 10 and 5 as well.

Feedback from the student forum on February 25th at Goodwill High School was predominantly positive. Students appreciate the atmosphere, the APEX program, and find the flexibility of the virtual program conducive to learning. They also welcome the new incentives aimed at fostering school spirit and improving attendance. However, several areas require attention. Students feel that staff do not fully understand their individual stories, particularly the reasons for their enrollment in this non-traditional setting. Additionally, there is a desire for more A-G courses and elective offerings, such as art and photography. Students have suggested that they would like to have access to the same extracurricular opportunities as students at other sites, including field trips, testing incentives, and sports. Students believe that integrating technology to support ELA through online resources and digital libraries could be beneficial.

During the community partners' meeting on February 25th, parental feedback echoed the sentiments of the students, emphasizing their appreciation for the individualized programs available for their children. They highlighted the importance of personalized support and program adaptations to accommodate diverse needs, suggesting that broader engagement in academic support would be beneficial. Consequently, educational partners have identified key priorities, including expanding instructional opportunities, strengthening in-school academic interventions, enhancing behavioral support resources, and providing additional academic counseling. These initiatives aim to improve

inequities across multiple campuses and programs, address equity gaps, and foster an inclusive environment where all students receive the support they need to achieve their full potential. A specific statement was 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. This plan was approved by the School Site Council on May 6, 2025.

## 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) Metric: Distance from Standard	2023 CA Schools Dashboard - English Language Arts  All Students = -88.8 Distance from Standard	2024 CA Schools Dashboard - English Language Arts  All Students = -41.2 Distance from Standard		2026 CA Schools Dashboard - English Language Arts All Students = -78.8 DFS	All students increased 47.6 points

## Goal Analysis [2024-25]

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.

Actions 12.1, 12.2 and 12.3 were partially implemented:

### Action 12.1 (Professional Learning)

Successes: Professional Learning was partially implement but contributed to improvement by supporting teacher development in virtual instructional strategies, literacy scaffolding, and data-driven instruction.

Challenges: The site reduced the size of the staff so getting training for such a small group presented a number of challenges.

### Action 12.2 (Community Outreach)

Successes: Outreach, while partially implemented, helped establish stronger connections with families by offering literacy support resources, parent workshops, and regular progress updates. Although participation varied, those families who engaged became more equipped to support student learning at home—an important factor in a virtual school setting.

Challenges: Challenges lay in participation. The site continues to struggling with the number of family members in attendance and this will continue to be a focus for the site. Challenges included inconsistent participation in parent outreach efforts due in part to competing

responsibilities and varied access to digital tools. Despite this, the school built stronger home-school partnerships and is refining outreach strategies for the coming year.

#### Action 12.3 (Student Recognition)

Successes: Recognition was partially implemented. The action played a motivational role by celebrating student growth and literacy milestones. This contributed to a stronger academic culture and encouraged student persistence, particularly among students who had previously struggled with reading and writing.

Challenges: Challenges are in finding ways to motivate students in a meaningful way given the unique environment the school utilizes to meet the needs of students.

Together, these actions appear to be effectively supporting VVVA students' ELA growth, especially given the unique context of virtual learning. Overall, the implementation was thoughtful and responsive to the school's virtual context, with results that affirm the direction of 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.

The District considers expenditures greater or less than 15% of the budgeted amount as a material difference.

The administration had the intention to implement these actions, but they have not yet been put into place leading to material differences in all actions.

Action 12.1 Professional Learning has a material difference due to the late implementation of the contract with Solution Tree and limited availability / timing of conferences for the virtual academy staff.

Action 12.2 Community Outreach has a material difference due to inefficiencies in execution. This will be a focus during the 2025/26 school year.

Action 12.3 Student Recognition has a material difference due to a delay in implementation and lack of staff to support this action. There is a renewed focus on this for the 2025/26 school year.

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

Actions 12.1, 12.2 and 12.3 were met with varying degrees of effectiveness:

Victor Valley Virtual Academy has made significant progress toward its English Language Arts (ELA) goal, with students increasing their scores on the CA Dashboard ELA indicator by 47.6 points, moving from -88.8 to -41.2 Distance from Standard (Metric 12.1). This strong growth indicates that our initiatives have positively impacted student outcomes, although the school still falls below the district score of -27.8 DFS.



Action 12.1: Professional Learning, partially effective. Teachers reported increased confidence in supporting reading comprehension skills in a virtual environment, which likely helped drive the observed gains.

Action 12.2: Community Outreach, partially effective. Parents who attended meetings and engaged in progress updates felt better equipped to support their students. However, VVVA needs a stronger focus to improve parent participation.

Action 12.3: Student Recognition, partially effective. VVVA did see student growth and those students were celebrated, however there needs to be more impactful student recognition in the form of study trips and college visits.

Overall, these actions effectively support VVVA students' ELA growth, tailored to the virtual learning context. The thoughtful implementation aligns with the mission of the school, yielding promising results that endorse the strategic direction of the plan.

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.

Given the strong gains in ELA achievement, no changes are being made to the overarching goal or metric at this time.

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

## Actions

Action #	Title	Description	Total Funds	Contributing
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	\$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$49,236,538	\$6,084,210

## 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
36.696%	4.039%	\$5,297,693.00	40.735%

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
<b>1.1</b>	<p><b>Action:</b> Curriculum and Instruction Support for Academic Success</p> <p><b>Need:</b> The data shows that the ELA All Students group scored -27.8 Distance from Standard (DFS), the EL achieved -87.8 DFS, the FY scored -100.3 DFS and LI scored -34.7 DFS.</p>	After assessing the identified needs of our English Learners (EL), Foster Youth (FY), and Low-Income (LI) students, this action is designed to support their academic success by equipping teachers with instructional strategies tailored to these students' needs. Strategies such as differentiated instruction, development of essential standards, and targeted literacy supports help address	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
	<p>Additionally, in mathematics, the All Student group scored -102.4.4 DFS. The EL students scored -146.4 DFS, the FY scored -143.7 DFS and LI scored -111.2 DFS. The English Learner Progress (EPLI) is 40.8% Making Progress Toward Standard. The Long Term English Learner (LTEL) progress toward English Proficiency is 41.3%</p> <p>These scores reveal an achievement gap between All Students and our EL, FY and LI students. There is a continued need for support for staff to understand and implement performance standards, to differentiate instruction and better meet the needs of our student groups.</p> <p>Through staff feedback sessions and surveys, there were requests for professional development connected to differentiation, using formative assessment and working with essential standards. Students mentioned in focus groups that they would like their teachers to better support them when they don't understand their work.</p> <p><b>Scope:</b> LEA-wide</p>	<p>language barriers, gaps in foundational skills, and instructional access.</p> <p>This action is implemented on an LEA-wide basis to ensure all students have equitable access to enhanced educational resources and consistent, equitable high-quality instruction, while providing a learning environment conducive to accelerating learning for Foster Youth, English Learners, and Low-Income students.</p>	
1.3	<p><b>Action:</b> Equity in Access for College Readiness</p> <p><b>Need:</b> The data shows the College and Career indicator for all students is 35% while our ELs</p>	<p>After assessing the identified needs for our EL, FY, and LI students, this action is designed to provide students with access to and support for success in AP, Dual Enrollment (DE), and honors level courses in order to increase college readiness and is provided to support students who traditionally do</p>	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
	<p>are at 14.1%, FY is at 13.3%. The All Student group is graduating with 46.5% A-G eligible. The EL students are graduating A-G eligible at 17.2%, FY at 17.2%.</p> <p>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.</p> <p><b>Scope:</b> LEA-wide</p>	<p>not attend college. This includes additional sections of AVID, DE, and AP courses in the master schedules to create smaller classes and more individualized support for students. Research shows that smaller class sizes allow for more individualized attention, enabling teachers to better address the unique needs of FY and EL students. This can lead to improved academic achievement, especially in challenging classes. Smaller class sizes specifically allow teachers to effectively implement differentiated instruction tailored to FY and EL students. This can include scaffolded assignments, flexible grouping, and adaptive technologies.</p> <p>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.</p>	
1.5	<p><b>Action:</b> Credit Recovery and Intervention</p> <p><b>Need:</b> 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 46.5% of students meeting A-G requirements. The A-G completion rate for EL is 17.2% and FY is 17.2%. The graduation rate for the All Student group is 87.4%, while the ELs graduation rate is 84.2%, the FY rate is 79%. Specifically, there continues to be a need at Silverado High School (SHS) for</p>	<p>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 one class per semester.</p> <p>In the 24/25 school year the following groups grew significantly: Goodwill Independent Study (GIS) increased the graduation rate for All Students to 87%, LI increased to 87.2%, and the Hispanic group increased to 84.9%.</p>	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
	<p>SWDs (66.7%). Additionally Victor Valley High School (VVHS) was added for SWD (63%).</p> <p>The All Student CCI on the CA Dashboard is 35%. 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).</p> <p><b>Scope:</b> LEA-wide</p>	<p>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 EL students.</p>	
1.7	<p><b>Action:</b> Personalized Learning Pathways</p> <p><b>Need:</b> A review of the data reflects the following: the Foster Youth (FY) achievement on the CA Dashboard ELA indicator is -100.3 DFS while the All Student group is -27.8.DFS. The Low Income (LI) students also are underperforming the All Student group by 6.9 points and English Learners are -87.8 DFS. The CA Dashboard Math indicator for All Students is -102.4 DFS, for FY the indicator is -143.7, LI is -111.2 DFS and EL is -146.4 DFS. FY also has a lower graduation rate at 79% than the All Student group, which is 87.4%. The dropout rate for the All Student Group in high school is 1.4%, while the rate for EL is 14%, FY is 31.1%, and LI is 10.1%. In meeting with parent groups, they expressed a need for the</p>	<p>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 and an independent study. These alternative settings will enable students who face challenges attending classes daily, as well as those experiencing challenges in the traditional setting. These programs allow teachers to provide more individual attention to students. Additionally, students in this setting have a more flexible schedule which allows for credit recovery or acceleration.</p> <p>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 U.S. Department of Education found that, on</p>	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
	<p>option to offer non-traditional settings such as virtual and independent study for students who do not perform well in traditional settings.</p> <p><b>Scope:</b> Schoolwide</p>	<p>average, students in online learning conditions performed modestly better than those receiving face-to-face instruction.</p> <p>— U.S. Department of Education, 2010. Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies.</p> <p>This action is implemented on an school-wide basis to ensure that there is equitable access to a non-traditional learning program for all students and providing an opportunity for our EL, FY and LI students to participate in a program that meets their needs.</p>	
1.8	<p><b>Action:</b> CTE Program and Pathways</p> <p><b>Need:</b> The Ca Dashboard College and Career indicator All Students is 35%, ELs are at 14.1% and FY are at 13.3%. According to CalPADs VVUHSD had 483 CTE Completers in grades 10-12. Additionally, 66 were ELs and 4 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.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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 barbering, as well as TV and video production (AHS). We also bolstered the Public Services pathway, by building a simulated 911 Call Center. At VVHS, the district added a Broadcasting and Photography pathway, increasing options for students.</p> <p>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 American Institutes for Research (AIR), CTE</p>	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
		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.	
<b>1.9</b>	<p><b>Action:</b> Equity in Teaching and Learning</p> <p><b>Need:</b> The data shows that the ELA All Students group scored -27.8.3 Distance from Standard (DFS), the EL achieved -87.8 DFS, the FY scored -100.3 DFS and LI scored -34.7 DFS. Additionally, in mathematics, the All Student group scored -102.4 DFS. The EL students scored -146.4 DFS, the FY scored -143.7 DFS and LI scored -111.2 DFS. The English Learner Progress (EPLI) is 40.8% 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.</p> <p><b>Scope:</b></p>	<p>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.</p> <p>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) differentiation in the classroom increases contextualized learning and increases</p>	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
	LEA-wide	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	<p><b>Action:</b> Supplemental Resources and Intervention for Equitable Access</p> <p><b>Need:</b> Students, especially in the target student groups, are achieving at low or very low levels on the academic indicators on the dashboard. The data shows that the ELA All Students group scored -27.8 Distance from Standard (DFS), the EL achieved -87.8 DFS, the FY scored -100.3 DFS and LI scored -34.7 DFS. Additionally, in mathematics, the All Student group scored -102.4 DFS. The EL students scored -146.4 DFS, the FY scored -143.7 DFS and LI scored -111.2 DFS. Educational Partners have requested additional professional development in areas including educational technology and curriculum resources.</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action addresses the need of our ELs, FY, and LI student groups by providing additional instructional materials to support learning. EL students often require language development support to access grade-level content in science, math, and ELA, as well as specific scaffolding for academic vocabulary and comprehension.</p> <p>Online course licenses (APEX and Acellus) allow for teachers to select or customize courses with embedded supports for ELs, such as subtitles, translated resources, and visual aids. Curriculum supports including the use of supplemental instructional materials specifically designed for ELs, such as sentence frames, interactive vocabulary tools, and scaffolded practice tasks will be used.</p> <p>FY students often face disruptions in their education, leading to gaps in foundational knowledge. They may also require additional emotional and academic support to succeed in rigorous coursework. The use of online Course Licenses (APEX and Acellus) ensures access to credit recovery programs, allowing FY students to</p>	1.1, 1.2 and 1.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>catch up on missed content and stay on track for graduation.</p> <p>Curriculum Supports for FY supplement traditional instruction with trauma-informed practices and materials that include SEL components to address both academic and emotional needs.</p> <p>LI students often face limited access to resources such as technology, high-quality instructional materials, and enrichment opportunities. They may also benefit from additional supports to close opportunity gaps. Onlie Course Licenses ensure the availability of courses that meet A-G requirements and offer credit recovery to support college readiness. Additionally, curriculum supports deliver hands-on, engaging, and culturally relevant materials in science, math, and ELA that are designed to meet diverse learning needs.</p> <p>This action will support staff in filling in learning gaps for all students and thus will 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.</p>	
1.12	<p><b>Action:</b> College and Career Readiness</p> <p><b>Need:</b> There is a need to increase the College and Career Readiness (CCR) of our students based on the data below.</p>	<p>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 advantage of college-level courses and participate in required college entrance exams. Additionally, to address the</p>	1.10 and 1.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The A-G completion rate for all students is 46.5%. Our ELs meet A-G at the rate of 17.2% and only 17.2% of FY meet A-G requirements. Our LI students are currently achieving at 43.6%.</p> <p>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 Enrollment courses held outside the school day at community colleges.</p> <p>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.</p> <p><b>Scope:</b> LEA-wide</p>	<p>student concern about lack of recognition for academic achievement, the district will honor students who increase their academic achievement.</p> <p>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.</p>	
1.14	<p><b>Action:</b> Core Instruction Support</p> <p><b>Need:</b></p>	<p>This action reduces the class sizes in middle school core classes (Language Arts, Math, Science and Social Science), and at the high schools in English and Math. Research shows that</p>	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
	<p>According to the 2024 CA Dashboard, students, especially in target student groups, are achieving at low or very low levels on the academic indicators on the dashboard. The data shows that the ELA All Students group scored -27.8 Distance from Standard (DFS), the EL achieved -87.8 DFS, the FY scored -100.3 DFS and LI scored -34.7 DFS. Additionally, in mathematics, the All Student group scored -102.4 DFS. The EL students scored -146.4 DFS, the FY scored -143.7 DFS and LI scored -111.2 DFS.</p> <p>The data from students and staff highlighted the need for teachers to have fewer students in their classes. Students stated that the teachers don't know who they are and their classes are too big to get individual attention.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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.</p> <p>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.</p> <p>Better Student Engagement: With fewer students, teachers can give more attention to each student, fostering a more engaging and interactive learning environment. The Center for Public Education reports that small class sizes encourage more student participation and facilitate stronger teacher-student relationships.</p> <p>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 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.</p>	
2.1	<b>Action:</b> Social Emotional and Wellness		2.1, 2.5, 2.6, 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
	<p><b>Need:</b> 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 continue to improve. The Panorama survey indicates low responses when asked about growth mindset 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.</p> <p>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.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Providing support staff to increase social-emotional learning (SEL) ensures that all students receive equitable opportunities for SEL growth. SEL is a critical foundation for academic success, especially for unduplicated student groups such as Foster Youth (FY), Low-Income (LI), and English Learners (ELs). Research demonstrates that SEL programs improve students' emotional regulation, resilience, and interpersonal skills, which are essential for overcoming barriers to academic achievement. While SEL benefits all students, the need is particularly acute for Fy, LI and EL students, as they often face systemic challenges, including trauma, economic hardship, and language barriers, which directly impact their ability to thrive in school.</p> <p>Implementing SEL support staff across the district ensures a consistent, equitable approach to providing social-emotional resources for all students. However, unduplicated students benefit disproportionately from SEL initiatives due to the unique challenges they face:</p> <p>FY Students: Often experience frequent school changes, trauma, and instability that make emotional regulation and trust-building more difficult. Research from the National Child Traumatic Stress Network (NCTSN) shows that trauma-informed SEL improves academic and behavioral outcomes for students who have experienced trauma.</p> <p>LI Students: Face higher levels of stress linked to financial insecurity, which can hinder focus, emotional well-being, and academic performance.</p> <p>CASEL (Collaborative for Academic, Social, and</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Emotional Learning) highlights that SEL interventions have a significant impact on improving academic outcomes for low-income students.</p> <p>EL Students: Manage the dual challenge of adjusting to a new language and culture while navigating academic expectations, which can lead to social isolation or stress. Studies from the American Institutes for Research (AIR) show that SEL practices that integrate cultural competence are effective for ELs in improving social and academic outcomes.</p> <p>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 school, as Maslow's Hierarchy of Needs stipulates that students cannot learn unless they feel safe. Additionally, MHCs work with students and families to provide tools for students to make better choices and decisions, which will decrease suspension rates.</p> <p>By explicitly addressing the unique challenges faced by FY, LI, and EL students, this action ensures that SEL strategies provide greater benefit to these student groups. The evidence-based practices outlined above demonstrate how SEL interventions can more effectively close opportunity gaps and improve outcomes for these students, even within an LEA-wide framework.</p>	



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	<p><b>Action:</b> Home-District Connections</p> <p><b>Need:</b> The district needs to reduce chronic absenteeism rates, increase attendance, and increase school connectedness as shown in the data below.</p> <p>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 All students at 90.76%, EL at 90.93%, FY at 89.9%, and LI at 91.47%.</p> <p>Panorama survey results indicate a continued need for home-school connectedness with only 50% of all students reporting feeling connected to school and only 47% of ELs feeling connected to school.</p> <p>Our EL parents commented many times that they appreciate the translators who help them to better understand what is happening at school with their children.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The district understands the importance of home-to-school communication, especially when it relates to getting students to school. The translator works with the attendance teams at school to ensure Spanish-speaking parents understand the school 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 Liaisons, 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.</p> <p>Providing ParentSquare on an LEA-wide basis will ensure that all students receive equitable opportunities for communication. This approach particularly supports FY, LI, and ELs enabling them to thrive and achieve higher levels of learning.</p>	2.2, 2.4, 2.7, 2.9, 2.10, 2.11, 2.13

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<b>2.3</b>	<p><b>Action:</b> Home-school connections</p> <p><b>Need:</b> 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.</p> <p>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 students are supported. This disparity needs to be reviewed by staff to develop a better understanding of their students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The need for increased home-to-school connectedness is addressed primarily by our Family Engagement Liaisons (FELs). They conduct activities with families, provide a welcoming environment on campus, and facilitate parent workshops. Parents want to volunteer on campus but often do not have the resources to complete the application. This action provides 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 school and provide necessary support so they feel welcome and comfortable at school.</p> <p>Providing home to school connections on 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.</p>	2.2, 2.3, 2.12
<b>2.6</b>	<p><b>Action:</b> Resources and Recognition for Increased Attendance</p> <p><b>Need:</b> The rising rates of chronic absenteeism among the upuplicated pupil groups represent a critical challenge for our district, necessitating immediate and focused supports. According to the 2024 California Schools Dashboard, the overall chronic absenteeism rate for our All Students group</p>	<p>Improved monitoring of attendance through SchoolStatus, coupled with robust support systems, will provide essential data to identify and address the root causes of chronic absenteeism. This platform enables real-time tracking of attendance trends disaggregated by student group, which allows staff to identify and intervene early with Foster Youth, Low-Income, and English Learner students—who statistically experience higher rates of absenteeism due to systemic barriers such as poverty, housing instability, and lack of access to transportation and healthcare</p>	2.4, 2.7, 2.9

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	<p>stands at an concerning 25.5%. Within this context, the data reveals significant disparities impacting our most vulnerable populations. English Learner (EL) students have experienced a marked increase in absenteeism, rising by 4.8% from 2023 to 2024, resulting in a chronic absenteeism rate of 27.4%. This trend raises serious concerns about their engagement and access to educational opportunities. Low-Income students are also disproportionately affected, with a chronic absenteeism rate of 27.5%. This highlights the challenges these students face, which may stem from socioeconomic barriers, thereby hindering their academic success and overall well-being. Most alarmingly, our Foster Youth population exhibits a staggering chronic absenteeism rate of 34.9%. This figure underscores the significant vulnerabilities these students encounter, including instability in their living situations and lack of supportive resources, severely impacting their educational outcomes. Additionally, educational partner feedback showed that families are concerned about students wanting to be at school and better reporting services for when students are absent (LMS). Feedback also included the appreciation of translators to help families understand school communication especially when trying to understand attendance reports, rules and resources. Given these troubling statistics and the educational partner feedback, the district recognizes an urgent need to implement targeted strategies aimed at improving</p>	<p>(Balfanz &amp; Byrnes, 2012; Attendance Works, 2021). Implementing this action on an LEA-wide basis ensures consistency in data collection, intervention protocols, and communication practices across all schools. Research shows that districtwide attendance systems are more effective when they are aligned and consistently implemented (FutureEd, 2019). While all students benefit from improved attendance tracking and outreach, unduplicated students derive greater benefit because the system enables staff to tailor supports to their unique needs—such as providing translated outreach, connecting families to basic needs services, and coordinating with liaisons or counselors for case management. Providing Resources and Recognition for Increased Attendance also fosters a positive attendance culture. Evidence supports that multi-tiered systems of support (MTSS), when applied to attendance, improve outcomes especially for at-risk students (Kidron &amp; Lindsay, 2014). Recognizing improvements and maintaining proactive family engagement has been shown to reduce chronic absenteeism and increase student engagement (Sheldon &amp; Epstein, 2004). This comprehensive LEA-wide strategy not only strengthens overall attendance, but also addresses persistent equity gaps by ensuring that FY, LI and EL students receive the intensified, differentiated support needed to stay connected to school and thrive academically. Improved monitoring of attendance through SchoolStatus, coupled with robust support systems, will provide essential data to address the underlying factors contributing to chronic absenteeism. It will help</p>	

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	<p>attendance for these unduplicated pupil groups.</p> <p><b>Scope:</b> LEA-wide</p>	<p>the district monitor attendance patterns, specifically for unduplicated pupils. The data can inform tailored interventions. By prioritizing attendance interventions tailored to these populations, we can help ensure equitable access to education, foster student engagement, and enhance overall academic achievement.</p> <p>This approach particularly supports FY, LI, and ELs enabling them to thrive and reach their full potential.</p>	
2.8	<p><b>Action:</b> Resources and Recognition for Student Engagement</p> <p><b>Need:</b> 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%.</p> <p>The listening sessions revealed that students often take "mental health days" from school, and parents do not want to argue with their children to get them to school. Students also</p>	<p>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).</p> <p>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.</p>	2.1, 2.2, 2.5 and 2.8.

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	<p>reported that they are often not recognized for what they do well.</p> <p><b>Scope:</b> LEA-wide</p>		
3.4	<p><b>Action:</b> Transportation</p> <p><b>Need:</b> The 2024 attendance data is as follows: All Students = 94.4%, ELs = 94.5%, FY = 94.2%, LI = 93.7%. The district saw growth in overall attendance. The growth reflects 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.</p> <p>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 decreased engagement. Providing</p>	<p>The buses and staff to manage and maintain the buses will support students in transporting them to and from school to increase attendance.</p> <p>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).</p> <p>Providing buses 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 directed toward FY, EL , and LI students to ensure equitable access to the school.</p>	3.5

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	<p>transportation can help reduce absenteeism, ensuring that all students have the opportunity to succeed academically.</p> <p>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.</p> <p>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.</p> <p>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 unsafe neighborhoods. Providing transportation ensures that students can travel</p>		

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	<p>to and from school safely, reducing the risk of accidents or exposure to unsafe situations</p> <p><b>Scope:</b> LEA-wide</p>		
3.5	<p><b>Action:</b> Bridging Technology Gap</p> <p><b>Need:</b> According to the 2024 CA Dashboard, students, especially in unduplicated student groups, are achieving at low or very low levels on the academic indicators on the dashboard. The data shows that the ELA All Students group scored -27.8 Distance from Standard (DFS), the ELs achieved -87.8 DFS, the FY scored -100.3 DFS, and LI scored -34.7 DFS. Additionally, in mathematics, the All Student group scored -102.4 DFS. The ELs achieved -146.4 DFS, the FY scored -143.7 DFS, and LI scored -111.2 DFS.</p> <p>The district experienced growth in both ELA and math. This reflects the 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 continues to need to supply additional Chromebooks and classroom technology to support new students and refresh outdated technological materials. Students in our district benefit from technology they can use at school and at home.</p>	<p>Site-based technicians are available to provide immediate support, ensuring there is no disruption to learning during the school day. Chromebooks will provide increased access to the supplemental curriculum, online tutoring, differentiated instruction, and software programs that reinforce instruction. Students are also able to complete research, projects, and assignments at home. The Chromebook refresh and carts ensure every student has a working and efficient device at school and at home.</p> <p>FY students often face instability in housing and frequent school transitions, which can disrupt their education. They may lack consistent access to technology at home, making it challenging to complete assignments and stay on track academically.</p> <p>Chromebooks provide FY a portable, consistent tool for learning that students can take with them wherever they go, helping to mitigate the impact of frequent school changes.</p> <p>Site-based technicians ensure that any technical issues are resolved promptly, reducing learning disruptions for students who may already experience educational gaps due to instability. According to research from the National Center for Youth Law highlights that access to consistent</p>	3.4, 3.6, 3.7



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	<p>Our Educational Partners, including parents and students, continue to comment 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 to obtaining technology, having a device available at home at all times, and supporting it (wifi) at home.</p> <p><b>Scope:</b> LEA-wide</p>	<p>technology improves academic engagement and outcomes for FY students.</p> <p>Low Income students are more likely to lack access to devices and reliable internet at home, creating significant barriers to completing assignments, accessing online tutoring, and engaging with supplemental curriculum. By providing Chromebooks and ensuring they are functional through the refresh program, the action eliminates the need for families to purchase devices, reducing financial strain. Access to online tutoring and differentiated instruction ensures that LI students can receive individualized academic support tailored to their needs.</p> <p>Site-based technicians address technical issues immediately, ensuring no prolonged interruptions in learning caused by broken or malfunctioning devices. Studies from the Pew Research Center indicate that providing devices and internet access reduces the "homework gap" for low-income students, improving academic outcomes.</p> <p>EL students require access to tools that support language development and help them bridge gaps in academic content knowledge. They may also face additional challenges navigating technology due to language barriers. Chromebooks ensure access to software programs tailored for ELs, such as language development tools, digital dictionaries, and translation programs.</p> <p>Online tutoring accessible through devices can provide EL students with targeted academic support, delivered in their primary language or with scaffolds to support language acquisition.</p> <p>Differentiated instruction made available via Chromebooks ensures EL students receive</p>	

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		<p>personalized support aligned to their English proficiency level. Research from the American Institutes for Research (AIR) shows that technology-based tools significantly improve EL students' language acquisition and academic performance when paired with appropriate supports.</p> <p>This action is implemented on an LEA-wide basis to ensure all students have access to technology; however, it is particularly impactful for our student groups, including FY, LI, and ELs. These groups are more likely to face barriers to technology access at home and school. By removing these barriers, this action provides greater benefit to FY, LI, and EL students, ensuring equitable access to learning tools and resources tailored to meet their unique needs.</p>	

### **Limited Actions**

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<b>1.2</b>	<p><b>Action:</b> English Learner Academic Success</p> <p><b>Need:</b> The reclassification rate is 90% of eligible English Learners and 40.8% of ELs are making progress on the English Language</p>	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.	1.3, 1.9, 1.17

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	<p>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 60 points below All Students in the ELA dashboard and 44 points below the All Students group in math. The A-G (college readiness) rate for ELs is 14.1% in comparison to 35% 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.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>The paraprofessionals will support the diverse needs of English Learners by working as a team to provide data-informed, daily support.</p> <p>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.</p>	
1.4	<p><b>Action:</b> Legacy Program for LTELs</p> <p><b>Need:</b> 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 40.8% of EL 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 90% with an overall 7% of ELs reclassifying in 2024/25. The A-G college Readiness is 14.1% which is well below the 35% rate for the All Student group. Parents in DELAC and student feedback from listening sessions both</p>	<p>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.</p>	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
	<p>requested the continuation of the expanded Legacy Program.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		
<b>1.10</b>	<p><b>Action:</b> English Learner Instructional Support</p> <p><b>Need:</b> The data shows that our English Learners require more support to access the curriculum and succeed academically. The reclassification rate is 90% of eligible English Learners and 40.8% 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 60 points below All Students in the ELA dashboard and 44 points below the All Students group in math. The A-G (college readiness) rate for ELs is 17.2% in comparison to 46.5% of All Students. Feedback from staff suggests that the additional support of smaller classes and additional teachers is helpful in providing targeted support.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>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.</p>	1.3,1.9, and 1.17
<b>1.13</b>	<p><b>Action:</b> Career Technical Education Materials and Resources</p>	<p>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</p>	1.4, 1.6, 1.14

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	<p><b>Need:</b> The 2023 CA Dashboard College and Career Indicator (CCI) shows that the All Student group achieved College and Career Readiness at 35%. Comparatively, our ELs are achieving readiness only at 14.1%, while our FY at 13.3%, and LI at 33.6%. One measure of the CCI is the number of Career Technical Education (CTE) completers.</p> <p>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).</p> <p>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.</p> <p>Educational Partners advocated for more hands-on learning opportunities for students to improve their real-world problem solving and partnerships with local businesses. Both of these are addressed through CTE programs.</p> <p><b>Scope:</b></p>	<p>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 integral 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 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 required to communicate in English in authentic work environments.</p> <p>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</p>	

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	Limited to Unduplicated Student Group(s)	<p>additional grocery items for extra practice baking and cooking.</p> <p>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.</p>	

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

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



2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	134,175,954.00	49,236,538	36.696%	4.039%	40.735%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$67,881,600.00	\$17,502,401.00	\$0.00	\$7,470,800.00	\$92,854,801.00	\$60,317,101.00	\$32,537,700.00

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	\$1,331,401.00	\$0.00	\$939,000.00	\$392,401.00			\$1,331,401.00	
1	1.2	English Learner Academic Success	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	\$2,296,000.00	\$31,000.00	\$920,000.00	\$128,000.00		\$1,279,000.00	\$2,327,000.00	
1	1.3	Equity in Access for College Readiness	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2027	\$8,205,000.00	\$35,000.00	\$8,000,000.00			\$240,000.00	\$8,240,000.00	
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	\$277,000.00	\$327,000.00	\$197,000.00	\$10,000.00		\$397,000.00	\$604,000.00	
1	1.5	Credit Recovery and Intervention	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2027	\$4,905,000.00	\$0.00	\$2,960,000.00			\$1,945,000.00	\$4,905,000.00	
1	1.6	Special Education Supports	Students with Disabilities	No			All Schools	2024-2027	\$3,640,000.00	\$1,621,400.00	\$3,355,000.00	\$1,880,000.00		\$26,400.00	\$5,261,400.00	

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	Personalized Learning Pathways	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Victor Valley Virtual Academy	2024-2027	\$1,570,000.00	\$22,500.00	\$1,570,000.00			\$22,500.00	\$1,592,500.00	
1	1.8	CTE Program and Pathways	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2027	\$5,976,000.00	\$95,000.00	\$5,555,000.00	\$310,000.00		\$206,000.00	\$6,071,000.00	
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	\$330,000.00	\$600,500.00	\$270,000.00	\$50,000.00		\$610,500.00	\$930,500.00	
1	1.10	English Learner Instructional Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	\$420,000.00	\$133,000.00	\$450,000.00			\$103,000.00	\$553,000.00	
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	\$7,550,000.00	\$6,250,000.00			\$1,300,000.00	\$7,550,000.00	
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	\$60,000.00	\$1,938,000.00	\$1,610,000.00			\$388,000.00	\$1,998,000.00	
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	\$6,269,000.00	\$0.00	\$5,040,000.00	\$1,229,000.00			\$6,269,000.00	
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	\$3,299,000.00	\$143,000.00	\$1,880,000.00	\$1,562,000.00			\$3,442,000.00	

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	\$444,000.00	\$271,000.00	\$715,000.00				\$715,000.00	
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	\$790,000.00	\$141,000.00	\$265,000.00	\$551,000.00		\$115,000.00	\$931,000.00	
2	2.4	Safety and Security	All	No			All Schools	2024-2027	\$5,061,000.00	\$0.00	\$5,061,000.00				\$5,061,000.00	
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	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$303,600.00	\$303,600.00				\$303,600.00	
2	2.7	Participation and Decision-Making	All	No				2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.8	Resources and Recognition for Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$557,700.00	\$763,000.00	\$1,181,000.00			\$139,700.00	\$1,320,700.00	
3	3.1	Maintain Facilities in Good Repair	All	No			All Schools	2024-2027	\$1,900,000.00	\$2,035,000.00	\$2,600,000.00	\$1,335,000.00			\$3,935,000.00	
3	3.2	Technology Access and Implementation	All	No			All Schools	2024-2027	\$900,000.00	\$0.00	\$900,000.00				\$900,000.00	
3	3.3	Standards Based Instructional Materials	All	No			All Schools	2024-2027	\$1,100,000.00	\$2,000,000.00	\$1,100,000.00	\$2,000,000.00			\$3,100,000.00	
3	3.4	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$6,000,000.00	\$4,378,000.00	\$10,378,000.00				\$10,378,000.00	
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	\$1,420,000.00	\$3,900,000.00	\$5,190,000.00	\$130,000.00			\$5,320,000.00	
4	4.1	Heritage Program Coordinators	AA	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	AA	No			Specific Schools: Comprehensive High Schools - Adelanto HS, Silverado HS and Victor Valley HS 10-12	2024-2027	\$0.00	\$484,000.00	\$94,000.00			\$390,000.00	\$484,000.00	
5	5.1	Professional Learning	All AA, H, LI	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 AA, H, LI	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 AA, H, LI	No			Specific Schools: Goodwill Independent Study	2024-2027	\$0.00	\$50,000.00		\$50,000.00			\$50,000.00	
5	5.4	Learning Environment	All AA, H, LI	No			Specific Schools: Goodwill Independent Study	2024-2027	\$0.00	\$40,000.00		\$40,000.00			\$40,000.00	
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	
5	5.6	Supplemental Materials	All H, LI	No			Specific Schools: Goodwill	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
							Independent Study									
5	5.7	Alternative Education Technician	All AA, H, LI	No			Specific Schools: Goodwill Independent Study	2025-2027	\$150,000.00	\$0.00		\$150,000.00			\$150,000.00	
6	6.1	Professional Learning	AA, EL, H, LTEL, MR, LI, SWD and W	No			Specific Schools: HJH	2024-2027	\$0.00	\$150,000.00		\$150,000.00			\$150,000.00	
6	6.2	Additional Staffing	All AA, EL, FY, H, LTEL, MR, LI, SWD and W	No			Specific Schools: HJH	2024-2027	\$140,000.00	\$0.00		\$140,000.00			\$140,000.00	
6	6.3	Wellness/Intervention Center	All AA, EL, H, LTEL, MR, LI, SWD and W	No			Specific Schools: HJH	2024-2027	\$70,000.00	\$100,000.00		\$170,000.00			\$170,000.00	
6	6.4	Student Recognition	All AA, EL, H, LTEL, MR, LI, SWD and W	No			Specific Schools: HJH	2024-2027	\$0.00	\$50,000.00		\$50,000.00			\$50,000.00	
6	6.5	Access to Tutoring	All AA, EL, H, LTEL, MR, LI, SWD and W	No			Specific Schools: HJH	2024-2027	\$0.00	\$25,000.00		\$25,000.00			\$25,000.00	
6	6.6	Community Outreach	All AA, EL, FY, H, LTEL, MR, LI, SWD and W	No			Specific Schools: HJH	2024-2027	\$0.00	\$20,000.00		\$20,000.00			\$20,000.00	
6	6.7	Supplemental Materials	All AA, EL, H, LTEL, MR, LI, SWD and W	No			Specific Schools: HJH	2024-2027	\$0.00	\$15,000.00		\$15,000.00			\$15,000.00	
6	6.8	Flexible Learning Spaces	All AA, EL, FY, H, LTEL, MR, LI, SWD and W	No			Specific Schools: HJH	2025-2027	\$0.00	\$175,000.00		\$175,000.00			\$175,000.00	
6	6.9	Advocate and Thrive	All FY	No			Specific Schools: Hook	2025-2027	\$150,000.00	\$10,000.00		\$160,000.00			\$160,000.00	

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
							Junior High									
7	7.1	Unity Forums for Students	All AA,H, MR and LI	No			Specific Schools: LLA	2024-2027	\$6,000.00	\$106,000.00		\$112,000.00			\$112,000.00	
7	7.2	Wellness Center	All AA, H, MR and LI	No			Specific Schools: LLA	2024-2027	\$0.00	\$0.00		\$0.00			\$0.00	
7	7.3	Student behavioral supports	All AA, H, MR and LI	No			Specific Schools: LLA	2024-2027	\$220,000.00	\$40,000.00		\$260,000.00			\$260,000.00	
7	7.4	Professional Learning	All AA, W, LI and EL	No			Specific Schools: LLA	2024-2027	\$0.00	\$200,000.00		\$200,000.00			\$200,000.00	
7	7.5	Additional Staffing Hours	All	No				2024-2027	\$75,000.00	\$0.00		\$75,000.00			\$75,000.00	
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	Academic Success	All AA, W, LI and EL	No			Specific Schools: LLA	2024-2027	\$125,000.00	\$50,000.00		\$175,000.00			\$175,000.00	
7	7.8	Student Recognition	All AA, W, LI and EL	No			Specific Schools: LLA	2024-2027	\$0.00	\$54,000.00		\$54,000.00			\$54,000.00	
7	7.9	Equity Based Supports	All AA, LI and EL	No			Specific Schools: LLA	2024-2027	\$0.00	\$40,000.00		\$40,000.00			\$40,000.00	
7	7.10	Student Leadership for Inclusive School Culture	All	No			Specific Schools: LLA	2025-2027	\$40,000.00	\$40,000.00		\$80,000.00			\$80,000.00	
8	8.1	Community Outreach	All AA, EL, H, HY, LI, MR, and SWD	No			Specific Schools: SHS	2024-2027	\$0.00	\$280,000.00		\$280,000.00			\$280,000.00	
8	8.2	Student Behavioral Supports	All AA, FY, H, LI, MR, and SWD	No			Specific Schools: SHS	2024-2027	\$290,000.00	\$30,000.00		\$320,000.00			\$320,000.00	
8	8.3	Foster Youth Support	Foster Youth	No			Specific Schools:	2024-2027	\$20,000.00	\$50,000.00		\$70,000.00			\$70,000.00	

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
							Silverado High School									
8	8.4	Staff Support for Student Achievement	All AA, EL, H, LI, LTEL and SWD	No			Specific Schools: SHS	2024-2027	\$200,000.00	\$0.00		\$200,000.00			\$200,000.00	
8	8.5	Teacher Professional Learning	All AA, EL, H, LTEL, LI, SWD	No			Specific Schools: SHS	2024-2027	\$0.00	\$100,000.00		\$100,000.00			\$100,000.00	
8	8.6	Technology Support for Students	All AA, EL, H, LI, and SWD	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	Students with Disabilities SWD	No			Specific Schools: SHS	2024-2027	\$100,000.00	\$50,000.00		\$150,000.00			\$150,000.00	
8	8.8	STEM activities	All EL, H, LI and SWD	No			Specific Schools: SHS	2024-2027	\$0.00	\$0.00		\$0.00			\$0.00	
8	8.9	Study Trips	All AA, HY, LI, FY, MR and SWD	No			Specific Schools: SHS	2024-2027	\$0.00	\$150,000.00		\$150,000.00			\$150,000.00	
8	8.10	Literacy	All EI, HL, LI, and SWD	No			Specific Schools: SHS	2024-2027	\$0.00	\$0.00		\$0.00			\$0.00	
8	8.11	Student Recognition	All AA, EL, H, HY, LI, LTEL and SWD	No			Specific Schools: SHS	2024-2027	\$0.00	\$150,000.00		\$150,000.00			\$150,000.00	
9	9.1	Professional Development	All AA, H and LI	No			Specific Schools: VVHS	2024-2027	\$270,000.00	\$200,000.00		\$470,000.00			\$470,000.00	
9	9.2	Learning Environment	All AA, H and LI	No			Specific Schools: VVHS	2024-2027	\$0.00	\$600,000.00		\$600,000.00			\$600,000.00	
9	9.3	Additional Staffing	All AA, H,and LI	No			Specific Schools: VVHS	2024-2027	\$400,000.00	\$0.00		\$400,000.00			\$400,000.00	
9	9.4	Targeted Support Initiative for Foster Youth	FY	No			Specific Schools:	2024-2027	\$40,000.00	\$10,000.00		\$50,000.00			\$50,000.00	



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
							VVHS									
9	9.5	Mentorship to Close Achievement Gaps for AA	AA 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 SWD	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	ELs	No			Specific Schools: VVHS	2024-2027	\$50,000.00	\$0.00		\$50,000.00			\$50,000.00	
9	9.8	Recognizing Success	All AA, EL, H, and LI	No			Specific Schools: VVHS	2024-2027	\$20,000.00	\$450,000.00		\$470,000.00			\$470,000.00	
9	9.9	Targeted Learning Enhancements	All AA, EL, H, LI, LTEL, FY and SWD	No			Specific Schools: VVHS	2025-2027	\$0.00	\$75,000.00		\$75,000.00			\$75,000.00	
10	10.1	Professional Learning	All H and LI	No			Specific Schools: GHS	2024-2027	\$0.00	\$65,000.00		\$65,000.00			\$65,000.00	
10	10.2	Community Outreach	All H and LI	No			Specific Schools: GHS	2024-2027	\$0.00	\$30,000.00		\$30,000.00			\$30,000.00	
10	10.3	Student Recognition	All H and LI	No			Specific Schools: GHS	2024-2027	\$0.00	\$55,000.00		\$55,000.00			\$55,000.00	
10	10.4	Learning Environment	All H and LI	No			Specific Schools: GHS	2024-2027	\$0.00	\$40,000.00		\$40,000.00			\$40,000.00	
10	10.5	Additional Staffing	All	No			Specific Schools: GHS	2024-2027	\$0.00	\$30,000.00		\$30,000.00			\$30,000.00	
11	11.1	Wellness Center	Students with Disabilities FY, EI and SWD	No			Specific Schools: Adelanto High School	2024-2027	\$350,000.00	\$0.00		\$350,000.00			\$350,000.00	
11	11.2	Professional Learning	All AA, EL, H, LI and SWD	No			Specific Schools: AHS	2024-2027	\$50,000.00	\$50,000.00		\$100,000.00			\$100,000.00	

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
11	11.3	Staffing and Support for Student Intervention	All AA, EL, H, LI and SWD	No			Specific Schools: AHS	2024-2027	\$250,000.00	\$50,000.00		\$300,000.00			\$300,000.00	
11	11.4	Support System	AA, EL, FY, H, LI and SWD	No			Specific Schools: AHS	2024-2027	\$0.00	\$40,000.00		\$40,000.00			\$40,000.00	
11	11.5	Student Recognition	All AA, EL, H and LI	No			Specific Schools: AHS	2024-2027	\$0.00	\$150,000.00		\$150,000.00			\$150,000.00	
11	11.6	Non-traditional learning spaces	All AA, EL, H, LI and SWD	No			Specific Schools: AHS	2024-2027	\$0.00	\$0.00		\$0.00			\$0.00	
11	11.7	Foster Youth Materials and Resources	FY	No			Specific Schools: Adelanto High School	2024-2027	\$25,000.00	\$10,000.00		\$35,000.00			\$35,000.00	
12	12.1	Professional Learning	All	No			Specific Schools: VVVA	2024-2027	\$0.00	\$60,000.00		\$60,000.00			\$60,000.00	
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	\$30,000.00		\$30,000.00			\$30,000.00	

# 2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF 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
134,175,954.00	49,236,538	36.696%	4.039%	40.735%	\$54,723,600.00	0.000%	40.785 %	<b>Total:</b>	\$54,723,600.00
								<b>LEA-wide Total:</b>	\$50,536,600.00
								<b>Limited Total:</b>	\$2,617,000.00
								<b>Schoolwide Total:</b>	\$1,570,000.00

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	1.1	Curriculum and Instruction Support for Academic Success	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$939,000.00	
1	1.2	English Learner Academic Success	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$920,000.00	
1	1.3	Equity in Access for College Readiness	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$8,000,000.00	
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	\$197,000.00	
1	1.5	Credit Recovery and Intervention	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$2,960,000.00	
1	1.7	Personalized Learning Pathways	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Victor Valley Virtual Academy	\$1,570,000.00	

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	1.8	CTE Program and Pathways	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$5,555,000.00	
1	1.9	Equity in Teaching and Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$270,000.00	
1	1.10	English Learner Instructional Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$450,000.00	
1	1.11	Supplemental Resources and Intervention for Equitable Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,250,000.00	
1	1.12	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,610,000.00	
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	\$5,040,000.00	
2	2.1	Social Emotional and Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,880,000.00	
2	2.2	Home-District Connections	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$715,000.00	
2	2.3	Home-school connections	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$265,000.00	
2	2.6	Resources and Recognition for Increased Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$303,600.00	
2	2.8	Resources and Recognition for Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,181,000.00	
3	3.4	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,378,000.00	

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	\$5,190,000.00	

# 2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$87,918,548.00	\$84,357,910.00

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	Curriculum and Instruction Support for Academic Success	Yes	1,496,600.00	1,620,650.
1	1.2	English Learner Academic Success	Yes	1,658,500.00	1,748,000
1	1.3	Equity in Access for College Readiness	Yes	7,363,000.00	7,225,000
1	1.4	Legacy Program for LTELs	Yes	\$345,000.00	1,398,000
1	1.5	Credit Recovery and Intervention	Yes	\$5,974,000.00	4,830,000
1	1.6	Special Education Supports	No	\$4,789,900.00	4,709,600
1	1.7	Virtual Program	Yes	\$1,560,000.00	909,300
1	1.8	CTE Program and Pathways	Yes	\$6,145,700.00	6,516,000
1	1.9	Equity in Teaching and Learning	Yes	\$621,100.00	1,417,500
1	1.10	English Learner Instructional Support	Yes	\$486,000.00	695,000
1	1.11	Supplemental Resources and Intervention for Equitable Access	Yes	\$2,234,500.00	3,643,300

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	1.12	College and Career Readiness	Yes	\$1,828,000.00	711,600
1	1.13	Career Technical Education Materials and Resources	Yes	\$1,050,000.00	800,000
1	1.14	Core Instruction Support	Yes	\$6,664,000.00	5,761,000
1	1.15	Appropriately Credentialed Teachers	No	\$33,000.00	5,000
2	2.1	Social Emotional and Wellness	Yes	\$3,724,000.00	5,475,000
2	2.2	Home-District Connections	Yes	\$469,000.00	597,000
2	2.3	Home-school connections	Yes	\$776,500.00	896,000
2	2.4	Safety and Security	No	\$4,479,000.00	5,806,000
2	2.5	Safe Environment	No	\$23,700.00	3,331,000
2	2.6	Resources and Recognition for Increased Attendance	No	\$318,600.00	450,000
2	2.7	Participation and Decision-Making	No	0.00	0.00
2	2.8	Resources and Recognition for Student Engagement	Yes	\$1,942,400.00	1,200,000
3	3.1	Maintain Facilities in Good Repair	No	\$5,378,000.00	2,923,000



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Technology Access and Implementation	No	\$880,000.00	1,202,000
3	3.3	Standards Based Instructional Materials	No	\$4,145,000.00	4,677,000
3	3.4	Transportation	Yes	\$8,786,000.00	7,122,000
3	3.5	Bridging Technology Gap	Yes	\$3,377,000.00	3,454,000
4	4.1	Heritage Program Coordinators	No	\$300,000.00	249,000.00
4	4.2	Heritage Program Resources	No	\$175,000.00	393,000.00
5	5.1	Professional Learning	No	\$160,000.00	5,500.00
5	5.2	Community Outreach	No	\$45,000.00	6,000.00
5	5.3	Student Recognition	No	\$80,000.00	4,900.00
5	5.4	Learning Environment	No	\$10,000.00	0.00
5	5.5	Additional Staff Hours	No	\$5,000.00	36,000.00
5	5.6	Supplemental Materials	No	\$5,000.00	3,300.00
6	6.1	Professional Learning	No	\$200,000.00	171,000.00
6	6.2	Additional Staffing	No	\$135,000.00	3,000.00

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)
6	6.3	Wellness/Intervention Center	No	\$350,000.00	145,000.00
6	6.4	Student Recognition	No	\$200,000.00	23,000.00
6	6.5	Access to Tutoring	No	\$40,000.00	0.00
6	6.6	Community Outreach	No	\$30,000.00	160.00
6	6.7	Supplemental Materials	No	\$10,000.00	19,200.00
7	7.1	Unity Forums for Students	No	\$112,000.00	53,500
7	7.2	Wellness Center	No	\$450,000.00	0.00
7	7.3	Student behavioral supports	No	\$230,000.00	381,000.00
7	7.4	Professional Learning	No	\$250,000.00	135,000.00
7	7.5	Additional Staffing Hours	No	\$75,000.00	42,000.00
7	7.6	English Learner Support	No	\$130,000.00	12,000.00
7	7.7	Learning Labs	No	\$175,000.00	180,100.00
7	7.8	Student Recognition	No	\$54,000.00	16,000.00

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)
7	7.9	Equity Based Supports	No	\$175,000.00	37,500.00
8	8.1	Community Outreach	No	\$280,000.00	49,800.00
8	8.2	Student Behavioral Supports	No	\$290,000.00	231,000.00
8	8.3	Foster Youth Center	No	\$50,000.00	1,500.00
8	8.4	Staff Support for Student Achievement	No	\$450,000.00	45,000.00
8	8.5	Teacher Professional Learning	No	\$225,000.00	6000.00
8	8.6	Technology Support for Students	No	\$225,000.00	19,000.00
8	8.7	A-G and Graduation Rate	No	\$150,000.00	4,000.00
8	8.8	STEM activities	No	\$150,000.00	145,000.00
8	8.9	Study Trips	No	\$200,000.00	28,000.00
8	8.10	Literacy	No	\$200,000.00	120,000
8	8.11	Student Recognition	No	\$200,000.00	5,400.00
9	9.1	Professional Development	No	\$680,000.00	155,000.00
9	9.2	Learning Environment	No	\$500,000.00	832,500.00

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)
9	9.3	Additional Staffing Hours	No	\$300,000.00	135,000.00
9	9.4	Youth Advocates Mentoring	No	\$35,000.00	35,000.00
9	9.5	Amazing Grace Mentoring	No	\$84,000.00	84,000.00
9	9.6	A-G Readiness	No	\$280,000.00	264,000.00
9	9.7	Improved Communication for ELs	No	\$50,000.00	27,000.00
9	9.8	Recognizing Success	No	\$470,000.00	104,000.00
10	10.1	Professional Learning	No	\$65,000.00	5,200.00
10	10.2	Community Outreach	No	\$30,000.00	1,600.00
10	10.3	Student Recognition	No	\$55,000.00	4,000.00
10	10.4	Learning Environment	No	\$21,363.00	12,000.00
10	10.5	Additional Staffing	No	\$28,784.00	28,000.00
11	11.1	Wellness Center	No	\$1,850,000.00	9000.00
11	11.2	Professional Learning	No	\$205,000.00	200,000.00

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)
11	11.3	Staffing for Student Intervention	No	\$104,901.00	512,000.00
11	11.4	Support System	No	\$200,000.00	5,000.00
11	11.5	Student Recognition	No	\$190,000.00	53,000.00
11	11.6	Non-traditional learning spaces	No	\$170,000.00	183,200.00
11	11.7	Foster Youth Materials and Resources	No	\$10,000.00	6,000
12	12.1	Professional Learning	No	\$60,000.00	5,800.00
12	12.2	Community Outreach	No	\$30,000.00	0.0
12	12.3	Student Recognition	No	\$135,000.00	2,800.00

# 2024-25 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)
45,868,025	\$45,958,200.00	\$40,570,332.00	\$5,387,868.00	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	1.1	Curriculum and Instruction Support for Academic Success	Yes	\$903,600.00	800,000.00		
1	1.2	English Learner Academic Success	Yes	\$410,000.00	250,000.00		
1	1.3	Equity in Access for College Readiness	Yes	\$7,070,000.00	7,225,000.00		
1	1.4	Legacy Program for LTELs	Yes	0.00	700,000.00		
1	1.5	Credit Recovery and Intervention	Yes	\$4,084,000.00	1,600,000.00		
1	1.7	Virtual Program	Yes	\$1,522,500.00	716,000.00		
1	1.8	CTE Program and Pathways	Yes	\$5,658,000.00	6,060,000.00		
1	1.9	Equity in Teaching and Learning	Yes	0.00	7,500.00		
1	1.10	English Learner Instructional Support	Yes	\$390,000.00	630,000.00		
1	1.11	Supplemental Resources and Intervention for Equitable Access	Yes	\$1,112,500.00	1,519,000.00		
1	1.12	College and Career Readiness	Yes	\$1,350,000.00	465,000.00		
1	1.13	Career Technical Education Materials and Resources	Yes	\$1,050,000.00	800,000.00		
1	1.14	Core Instruction Support	Yes	\$6,664,000.00	5,570,000.00		

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)
2	2.1	Social Emotional and Wellness	Yes	\$1,332,200.00	2,660,000.00		
2	2.2	Home-District Connections	Yes	\$469,000.00	455,000.00		
2	2.3	Home-school connections	Yes	\$187,000.00	90,000.00		
2	2.8	Resources and Recognition for Student Engagement	Yes	\$1,750,400.00	1,200,000.00		
3	3.4	Transportation	Yes	\$8,786,000.00	6,767,000.00		
3	3.5	Bridging Technology Gap	Yes	\$3,219,000.00	3,055,832.00		



## 2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
131,163,925.00	45,868,025	0.0	34.970%	\$40,570,332.00	0.000%	30.931%	\$5,297,693.00	4.039%

# 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](mailto:LCFF@cde.ca.gov).*

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## ***Purpose***

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

## **Requirements and Instructions**

### **General Information**

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

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

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

### **Reflections: Annual Performance**

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

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

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

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

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

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

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

### **Reflections: Technical Assistance**

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

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

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

**Comprehensive Support and Improvement**

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

**Schools Identified**

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

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

**Support for Identified Schools**

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

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

**Monitoring and Evaluating Effectiveness**

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

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

**Engaging Educational Partners**

***Purpose***

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

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

**Requirements**

***Requirements***

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

### Educational Partners

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

### Process for Engagement

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

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

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

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



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

## Goals and Actions

### *Purpose*

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

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

### *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

**Broad Goal**

Description

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

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

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

#### Type of Goal

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

#### State Priorities addressed by this goal.

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

#### An explanation of why the LEA has developed this goal.

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

### **Maintenance of Progress Goal**

#### Description

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

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

#### Type of Goal

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

#### State Priorities addressed by this goal.

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

#### An explanation of why the LEA has developed this goal.

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

### **Measuring and Reporting Results:**

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"><li>• Enter the metric number.</li></ul>
Metric

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

## Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

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

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

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

### Goal Analysis:

Enter the LCAP Year.

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

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



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

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

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

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

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

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

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

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

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

## Actions:

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

### Action #

- Enter the action number.

### Title

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

### Description

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

### Total Funds

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

### Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

### ***Purpose***

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

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

### **Statutory Requirements**

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

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

***Requirements and Instructions***

Complete the tables as follows:

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

#### Projected Additional 15 percent LCFF Concentration Grant

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

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

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

#### LCFF Carryover — Percentage

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

#### LCFF Carryover — Dollar

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

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

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

#### **Required Descriptions:**

#### **LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

#### **Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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



## **Metric(s) to Monitor Effectiveness**

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

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

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

## **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

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



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

Complete the table as follows:

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

## Action Tables

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

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

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

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

## ***Total Planned Expenditures Table***

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.  
  
See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

## ***Contributing Actions Table***

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

## ***Annual Update Table***

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

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

## ***Contributing Actions Annual Update Table***

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

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

## ***LCFF Carryover Table***

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

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

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

***Calculations in the Action Tables***

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

**Contributing Actions Table**

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

**Contributing Actions Annual Update Table**

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## **LCFF Carryover Table**

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

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

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

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

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

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