



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hesperia Unified School District

CDS Code: 36750440000000

School Year: 2025-26

LEA contact information:

Mr. David Olney

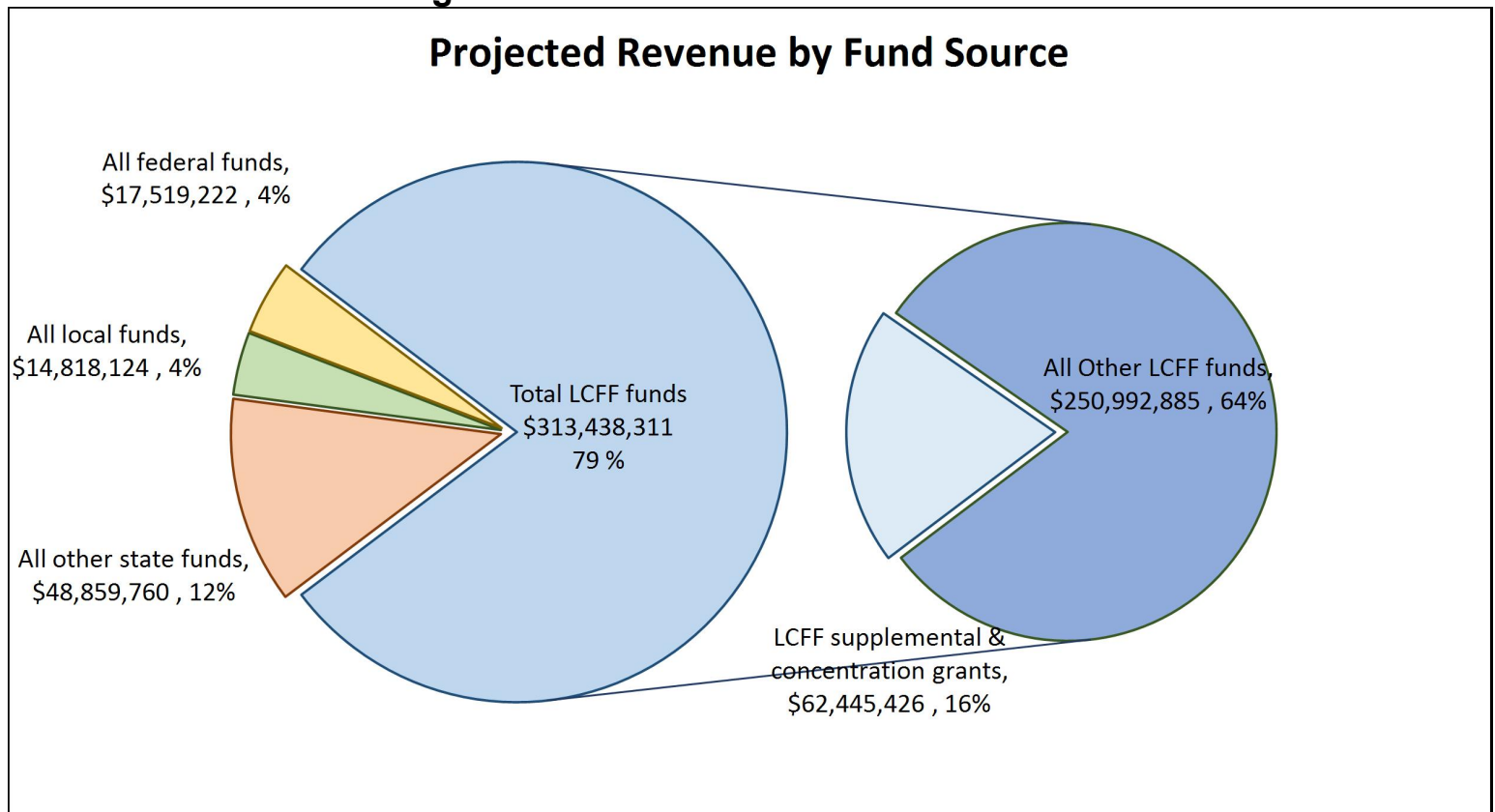
Superintendent

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760-244-4411 x7215

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

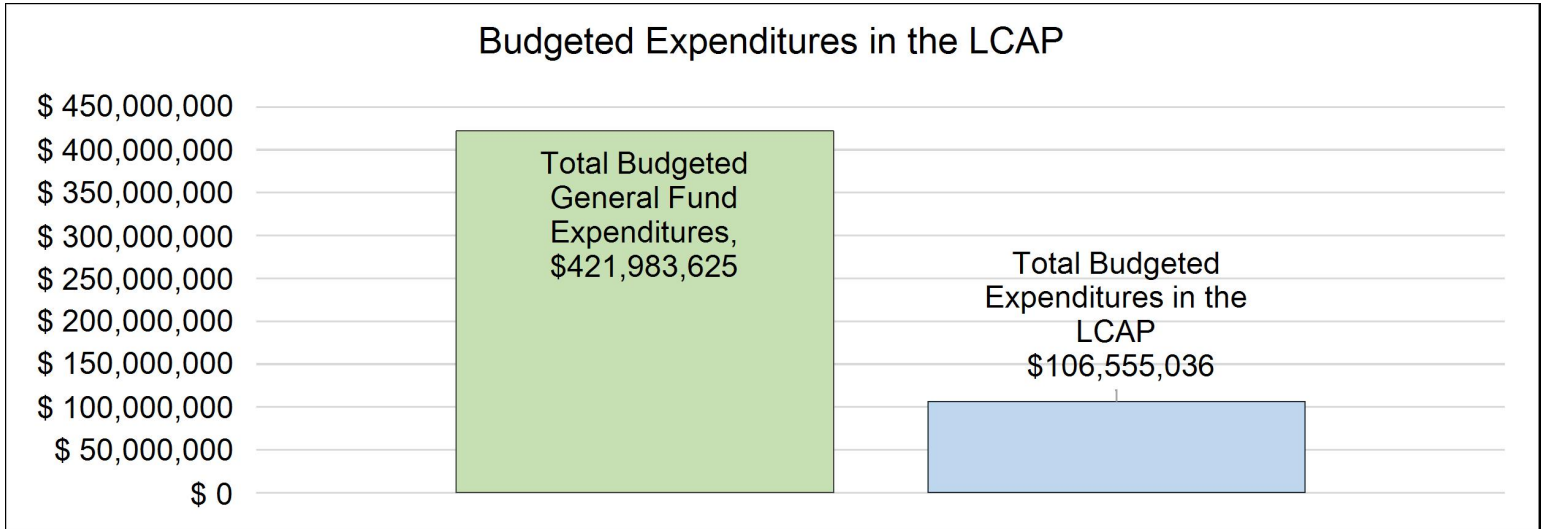


This chart shows the total general purpose revenue Hesperia Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hesperia Unified School District is \$394,635,417, of which \$313,438,311 is Local Control Funding Formula (LCFF), \$48,859,760 is other state funds, \$14,818,124 is local funds, and \$17,519,222 is federal funds. Of the \$313,438,311 in LCFF Funds, \$62,445,426 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 Hesperia Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Hesperia Unified School District plans to spend \$421,983,625 for the 2025-26 school year. Of that amount, \$106,555,036 is tied to actions/services in the LCAP and \$315,428,589 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

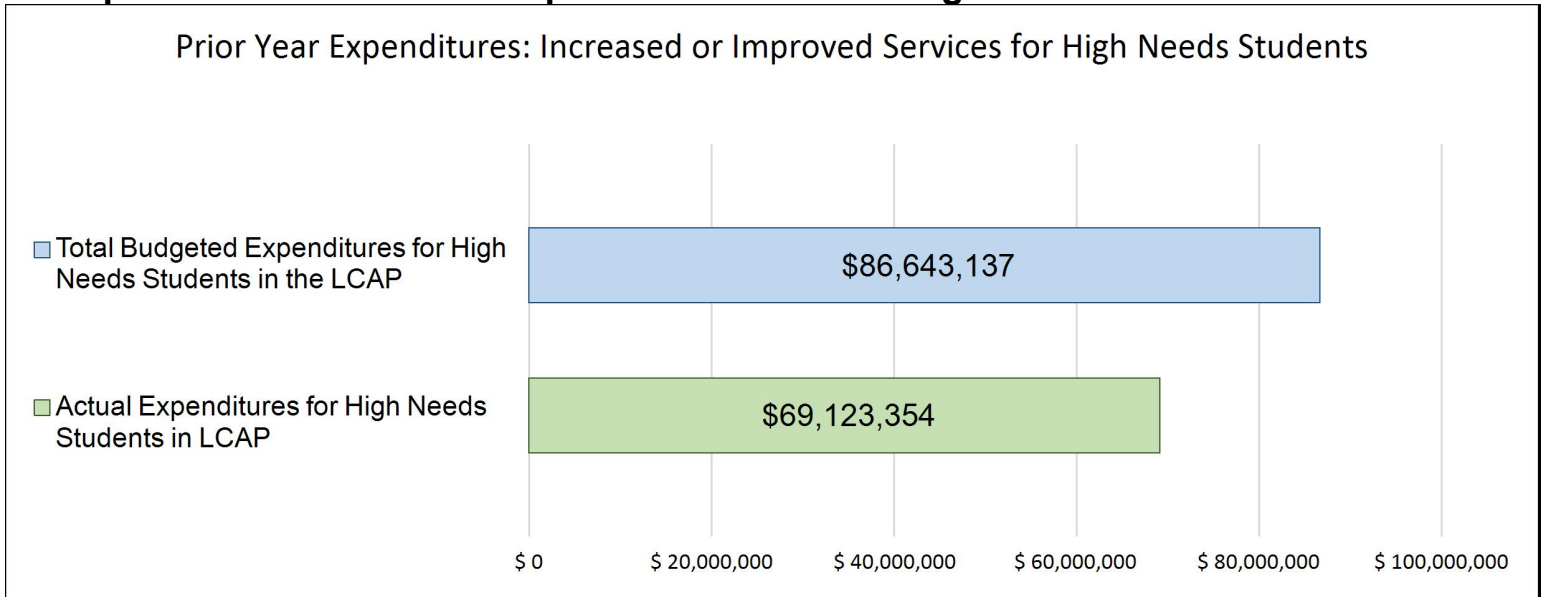
Salaries and benefits, instructional materials, textbook adoptions, maintenance of facilities, and other operational costs of the district.

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

In 2025-26, Hesperia Unified School District is projecting it will receive \$62,445,426 based on the enrollment of foster youth, English learner, and low-income students. Hesperia Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Hesperia Unified School District plans to spend \$94,778,009 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Hesperia Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Hesperia Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Hesperia Unified School District's LCAP budgeted \$86,643,137 for planned actions to increase or improve services for high needs students. Hesperia Unified School District actually spent \$69,123,353.90 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$39,189,412.54 had the following impact on Hesperia Unified School District's ability to increase or improve services for high needs students:

The challenges of staffing positions outside of standard school hours, coupled with increasing staff attrition and recruitment difficulties, have collectively limited the full implementation of several initiatives.



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 |
|-------------------------------------|-----------------------------------|---|
| Hesperia Unified School District | Mr. David Olney Superintendent | david.olney@hesperiausd.org 760-244-4411 x7215 |

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.

Established in 1987, Hesperia Unified School District (HUSD) serves transitional kindergarten through twelfth-grade students in the Hesperia, Oak Hills, and Victorville communities. Prior to 1987, the Victor Valley was composed of Hesperia Elementary School District and Victor Valley Union High School District. Currently, HUSD is the largest District in the high desert in terms of both student population and staff employed. HUSD currently consists of 3 comprehensive high schools serving 9th to 12th grade, three middle schools serving 7th and 8th grade, 15 elementary schools serving TK to 6th grade, three alternative schools, and one adult education school. Three elementary schools are parent choice schools, and one alternative education campus is a K-12th grade independent study school. As enrollment across California declines, HUSD continues to maintain enrollment, which presents its unique challenges. HUSD serves a growing population, educates over 23,382 brilliant students, and employs approximately 2500 staff members. Overall, HUSD's unduplicated percentage is 76%. 63.8% are low-income, 17.8% are English learners, 5.8% are homeless, and 1.3% are foster youth. Additionally, 13.2% are students with disabilities. Students educated by HUSD represent the diverse communities served by the school district, including Hispanic (75.9%), White (14.2%), African American (6.4%), Asian (0.7%), Pacific Islander (0.3%), Filipino (0.3%), American Indian (0.2%), two or more races (1.9%).

HUSD's mission statement is "Preparing Today's Students for Tomorrow's World, focusing on Deep Literacy Through the 6C's and Innovation." Each student will leave HUSD exuding collaboration, communication, critical thinking, creativity, citizenship, and character as part of our district goal of developing college and career-ready graduates. The mission is being implemented through the following key priorities:

1. Academic Excellence
2. Student Well-Being

3. Family and Community Engagement

Hesperia Unified prioritizes comprehensive student success through a collaborative leadership model and Fullan's Coherence framework of clarity of focus, shared leadership, collective expertise, and continuous improvement. The District is committed to the implementation and sustainability of an integrated Multi-Tiered System of Support as evidenced by the allocation of human resources, fiscal resources, and time dedicated to the key priorities. Beyond core subjects, diverse programs like career technical education, dual enrollment, and numerous arts and music opportunities cater to individual student needs. Family and community engagement flourish through family community liaisons, ensuring every student thrives in a supportive and inclusive environment while counselors and SEL initiatives at each school site address student well-being.

Five school sites within HUSD continue to qualify for Equity Multiplier due to a non-stability rate greater than 25% and a socioeconomically disadvantaged student population greater than 70%. Equity Multiplier School Sites: Lime Street Elementary School, Canyon Ridge High School, Shadow Ridge School, Mojave High School, and Community Day School.

The District is governed by a 5-member Board of Trustees, which generally meets monthly at the Hesperia Unified School District Conference and Training Center, 15576 Main Street, Hesperia.

Reflections: Annual Performance

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

Annual Performance Overview:

Hesperia Unified School District (HUSD) recognizes the need to continue to strengthen entire teaching and learning systems and, specifically, the implementation of an integrated Multi-Tiered System of Support (iMTSS). HUSD has been working collaboratively with the district leadership team, school leadership teams, and district educational partnership committees to create a coherent instructional framework to define and align the mission, vision, values, and goals of HUSD. This year, we will continue to share the framework with our entire school community, strengthening our partnership with families to enhance student outcomes. We remain focused on identifying teaching and learning priorities, including ongoing cycles of inquiry and an integrated multi-tiered system of support, ensuring we can respond quickly and effectively to each student's needs.

Utilizing these systems, teacher teams will continue to collaborate and engage in cycles of inquiry with a targeted focus on improving pupil achievement, suspension, and pupil engagement outcomes. In 2023-2024, all HUSD students' math scores maintained at -96.3 distance from standard (DFS), all HUSD students declined in ELA scores to -60.1 distance from standard (DFS), and a decline of student suspension rate of 4.9%. When we further disaggregated this data into the various subgroups, we noticed a similar trend in that many subgroups are in need of additional support.

Pupil Achievement:

The Math CAASPP distance from standard scores for all student populations declined by -1.2, from -95.1 in 2022-2023 to -96.3 in 2023-2024. Several subgroups scored significantly further from the standard than the overall student population: English learners at -120, low-income at -101.7, foster youth at -123.5, homeless at -107.6, African American at -129.5, and students with disabilities at -150.8. The following subgroups maintained or made progress towards the standard: Hispanic, students with disabilities, African American, Filipino, low-income students, White, two or more races, and Asian.

The ELA CAASPP distance from standard scores for all student populations declined -3.2 points, from -56.9 in 2022-2023 to -60.1 in 2023-2024. Several subgroups scored significantly further from the standard than the overall student population: English learners at -89.5, low-income at -66.8, foster youth at -87.7, homeless at -77.7, and African American at -89.9, and students with disabilities at -120.

The data reveals an achievement gap, with Long-Term English Learners (LTEL), students with disabilities, and African American students scoring below standards in math and ELA. To address this, we will intensify targeted iMTSS interventions, focusing on data-driven differentiated instruction, robust Tier One professional development, additional support structures, and ongoing data analysis. The district will continue to enhance math and ELA achievement through targeted initiatives strategically: partnering with curriculum specialists and providing professional development on evidence-based math practices, and implementing a district-wide focus on early literacy with comprehensive teacher training on effective literacy strategies.

School Climate:

The California Dashboard suspension data for all student populations declined by 0.7% from 5.6% in 2022-2023 to 4.9% in 2023-2024. Several subgroups scored higher than the overall student population: low-income at 5.2%, foster youth at 9.6%, homeless at 6.3%, African American at 12.7%, and students with disabilities at 8.3%.

The data reveals a school climate gap, with our foster youth and African American students having a higher rate of suspension. To address this, we will continue to strengthen tiered behavioral interventions through iMTSS, emphasizing data-driven strategies, while school counselors provide targeted support to at-risk students and families, focusing on individualized interventions and social-emotional needs. Family Community Liaisons will continue to strengthen family-school partnerships, enhancing communication and collaboration to create a more supportive and inclusive environment, ultimately reducing suspensions and fostering a positive school climate for all.

Pupil Engagement: graduation rates

The California Dashboard graduation rate data for all student populations maintained a strong overall rate of 93% in 2023-24, with LTEL and Hispanic populations holding steady and foster youth demonstrating a significant 7.4% increase, declines were observed among students with disabilities (3.2% decrease) and homeless students (2.4% decrease). To address these areas of need, the district continues to implement targeted strategies, expanding our supports in alternative school site settings and college and career readiness opportunities outlined for students.

College and Career Indicators:

Data from the 2023-24 school year highlights improvements in college and career readiness, with scores increasing by 3.2%, from 51.6% in 2023 to 54.8% in 2024. This positive trend demonstrates the effectiveness of the district's initiatives to enhance college and career preparedness. A key component of this success has been the implementation of AVID (Advancement Via Individual Determination) strategies, which have provided students with essential skills in organization, time management, and critical thinking, fostering a college-

going culture. The district will continue to expand career exploration programs, offering more college readiness workshops, strengthening partnerships with local colleges, and implementing skill-building initiatives. The district will maintain regular monitoring of student progress, allowing for adjustments and refinements to these strategies to ensure that all students graduate with the skills and knowledge they need to thrive.

HUSD has monitored state and local assessments and Dashboard data to support a continuous improvement approach toward improving learning for every student. The 2023 California School Dashboard shows that the following student groups are performing at the lowest performance level (red) on one or more state indicators on the 2023 CA Dashboard. The schools and student groups are noted below:

District Level:

ELA: AA, EL, Hom, SWD

Math: AA, EL, Hi, Hom, SED

Suspension Rate: AA, FY, SWD

Chronic Absenteeism: n/a

School Sites on the 2023 California Dashboard at the lowest indicator data (red) for "All Students"

Academic Indicator:

English Language Arts: Elementary: Hollyvale, Eucalyptus, Mission Crest, Cottonwood, Joshua Circle, Lime St. -Middle School: Hesperia Junior -High School: Canyon Ridge

Math: Elementary: Eucalyptus, Joshua Circle, Mission Crest -Middle School: Cedar Middle, Hesperia Junior -High School: Canyon Ridge, Shadow Ridge

ELPI: Elementary: Cottonwood, Hollyvale, Joshua Circle. -Middle School: Cedar Middle, Rancho Middle. -High School: Oak Hills High School

School Sites on the 2023 California Dashboard at the lowest indicator data (red) for "All Students"

Suspension:

Middle School: Hesperia Junior, Rancho Middle - High School: Mojave High

Chronic Absenteeism:

Chronic Absenteeism: Shadow Ridge

College/Career:

Canyon Ridge High, Mojave High

Student Groups at School Sites on 2023 California Dashboard with lowest indicator data:

Site Level Data:

Canyon Ridge -

ELA: SED, HI
Math: SED, HI, All
ELPI - none
Suspension: none
College/Career: EL, SED, HI
Carmel -
ELA: SWD
Math: SWD
ELPI: none
Chronic Absenteeism: none
Suspension: none
Cedar Middle -
ELA: EL, SWD, AA
Math: WH, SWD, EL SED, HI
ELPI: EL
Chronic Absenteeism: none
Suspension: AA, SWD
Cottonwood -
ELA: EL, SED, HI
Math: EL,
ELPI: EL
Chronic Absenteeism: AA
Suspension: FY, EL
Cypress -
ELA: SWD
Math: none
ELPI: none
Chronic Absenteeism: none
Suspension: none
Eucalyptus -
ELA: EL, HOM, SED, HI
Math: EL, SED, HI, HOM
ELPI: none
Chronic Absenteeism: none
Suspension: SWD, EL
Hesperia Community Day -
ELA: none
Math: none
ELPI: none
Suspension: SED

College/Career: none
Hesperia High School -
ELA: SWD
Math: none
ELPI: none
Suspension: HOM
College/Career: none
Hesperia Junior -
ELA: EL,SEDI, SWD, AA, HI, HOM
Math: EL, HOM, SED, AA, HI, WH, SWD
ELPI: none
Chronic Absenteeism: none
Suspension: HOM, AA, SED, SWD, EL, HI
Hollyvale -
ELA: EL, HI, SED, HOM
Math: EL, SED, HOM
ELPI: EL
Chronic Absenteeism: none
Suspension: none
Joshua Circle -
ELA: EL
Math: EL, SED, HI
ELPI: EL
Chronic Absenteeism: none
Suspension: SWD, AA
Juniper -
ELA: EL, HOM,SED, WH
Math: none
ELPI: none
Chronic Absenteeism: none
Suspension: none
Kingston -
ELA: EL, SWD, HI
Math: SWD
ELPI: none
Chronic Absenteeism: none
Suspension: none
Krystal -
ELA: none
Math: none

ELPI: none
Chronic Absenteeism: none
Suspension: none
Lime St -
ELA: EL, SED, AA
Math: AA
ELPI: none
Chronic Absenteeism: HOM, AA, WH
Suspension: FY, AA
Maple -
ELA: none
Math: none
ELPI: none
Chronic Absenteeism: none
Suspension: none
Mesa Grande -
ELA: EL, SED, SWD
Math: SWD
ELPI: none
Chronic Absenteeism: none
Suspension: none
Mesquite Trails -
ELA: none
Math: SWD
ELPI: none
Chronic Absenteeism: none
Suspension: none
Mission Crest -
ELA: EL, SED, SWD, AA, HI
Math: EL, HOM, SED, SWD, HI
ELPI: none
Chronic Absenteeism: none
Suspension: FY, AA
Mojave High -
ELA: none
Math: none
ELPI: none
Suspension: AA, WH
College/Career: EL, SED, SWD, HI
Oak Hills High -

ELA: none
Math: none
ELPI: EL
Suspension: none
College/Career: none
Ranchero Middle -
ELA: EL, SED, SWD, AA
Math: WH
ELPI: EL
Chronic Absenteeism: none
Suspension: EL, HOM, SED, SWD, AA, HI, WH
Shadow Ridge -
ELA: EL, SED
Math: EL, SED, HI
ELPI: none
Chronic Absenteeism: SED, AA, HI, WH
Suspension: none
College/Career: none
Sultana High -
ELA: SWD
Math: EL, SED, SWD
ELPI: none
Suspension: none
College/Career: none
Topaz -
ELA: none
Math: none
ELPI: none
Chronic Absenteeism: AA
Suspension: none

Although our dashboard data reports low percentages in many areas, HUSD remains committed to increasing academic outcomes and focusing on student social-emotional well-being to give equitable support quickly with continuous monitoring and reevaluation to ensure high levels of learning for every student every day. This will be accomplished by working towards an integrated multi-tiered system of support as a layered approach to the whole student. An integrated multi-tiered system enables early screening in the areas of academic, behavioral, and social-emotional. HUSD uses a systems approach to improving wellness and learning across our district through the deepening of our iMTSS and Student Wellbeing framework, which correlates to positive academic outcomes.

Learning Recovery Emergency Block Grant (LREBG)

Hesperia Unified School District has \$18,397,734.25 in unexpended funds that will be designated to support goals and actions within the LCAP over the next three years.

The Hesperia Unified School District, in alignment with its 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, has strategically allocated Learning Recovery Emergency Block Grant (LREBG) funds to directly support the district's Local Control Accountability Plan (LCAP) goals. These actions align with the key allowable uses and are designed to support the academic and socioemotional well-being of all students, with a particular focus on those who face the greatest challenges.

#1 Instructional Learning Time Enhancement:

Goal 1, Action 3: Instructional Support Certificated: The Personnel Services Division will maintain adequate staffing to reduce class sizes. The reduction of class sizes will increase opportunities for students to engage in the curriculum and expand access to an understanding of essential learning, principally directed to our English learners, low-income, and foster youth.

Class size reduction has been shown to significantly improve student achievement, especially for disadvantaged students, leading to higher test scores and grade point averages. Additionally, smaller classes foster a more positive learning environment, allowing for increased teacher-student interaction and personalized attention. As John Hattie, an educational researcher, states, "Reducing class size is one of the most powerful interventions we have to improve student achievement."

Research shows that reducing class sizes and providing adequate staffing help create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.

By creating smaller and more focused learning environments, this action aligns with the allowable uses of LREBG funds to enhance instructional quality. It is expected to result in measurable improvements in ELA and Math performance, directly addressing areas of need identified through the comprehensive needs assessment. This action will be measured by M1.5, M1.6, M1.7, M1.8, M1.18, M1.19. LREBG \$1,030,975

Goal 1, Action 17: Intervention/Enrichment/Acceleration: The Educational Services Division will provide summer school programs, tutoring, and intervention to address graduation and UC/CSU A-G credit and learning recovery opportunities for schools and students.

The research done by Meloy, Gardner, and Darling-Hammond, 2019 overwhelmingly showed that early intervention is an important component in special education. The research supported the idea that there are, in fact, multiple benefits associated with early intervention education that is vital for the success of students (Fortunato, 2008). Paraprofessionals provide small-group instruction to students, assist teachers in meeting the needs of special education students, and offer behavioral support and supervision.

Offering programs across the entire district allows for more efficient use of resources and funding, enabling schools to coordinate efforts and maximize the impact of interventions for all students, especially targeted student groups.

The opportunities are principally directed to our students qualifying as English learners, foster youth, and low-income to receive academic support. These programs provide supplemental support, enhance language acquisition, bolster social-emotional well-being, and reduce achievement gaps, ultimately fostering equitable outcomes and increased student confidence through data-driven educational practices directly addressing areas of need identified through the comprehensive needs assessment. This action will be measured by M1.14, M1.15, M1.16. LREBG \$175,000

Goal 2, Action 10: Alternative Settings: The Educational Services division will provide alternative settings with low student-to-staff ratios principally directed to our English learners, foster youth, and low-income students with intensive, personalized support, directly improving their outcomes. These settings offer a focused, supportive environment for academic acceleration and social-emotional development, facilitating a smoother transition back to mainstream classrooms while mitigating learning loss and fostering a sense of belonging, ultimately increasing graduation rates and overall academic success.

A child's performance in school is affected by in-school factors such as the teacher's education level, availability of resources, and curriculum. However, it is also affected by other factors such as the student's socioeconomic status, home life, and personal or learning challenges. An alternative school is a school that doesn't provide the typical educational experience. Another way to think of an alternative school is that it is designed to educate students who haven't been successful in regular schools, often due to behavioral issues (Barrington, 2022). According to a meta-analysis conducted by the RAND Corporation it was found that by providing a more personalized learning environment aligned with students' learning styles and interests show improvements in both engagement and learning outcomes

This action aligns with allowable uses of LREBG funds to enhance instructional quality and address areas of need identified through our comprehensive needs assessment. This action will be measured by M2.5, M2.6, M2.7, M2.8, M2.9. LREBG \$2,235,354.95

#2 Accelerating Learning Progress

Goal 1, Action 19: Supplemental Supports to Academics: The Educational Services Division will continue to bolster academic success for unduplicated students by providing supplemental programs, services, and supplies, alongside engagement activities such as fine arts, athletics, field trips, and assemblies, all funded through LREBG. These targeted resources enable schools to implement evidence-based interventions and individualized support, addressing learning gaps and fostering academic growth, while the inclusion of engagement activities enhances student motivation and attendance, creating a holistic learning environment that promotes both academic and social-emotional development.

Supplemental instructional materials and services offer valuable support to enhance student learning by providing additional resources and expertise. As David Sousa states, "Differentiated instruction is about honoring students' readiness levels, interests, and learning profiles." These materials and services can help bridge learning gaps, cater to diverse needs, and foster a more engaging and effective learning environment.

The research states that All Students gain from supplemental supports to school sites. Research shows that by providing supplemental academic supports specifically identified by the site helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.

This comprehensive approach, supported by additional staff and cross-curricular activities, allows for intensive, personalized instruction that accelerates learning, ensures equitable access to enrichment opportunities, and ultimately improves academic outcomes for English learners, foster youth, and low-income students, which are allowable uses of the LREBG funds. This action will be measured by M1.5, M1.6, M1.7, M1.8, M1.18, M1.19. LREBG \$350,000

#6 Integrated Pupil and Staff Supports:

Goal 2, Action 5: Social Emotional Support: The Educational Services Department will continue to employ additional counselors, leveraging LREBG funds to integrate crucial pupil and staff supports that directly improve outcomes for English learners, low-income, and foster youth students. These counselors provide layered academic and social-emotional support, addressing the complex needs of these students and fostering a sense of belonging. This integrated approach not only increases academic achievement through personalized guidance but also bolsters emotional well-being and reduces chronic absenteeism by addressing underlying issues that hinder student engagement.

According to Layola Marymount University, school social-emotional and mental health specialists are critical members of school teams, providing support for students, teachers, and parents. They have expertise in mental health, behavior, and education. School psychologists help children succeed academically, emotionally, and socially. They are leaders who strive to create safe, responsive, and supportive learning environments.

The research states that All Students gain from the addition of social-emotional supports. Research shows that by providing timely social-emotional support helps create a responsive and adaptive learning environment that meets the needs of every student.

By strengthening the support network within schools, LREBG ensures that these vulnerable students receive the comprehensive assistance necessary to thrive academically and socially, ultimately leading to improved educational outcomes and a more equitable learning environment. This action will be measured by M2.7, M2.8, M2.9, M2.10, M2.11, M2.12. LREBG \$1,399,881

#7 Professional Development:

Goal 1, Action 6: Instructional Support: The Educational Services Division will provide instructional coaching, aligning with LREBG fund allowable use of professional development, to promote innovative practices, ensure inclusive student support, and increase student achievement for English learners, low-income, and foster youth students. This targeted professional development empowers educators with evidence-based strategies, directly impacting classroom instruction and creating more equitable learning environments.

Instructional coaches are invaluable assets to schools, providing teachers with personalized support to enhance their instructional practices. As Jim Knight states, "Coaching is not about telling teachers what to do, but rather empowering them to discover their own solutions." This collaborative approach leads to increased teacher efficacy, ultimately resulting in improved student outcomes.

By focusing on the specific needs of students, instructional coaching enhances teacher capacity, leading to accelerated academic growth and improved outcomes for students. This action will be measured by M1.1, M1.2, M1.3, M1.5, M1.6, M1.7, M1.8, M1.11, M1.14, M1.16, M1.17, M1.18, M1.19. LREBG \$1,128,262

The strategic allocation of LREBG funds demonstrates the district's commitment to using resources effectively to achieve its LCAP goals. By investing in key areas such as instructional time enhancement, student support services, and professional development, the district aims to create a more equitable and successful learning environment for all students.

Reflections: Technical Assistance

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

The overarching goal of California's System of Support is to help LEAs, and their schools meet the needs of each student they serve, with a focus on building local capacity to sustain improvement and to effectively address disparities in opportunities and outcomes. At its heart, California's System of Support is focused on improving the outcomes of California's students. The purpose of California's System of Support is articulated in California Education Code (EC) Section 52095.5(b). California's System of Support provides three levels of support to LEAs and schools. The first level, general assistance, is made up of resources and assistance that are available to all LEAs and schools. The second level of assistance, known as Differentiated Assistance (DA), is targeted support that is available to LEAs who meet the eligibility requirements set by the State Board of Education (SBE).

This year, the district has engaged in a comprehensive and integrated approach to address the areas identified for DA, focusing on supporting our African American students and Foster Youth as well as providing continued support for our Students with Disabilities who demonstrated a need for additional supports in ela, math, chronic absenteeism, and suspensions. Two student groups, Foster Youth and African American students were newly identified as eligible this year, while students with disabilities continue to be an area of focus from the previous year.

The district is collaborating with San Bernardino County Superintendent of Schools (SBCSS) to provide comprehensive support for African American students and Foster Youth. Aligned with state indicators, African American students qualify for support in academic achievement and school climate, while Foster Youth require targeted assistance in academic achievement, pupil engagement, and school climate. District Improvement Teams (DIT) are actively addressing the critical math achievement gap and high chronic absenteeism rates among Foster Youth, who have experienced a 12-point decline to -123.5 DFS as well as a 32.4% chronic absenteeism rate, and will continue to work to mitigate African American and Foster Youth students' disproportionately high suspension rates.

To significantly improve math achievement, improve chronic absenteeism rates, and reduce suspension rates for Foster Youth, the district is implementing a comprehensive, data-driven strategy. This strategy encompasses enhancing tier one math instruction (Action 1.1) and strengthening a robust network of targeted support systems (Actions 1.13, 2.2, 2.3, 3.3). Recognizing inconsistencies in the identification and support of Foster Youth, we are prioritizing a collaborative review of current systems. District staff, including the Foster Youth Liaison and social worker, will partner with site counselors and administrators to ensure rapid and accurate student identification and to provide tailored supports, resources, and interventions. To address identified inconsistencies, we will conduct a thorough evaluation of existing support systems, utilizing student survey data and follow-up interviews to gather direct feedback from impacted Foster Youth, ensuring their voices inform our improvement efforts.

Our African American students require additional support in academic achievement and school climate. While we have achieved a positive 4.3% reduction in chronic absenteeism, we have also observed a concerning 1.5% increase in suspension rates. To address this, our District Improvement Team (DIT) conducted a root-cause analysis to better align supports. The district has strengthened student support systems through iMTSS capacity building for leaders and support staff (Actions 1.7, 2.7). We are utilizing data from surveys and systems to inform action plans and develop targeted professional development in restorative practices, suspension alternatives, and family engagement (Actions 2.1, 2.2, 2.4, 2.6). These comprehensive efforts, including professional development, data analysis, and strategic personnel allocation, are designed to reduce suspension rates for our African American students.

As a district, we will remain focused on using cycles of inquiry to improve our tier one practices for all students within our iMTSS.

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.

We have no schools eligible 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.

n/a

Monitoring and Evaluating Effectiveness

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

n/a

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 |
|--|---|
| Parents and Guardians | From October 28 to November 22, 2024, parents and guardians were invited to share their feedback on school experiences through an online survey promoted on social media, the district website, and via text. The survey covered topics such as school culture, communication, instruction quality, and parent involvement. On February 5, 2025, the District Advisory Committee (DAC), comprised of parents, students, staff, and district personnel, analyzed the survey results, identified strengths and challenges, provided feedback, and discussed potential next steps. |
| Students | From October 28 to November 22, 2024, students completed an online survey assessing school connectedness, safety, academics, and instruction. On February 5, 2025, during DAC meetings, student survey data was reviewed, and students provided further input on successes, challenges, and areas for improvement. Students on the DAC committee also helped provide context to the survey results. The LCAP goals and actions were discussed, and students were asked to provide feedback. |
| Principals, teachers, counselors, classified staff, Union Representatives, district administrators | LCAP Development meetings aimed to inform and gather input were conducted for site and district personnel on October 24, 2024, November 7, 2025, January 7, 2025, January 9, 2025, February 5, 2025, March 6, 2025, and April 3, 2025. During these meetings, a comprehensive review of the LCAP data metrics, CAASPP scores, and local data relevant to the 2024-25 school year to include suspensions, expulsions, attendance, chronic absenteeism, college/career indicator, a-g completion rates, AP test outcomes and |

| Educational Partner(s) | Process for Engagement |
|--|--|
| | <p>CTE completion rates were shared. Additionally, data pertaining to each school site was reviewed. Predictive data pertaining to possible student outcomes on the spring administration of the CAASPP were reviewed. Discussion groups were formed to determine what goals and actions should be retained, added, or deleted in the 2025-26 LCAP.</p> |
| <p>District Advisory Committee (DAC)</p> <p>Parents/Guardians and students representing schools throughout the district.</p> <p>English Learners, low-income, students with disabilities, foster youth, homeless, Hispanic, and African American</p> | <p>During DAC meetings on October 16, December 4, February 5, April 9, and May 14, meetings with students, staff, and families took place.</p> <p>LCAP Development meetings took place on October 16, 2024, December 4, 2024, February 5, 2025, and April 9, 2025, bringing together educational partners from the community. The agenda covered various aspects, including the district's mission and vision, LCAP goals, planned actions, and the progress toward achieving these goals through metrics embedded within the LCAP. Discussions took place to gather input as to what goals and actions should be maintained in the 2025-26 LCAP, as well as to listen to our educational partners' concerns regarding the needs of their children and how the district can provide support. During the meetings, notes were taken, and suggestions were considered while developing the LCAP. The full draft was presented to the committee on April 9, 2025, and allowed to provide feedback until May 15. Following the sharing and discussion of Youth Truth data, the committee recommended continued consistent implementation of instructional practices (GVC, math practices, evidence-based literacy practices), a focus on EL, FY, and SED students, a stronger focus on student wellbeing and mental health supports and continued communication from school sites to educational partners. There were no questions requiring a written response from the Superintendent.</p> |
| <p>District English Language Advisory Committee (DELAC)</p> | <p>The District English Learner Advisory Committee (DELAC) is composed of staff members, administrators, parents or guardians of English Learners representing each school site. This committee meets four times a year. During the DELAC meeting on February 11, 2025, the team reviewed the full draft of LCAP goals and actions, and feedback was gathered and discussed through an</p> |

| Educational Partner(s) | Process for Engagement |
|--|--|
| | Adopt/Adapt/Abandon activity. There were no questions requiring a written response from the Superintendent |
| <p>Equity Multiplier School Educational Partners: Administrators, Parents, Guardians, Teachers, Classified Staff Members, Students</p> | <p>Equity Multiplier Schools</p> <p>Based on data regarding the non-stability rate (>25%) and percent of socioeconomically disadvantaged students (>70%), Lime Street Elementary, Shadow Ridge School, Canyon Ridge High School, Mojave High School, and Hesperia Community Day School were identified as Equity Multiplier schools. As a result, these schools will be provided funding to address the needs of the lowest-performing student groups based on the 2024 California School Dashboard. A needs assessment was conducted to determine strengths and weaknesses at each site and to assess if any resource inequities were present. Educational partners were provided with data regarding areas of lowest performance for students. Funding and possible evidence-based resources were discussed. Input was gathered as to what goal(s) should be included in the SPSA and LCAP for each school site as it pertained to utilizing Equity Multiplier funding.</p> <p>The School Site Council at each of the qualifying Equity Multiplier sites approved the LCAP goals for utilizing Equity Multiplier funding.</p> <p>Throughout the 2024-2025 school year, Lime Street Elementary gathered input from educational partners on site goals and planned actions and reviewed data on December 18, January 17, January 29, and February 12, 2025, leading to the approval of LCAP goals for Equity Multiplier funding on April 16, 2025.</p> <p>Throughout the 2024-2025 school year, Shadow Ridge gathered input from educational partners on site goals and planned actions and reviewed data on September 25, December 16, and March 5, 2025, leading to the approval of LCAP goals for Equity Multiplier funding on April 30, 2025.</p> <p>Throughout the 2024-2025 school year, Canyon Ridge gathered input from educational partners on site goals and planned actions and reviewed data on September 11, October 16, February 19, 2025, and April 3, 2025, leading to the approval of LCAP goals for Equity Multiplier funding on April 30, 2025.</p> |

| Educational Partner(s) | Process for Engagement |
|--------------------------------------|--|
| | <p>Throughout the 2024-2025 school year, Mojave High School gathered input from educational partners on site goals and planned actions and reviewed data on February 4, February 19, February 21, March 4, and March 15, 2025 leading to the approval of LCAP goals for Equity Multiplier funding on April 1, 2025.</p> <p>Throughout the 2024-2025 school year, Hesperia Community Day School gathered input from educational partners on site goals and planned actions and reviewed data on February 4, February 19, February 21, March 4, and March 15, 2025 leading to the approval of LCAP goals for Equity Multiplier funding on April 1, 2025.</p> <p>Through this process, goals and actions specific to the school have been added to the 2025-26 LCAP to support student learning and promote a healthy school climate.</p> |
| SELPA Consultation | <p>The 2025-26 full draft of LCAP goals and actions were presented to the area SELPA Administrator on March 18, 2025. Feedback was gathered and discussed on how best to address district-wide special education needs. There were no questions requiring a written response from the Superintendent</p> |
| Governing Board Community Members | <p>The 2025-26 LCAP draft was posted publicly on the district website on May 26, 2025.</p> <p>The 2025-26 LCAP draft was presented at a regularly scheduled Board of Education meeting on June 9, 2025, for the Public Hearing.</p> |
| Governing Board | <p>The Mid-Year Report was presented to the Governing Board at a regularly scheduled meeting on February 3, 2025</p> |
| Governing Board Community Members | <p>The 2025-26 LCAP was adopted at a regularly scheduled Board of Education meeting on June 12, 2025.</p> |

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

The goals and actions in the LCAP were guided by feedback from educational partners. The LCAP was influenced and developed in response to educational partner feedback. HUSD prioritized the feedback from educational partners within the context of budgetary limits and resources available along with the focus of the LCAP. Areas of emphasis that were heard through meetings, discussions, and surveys have resulted in the addition, maintenance, or revision of specific goals and actions.

Summary of the Input

The major themes and ideas gathered through collaboration with educational partners include:

Academic Excellence

Goal 1 focuses on academic excellence. Its goal is to enhance professional development for educators in English language arts and mathematics, encompassing a guaranteed and viable curriculum, and strategies for early literacy and mathematical instruction (Goal 1, Action 1 and Goal 1, Action 7); improve academic results for multilingual learners (Goal 1, Action 8); and sustain and potentially expand dual language immersion programs at two current school locations (Goal 1, Action 19). College and Career preparation continues to gain positive support from our staff, students, and families, and is reinforced by marked improvements in college and career readiness scores on the CA Dashboard (Goal 1, Actions 12-15). Feedback from educational partners confirmed the importance of a guaranteed and viable curriculum, teacher training, and professional development in ELA and math, supported by instructional coaches, and targeted resources for English learners. Expanding our CTE pathways and increasing supports around college and career readiness are highlighted in many meetings across the district. Educational partner input from staff, students, and parents consistently emphasized the value of this goal, reinforcing a commitment to robust instruction, resources that support college and career readiness, and data-driven decision-making through inquiry cycles.

Student Wellbeing

Goal 2 focuses on providing a physically and emotionally safe climate and learning environment that is culturally responsive to all students. Its goal is to improve student well-being through an integrated, multi-tiered system of support (Goal 2, Action 7). The district has observed a positive trend with a reduction in chronic absenteeism and suspension rates. Continued attention is given to student transportation (Goal 2, Action 9), and significant efforts have been made to expand social-emotional support services, including counselors, psychologists, behavior specialists (BCBAs and BIS), social workers, and a foster youth liaison (Goal 2, Actions 2-6). Educational partners strongly advocated for the continuation of mental health resources, specifically personnel, universal student screening (Goal 2, Action 1), and the care concierge service, Care Solace (Goal 2, Action 2), recognizing its critical role in assisting families during challenging times.

Family and Community Engagement

Goal 3 focuses on family and community engagement and provides opportunities for parents to support students in their learning. Its goal is to prioritize clear communication and provide parent engagement opportunities. The district has strengthened our communication through our translation services (Goal 3, Action 5) to help remove barriers. Based on the input received from educational partners during LCAP development meetings and an analysis of the outcomes of the educational partner survey, the focus remains on increasing the impact of our family-community liaisons (Goal 3, Action 3) and adding districtwide consistency in family outreach. Additional family training and support were addressed (Goal 3, Action 1) and increased interpretation and translation services provided to our EL community (Goal 3, Action 2) remain a high priority.

Equity Multiplier Feedback

Lime Street Elementary, Shadow Ridge School, Canyon Ridge High School, Mojave High School, and Hesperia Community Day School have been identified as Equity Multiplier schools. Educational partners from each site met to develop a goal that has been included in the LCAP.

Goal 4 Canyon Ridge High School

Canyon Ridge High School has taken significant steps to develop educational partners' input through a comprehensive needs assessment involving all major educational partners. This input has led to enhancements in the area of social emotional supports, including additional personnel as well as supplemental materials.

Goal 5 Mojave High School

Mojave High School has taken significant steps to develop educational partners' input through a comprehensive needs assessment involving all major educational partners. This input has led to additional supports in social emotional and mental health supports, including additional personnel, evidence-based professional development for certificated and classified staff, and intervention and enrichment opportunities for students.

Goal 6 Hesperia Community Day School

Hesperia Community Day School has taken significant steps to develop educational partners' input through a comprehensive needs assessment involving all major educational partners. This input has led to additional supports in student wellbeing including additional personnel and professional development.

Goal 7 Shadow Ridge School

Shadow Ridge School has taken significant steps to develop educational partners' input through a comprehensive needs assessment involving all major educational partners. This input has led to increased academic support, including specific support for English learners and a focus on student wellbeing.

Goal 8 Lime Street Elementary

Lime Street Elementary School has taken significant steps to develop educational partners input through a comprehensive needs assessment involving all major educational partners. This input has led to additional academic supports in early literacy and upper grade interventions as well as additional personnel support to address student wellbeing.

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 1 | To provide high-quality classroom curriculum, instruction, and assessment to prepare our students for success in college and career. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Hesperia Unified School District has identified a goal for students to be prepared for college and careers. Student data was analyzed at the district level through three defined cycles of inquiry throughout the school year. The analysis of student data has identified our areas of need. A few data points that have guided the educational partner's decision-making are: California Dashboard data: Graduation Rate maintained at 93%, we saw a decline in ELA scores to -60.1 distance from standard (DFS), while students' math scores maintained at -96.3 distance from standard (DFS) Local Assessments: iReady ELA has demonstrated 30% proficiency, an increase of 8% from the 2023-2024 school year. iReady Math, 25% of students are proficient, a 15% increase in proficiency from the 2023-2024 school year. Both sets of assessment results showed that more students were below the proficiency level. Based on local and state data and educational partners, feedback has demonstrated the need to continue to provide students with academic support to succeed in college and careers. The actions listed below are designed to increase and improve services based on the qualitative and quantitative data for our students qualifying as low-income, English learners, and foster youth. Together, these metrics and actions have been determined to be the most effective approach to achieving the goal.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|--|----------------|---|---|
| 1.1 | Teacher Assignment Monitoring Percent appropriately assigned Source: District Personnel Assignment Monitoring Report | 2023 DataQuest District Personnel Assignment Monitoring Report: 84.6% of teachers of the school district are appropriately assigned and fully credentialed in | 2024 DataQuest District Personnel Assignment Monitoring Report: 80% of teachers of the school district are appropriately | | DataQuest District Personnel Assignment Monitoring Report: 87.6% of teachers of the school district are | DataQuest District Personnel Assignment Monitoring Report: decreased 4.6% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|--|----------------|--|---|
| | | the subject areas and for the students they are teaching | assigned and fully credentialed in the subject areas and for the students they are teaching | | appropriately assigned and fully credentialed in the subject areas and for the students they are teaching | |
| 1.2 | Student Access to Instructional Materials Percent of students with access Source: Williams Case Monitoring Report | 2023 Williams Case Monitoring Report: 100% of students with access to individual standards-aligned instructional materials for use at school and at home | 2024 Williams Case Monitoring Report: 100% of students with access to individual standards-aligned instructional materials for use at school and at home | | Williams Case Monitoring Report: 100% of students with access to individual standards-aligned instructional materials for use at school and at home | Williams Case Monitoring Report: Maintained |
| 1.3 | Teacher Participation in Professional Development Percent of teacher participation Source: District Professional Development Monitoring System | 2024 District Professional Development Monitoring System: 74% of HUSD teachers have participated in professional development in CA Academic Content Standards and Curriculum Frameworks | 2024 District Professional Development Monitoring System: 74% of HUSD teachers have participated in professional development in CA Academic Content Standards and Curriculum Frameworks | | District Professional Development Monitoring System: 75% of HUSD teachers will participate in professional development in CA Academic Content Standards and Curriculum Frameworks | District Professional Development Monitoring System: n/a |
| 1.4 | Seal of Biliteracy Rates Percent of graduating students | 2023 Data Quest: | 2024 Data Quest: 15.3% of graduating | | Data Quest: | Data Quest: The percentage of graduating |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|---|----------------|---|---|
| | Source: Data Quest | 7% of graduating students who earn a Seal of Biliteracy | students who earn a Seal of Biliteracy | | 10% of graduating students who earn a Seal of Biliteracy | students earning the Seal of Biliteracy has increased by 8.3% from the baseline |
| 1.5 | CAASPP ELA Districtwide Difference from standard (DFS) Source: CA Dashboard | 2023 CA Dashboard: All students: -56.9 Distance from standard EL: -81.2 FY: -78.3 SED: -67.8 HOM: -78.3 SWD: -119.8 AA: -87.5 HI: -59.8 WI: -37.2 2024 Dashboard: LTEL -116.3 | 2024 CA Dashboard: All students: -60.1 Distance from standard EL: -89.5 FY: -87.7 SED: -66.8 HOM: -77.7 SWD: -120 AA: -89.1 HI: -63.4 WI: -36.7 LTEL: -116.3 | | CA Dashboard: All students: -41.9 Distance from standard EL: -51.2 FY: -49.3 SED: -45.8 HOM: -49.3 SWD: -79.8 AA: -57.5 LTEL: -96.3 HI: -45.8 WI: -27.2 | 2024 CA Dashboard: All students: -4.2 Distance from standard EL: -8.3 FY: -9.4 SED: 1 HOM: 0.6 SWD: -0.2 AA: -1.6 HI: -3.6 WI: 0.5 LTEL: (n/a) |
| 1.6 | CAASPP ELA Site Level Difference from standard (DFS) Source: CA Dashboard | 2023 CA Dashboard: Canyon Ridge High: all students-101.3, EL -118.2, HI -108.4, SED -104.7. Carmel: all students-42.9, SWD-107.5, EL-66.2, HI-51.4, HOM-55.2, SED-49.1, WI-16.8. Cedar Middle: all students-50.3, AA-71.2, EL-74.7, HI-54.3, | 2024 CA Dashboard: Canyon Ridge High: all students -147.1, EL under 15 students no DFS available, HI -152.7, SED -138.9, WI -167.9. Carmel: all students -52.4, EL -75.1, HI -58.9, HOM -70.5, SED -54.6, | | CA Dashboard: Canyon Ridge High: all students-86.3, EL-103.2, HI -93.4, SED-89.7, WI -152.9. Carmel: all students -32.9, EL -56.2, HI -41.4, HOM -45.2, SED -39.1, SWD -92.5, WI -6.8 Cedar Middle: | CA Dashboard: Canyon Ridge High: all students -45.8, EL(n/a), HI -44.3, SED -34.2, WI (n/a). Carmel: all students-9.5, EL-8.9, HI-7.5, HOM-15.3, SED-5.5, SWD-5.3, WI 5.4. Cedar Middle: |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|--|--|----------------|--|---|
| | | <p>HOM-63.7, SED-58.4, SWD -128.2, WI-34.1.</p> <p>Cottonwood: all students-73.8, AA-82.4,EL-102.2, HI-78, SED -82.3, SWD-112.8, WI-57.1.</p> <p>Cypress: all students-48.6, EL-69.6, HI-51, HOM-54.8,SED-57, SWD-97.3,WI-48.9.</p> <p>Eucalyptus: all students -82.5,AA-120.8, EL -93.4, HI -81.7,HOM-114.2, SED-90.8, SWD-127.9, WI-84.8.</p> <p>Hesperia Community Day: none</p> <p>Hesperia High: all students -21.5, AA-54.8, EL-78, HI -21.5,HOM-79.2, SED-25.5, SWD -137.8, WI-10.3.</p> <p>Hesperia Junior: all students-77.8, AA -105.9, EL-90.3, HI -80.3, HOM -110.1, SED-88, SWD-155.4, WI-59.1.</p> <p>Hollyvale: all students -85, AA-129.1, EL -83.9, HI -80.3, HOM -101.1, SED</p> | <p>SWD -112.8, WI -28.7.</p> <p>Cedar Middle: all students -50.7, AA -69.3, EL -90, FY-112.5, HI -54.1, HOM-69.2, LTEL -111.2, SED -56, SWD -127.7, WI -35.6.</p> <p>Cottonwood: all students -82.7, AA-105.2, EL -97.4, HI -83.7, SED -85.8, SWD -131.1, WI -74.8.</p> <p>Cypress: all students-49.8, EL -71, HI -55.4, HOM-75.2,SED -54.6, SWD -96.8, WI-37.6.</p> <p>Eucalyptus: all students-77,AA-121.8,EL-84.6, HI -74.2,HOM -101.3, SED -82, SWD -118.6, WI-81.3.</p> <p>Hesperia Community Day: n/a</p> <p>Hesperia High: all students-9.1, AA-59.6, EL -57.9,</p> | | <p>all students -40.7,AA -56.2, EL -59.7, FY-97.5, HI -44.3, HOM-53.7, LTEL -96.2, SED -48.4, SWD -113.2, WI -24.1.</p> <p>Cottonwood: all students -58.8, AA-72.4, EL -87.2, HI -63, SED -67.3, SWD -97.8, WI -47.1.</p> <p>Cypress: all students -38.6, EL -59.6, HI -41, HOM-44.8,SED -47, SWD -82.3, WI -38.9.</p> <p>Eucalyptus: all students -67.5, AA-105.8, EL -78.4, HI -66.7, HOM-99.2, SED-75.8, SWD -112.9, WI-74.8.</p> <p>Hesperia Community Day School: n/a</p> <p>Hesperia High: all students-11.5, AA-44.8, EL-68, HI-11.5, HOM-69.2,</p> | <p>all students -0.4, AA-1.9, EL-15.3, FY (n/a),HI-0.2, HOM-5.5, LTEL(n/a), SED2.4, SWD0.5, WI-1.5.</p> <p>Cottonwood: all students-8.9, AA-22.8, EL4.8, HI-5.7, SED-3.5, SWD-18.3, WI-17.7.</p> <p>Cypress: all students-1.2, EL-1.4, HI-4.4, HOM-20.4,SED2.4, SWD 0.5, WI 11.3.</p> <p>Eucalyptus: all students 5.5, AA-1, EL 8.8, HI 7.5,HOM 12.9, SED8.8, SWD9.3, WI3.5.</p> <p>Hesperia Community Day School: n/a</p> <p>Hesperia High: all students12.4, AA-4.8, EL20.1, HI13.8, HOM68.5,</p> |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|---|---|----------------|---|---|
| | | <p>-95.1, SWD-144.4, WI-59.6.</p> <p>Joshua Circle: all students -76.9, AA-135.3, EL -77.2, HI-75.9, SED-77.5, SWD-139, WI-39.8.</p> <p>Juniper: all students -68, EL -80.4, HI-68, HOM -91.4, SED -73.8, SWD-89.9, WI -72.8.</p> <p>Kingston: all students-76.5, EL -90.7, HI -80.5, HOM -83, SED-78.4, SWD-138.8, WI-73.1.</p> <p>Krystal: all students 4.7, SWD-73.2, EL-9.6, HI-1.3, HOM-22.6, SED-5.8, WI14.8.</p> <p>Lime: all students -80.8, AA -112.4, EL -86.8, HI-74.9, HOM-88.6, SED -88.8, SWD-101.7, WI-65.</p> <p>Maple: all students -41, AA-92.8, EL-43.2, HI-38.3, SED-46.7, SWD-80.7, WI-38.1.</p> <p>Mesa Grande: all students -66.1, AA-108.4, EL -76.4,</p> | <p>HI -7.7, HOM-10.7, LTEL-64.8, SED-13.1, SWD -119.8, WI 22.8.</p> <p>Hesperia Junior: all students -71.6, AA -93.9, EL -101.6, FY-99, HI -74.4, HOM -91.4, LTEL -119.8, SED -77.4, SWD -149.2, WI -44.1.</p> <p>Hollyvale: all students -76.7, AA-112.4, EL -93.5, HI -79.4, HOM -84, SED -80.9, SWD-127.3, WI-28.3.</p> <p>Joshua Circle: all students -92.3, AA-103.8, EL -103.5, HI -94.4, HOM-125.3, SED -92.7, SWD-154.1, WI-57.9.</p> <p>Juniper: all students -82.2, AA-86.7, EL -107.4, HI -84.3, HOM -107.6, SED -88.5, SWD -120.3, WI -73.</p> <p>Kingston:</p> | | <p>SED-15.5, SWD -122.8, WI-0.3.</p> <p>Hesperia Junior: all students -62.8, AA -90.9, EL -75.3, HI -65.3, HOM -95.1, LTEL -104.8, SED -73, SWD -140.4, WI -49.1.</p> <p>Hollyvale: all students -70, AA-114.1, EL -68.9, HI -65.3, HOM -86.1, SED-80.1, SWD-129.4, WI-49.6.</p> <p>Joshua Circle: all students -61.9, AA-120.3, EL -62.2, HI -84.4, HOM-110.3, SED -67.5, SWD-129, WI-29.8.</p> <p>Juniper: all students -58, AA-76.7, EL-70.4, HI -58, HOM -76.4, SED -58.8, SWD -79.9, WI -57.8.</p> <p>Kingston: all students -66.5, AA-77.8, EL-75.7, HI -65.5, HOM -73,</p> | <p>LTEL(n/a), SED12.4, SWD18, WI33.1.</p> <p>Hesperia Junior High: all students 6.2, AA 12, EL -11.3, FY(n/a), HI 5.9, HOM 18.7, LTEL (n/a), SED 10.6, SWD 6.2, WI15.</p> <p>Hollyvale: all students 8.3, AA16.7, EL -9.6, HI 0.9, HOM 17.1, SED 14.2, SWD17.1, WI 31.3.</p> <p>Joshua Circle: all students -15.4, AA31.5, EL -26.3, HI-18.5, HOM (n/a), SED-15.2, SWD-15.1, WI-18.1.</p> <p>Juniper: all students-14.2, AA(n/a), EL -27, HI-16.3, HOM -16.2, SED -14.7, SWD-30.4, WI -0.2.</p> <p>Kingston: all students 2, AA(n/a), EL -8.1, HI</p> |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|---|---|----------------|---|--|
| | | HI-69.3, HOM-78, SED-71.5, SWD -100.2, WI-43.9. Mesquite Trails: all students-25, AA-22.6, EL-56.6, HI-30.7, HOM-135, SED-39.8, SWD-94, WI-13.6. Mission Crest: all students -72, AA -84.5, EL -90.5, FY-34.5, HI -74.5, HOM-83.6, SED -78, SWD -141.3, WI-53.4. Mojave High: all students-173, EL-194.2, HI-187.6, SED-182.7, WI-166. Oak Hills High: all students-20, AA-48.6, EL-89.4, HI-18.9, HOM-61.7, SED-33.1, SWD-139, WI-17.4. Ranchoero Middle: all students-66.1, AA -106.4, EL-87.7, HI-69.6, HOM-80.4, SED -74.7, SWD-137.1, WI-47.5. Shadow Ridge: all students-64.5, AA-91.6, EL-96.3, HI-67.7, HOM-29.3, SED-78, SWD-153.2, WI-29.3. | all students -74.5, AA-87.8, EL -98.8, HI -83.5, HOM -86, SED -77, SWD -120, WI -52.5. Krystal: all students 8.3, AA-4.7, EL -18.9, HI3.8, HOM-28.8, SED-0.5, SWD -68.8, WI16.3. Lime: all students -86.6, AA -112.6, EL -96.5, HI -84.8, HOM-60.2, SED -91.3, SWD -106.5, WI -65.6. Maple: all students -52.5, AA -77.8, EL -70.7, HI -51.6, HOM-60.3, SED -59.8, SWD -94.8, WI -39.4. Mesa Grande: all students -63.9, AA-100.1, EL -64.9, HI -62.8, HOM-73, SED -67, SWD -94.3, WI-72.3. Mesquite Trails: all students -26.3, AA-37.9, | | SED -68.4, SWD-123.8, WI -63.1. Krystal: all students14.7, AA5.3, L0.4, HI8.7, HOM-12.6, SED4.2, SWD-63.2, WI24.8. Lime: all students -65.8, AA -97.4, EL -71.8, HI -64.9, HOM-78.6, SED -73.8, SWD -86.7, WI -55. Maple: all students-31, AA-82.8, EL-33.2, HI-28.3, HOM-50.3, SED-36.7, SWD-70.7, WI-28.1. Mesa Grande: all students -51.1, AA-93.4, EL -61.4, HI -59.3, HOM-68, SED-57.5, SWD-85.2, WI-33.9. Mesquite Trails: all students -15, AA-12.6, EL -46.6, HI -20.7, HOM-125, SED -29.8, SWD -84, WI -3.6. Mission Crest: | -3, HOM-5.5, SED1.4, SWD18.8, WI20.6. Krystal: all students3.6, AA(n/a), EL-9.3, HI5.1, HOM-6.2, SED5.3, SWD4.4, WI1.5. Lime: all students -5.8, AA -0.2, EL -9.7, HI-9.9, HOM28.4, SED -2.5, SWD-4.8, WI-0.6. Maple: all students-11.5, AA15, EL-27.5, HI-13.3, HOM(n/a), SED-13.1, SWD-14.1, WI-1.3. Mesa Grande: all students 2.2, AA8.3, EL 11.5, HI 6.5, HOM5, SED 4.5, SWD 5.9, WI-28.4. Mesquite Trails: all students-1.3, AA-15.3, EL-7.4, HI1.5, HOM40.8, |

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|----------|--------|--|--|----------------|--|--|
| | | <p>Sultana High: all students-3.6, AA-75.2, EL-60.4, HI0, HOM-21.2, SED-14.6, SWD -166.6, WI-1.6.</p> <p>Topaz: all students-38.6, AA-44.1,EL-47.7, HI-40.8, HOM-50.2, SED-50.1, SWD-67.3, WI-52.1.</p> <p>2024 Dashboard: Canyon Ridge: WI -167.9 Cedar Middle School: LTEL-111.2, FY-112.5, HOM-69.2 Hesperia High: LTEL-64.8 Hesperia Junior: LTEL -119.8, FY-99 Juniper: AA-86.7 Kingston: AA-87.8 Krystal: AA-4.7 Maple: HOM-60.3 Mojave High: LTEL-164.3 Oak Hills High: LTEL -114 Ranchoero Middle: LTEL-137.5, FY-142.5 Shadow Ridge: LTEL-96.2 Sultana High: LTEL -89.8</p> | <p>EL -64, HI -29.2, HOM-94.2, SED -33.9, SWD -78.9, WI -12.9. Mission Crest: all students -64.6, AA -80.1, EL -75.1, HI -63.4, HOM -76.6, SED-67.4, SWD -134.6, WI -63.5. Mojave High: all students -157.8, EL-170.9, HI -154.2, LTEL-164.3, SED -156.3. Oak Hills High: all students -21.7, AA -80.3, EL -90.7, HI -28.8, HOM-37.6, LTEL -114, SED -29.8, SWD -164.2, WI -20.9. Ranchoero Middle: all students -97.1, AA -130.9, EL -121, FY-142.5, HI -97.3, HOM -118.7, LTEL -137.5, SED -105.8, SWD -153.9, WI -85.7. Shadow Ridge: all students-56.7, AA-89.6,EL -75.7, HI -59.5, HOM-</p> | | <p>all students -57,AA -69.5, EL -73.5, FY-24.5,HI -59.5, HOM -73.6, SED -73, SWD -126.3, WI -43.4. Mojave High: all students-158, EL-179.2, HI-172.6, LTEL-149.3, SED-167.7, WI-151. Oak Hills High: all students -10, AA -38.6, EL -79.4, HI -8.9, HOM-51.7, LTEL -104, SED-23.1, SWD -129, WI -7.4. Ranchoero Middle: all students -56.1,AA -91.4, EL-72.7, FY-127.5, HI -59.6, HOM -70.4, LTEL -122.5, SED -59.7, SWD -122.1, WI -37.5. Shadow Ridge: all students -54.5, AA-81.6, EL -81.3, HI -57.7, HOM-19.3, LTEL-</p> | <p>SED5.9, SWD15.1, WI0.7. Mission Crest: all students 7.4, AA 4.4, EL 15.4, FY(n/a), HI 11.1, HOM7,SED 10.6, SWD 6.7, WI -10.1. Mojave High: all students15.2, EL23.3, HI33.4, LTEL (n/a),SED26.4, WI(n/a). Oak Hills High: all students-1.7, AA-31.7, EL-1.3, HI-9.9, HOM24.1, LTEL (n/a),SED3.3, SWD-25.2, WI-3.5. Ranchoero Middle: all students -31, AA -24.5, EL -33.3, FY(n/a), HI-27.7, HOM-38.3, LTEL (n/a), SED -31.1, SWD -16.8, WI-38.2. Shadow Ridge: all students7.8, AA2, EL 20.6, HI8.2, HOM7,LTEL (n/a), SED 17.6, SWD19.8, WI-3.2.</p> |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|--|----------------|---|---|
| | | | 22.3, LTEL-96.2, SED -60.4, SWD-133.4, WI-32.5. Sultana High: all students -7.8, AA-62.6, EL -80.9, HI -17.2, LTEL -89.8, SED -12, SWD -101.5, WI32. Topaz: all students -41.9, AA-30.8, EL -53.2, HI -46.5, HOM -49.1, SED -42.4, SWD -116.5, WI -36.5. | | 86.2, SED -63, SWD-138.2, WI-19.3. Sultana High: all students 6.4, AA-65.2, EL -50.4, HI 10, HOM-11.2, LTEL -79.8, SED -4.6, SWD-127, WI8.4. Topaz: all students -28.6, AA-34.1, EL -37.7, HI -30.8, HOM -40.2, SED-40.1, SWD -57.3, WI -42.1 | Sultana High: all students-4.2, AA12.6, EL-20.5, HI-17.2, HOM (n/a), LTEL (n/a), SED2.6, SWD65.1, WI33.6. Topaz: all students-3.3, AA13.3, EL-5.5, HI-5.7, HOM1.1, SED7.7, SWD-49.2, WI15.6. |
| 1.7 | CAASPP Math Districtwide Difference from standard (DFS) Source: CA Dashboard | 2023 CA Dashboard: All students: -95.1 Distance from standard EL: -113.1 FY:-111.4 SWD:-150.3 HOM: -112.9 SED: -104.7 AA: -133.7 HI: -97.8 WI: -73.7 2024 CA Dashboard: LTEL: -168.1 | 2024 CA Dashboard: All students: -96.3 EL: -120 FY:-123.5 SWD:-150.8 HOM:-107.6 SED:-101.7 AA:-129.5 WI:-71.5 HI: -99.7 LTEL: -168.1 | | CA Dashboard: All students: -65.1 Distance from standard EL: -68.1 FY:-69.4 SWD:-80.3 HOM: -67.9 SED: -74.7 AA: -73.7 WI: -63.7 HI: -67.8 LTEL: -168.1 | CA Dashboard: All students: -1.2 Distance from standard EL: -6.9 FY: -12.1 SWD: -0.5 HOM:5.3 SED:3 AA:4.2 WI:2.2 HI: -1.9 LTEL: -168.1 |
| 1.8 | CAASPP Math Site Level | 2023 CA Dashboard: | 2024 CA Dashboard: | | CA Dashboard: | CA Dashboard: |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|---|----------------|--|---|
| | Difference from standard (DFS) Source: CA Dashboard | Canyon Ridge High: all students-226.1,EL-219.8, HI-223.9 SED-224.9, Carmel: all students-70, EL-85.7, HI-81, HOM-81.7, SED-77.1, SWD -141.5, WI-36.7. Cedar Middle: all students -118, AA-142.6, EL -140.3, HI -122.1, HOM-140.7,SED -127.7, SWD -180.6,WI -99.9. Cottonwood: all students-90.3, AA-104.4,EL -106.5, HI-94, SED-95.6, SWD-128.8, WI-70. Cypress: all students-59.3, EL-81, HI-62.6, HOM-97, SED-71.3, SWD-96, WI-58.8. Eucalyptus: all students-96.2, AA-123.6, EL-102.4, HI -95.1,HOM-117.4, SED-103, SWD-150.8, WI-116.2. Hesperia Community Day: none Hesperia High: all students-94.3, AA-129.3, EL-129.5, | Canyon Ridge High: all students -205.6, HI -210.9, SED -206.7, WI -201.1. Carmel: all students -65.7, EL -90.8, HI -72.9, HOM -81.4, SED -69.4, SWD -123.5, WI -43.4. Cedar Middle: all students -115.7, AA -136, EL -146, FY-182.2, HI -122, HOM-138.4, LTEL -167.1, SED -122.2, SWD -180.3, WI -91. Cottonwood: all students -96.6,AA-117.3, EL -120.6, HI -98.2, SED-97.1, SWD -153.3, WI -85.5. Cypress: all students -61.1, EL -82.3, HI -68.2, HOM-82.5,SED -64.3, SWD -108.2, WI -39. Eucalyptus: | | Canyon Ridge High: all students-181.1,EL-174.8, HI -179.9, SED-178.9, WI-156.1. Carmel: all students-50, EL -65.7, HI -52.9, HOM -61.7,SED-57.1, SWD -111.5, WI -26.7. Cedar Middle: all students -108, AA -132.6, EL -130.3, FY-172.2,HI -112.1, HOM-130.7, LTEL -157.1, SED -117.7 SWD -170.6, WI -89.9. Cottonwood: all students -80.3,AA-94.4,EL -96.5, HI -84,SED -85.6, SWD -118.8, WI -60. Cypress: all students -49.3, EL -71,HI -52.6, HOM-87,SED -61.3, SWD -86, WI -48.8. Eucalyptus: | Canyon Ridge High: all students 20.5, EL (n/a),HI13, SED18.2, WI (n/a), Carmel: all students 4.3,EL-5.1, HI 8.1, HOM 0.3, SED 7.7, SWD 18, WI-6.7. Cedar Middle: all students 2.3, AA 6.6,EL -5.7, FY (n/a), HI 0.1, HOM 2.3, LTEL (n/a),SED 5.5, SWD 0.3, WI 8.9. Cottonwood: all students-6.3,AA-12.9,EL -14.1,HI-4.2, SED-1.5, SWD-24.5, WI-15.5. Cypress: all students-1.8, EL-1.3, HI-5.6, HOM 14.5, SED 7, SWD-12.2, WI 19.8. Eucalyptus: all students 5.8, AA 19.7, EL 0.4, HI 4.5, HOM -0.1, SED 7.4, SWD-0.5, |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|---|--|----------------|--|--|
| | | HI-95.6, HOM-162.7, SED-96.1, SWD-189.5, WI-73.9. Hesperia Junior: all students -133.6, AA -172.3, EL -140.2, HI -135.2, HOM -157.2, SED-143.5, SWD -216.7, WI -118.5. Hollyvale: all students-94.6, AA-129.9, EL -102.8, HI-88.9, HOM -101.5, SED -100, SWD-138.2, WI-84.4. Joshua Circle: all students -105.7, AA-153.7, EL -107.3, HI -105.8, SED -103.2, SWD-171.8, WI-68. Juniper: all students-70.4, EL-86, HI-71.9, HOM-86.9, SED-72.9, SWD-98.7, WI-66.2. Kingston: all students-97.8, EL-109.5, HI-99.6, HOM-111.4, SED-98.9, SWD -155.5, WI-96.6. Krystal: all students-8.9, EL-24.7, HI-14.9, HOM- | all students-90.4, AA-103.9, EL -102, HI -90.6, HOM -117.5, SED -95.6, SWD -151.3, WI-86. Hesperia Community Day: none Hesperia High: all students-91.2, AA-121.6, EL -122.8, HI -93.2, HOM-115.7, LTEL-135.9, SED-93.6, SWD -186, WI -64.2. Hesperia Junior: all students -127.2, AA -160.4, EL -150, FY-178.6. HI -127.9, HOM -143.4, LTEL -168.5, SED -134, SWD -201.6, WI -112.9, Hollyvale: all students -92, AA-115.9, EL -107.2, HI -95.2, HOM-95.2, SED -96.6, SWD-136.1, WI-51.3. Joshua Circle: | | all students -86.2, AA-113.6, EL -92.4, HI -85.1, HOM -107.4, SED -93, SWD -140.8, WI-106.2. Hesperia Community Day: n/a Hesperia High: all students -84.3, AA-119.3, EL -119.5, HI -85.6, HOM-152.7, LTEL -112.8, SED -86.1, SWD -179.5, WI -63.9. Hesperia Junior: all students -123.6, AA -162.3, EL -130.2, FY-168.6. HI -125.2, HOM -147.2, LTEL -158.5, SED -133.5, SWD -206.7, WI -108.5. Hollyvale: all students -84.6, AA-119.9, EL -92.8, HI -78.9, HOM -91.5, SED -90, | WI 30.2. Hesperia Community Day: n/a Hesperia High: all students 3.1, AA 7.7, EL 6.7, HI 2.4, HOM 47, LTEL (n/a), SED 2.5, SWD 3.5, WI 9.7. Hesperia Junior: all students 6.4, AA 11.9, EL -9.8, FY (n/a), HI 7.3, HOM 13.8, LTEL (n/a), SED 9.5, SWD 15.1, WI 5.6. Hollyvale: all students 2.6, AA 14, EL -4.4, HI-6.3, HOM 6.3, SED 3.4, SWD 2.1, WI 33.4. Joshua Circle: all students -5.5, AA 34.3, EL -7.6, HI -8.8, HOM (n/a), SED -8.2, SWD-7.4, WI-0.6. Juniper: all students-12.9, AA (n/a), EL-17.6, HI-12.7, HOM-22.3, |

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|----------|--------|--|---|----------------|---|--|
| | | <p>47.3, SED-25.3, SWD-90.6, WI 4.</p> <p>Lime: all students-108.3, AA -140.4, EL-106, HI-102.7, HOM-99.1, SED-115, SWD-131.3, WI-83.6.</p> <p>Maple: all students-50.5, AA-95,EL-53.2, HI-47.1, SED-55.4, SWD-99.3, WI-56.6.</p> <p>Mesa Grande: all students -84.5, AA-118.8, EL-94.9, HI-88, HOM-110.1,SED-91.4, SWD:-116.3,WI-64.</p> <p>Mesquite Trails: all students-31.2, AA-29.9,EL-54.9, HI-37.8, HOM-153.5, SED-45, SWD -102.8, WI-16.5.</p> <p>Mission Crest: all students -98, AA-126.4, EL -104.3, FY-85.3,HI -97.6, HOM -103.7, SED -105.1, SWD -163.6, WI-71.6.</p> <p>Mojave High: all students-217.9, EL-228.2, HI-211.4, SED-223.7, WI-237.9.</p> <p>Oak Hills High:</p> | <p>all students -111.2, AA-119.4, EL -114.9, HI -114.6, HOM-168.3, SED -111.4, SWD-179.2, WI-68.6.</p> <p>Juniper: all students -83.3, AA-114.6,EL -103.6, HI -84.6, HOM -109.2, SED-88.7, SWD -120.4, WI -77.8.</p> <p>Kingston: all students -88.3, AA-127.6, EL -105.7, HI -93.3, HOM -108.4, SED -90, SWD -152.2, WI -74.2.</p> <p>Krystal: all students-17.4, AA-44.2, EL -41.4, HI-21.4, HOM-18.6, SED-25.4, SWD -87, WI-9.7.</p> <p>Lime: all students -114.1, AA -144.3, EL -124.7, HI -112, HOM-108.2, SED -116.1, SWD -136.5, WI -89.</p> | | <p>SWD-128.2, WI-74.4.</p> <p>Joshua Circle: all students -95.7, AA-143.7, EL -97.3, HI -95.8, HOM-158.3, SED-93.2, SWD-161.8, WI-58.</p> <p>Juniper: all students -60.4,AA-104.6, EL -76, HI -61.9,HOM -76.9, SED-62.9, SWD -88.7, WI -56.2.</p> <p>Kingston: all students -87.8, AA-117.6,EL -99.5, HI -89.6, HOM -101.4, SED -88.9,SWD -145.5, WI -86.6.</p> <p>Krystal: all students 1.1, AA-34.2,EL -14.7, HI-4.9, HOM-37.3, SED -15.3, SWD -80.6, WI 14.</p> <p>Lime: all students-98.3,AA -130.4, EL -96, HI -92.7, HOM-89.1,SED -105,</p> | <p>SED-15.8, SWD-21.7, WI-11.6.</p> <p>Kingston: all students 9.5,AA (n/a),EL 3.8, HI 6.3, HOM 3, SED 8.9, SWD 3.3, WI 22.4.</p> <p>Krystal: all students-8.5, AA (n/a),EL-16.7, HI-6.5, HOM 28.7,SED-0.1, SWD 3.6,WI 13.7.</p> <p>Lime: all students-5.8, AA -3.9, EL-18.7, HI-9.3, HOM-9.1,SED-1.1, SWD-5.2, WI-5.4.</p> <p>Maple: all students-5.7, AA 5.6, EL-12.1, HI-7.4, HOM (n/a),SED-8.2, SWD 2, WI 4.7.</p> <p>Mesa Grande: all students-7, AA 15.7,EL 0.9, HI-6.1, HOM 11.2,SED-6.2, SWD-14.3, WI-38.3.</p> <p>Mesquite Trails:</p> |

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|----------|--------|--|--|----------------|---|---|
| | | <p>all students-71.4, AA-109, EL-116.7, HI-70.6,HOM-109.1, SED-83.1, SWD-169.9, WI-64.3.</p> <p>Ranchero Middle: all students-125.8, AA-153.5, EL-144.5, HI-130, HOM-151.2, SED-135.1, SWD-183.9,WI-109.2.</p> <p>Shadow Ridge: all students -142.9, AA-198.2, EL -148.1, HI -142.7, HOM-119.1, SED-152.7, SWD-183.1, WI-112.2.</p> <p>Sultana High: all students-111.5, AA-174.5, EL-171.7, HI-114.5, HOM-142.6,SED -125.3, SWD-219.9, WI-98.4.</p> <p>Topaz: all students-51.2,AA-69.4,EL-62.3, HI-52.1, HOM-41.9, SED-53.1, SWD-68, WI-64.3,</p> <p>2024 Dashboard: Canyon Ridge: WI -201.1 Cedar Middle: FY-182.2, HOM-138.4, LTEL-167.1</p> | <p>Maple: all students-56.2, AA -89.4, EL -65.3, HI -54.5, HOM-71.8,SED -63.6, SWD -97.3, WI -51.9.</p> <p>Mesa Grande: all students -91.5, AA-103.1, EL -94, HI -94.1, HOM-98.9, SED -97.6, SWD -130.6, WI-102.3.</p> <p>Mesquite Trails: all students -31.9, AA-41.4, EL -77.6, HI -36.9, HOM-82.6,SED -41.1, SWD -86.5, WI-13.8.</p> <p>Mission Crest: all students -93.6,AA -125.4, EL -99.8, FY - fewer than 11 students, no DFS available, HI -92.1, HOM -80.3, SED -94, SWD -160.2, WI -76.1.</p> <p>Mojave High: all students -199.5, EL-215.7, HI 201.1, LTEL-213.2,SED -204.1,</p> | | <p>SWD -121.3, WI -73.6.</p> <p>Maple: all students -40.5, AA -85, EL -43.2, HI -37.1, HOM -61.8,SED -45.4, SWD -89.3, WI -46.6.</p> <p>Mesa Grande: all students -74.5,AA-108.8, EL -84.9, HI -78, HOM-100.1,SED -81.4, SWD -106.3, WI-54.</p> <p>Mesquite Trails: all students -21.2, AA-19.9, EL -44.9, HI -27.8, HOM-143.5,SED-35, SWD -92.8, WI-6.5,</p> <p>Mission Crest: all students -78, AA -116.4, EL -94.3, FY-75.3,HI -87.6, HOM -93.7, SED-95.1, SWD -153.6, WI -61.6.</p> <p>Mojave High: all students -207.9,EL-218.2, HI-201.4,</p> | <p>all students-0.7,AA-11.5,EL-22.7, HI 0.9,HOM 70.9,SED 3.9, SWD 16.3,WI 2.7.</p> <p>Mission Crest: all students 4.4,AA 1, EL 4.5, FY (n/a), HI 5.5,HOM 23.4, SED 11.1, SWD 3.4, WI -4.5,.</p> <p>Mojave High: all students 18.4, EL 12.5, HI 10.3, LTEL (n/a),SED 19.6, WI (n/a).</p> <p>Oak Hills High: all students-5.4,AA-37.4, EL-25, HI-14.2, HOM 2.4,LTEL (n/a),SED-5.7, SWD-55.1, WI 3.1.</p> <p>Ranchero Middle: all students-12, AA-19.8, EL-17.1,FY (n/a), HI-10.8, HOM-9.9,LTEL (n/a), SED-8.9, SWD-0.3, WI -8.</p> <p>Shadow Ridge:</p> |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|---|---|----------------|--|---|
| | | Hesperia High: LTEL-135.9 Hesperia Junior: FY-178.6, LTEL -168.5 Joshua Circle: HOM-168.3 Juniper: AA-114.6 Kingston: AA-127.6 Krystal: AA-44.2 Maple: HOM-71.8 Mojave High: LTEL-213.2 Oak Hills High: LTEL -156.7 Ranchero Middle: FY-192, LTEL -176.7 Shadow Ridge: LTEL-187.3 Sultana High: LTEL-181.4 | WI - fewer than 11 students, no DFS available Oak Hills High: all students -76.8, AA -146.4, EL -141.7, HI -84.8, HOM-106.7, LTEL -156.7, SED-88.8, SWD -225, WI -61.2. Ranchero Middle: all students -137.8, AA -173.3, EL -161.6, FY-192, HI -140.8, HOM -161.1, LTEL -176.7, SED -144, SWD -184.2, WI -117.2. Shadow Ridge: all students -138.3, AA-177.9, EL -144.6, HI -138.6, HOM-119.7, LTEL-187.3, SED-140.5, SWD-184.2, WI-132. Sultana High: all students -123.5, AA-154.9, EL -176.5, HI -129.1, HOM -fewer than 11 students, no DFS | | LTEL-203.2, SED -213.7, WI-227.9. Oak Hills High: all students -61.4, AA -99, EL -106.7, HI -60.6, HOM 99.1, LTEL -146.7, SED -73.1, SWD -159.9, WI -54.3. Ranchero Middle: all students -115.8, AA -143.5, EL -134.5, FY-182, HI -120, HOM -141.5, LTEL -166.7, SED -125.1, SWD -173.9, WI -99.2. Shadow Ridge: all students -132.9, AA-188.2 EL 138.1, HI -132.7, HOM-109.1, LTEL -177.3. SED -142.7, SWD-173.1, WI-102.2. Sultana High: all students -101.5, AA-164.5, EL -161.7, HI -104.5, HOM-132.6, LTEL -171.4, | all students 4.6, AA 20.3, EL 3.5, HI 4.1, HOM-0.6, LTEL (n/a), SED 12.2, SWD-1.1, WI-19.8. Sultana High: all students-12, AA 19.6, EL -4.8, HI-14.6, HOM (n/a), LTEL (n/a), SED -3.3, SWD 9.6, WI-7.4. Topaz: all students-9.8, AA (n/a), EL-8.4, HI-13.2, HOM-26.1, SED-8.2, SWD-51.4, WI 14.2. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|--|----------------|---|---|
| | | | available, LTEL - 181.4, SED -128.6, SWD -210.3, WI -105.8, Topaz: all students -61, AA - 59.4EL -70.7, HI -65.3, HOM -68, SED -61.3, SWD - 119.4, WI -50.1. | | SED -115.3, SWD -209.9, WI -88.4. Topaz: all students -41.2, AA-59.4,EL -52.3, HI -42.1,HOM - 31.9, SED -43.1, SWD -58, WI -54.3. | |
| 1.9 | A-G Requirement Rates Percentage of graduates Source: Data Quest | 2024 Data Quest: The 2024 Data Quest shows 43.5% of students have met a-g requirements. | 2024 Data Quest: The 2024 Data Quest shows 43.5% of students have met a-g requirements. | | DataQuest: 60% of students meet a-g requirements | Data Quest: n/a |
| 1.10 | Career Technical Education (CTE) Rates Percentage of graduates Source: Coordinator of CTE Monitoring System | 2023 Coordinator of CTE Monitoring System: 26% of Graduates who completed a CTE pathway | 2024 Coordinator of CTE Monitoring System: 44.1% of Graduates who completed a CTE pathway | | Coordinator of CTE Monitoring System: 28% of Graduates who completed a CTE pathway | Coordinator of CTE Monitoring System: The percentage of graduating students who completed a CTE pathway has increased by 18.1% from the baseline |
| 1.11 | A-G Requirement and Career Technical Education (CTE) Rates Percentage of graduates Source: Data Quest and Coordinator of CTE Monitoring System | 2024 Data Quest: 22.2% of students who met a-g requirements and completed a CTE pathway | 2024 Data Quest: 22.2% of students who met a-g requirements and completed a CTE pathway | | Data Quest: 25% of students who met a-g requirements and completed a CTE pathway | Data Quest: n/a |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|---|----------------|--|---|
| 1.12 | English Learner Progress to Proficiency Percent of English learner students making progress Source: CA Dashboard | 2023 CA Dashboard: 42.3% of English Learner students making progress toward English language proficiency as measured by the ELPAC. Cottonwood: 39% Hollyvale: 36.6% Joshua Circle: 37.7% Cedar Middle: 34.3% Ranchero Middle: 30.3% Oak Hills High: 30.5% | 2024 CA Dashboard: 40.2% of English Learner students making progress toward English language proficiency as measured by the ELPAC. Cottonwood: 38.3% Hollyvale: 47% Joshua Circle: 40% Cedar Middle: 31.5% Ranchero Middle: 34.1% Oak Hills High: 40.6% | | CA Dashboard: 55% of English Learner students making progress toward English language proficiency as measured by the ELPAC. Cottonwood: 52% Hollyvale: 48.6% Joshua Circle: 49.7% Cedar Middle: 46.3% Ranchero Middle: 42.3% Oak Hills High: 42.5% | CA Dashboard: -2.1% of English Learner students making progress toward English language proficiency as measured by the ELPAC. Cottonwood: -0.7% Hollyvale: 0.4% Joshua Circle: 0.3% Cedar Middle: -2.8% Ranchero Middle: 3.8% Oak Hills High: 10.1% |
| 1.13 | Advanced Placement Examination Percent of students who have passed an advanced placement (AP) examination with a score of 3 or higher Souce: CDE College/Career Levels and Measures Report and Data | 2023 CDE College/Career Levels and Measures Report and Data: 11.4% of students who passed an advanced placement (AP) examination with a score of 3 or higher | 2024 CDE College/Career Levels and Measures Report and Data: 12.29% of students who passed an advanced placement (AP) examination with a score of 3 or higher | | CDE College/Career Levels and Measures Report and Data: 21% of students who passed an advanced placement (AP) examination with a score of 3 or higher | 2024 CDE College/Career Levels and Measures Report and Data: 0.89% more students passed an advanced placement (AP) examination with a score of 3 or higher |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|---|----------------|--|---|
| 1.14 | Early Assessment Program (EAP) Math Percentage of 11th grade students Source: Data Quest | 2023 Data Quest: 12.56% of 11th grade students who exceeded standards on CAASPP-MATH | 2024 Data Quest: 12.29% of 11th grade students who exceeded standards on CAASPP-MATH | | Data Quest: 15.56% of 11th grade students who exceeded standards on CAASPP-MATH | 2024 Data Quest: -0.27% less 11th grade students exceeded standards on CAASPP-MATH |
| 1.15 | Early Assessment Program (EAP) ELA Percent of 11th grade students Source: Data Quest | 2023 Data Quest: 26.34% of 11th-grade students who exceeded standards on CAASPP-ELA | 2024 Data Quest: 26.23% of 11th-grade students who exceeded standards on CAASPP-ELA | | Data Quest: 29.34% of 11th-grade students who exceeded standards on CAASPP-ELA | 2024 Data Quest: -0.11% less 11th-grade students exceeded standards on CAASPP-ELA |
| 1.16 | High School Graduation Rates Percent of students graduated Source: CA Dashboard | 2023 CA Dashboard: 93% of students who graduated high school within four years | 2024 CA Dashboard: 93% of students who graduated high school within four years | | CA Dashboard: 94.5% of students who graduated high school within four years | 2024 CA Dashboard: % of students who graduated high school within four years maintained |
| 1.17 | Broad Course of Study Percent of schools offering courses Source: Williams Case Monitoring | 2023 Williams Case Monitoring: 100% of schools offering courses described in Ed. Code 51210 and Ed. Code 51220, as applicable | 2024 Williams Case Monitoring: 100% of schools offering courses described in Ed. Code 51210 and Ed. Code 51220, as applicable | | Williams Case Monitoring: 100% of schools offering courses described in Ed. Code 51210 and Ed. Code 51220, as applicable | Williams Case Monitoring: Maintained |
| 1.18 | iReady-Local Assessment ELA Percent students met or exceed | March 2024 iReady ELA: 26% at or above grade level | April 2025 iReady ELA: 30% at or above grade level | | iReady ELA: 36% at or above grade level | iReady ELA: 4% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|---|----------------|--|---|
| | Source: iReady Reporting Platform | | | | | |
| 1.19 | iReady-Local Assessment Math Percent students met or exceed Source: iReady Reporting Platform | March 2024 iReady Math: 23% at or above grade level | April 2025 iReady Math: 25% at or above grade level | | iReady Math: 33% at or above grade level | iReady Math: 2% |
| 1.20 | ESGI-Local Assessment ELA Percent students met or exceed Source:ESGI Reporting Platform | March 2024 ESGI ELA: 86.75% proficient | April 2025 ESGI ELA: 60% proficient | | ESGI ELA: 89.75% proficient | ESGI ELA: - 26.75% |
| 1.21 | ESGI-Local Assessment Math Percent students met or exceed Source:ESGI Reporting Platform | March 2024 ESGI Math: 85.8% proficient | April 2025 ESGI Math: 55% proficient | | ESGI Math: 88.8% proficient | ESGI Math: - 30.8% |
| 1.22 | English Learner Reclassification Rate Percent of EL students reclassified Source: Ellevation platform | 2024: 7.8% student reclassification rate | 2025: 4.9% student reclassification rate | | 10.8% student reclassification rate | 2.9% decrease in student reclassification |
| 1.23 | Implementation of the academic content and performance standards adopted by the state board. | 2024: 100% implementation | 2025: 100% implementation | | 100% implementation | Maintained |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|---|----------------|--|----------------------------------|
| | Percent of implementation Source: Survey | | | | | |
| 1.24 | CA Science Test Results (CAST) Points Below Standard Source: CA Dashboard | 2024 CA Dashboard: All Students: -21.4 Points Below Standard AA: -26.3 Points Below Standard EL: -27.2 Points Below Standard FY: -29.7 Points Below Standard HI: -22.3 Points Below Standard HOM: -24.8 Points Below Standard LTEL: -30.1 Points Below Standard SED: -22.9 Points Below Standard SWD: -32 Points Below Standard WI: -16.2 Points Below Standard | 2024 CA Dashboard: All Students: -21.4 Points Below Standard AA: -26.3 Points Below Standard EL: -27.2 Points Below Standard FY: -29.7 Points Below Standard HI: -22.3 Points Below Standard HOM: -24.8 Points Below Standard LTEL: -30.1 Points Below Standard SED: -22.9 Points Below Standard SWD: -32 Points Below Standard WI: -16.2 Points Below Standard | | CA Dashboard: All Students: -11.4 Points Below Standard AA: -16.3 Points Below Standard EL: -17.2 Points Below Standard FY: -19.7 Points Below Standard HI: -12.3 Points Below Standard HOM: -14.8 Points Below Standard LTEL: -20.1 Points Below Standard SED: -12.9 Points Below Standard SWD: -22 Points Below Standard WI: -11.2 Points Below Standard | CA Dashboard: n/a |
| 1.25 | CCI Dashboard Indicator Percent Prepared Source: CA Dashboard | 2024 CA Dashboard: All students: 54.8% AA: 44.1% EL: 37.9% LTEL: 39.2% SWD: 27.9% WI: 61.1% FY: 43.8% HI: 54.4% | 2024 CA Dashboard: All students: 54.8% AA: 44.1% EL: 37.9% LTEL: 39.2% SWD: 27.9% WI: 61.1% | | CA Dashboard: All students: 59.8% AA: 49.1% EL: 44.9% LTEL: 44.2% SWD: 34.9% WI: 65.1% FY: 48.8% | CA Dashboard: n/a |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|------------------------|--|----------------|-------------------------------------|----------------------------------|
| | | HOM: 37.9% SED: 53% | FY: 43.8% HI: 54.4% HOM: 37.9% SED: 53% | | HI: 59.4% HOM: 43.9% SED: 58% | |

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.

Hesperia Unified School District (HUSD) continues to recognize the need to strengthen entire teaching and learning systems. HUSD has been working collaboratively through the District Leadership Team, School Leadership Teams, and the district educational partnership committees to create a Coherent Instructional Framework that defines and aligns the mission, vision, values, and goals of HUSD. We have also identified teaching and learning priorities, which include cycles of inquiry and an integrated multi-tiered system of support in order to respond quickly and effectively to each student’s needs. Overall, the implementation of the actions in Goal 1 has been successful, and the majority of the 19 actions were implemented as planned. Actions 8-11 were partially implemented. We are finding that these actions in place are leading us toward achieving our overarching goal.

Successes: This year, Hesperia Unified has seen tangible progress in critical areas that directly benefit our students. We are proactively identifying and addressing academic needs through consistent, universal screening (Action 2), ensuring every student has the support they require. We continue to provide support to school sites for supplemental programs (Action 19) and offer summer school programs, tutoring, and intervention to provide additional learning and recovery opportunities to schools and students (Action 17). Our dual language immersion program is flourishing at Kingston and Joshua Circle, driven by strong collaboration and professional growth, and is set to expand each year (Action 18). Our commitment to a robust curriculum is evident in the advancements of our Guaranteed and Viable Curriculum in Math and ELA. Our instructional coaches are providing vital support, refining the curriculum through teacher input, and implementing evidence-based practices while our commitment to reducing class sizes and increasing access to technology is helping to boost student success by maximizing student engagement and collaboration (Action 3, 4, 6). Furthermore, we are tackling early literacy challenges with targeted professional development in phonics and phonemic awareness, aligning with our LETRS partnership and continuing to provide early learning opportunities principally directed for our low-income, English Learners, and foster youth (Action 1, 5, 6, 7). Finally, our college and career readiness initiatives, particularly AVID, are yielding promising results, equipping students with the skills and mindset for success after graduation (Actions 12, 13, 14, 15, 16).

Challenges: Staffing shortages, a statewide issue, have continued to impact our ability to fully implement LCAP actions that include personnel this year (Actions 10, 11). High vacancy rates, teacher and staff attrition, and an increase of new hires have presented challenges. While we have prioritized personnel to support our Long-Term English Learner (LTEL) students, implementation of those supports is still in its early stages (Action 10). We are committed to ongoing data analysis and professional development to pinpoint the specific supports needed to improve English Learner reclassification rates (Actions 8, 9).

While contracted services have delivered valuable early literacy professional development, our goal is to build internal capacity for this work. Sustaining our early literacy initiatives will require dedicated staff to lead these efforts (Actions 6 and 7).

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.

A material difference for Goal 1 Action 3 (Instructional Support: Certificated) and Goal 1 Action 6 (Instructional Support: Instructional Coach) occurred due to the district experiencing challenges in retaining and rehiring staff, leading to prolonged vacancies in certain positions. A material difference for Goal 1 Action 4 (Access to Technology) occurred due to challenges in obtaining necessary materials and resources. In addition, a large-scale technology replacement at school sites was not required this year. A material difference for Goal 1 Action 16 (AVID) and Goal 1 Action 17 (Intervention/Enrichment/Acceleration) occurred because funds were reserved to support school sites if necessary; however, the sites were able to independently fund their intervention and enrichment programs to effectively address their students' needs. A material difference for Goal 1 Action 1 (Guaranteed and Viable Curriculum), Goal 1 Action 8 (EL Academic Support) and Goal 1 Action 13 (Foster Youth Support) occurred due to the reallocation of resources and personnel supporting students districtwide.

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

Hesperia Unified is committed to college and career readiness for all students, using data analysis to drive improvement. The actions implemented under Goal 1 were designed to increase academic achievement and college/career readiness for all students, with an emphasis on unduplicated pupils, through high-quality instruction, targeted supports, and expanded learning opportunities. While most actions were fully or mostly implemented, their effectiveness in improving outcomes for unduplicated students varied based on the related performance metrics.

Actions 1.1-1.7: The district's foundational academic supports, outlined in Actions 1.1–1.7, focused on standards-aligned instruction, curriculum adoption, technology access, instructional time, and universal screening. The evaluation of these initiatives utilized a range of metrics, including CAASPP results in English Language Arts and Mathematics (M1.5, M1.6, M1.15, M1.7, M1.8, M1.14), iReady proficiency levels in reading and math (M1.18, M1.19), and reclassification rates for English learners (M1.22). According to the 2023 California School Dashboard, overall student performance saw a decrease from the prior year, with ELA experiencing a 3.2-point decline and Math a 1.2-point decline. Local iReady diagnostic data indicated modest growth and stability in foundational skills, with approximately 30% of students scoring at or above grade level in reading (M1.18) and 25% in math (M1.19). However, early learning assessments (ESGI) showed a drop in ELA proficiency from 86.75% to 60% (M1.20) and in Math from 85.8% to 55% (M1.21). This mixed data suggests a potential delayed impact from academic support actions, particularly in early grades where initial gains might not yet be reflected in summative assessments. The district has maintained key infrastructure elements successfully, including 84.6% of teachers in the school district appropriately assigned and fully credentialed in their subject area (M1.1), 100% student access to standards-aligned materials (M1.2), 74% teacher participation in

professional development (M1.3), a robust 93% graduation rate (M1.16), and 100% of schools offering a broad course of study (M1.17). Notably, the Seal of Biliteracy achievement more than doubled from 7% to 15.3% (M1.4), signifying increasing success in bilingual education. Furthermore, 22.2% of students completed both CTE and A-G requirements (M1.11), highlighting the successful engagement of students in CTE programs and their valuable career preparation. There was also a slight increase in AP exam pass rates to 12.29% (M1.13).

Actions 1.8–1.11, specifically designed for English Learners (ELs), includes designated and integrated ELD instruction, newcomer support, and academic vocabulary development.

These English Learner-specific actions demonstrate limited effectiveness. Academic performance for English learners remains low across all measures. In ELA, English learners score at -89.5 DFS (M1.5), below the all-student group. Math performance is at -120 DFS (M1.7), compared to -96.3 DFS (M1.7) for all students. Long-Term English Learners (LTELs) are the lowest, scoring -116.3 DFS in ELA (M1.6) and -168.1 DFS in Math (M1.8). The graduation rate maintained at 93% (M1.16), but EAP scores show minimal improvement with Math at 12.29% exceeding (M1.14) and ELA at 26.23% (M1.15).

The English Learner Progress Indicator (ELPI) declined from 42.3% to 40.2% of students making progress toward proficiency (M1.12). The reclassification rate dropped from 7.8% to 4.9% (M1.22), indicating fewer English learners are achieving the language proficiency needed to exit EL status.

The reclassification rate for all ELs decreased by 2.9 percentage points (M1.22), and 2.1% fewer English learners demonstrated progress on the ELPAC (M1.12). However, Learning Walk data and teacher feedback indicate stronger implementation of ELD strategies in classrooms, particularly for early-stage learners. These outcomes suggest that while the structures are in place, effectiveness is not yet evident in student outcomes. Long-Term English Learners (LTELs), in particular, remain an area of concern, as they continue to face barriers to meeting reclassification criteria, indicating a need for differentiated interventions.

Actions 1.12–1.16: Actions 1.12–1.16, focused on enhancing college and career readiness, encompassed efforts to support graduation, A–G completion, AVID expansion, and increased access to CTE and dual enrollment opportunities. The effectiveness of these initiatives was gauged using the graduation rate (M1.16), A–G completion (M1.9), and participation in advanced coursework (M1.13). These college and career readiness actions collectively demonstrate strong overall effectiveness, with particularly impressive gains in career preparation. The most significant achievement is the dramatic increase in CTE pathway completion, which soared from 26% to 44.1% (M1.10), marking an 18.1 percentage point gain. The College and Career Indicator shows that 54.8% of all students are prepared (M1.25), surpassing state expectations for college and career readiness. Graduation rates for all students remain consistently strong at 93% (M1.16), and notably, foster youth showed a remarkable 7.4% increase in graduation rates. Furthermore, 22.2% of students are completing both A-G requirements and a CTE pathway (M1.11), indicating a successful pursuit of both college and career preparation simultaneously. While the Advanced Placement pass rate increased slightly to 12.29% (M1.13), 11th grade EAP results indicate that only 26.23% of students exceeded standards in ELA (M1.15) and 12.29% in Math (M1.14).

Actions 1.17–1.19, which includes instructional coaching, site-based academic support, and the expansion of the Dual Language Immersion (DLI) program, were evaluated using qualitative evidence such as walkthrough data and biliteracy indicators (M1.4). These supplemental academic support actions demonstrate moderate effectiveness. The Dual Language Immersion program (Action 1.18) shows the most promising results. Seal of Biliteracy awards increased from 7% to 15.3% (M1.4), more than doubling in one year. Local assessment data across the district shows modest improvements, with iReady ELA reaching 30% proficiency (M1.18) and Math at 25% (M1.19), representing gains of 4% and 2% respectively. These improvements suggest supplemental supports are beginning to impact student learning, particularly at the elementary level.

The intervention and enrichment programs (Action 1.17) faced implementation challenges, with sites choosing to fund programs independently. The graduation rate maintained at 93% (M1.16), indicating sites are finding ways to support student success. College readiness indicators show 12.29% of 11th graders exceeding standards in Math (M1.14) and 26.23% in ELA (M1.15). Site-based supplemental supports (Action 1.19) allow for flexibility in addressing local needs through various programs, including fine arts, athletics, field trips, and academic interventions. While CAASPP scores remain challenging, with ELA at -60.1 DFS (M1.5, M1.6) and Math at -96.3 DFS (M1.7, M1.8), the variety of engagement activities likely contributes to maintaining strong graduation rates and improving school connectedness.

Overall, while implementation fidelity was strong across Goal 1, the effectiveness of contributing actions in improving outcomes for unduplicated students is mixed. Foundational academic supports and English learner services appear to be building instructional capacity, but outcomes are not yet fully realized in measurable academic gains. College and career readiness indicators are trending positively in participation, but gaps in A–G completion and language acquisition for LTELs persist. The district plans to refine implementation by:

- Increasing use of disaggregated data to monitor subgroup progress;
- Strengthening tiered intervention supports for students not meeting benchmarks;
- Expanding the tracking of biliteracy and formative data; and
- Providing targeted professional development

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 1, Action 3 (Instructional Support Certificated) has additional allocated funds through allowable uses of LREBG to directly support this LCAP goal and action.

Goal 1, Action 6 (Instructional Support: Instructional Coach) has additional allocated funds through allowable uses of LREBG to directly support this LCAP goal and action.

Goal 1, Action 15 (College and Career Preparation) has been revised for transparency to the reader, reflecting our evolving district partnerships.

Goal 1, Action 17 (Intervention/Enrichment/Acceleration) has additional allocated funds through allowable uses of LREBG to directly support this LCAP goal and action.

Goal 1, Action 19 (Supplemental Supports to Academics) has additional allocated funds through allowable uses of LREBG to directly support this LCAP goal and action.

Metrics

M1.3 Baseline data has been updated to reflect current year data as the baseline as well as updating the target for year 3 outcome

M1.5 CAASPP ELA Districtwide subgroups HI, WH, LTEL were added to the baseline and to the target for year 3 to provide transparency to the reader. LTEL and HI target outcomes have been updated to focus on decreasing the achievement gap.

M1.6 CAASPP ELA Site Level subgroups were added to the baseline and target year 3 outcome to ensure consistency and transparency at the site level.

M1.7 CAASPP Math Districtwide subgroups WH and LTEL were added to the baseline and to the target for the year 3 outcome to provide transparency to the reader.

M1.8 CAASPP Math Site Level subgroups were added to the baseline and target year 3 outcome to ensure consistency and transparency at the site level.

M1.9 A-G Data baseline data has been updated to reflect current year data as the baseline, as well as updating the target for the year 3 outcome

M1.11 A-G and CTE Data baseline data has been updated to reflect current year data as the baseline, as well as updating the target for the year 3 outcome

M1.24 California Science Test (CAST) was data added to goal 1 to reflect the current year's data as the baseline

M1.25 College/Career Indicator data was added to goal 1 to reflect the current year's data as the baseline

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 | Access to a guaranteed and viable curriculum | The Educational Services Division will provide standards-based supplemental resources to ensure that students are provided additional support opportunities. This action is principally directed to our English learners, low-income, and foster youth students and will be measured by M1.2, M1.3, M1.5, M1.6, M1.7, M1.8, M1.11, M1.14, M1.18, M1.19. | \$64,000.00 | Yes |
| 1.2 | Student Progress Monitoring | The Educational Services Division will continue to provide an academic universal screener to regularly monitor and support the standards-based proficiency principally directed to our English learners, low-income, and foster youth students in ELA and Math. This action will be measured by M1.2, M1.3, M1.5, M1.6, M1.7, M1.8, M1.11, M1.14, M1.18, M1.19. | \$650,000.00 | Yes |
| 1.3 | Instructional Support: Certificated | The Personnel Services Division will maintain adequate staffing to reduce class sizes. The reduction of class sizes will increase opportunities for students to engage in the curriculum and expand access to an understanding of essential learning, principally directed to our English learners, low-income, and foster youth. This action will be measured by M1.5, M1.6, M1.7, M1.8, M1.18, M1.19. LREBG \$1,030,975 | \$41,177,253.95 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|----------------|--------------|
| 1.4 | Access to Technology | The Information Technology and Communication Division will provide devices and wifi access to our English learners, foster youth, and low-income student groups, as needed. Access to technology will contribute to academic proficiency by providing equity of access for our student populations qualifying as English learners, low-income, and foster youth. This action will be measured by M1.5, M1.6, M1.7, M1.8, M1.18, M1.19. | \$3,315,000.00 | Yes |
| 1.5 | Universal Access | The Educational Services Division will continue to provide early learning opportunities available for students who qualify for low-income, English learners, and foster youth. The early learning program is designed to support the learners' early childhood development in collaboration with preparation for kindergarten skills. This action will be measured by M1.18, M1.19, M1.20, M1.21. | \$1,300,000.00 | Yes |
| 1.6 | Instructional Support: Instructional Coach | The Educational Services Division will provide instructional coaching to promote innovative practices, ensure equity, and increase student achievement principally directed for English learners, low-income, and foster youth students. This action will be measured by M1.1, M1.2, M1.3, M1.5, M1.6, M1.7, M1.8, M1.11, M1.14, M1.16, M1.17, M1.18, M1.19. LREBG \$1,128,262.00 | \$4,835,119.00 | Yes |
| 1.7 | Professional Development | The Educational Services Division will provide all teachers, support staff, and administrators with professional development (in-house, contracted, conferences, etc) as an important component of preparing staff to support student learning and achievement. Some areas of focus for professional development include early literacy, early numeracy, Dual Language Immersion (DLI), Integrated Multi-Tiered System of Support (iMTSS), Advancement Via Individual Determination (AVID), Student Health and Wellness, etc. This action is principally directed to students qualifying as low-income, English learner, and foster youth. This action will be measured by M1.1, M1.2, M1.3, M1.4, M1.5, M1.6, M1.7, M1.8, M1.11, M1.13, M1.14, M1.15, M1.16, M1.17, M1.18, M1.19. | \$622,035.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|----------------|--------------|
| 1.8 | EL Academic Support: Professional Development | The Educational Services Division will provide high-quality professional development and coaching to support the implementation of integrated and designated ELD to support our English learners including Long Term English Learners. This action will be measured by M1.5, M1.6, M1.7, M1.8, M1.12. | \$50,000.00 | Yes |
| 1.9 | English Learner Academic Support: Supplemental Materials | The Educational Services Division will provide language acquisition support and access to the core curriculum through the use of supplemental materials as needed to support our English learners' including Long Term English Learners academic proficiency. This action is limited to English learner including Long Term English Learner students. This action will be measured by M1.5, M1.6, M1.7, M1.8, M1.12. | \$50,000.00 | Yes |
| 1.10 | English Learner Academic Support: Personnel | The Personnel Services Division will provide 15 paraprofessionals to support our English learners, including Long Term English Learner students. Paraprofessionals will provide supplemental language support to English learner students in the classroom, hold goal-setting meetings with students and families, and direct families to resources as needed. This action is limited to English learners, including Long Term English Learner students. This action will be measured by M1.5, M1.6, M1.7, M1.8, M1.12. | \$1,307,723.00 | Yes |
| 1.11 | English Learner Academic Support: College and Career Preparation | The Educational Services Division will provide supplemental counselors (2) for high schools principally directed to support EL, LTEL, and RFEP students in being college and career ready by holding financial aid workshops, ensuring enrollment in coursework that is UC/CSU-approved, mentoring students, monitoring student progress, and increasing participation in college and career preparation programs. This action will be measured by M1.12, M1.14, M1.15, M1.16. | \$411,638.00 | Yes |
| 1.12 | College & Career Preparation | The Educational Services Division will continue to provide 3 College and Career Readiness Counselors and support staff principally directed for our English learners, low-income, and foster youth to oversee the College and Career Resource Center, support Dual Enrollment, and support Career | \$812,398.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|---|---|----------------|--------------|
| | | Technical Education (CTE) pathway expansion. This action will be measured by M1.9, M1.10, M1.11, M1.16. | | |
| 1.13 | College and Career Preparation: Foster Youth Supports | The Student Services Department is working closely with the Educational Services Division to systematically identify foster youth at each school site. The district social worker will work with site counselors and foster youth students to access resources and supports for graduation and college and career readiness. This action will be measured by M1.9, M1.10, M1.11, M1.16. | \$100,000.00 | Yes |
| 1.14 | College and Career Preparation: Students with Special Needs | The Educational Services Division will continue to provide additional support to students with disabilities in the preparation for transition to college and their careers. Supplementary aids and supports for teachers to ensure students with disabilities meet proficiency in the grade-level standards and have access to career technical education pathways. This action will be measured by M1.9, M1.10, M1.11, M1.16, M3.3. | \$0.00 | No |
| 1.15 | College and Career Preparation: Career Technical Education | The Educational Services Division will continue to provide Career and Technical Education (CTE) Pathways and Programs and expand articulation and dual enrollment with Victor Valley College, CSUSB, and other authorized colleges, dependent upon district partnerships. These programs are funded through a combination of grant resources and supplemental dollars. CTE programs are principally directed for our English learners, foster youth, and low-income student groups, allowing students to be career-ready as they graduate. An increase in college and career readiness will be measured by M1.10 and M1.11. | \$3,207,147.36 | Yes |
| 1.16 | AVID | The Educational Services Division will continue to implement and support the AVID and AVID Excel programs at sites to increase college and career preparedness. This action is principally directed to our students qualifying as English learners, low-income, and foster youth and will be measured by M1.11, M1.13, M1.14, M1.15, M1.16. | \$20,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|--------------------------------------|---|----------------|--------------|
| 1.17 | Intervention/Enrichment/Acceleration | The Educational Services Division will provide summer school programs, tutoring, and intervention to address graduation and UC/CSU A-G credit and learning recovery opportunities for schools and students. The opportunities are principally directed to our students qualifying as English learners, foster youth, and low-income to receive academic support. This action will be measured by M1.14, M1.15, M1.16. LREBG \$171,000 | \$346,000.00 | Yes |
| 1.18 | Dual Language Immersion | The Educational Services Division will support the implementation of effective Dual Language Immersion programs principally directed for low-income students, foster youth, and English learners, by providing standards-based instructional materials and resources, additional instructional staffing, ensuring adequate professional development for staff, and purchasing necessary supplemental materials. This action will be measured by M1.5, M1.6, M1.7, M1.8, M1.18. | \$202,263.00 | Yes |
| 1.19 | Supplemental Supports to Academics | The Educational Services Division will continue to provide support to school sites to implement approved supplemental programs, services, and related supplies principally targeted for our unduplicated students' academic success as well as promote academic engagement through additional staff supports, fine arts/music, field trips, transportation, athletics, engagement activities such as assemblies, etc. These funds can support cross-curricular activities and supports. This action will be measured by M1.5, M1.6, M1.7, M1.8, M1.18, M1.19. LREBG \$350,000 | \$3,272,800.00 | Yes |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 2 | Provide a physically and emotionally safe climate and learning environment that is culturally responsive to all students. | Broad Goal |

State Priorities addressed by this goal.

| |
|--|
| Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) |
|--|

An explanation of why the LEA has developed this goal.

Student connectedness to the school community, access to extracurricular activities, and a healthy school culture and climate demonstrated higher achievement. Research in California and across the nation has shown that particular aspects of school climate and culture are strongly associated with students' academic, social, and emotional well-being. The District recognizes the need to support the whole child. Social and emotional support will be provided first and foremost within the classroom, with teachers being provided professional development in social and emotional learning (SEL) practices. Students in need of additional support will have access to school counselors, school psychologists, administrators, social workers, and outside agencies. Due to high chronic absenteeism rates (31.9%), although they have decreased by 3.5%, and a slight decrease in suspension from 5.6% in 2023-23 to 4.9% in 2023-2024, and expulsion rates stayed the same at 0.3%, the last two years, the LEA will provide support for underperforming students using a multitiered system model to support the improvement of the metrics. Additionally, educational partners have shared an increase in behaviors and social-emotional needs in transitional kindergarten to second grade. The district has begun collecting data to provide professional development in SEL to provide tools, resources, and guidance to measure and develop student resilience and a strengths-based culture in the schools. This focus will help with suspensions and expulsions, truancy, and students dropping out of school. The actions listed below are designed to increase and improve services based on qualitative and quantitative data for our students qualifying as low-income, English learners, and foster youth. These metrics and actions together have been determined to be the most effective approach to achieving the goal.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|---|----------------|--|--|
| 2.1 | School Facilities Monitoring Percent of schools in good repair Source: Fit Inspection Tool (FIT) | 2023 Fit Inspection Tool (FIT): 100% of schools in good or exemplary condition | 2024 Fit Inspection Tool (FIT): 100% of schools in good or exemplary condition | | Fit Inspection Tool (FIT): 100% of schools in good or exemplary condition | Fit Inspection Tool (FIT): Maintained |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|--|----------------|--|--|
| 2.2 | Student Attendance Rate Percent of students Source: Infinite Campus Platform | 2023 Infinite Campus Platform: 91.55% District Attendance Rate | 2024 Infinite Campus Platform: 90.87% | | Infinite Campus Platform: 94.55% District Attendance Rate | Infinite Campus Platform: -0.69% |
| 2.3 | Chronic Absenteeism Rate Districtwide Percent of students Source: CA Dashboard | 2023 CA Dashboard: % of students who are chronically absent all students: 36.3% EL: 33% FY: 29.5% SED: 40.5% AA: 44.8% HI: 36.8% HOM: 41.7% SWD: 44% WI: 31.1% 2024Dashboard: LTEL: 26.7% | 2024 CA Dashboard: all students: 31.9% EL: 28.2% FY: 32.4% SED: 34% AA: 40.5% HI: 32.1% HOM: 35.4% SWD: 38.4% WI: 27% LTEL: 26.7% | | CA Dashboard: all students: 20.4% EL: 18% FY: 14.5% SED: 25.5% AA: 34.8% HI: 26.8% HOM: 31.7% SWD: 34% WI: 21.1% LTEL: 16.7% | CA Dashboard: all students: -4.4% EL: -4.8% FY: 2.9% SED: -6.5% AA: -4.3% HI: -4.7% HOM: -6.3% SWD: -5.6% WI: -4.1% LTEL: n/a |
| 2.4 | Chronic Absenteeism Rate Site Level Percent of students Source: CA Dashboard | 2023 CA Dashboard: Carmel: all students35.7%, AA56.3%, EL36.8%, FY46.7%, HI35.4%, HOM41.4%, SED40.1%,SWD33.3%, WI36.5%. Cedar Middle: all students33.4%, AA44.3%, EL26.2%, FY33.3%, | 2024 CA Dashboard: Carmel: all students 29.7%, AA58.3%,EL 24.9%, FY40.9%,HI 30%, HOM 34.8%, SED 30.2%, SWD 31.3%, WI 27.5%, Cedar Middle: | | CA Dashboard: Carmel: all students 19.7%, AA 46.3%, EL 14.9%, FY30.9%,HI 20%,HOM 24.8%,SED 20.2%, SWD 21.3%, WI 17.5%. Cedar Middle: | CA Dashboard: Carmel: all students -6%, AA +2%, EL - 11.9%, FY -5.8%,HI - 5.4%,HOM -6.6%, SED -9.9%, SWD - 2%, WI -9%. Cedar Middle: all students -4.3%, AA -12.2%, EL - 2.3%, |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|--|---|----------------|--|--|
| | | HI31.8%, HOM45.5%,SED40.4%, WI32.7%. Cottonwood: all students39.3%, AA 50.9%, EL36.2%, FY19.2%, HI40.6%, SED41.6%, SWD44.9%, WI28.1%. Cypress: All students 26% EL 26.5%, HI 28.6%, SED 30.7%, SWD 26.7%, WI 18.4% Eucalyptus: all students42.3%, AA51.9%, EL27.9%, FY33.3%. HI42.9%, HOM45.5%, SED45.9%, SWD46.3%, WI42.1%. Hesperia Junior: all students30.2%, AA37.9%, EL27.6%,FY23.8%. HI30.5%, HOM29.9%, SED33.6%, SWD45.7%, WI21.4%. Hollyvale: all students39.5%, AA36.4%, EL35.9%,FY18.2%, HI41.7%,HOM36.7%,S ED43.7%, SWD49.2%, WI23.3%. Joshua Circle: | all student 29.1%, AA 32.1%,EL 23.9%, FY38.1%,HI 28.1%, HOM46.9%, LTEL 23%, SED 31.1%, SWD 37.4%, WI 34.12%. Cottonwood: all students 36.2%, AA 43.5%, EL 38%, FY38.1%,HI 37.5%, SED 39.1%, SWD 42.3%, WI 22.8%. Cypress all students 22.5%, EL 15.1%,HI 25.1%, SED 24%, SWD 31.7%, WI 11.9% Eucalyptus: all students 37.7%,AA 48.7%, EL 29.2%, FY34.6%,HI 37.7%, HOM 37%, LTEL36.4%,SED 38.3%, SWD 33.8%, WI 33.3%. Hesperia Junior: | | all students 19.1%,AA 22.1%, EL 13.9%, FY28.1%, HI 18.1%, HOM34.9%,LTEL 13%, SED 21.1%, SWD 27.4%, WI 24.12%. Cottonwood: all students 26.2%, AA 29.5%,EL 28%, FY28.1%,HI 27.5%, SED 29.1%, SWD 32.3%, WI 12.8%. Cypress all students 12.5%, EL 10.1%, HI 15.1%, SED 14%, SWD 21.7%, WI 6.9% Eucalyptus: all students 27.7%,AA 36.7%,EL 19.2%, FY24.6%, HI 27.7%, HOM 27%, LTEL26.4%, SED 28.3%, SWD 23.8%, WI 23.3%. Hesperia Junior: all students 14.8%,AA 21.8%, EL 11.7%, | FY +4.8%,HI - 3.7%, HOM +1.4% LTEL (NA), SED - 9%, SWD -10.6%, WI +.58%. Cottonwood: all students -3.1%, AA -7.4%, EL +1.8%, FY +18.9,HI - 1.1%, SED -2.5%, SWD -2.6%, WI- 5.3%, Cypress: all students -3.5%, EL -11.4%, HI -3.5%, SED - 6.7%, SWD +5%, WI -6.5% Eucalyptus: all students -4.6%, AA -3.2%,EL +1.3%, FY +1.3%, HI - 5.2%, HOM -8.5%, LTEL (NA),SED - 7.6%, SWD - 12.5%, WI -8.8%. Hesperia Junior: all students -5.4%, AA -6.1%, FY - 19%, HI -6.1%, HOM - 3%, LTEL (NA), SED-7.9%, SWD - 9.3%, WI +0.8%. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|--|--|----------------|---|--|
| | | <p>all students 45.1%, AA 60%, EL 35.8%, HI 43.9%, HOM 73.9%, SED 46.9%, SWD 50.8%, WI 45.1%.</p> <p>Juniper: all students 36.8%, AA 45%, EL 31.8%, FY 18.2%, HI 36.5%, HOM 41.5%, SED 36.5%, SWD 50%, WI 36.8%.</p> <p>Kingston: all students 37.7%, AA 60.9%, EL 46.9%, FY 33.3%, HI 38.4%, HOM 39.3%, SED 43.7%, SWD 40.2%, WI 34.5%.</p> <p>Krystal: all students 18.7%, AA 5.3%, EL 16.7%, HI 21.2%, HOM 26.1%, SED 24.2%, SWD 32.9%, WI 15.2%.</p> <p>Lime: all students 48.3%, AA 62.3%, EL 34%, FY 37.9%, HI 44.8%, HOM 73.2%, SED 50.8%, SWD 50.3%, WI 51.5%.</p> <p>Maple:</p> | <p>all students 24.8%, AA 31.8%, EL 21.7%, FY 4.8%, HI 24.4%, HOM 26.9%, LTEL 23.3%, SED 25.7%, SWD 36.4%, WI 22.2%.</p> <p>Hollyvale: all students 41.1%, AA 49.2%, EL 37.1%, FY 17.6%, HI 41.6%, HOM 45.2%, SED 45.4%, SWD 45.8%, WI 32.6%.</p> <p>Joshua Circle: all students 42.1%, AA 51.5%, EL 32.9%, FY 47.1%, HI 42%, HOM 43.8%, SED 42.3%, SWD 46.3%, WI 34.1%.</p> <p>Juniper: all students 31.2%, AA 48.3%, EL 24.2%, FY 14.7%, HI 29.3%, HOM 29.3%, SED 32.3%, SWD 42%, WI 34.7%.</p> <p>Kingston:</p> | | <p>FY 3.8%, HI 14.4%, HOM 16.9%, LTEL 13.3%, SED 15.7%, SWD 26.4%, WI 12.2%.</p> <p>Hollyvale: all students 31.1%, AA 37.2%, EL 27.1%, FY 12.6%, HI 31.6%, HOM 35.2%, SED 35.4%, SWD 35.8%, WI 22.6%.</p> <p>Joshua Circle: all students 32.1%, AA 39.5%, EL 22.9%, FY 37.1%, HI 32%, HOM 33.8%, SED 32.3%, SWD 36.3%, WI 24.1%.</p> <p>Juniper: all students 21.2%, AA 46.3%, EL 14.2%, FY 9.7%, HI 19.3%, HOM 19.3%, SED 22.3%, SWD 32%, WI 24.7%.</p> <p>Kingston: all students 22.7%, AA 48.9%, EL 24.3%,</p> | <p>Hollyvale all students: +1.6, AA +12.8, EL +1.2%, FY -0.6%, HI +0.1%, HOM +8.5%, SED +1.7%, SWD -3.4%, WI +9.3%.</p> <p>Joshua Circle: all students -3.0%, AA -8.5%, EL -2.9%, FY (NA), HI -1.9%, HOM -30.1%, SED -4.6%, SWD -4.5%, WI -11%.</p> <p>Juniper: all students -5.6%, AA +3.3%, EL -7.6%, FY -3.5%, HI -7.2%, HOM -12.2, SED -4.2%, SWD 8%, WI -2.1%.</p> <p>Kingston: all students -5%, AA -0.0%, EL -12.6%, FY +23.2, HI -5.5%, HOM -4.9%, SED -9.6%, SWD +2.2, WI -5.7%.</p> <p>Krystal: all students -4.5%, AA 0.0%, EL -2.9%,</p> |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|--|---|----------------|---|--|
| | | <p>all students40.9%, AA44.6%, EL33.2%, FY30.4%, HI40.7%, HOM60%SED43.8%, SWD43.8%, WI33.3%. Mesa Grande: all students44.7%, AA51.6%, EL38.8%, HI43.8%, HOM43.8%, SED46.5%, SWD42.3%, WI45.3%. Mesquite Trails: all students35.3%, AA24.3%, EL34%, HI37.9%, HOM25%,SED40%, SWD34.1%, WI30.4%. Mission Crest: all students39.8%, AA41.7%, EL37.8%, FY29.7%, HI40.9%,HOM35.4%, SED43.7%,SWD44.4%, WI34.3%. Ranchero Middle: all students37.7%, AA48.2%, EL39.1%, FY36.8%, HI36%, HOM42.3%, SED43.2%, SWD48.2%, WI40.2%. Shadow Ridge:</p> | <p>all students 32.7%,AA60.9%, EL 34.3%, FY56.5%,HI 32.9%,HOM 34.4%, SED 34.1%, SWD 42.4%, WI 28.8%. Krystal: all students 14.2%, AA5.3%,EL 13.8%, HI 16.3%,HOM 13.4%, SED 15.7%, SWD 23.6%, WI 11.5%. Lime: all students 44.4%, AA 56.4%,EL 33.8%, FY34.5%,HI 41.5%, HOM 57.6%, SED 46.5%, SWD 41.8%, WI 40.5%. Maple: all students 37.1%, AA 39%, EL 27.5%, FY25%, HI 37.4%, HOM51.5%, SED 39.3%, SWD 52.8%, WI 29.6%. Mesa Grande: all students 37.4%, AA 39.4%, EL 28.6%,</p> | | <p>FY44.5%,HI 22.9%, HOM 24.4%, SED 24.1%, SWD 32.4%, WI 18.8%. Krystal: all students 9.2%, AA4.3%,EL 8.8%, HI 11.3%, HOM 8.4%, SED 10.7%, SWD 13.6%, WI 6.5%. Lime: all students 34.4%, AA 51.2%, EL 23.8%, FY24.5%,HI 31.5%, HOM 62.1%, SED 36.5%, SWD 31.8%, WI 40.4%. Maple: all students 27.1%, AA 29%, EL 17.5%, FY15%, HI 27.4%, HOM39.5%, SED 29.3%, SWD 40.8%, WI 19.6%. Mesa Grande: all students 27.4%, AA 29.4%, EL 18.6%, FY11.7%, HI 26.8%, HOM45.1%,</p> | <p>HI -4.9%, HOM -12.7%, SED -8.5%, SWD -9.3%, WI -3.7%. Lime: all students -3.9%, AA -5.9%, EL -.2%,FY -3.4%,HI -3.3%, HOM -15.6%, SED -4.3%, SWD -8.55, WI -11%. Maple: all students -3.8%, AA -5.6%,EL -5.7%, FY -5.4%, HI -3.3%, HOM -8.5%, SED -4.5%, SWD +9%, WI -3.7%. Mesa Grande: all students -7.3%,AA -12.2%, EL -10.2, FY (NA), HI -7%, HOM +13.3%.SED -7.8%, SWD 3.3%, WI -2.9%. Mesquite Trails: all students -3.1%, AA +16.2%, EL -1%, FY N/A, HI -5%, HOM -3.6%,SED -5.4%,</p> |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|--|---|----------------|---|---|
| | | <p>all students 29.7%, AA 43.6%, EL 15.3%, HI 26.5%, HOM 40%, SED 32.4%, SWD 32.4%, WI 36.6%. Topaz: all students 26.7%, AA 26.9%, EL 20%, FY 18.2%, HI 28.2%, HOM 38.2%, SED 28.6%, SWD 36.8%, WI 23.6%. 2024 Dashboard: Cedar Middle: LTEL 23% Eucalyptus: LTEL 36.4% Hesperia Junior: LTEL 23.3% Joshua Circle: FY 47.1% Juniper: FY 14.7% Kingston: AA 60.9%, FY 56.5% Mesa Grande: FY 16.7% Mesquite Trails: FY 45.5% Rancho Middle: LTEL 38.9% Shadow Ridge: LTEL 25%</p> | <p>FY 16.7%, HI 36.8%, HOM 57.1%, SED 38.7%, SWD 39%, WI 42.4%. Mesquite Trails: all students 32.2%, AA 40.5%, EL 33%, FY 45.5%, HI 32.9%, HOM 21.4%, SED 34.6%, SWD 32.3%, WI 28.3%. Mission Crest: all students 32.7%, AA 32.3%, EL 31.3%, FY 31%, HI 32.6%, HOM 31.8%, SED 34.3%, SWD 40.5%, WI 37.8%. Rancho Middle: all students 36.4%, AA 46%, EL 38.2%, FY 33.3%, HI 36%, HOM 53.4%, LTEL 38.9%, SED 40.2%, SWD 46.3%, WI 34.6%. Shadow Ridge: all students 20.4%, AA 18.2%, EL 22.4%,</p> | | <p>SED 28.7%, SWD 29%, WI 32.4%. Mesquite Trails: all students 22.2%, AA 30.5%, EL 23%, FY 35.5%, HI 22.9%, HOM 11.4%, SED 24.6%, SWD 22.3%, WI 18.3%. Mission Crest: all students 22.7%, AA 22.3%, EL 21.3%, FY 21%, HI 22.6%, HOM 21.8%, SED 24.3%, SWD 30.5%, WI 27.8%. Rancho Middle: all students 26.4%, AA 36%, EL 28.2%, FY 23.3%, HI 26%, HOM 41.4%, LTEL 28.9%, SED 30.2%, SWD 36.3%, WI 24.6%. Shadow Ridge: all students 17.2%, AA 42.3%, EL 12.4%, HI 15.4%, HOM 18.6%, LTEL 15%, SED</p> | <p>SWD -7.7%, WI -2.1%. Mission Crest: all students -7.1%, AA -9.4%, EL -6.5%, FY +1.3%, HI -8.3%, HOM -3.6%, SED -9.4%, SWD -3.9%, WI +3.5%. Rancho Middle: all students -1.3%, AA -2.2%, EL -0.9%, FY -3.5%, HI 0.0%, HOM +11.1%, LTEL (NA), SED 3%, SWD -1.9%, WI -5.6%. Shadow Ridge: all students -9.3%, AA -25.4%, EL +7.1%, HI -7.6%, HOM -11.4%, LTEL N/A, SED -13.3%, SWD -1.3%, WI -10.8%. Topaz: all students 7.7%, AA +3.1%, EL -3.6%, HI -10%, HOM -20.9%, SED -8.7%, SWD -11.3%, WI -2.3%</p> |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|---|----------------|---|---|
| | | | HI 18.9%, HOM28.6%, LTEL25%, SED 19.1%, SWD 31.1%, WI 25.8%. Topaz: all students 19%, AA 30%, EL 16.4%, HI 18.2%, HOM 17.3%, SED 19.9%, SWD 25.5%, WI 21.1%. | | 18.8%, SWD 21.1%, WI 21.2%. Topaz: all students 14%, AA 15.6%, EL 11.4%, HI 13.2%, HOM 12.3%, SED 14.9%, SWD 15.5%, WI 11.1%. | |
| 2.5 | Middle School Dropout Rates Number of students Source: CALPADS EOY Report | 2023 CALPADS EOY Report: 22 middle school students have dropped out of school | 2024 CALPADS EOY Report: 18 middle school students have dropped out of school | | CALPADS EOY Report: 15 middle school students who have dropped out of school | CALPADS EOY Report: 4 middle school students |
| 2.6 | High School Dropout Rates Number of students Source: CALPADS EOY Report | 2023 CALPADS EOY Report: 115 high school students have dropped out of school | 2024 CALPADS EOY Report: 102 high school students have dropped out of school | | CALPADS EOY Report: 95 high school students who have dropped out of school | CALPADS EOY Report: 13 high school students |
| 2.7 | Student Suspension Rate Districtwide Percent of students Source: CA Dashboard | 2023 CA Dashboard: 5.6% of students suspended once or more FY: 9.5% EL: 5.5% SED: 6.1% SWD: 8.9% AA: 11.2% HI: 5% | 2024 CA Dashboard: 4.9% of students suspended once or more FY: 9.6% EL: 4.4% SED: 5.2% SWD: 8.3% AA: 12.7% | | CA Dashboard: 5.0% of students suspended once or more FY: 7.7% EL: 5.0% SED 5.5% SWD: 7.1% AA: 8.6% WI: 4.5% | CA Dashboard: all students: -0.7% FY: 0.1% EL: -1.1% SED: -0.9% SWD: -0.6% AA: 1.5% WI: -1.5% HOM: -0.5% HI: -0.8% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|---|----------------|---|--|
| | | HOM: 6.8% WI: 6.2% 2024 CA Dashboard: LTEL: 7.9% | HOM: 6.3% LTEL: 7.9% HI: 4.2% WI: 4.7% | | HOM: 5.5% HI: 4% LTEL: 5 | LTEL: n/a |
| 2.8 | Student Suspension Rate Site Level Percent of students Source: CA Dashboard | 2023 CA Dashboard: Canyon Ridge: all students10.9%, AA31.3%, EL12.7%, FY7.1%, HI9.4%, HOM8.3%, SED11.9%, SWD14.8%, WI3.8%. Carmel: all students 0.8%, AA0%, EL1.1%, FY0%,HI0.6%, HOM2.2%, SED0.9%, SWD1.9%, WI1.1%. Cedar Middle: all students9.4%, AA 17.4%, EL11.2%, FY20%, HI9.3%,HOM4.2%, SED11.7%, SWD17.1%, WI5.9%. Community Day School: all students27.1%, EL6.3%,HI27.7%, SED 30.9%, WI28.6%. Cottonwood: all students3.2%, AA5.3%, EL 4.4%, FY 12.1%, HI2.8%, HOM8.3%,SED3.4%, SWD3.8%, WI4.7%. | 2024 CA Dashboard: Canyon Ridge: all students 12.5%,AA 36.4%, EL 6.1%, FY fewer than 11 students, no data available, HI 9.1%, HOM17.4%, LTEL 6.3%,SED 12.2%, SWD22.6%, WI12.5%. Carmel: all students0.3%,AA0 %, EL0%, FY0%, HI0.3%, HOM1.2%, SED0.4%, SWD1.5%, WI0.6%. Cedar Middle: all students 9%,AA 27.6%, EL 10.4%, FY22.2%, HI8%, HOM17.6%,LTEL 11.5%, SED 9.7%, SWD 17.2%, | | CA Dashboard Canyon Ridge: all students 7.9%, AA 26.3%, EL 9.7%, FY 5.1,HI 7.4%, HOM6.3%, LTEL 4.3%, SED 8.9%, SWD11.8%, WI2.8%. Carmel: all students0.5%, AA0%, EL1%,FY0%, HI0.2%, HOM1.2%, SED0.3%, SWD1.4%, WI0.5%. Cedar Middle: all students 7.4%,AA 8%, EL 8.4%, FY15%, HI7%,HOM3.2%,L TEL 8.5%, SED 8.7%, SWD 12.1%, WI3.9%. Community Day School: | CA Dashboard Canyon Ridge: all students 1.6%, AA 5.1%,EL - 6.6%, FY (n/a), HI -0.3%, HOM9.1%, LTEL (n/a), SED 0.3%, SWD 7.8%, WI 8.7%. Carmel: all students-0.5%, AA0%, EL- 1.1%FY0%, HI-0.3%, HOM- 1%,SED-0.5%, SWD1.4%, WI-0.4%. Cedar Middle: all students - 0.4%,AA 10.2%, EL -0.8%, FY2.2%, HI- 1.3%,HOM13.4%, LTEL (n/a), SED -2%,SWD 0.1%, WI0.4%. Community Day School: all student-9.6%, EL13.7%,HI-6.3%, |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|--|---|----------------|--|---|
| | | <p>Eucalyptus: all students3.4%, HOM3.8%, SED3.1%, SWD 7.1%, AA5.7%, HI2.9%, WI5%, EL 3.1%, FY 0%.</p> <p>Hesperia High: all students7.2%, AA13%,EL7.2%,FY12.8 , HI6.4%, HOM 12.9%, SED7.9%,SWD14.2%, WI9.1%.</p> <p>Hesperia Junior: all students 15.9%, AA 35.9%,EL 15.2%,FY31%, HI 14.4%, HOM 21.3%, SED 17.3%, SWD 24%, WI13.3%.</p> <p>Hollyvale: all students2.8%, AA6%, EL4.1%, FY0%,HI2.3%, HOM0%,SED3%, SWD1.6%, WI4.3%.</p> <p>Joshua Circle: all students2.4%, AA 7.3%,EL1.8%,HI2.3%, HOM3.8%, SED2.8%, SWD 7.6%, WI0%.</p> <p>Juniper: all students1.5%, AA8.7%, EL0.9%, FY3.8%,</p> | <p>WI6.3%. Community Day School: all student17.5%, EL20%, HI21.4%, LTEL20%,SED19. 6%, WI fewer than 11 students, no DFS available. Cottonwood: all students 3.5%, AA 9.2%,EL 3.2%, FY2.9%, HI3%, HOM fewer than 11 students, no data available,LTEL8.3 %, SED 3.5%, SWD 6.2%, WI 4.9%.</p> <p>Eucalyptus: all students 4.2%, HOM 7%, SED 4.2%, SWD 11.3%, AA 5.9%, HI 3.9%, WI 5.6%, EL2.5%, FY12.9%, LTEL9.1%.</p> <p>Hesperia High: all students5.1%, AA 16.2%, EL5%, FY 10.2%, HI3.7%, HOM 9.4%, LTEL4.9%,</p> | | <p>all student22.1%, EL4.3%,HI22.7%, LTEL15%,SED27 %,WI 23.6. Cottonwood: all students 2.2%, AA 3.3%,EL 3.9%, FY10.8%, HI1.8%, HOM6.3, LTEL6.3%, SED 2.4%, SWD 2.8%, WI 3.7%. Eucalyptus: all students 2.4%, HOM 2.8%, SED 2.1%, SWD 6.4%, AA 3.7%, HI 1.9%, WI 3%, EL2.8%, FY9.9%, LTEL7.1%. Hesperia High: all students5.2%, AA 10%, EL5.2%, FY 9.8%, HI4.4%, HOM 11.6%, LTEL3.9%, SED5.9%,SWD 11.2%, WI 7.1%. Hesperia Junior: all students 14.3%, AA 30%, EL 13%, FY26%,HI 11.9%, HOM 19.3%,</p> | <p>LTEL(n/a),SED- 11.3%,WI (n/a). Cottonwood: all students%, AA3.9%, EL0.3%, FY-9.2%, HI0.2%, HOM(n/a)LTEL(n/a) , SED0.1%, SWD2.4%, WI0.2%. Eucalyptus: all students0.8%, HOM3.2%, SED1.1%, SWD 4.2%, AA 0.2%, HI 1%, WI 0.6%, EL-0.6%, FY12.9%, LTEL(n/a). Hesperia High: all students- 2.1%,AA3.2%, EL-2.2%, FY -2.6%, HI- 2.7%, LTEL(n/a), SED-2.4%, HOM3.5%, SWD- 3%, WI-1.2%. Hesperia Junior: all students-3.1%, AA-6.3%, EL - 6.7%, FY-17.2%, HI - 3.2%, HOM-5.7%, LTEL (n/a), SED-</p> |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|--|--|----------------|--|--|
| | | HI0.9%, HOM1.2%, SED1.6%, SWD2.2%, WI3.6%. Kingston: all students1.1%, AA4%, EL0%, FY0%,HI0.8%, HOM0%, SED1%, SWD3.8%, WI2.2%. Krystal: all students0.3%, AA0%,EL0%,HI0.2%, HOM0%, SED0.5%, SWD0.7%, WI0.6%. Lime: all students2%, AA 6.4%,EL0.6%, FY 6.3%, HI0.7%, HOM0%, SED2.2%, SWD3.3%, WI4.3%. Maple: all students1.2%, AA1.4%, EL0.7%, FY0%, HI1.3%, HOM5%,SED1.1%, SWD1.2%, WI0%. Mesa Grande: all students0.9%, AA0%, EL1.4%, FY0%,HI1%, HOM0%, SED1.1%, SWD1.2%, WI1.3%. Mesquite Trails: all students1.5%, AA2.5%, EL1.8%, FY0%, HI1.5%, | SED5.5%,SWD 11.2%, WI 7.9%. Hesperia Junior: all students 12.8%, AA 29.6%, EL 8.5%, FY13.8%,HI 11.2%, HOM 15.6%, LTEL 9.2%, SED 14%, SWD 19.1%, WI 12%. Hollyvale: all students2.6%, AA 6.3%,EL3%, FY5.3%, HI2.3%, HOM2.4%, SED2.1%, SWD1.3%, WI2.3%. Joshua Circle: all students 3.5%,AA 10.8%,EL1.7%, FY5%,HI 3.2%,HOM8.1%.S ED 3.2%, SWD 8.2%, WI2.2%. Juniper: all students1%, AA6.7%,EL0.9%, FY2.9%,HI0.6%, HOM0%, SED1%, SWD2.1%,WI1.9% | | LTEL 3.9%,SED 15.5%, SWD 21.6%, WI 10.3%. Hollyvale: all students1.8%, AA 4%,EL3.1%, FY0%, HI1.3%, HOM0%,SED2%, SWD0.6%, WI3.3%. Joshua Circle: all students 1.4%, AA 6.5%, EL0.8%, FY3%,HI 1.3%, HOM2.8%, SED 1.8%, SWD 5.6%, WI0%. Juniper: all students0.5%, AA6.7%, EL0.5%,FY2.8%,H I0.5%, HOM0.2%, SED0.6%, SWD1.2%,WI2.6% . Kingston: all students0.1%, AA3%, EL0%, FY0%, HI0.5%, HOM0%, SED0.5%, SWD2.8%, WI1.2%. Krystal: | 3.3%, SWD-4.9%, WI-1.3%. Hollyvale: all students-0.2%, AA0.3%,EL-1.1%, FY5.3%, HI- maintained, HOM2.4%, SED-0.9%, SWD- 0.3%, WI-2%. Joshua Circle: all students1.1%, AA3.5%, EL-0.1%, FY(n/a),HI0.9%, HOM4.3%,SED0.4 %, SWD0.6%, WI- 7.8%. Juniper: all students-0.5%, AA-2%, EL- maintained, FY-0.9%, HI-0.3%, HOM-1.2%,SED- 0.6%, SWD-0.1%,WI- 1.7%. Kingston: all students- maintained,AA- 4%, EL- maintained,FY3.6 %, HI-maintained, HOM0.9%, SED0.1%, |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|--|--|----------------|---|--|
| | | <p>HOM0%,SED1.5%, SWD2.1%, WI1.3%. Mission Crest: all students22.8%, AA 7%,EL1.9%, FY 7.3%, HI2.5%, HOM3.9%, SED3.4%, SWD3.8%, WI1.7%. Mojave: all students 10.7%, AA 18.2%, EL7.6%,HI8.4%, HOM25%,SED9.3%, SWD8.3%, WI 19.6%. Oak Hills High: all students6.3%, AA9.5%, EL6.2%, FY14.5%, HI6%,HOM7.9%, SED7.5%, SWD11%, WI8%. Ranchero Middle: all students16.2%, AA24.5%, EL16.1%, FY9.1%,HI13.7%, HOM 22.3%, SED 18%, SWD 25%, WI 22.6%. Shadow Ridge: all students0.1%, AA0%, EL0.8%, HI0.2%, HOM0%, SED0.2%, SWD0%, WI0%. Sultana High: all students8.1%, AA11.5%, EL7%, FY19.4%,</p> | <p>Kingston: all students1.1%, AA0%, EL0%, FY3.6%, HI0.8%,HOM0.9%, SED1.1%, SWD2.3%, WI1%. Krystal: all students1.6%,AA0%,EL0%, HI1.5%, HOM3%, SED2.2%, SWD 3.3%.WI1.9%. Lime: all students2%, AA 4%, EL0.6%, FY 6.1%, HI1.5%, HOM2.9%, SED1.9%,SWD 3.8%, WI 4.4%. Maple: all students2.2%, AA 6%,EL 1.5%, FY2.3%, HI2%, HOM2.8%, SED2.4%, SWD2.3%, WI1.1%. Mesa Grande: all students1.1%, AA2.9%, EL1%, FY0%, HI0.9%,</p> | | <p>all students0.1%, AA0%, EL0%, HI0.1%, HOM0%, SED0.3%, SWD 0.5%,WI0.3%. Lime: all students 1%, AA 4.4%, EL0.4%, FY 4.3%, HI0.5%, HOM0%, SED1.2%, SWD 2.3%, WI 3.3%. Maple: all students0.5%, AA 0.5%,EL0.5%, FY0%, HI0.5%, HOM4%, SED0.6%, SWD0.6%, WI0%. Mesa Grande: all students0.5%,AA0%, EL0.5%, FY0%, HI0.5%, HOM0%,SED0.6% , SWD0.6%. Mesquite Trails: all students0.9%, AA 1.5%,EL0.8%, FY0%, HI0.5%,HOM0%, SED0.5%, SWD1.1%, WI0.5%.</p> | <p>SWD-1.5%, WI-1.2%. Krystal: all students1.3%, AA-maintained, EL-maintained, HI1.3%, HOM3%, SED1.7%, SWD2.6%,WI1.3%. Lime: all students- maintained, AA-2.4%, EL-maintained, FY -0.2%, HI0.8%, HOM2.9%, SED-0.3%,SWD0.5%, WI0.1%. Maple: all students1%, AA4.6%,EL0.8%, FY2.3%, HI0.7%, HOM-2.2%, SED1.3%, SWD1.1%, WI1.1%. Mesa Grande: all students0.2%, AA2.9%, EL-0.4%, FY-maintained, HI-0.1%, HOM- maintained,SED%, SWD-0.6%. Mesquite Trails:</p> |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|--|--|----------------|--|--|
| | | HI8%, HOM3.9%, SED9.1%, SWD14.5%, WI8.1%. Topaz: all students0.3%, AA0%, EL0.9%, FY0%,HI0.4%, HOM1.1%, SED0.4%, SWD0.8%, WI0%. 2024Dashboard: Canyon Ridge: LTEL 6.3% Cedar Middle: LTEL 11.5% Community Day School: LTEL20% Cottonwood: LTEL8.3% Eucalyptus: LTEL9.1% Hesperia High: LTEL4.9% Hesperia Junior: LTEL 9.2% Joshua Circle: FY 5% Mission Crest: EL 0.6% Mojave High: LTEL 9.4%, FY14.3% Oak Hills High: LTEL 6.7% Ranchoero Middle: LTEL 16.1% Shadow Ridge: LTEL1.2% Sultana High: LTEL5.5% | HOM0%,SED1.3% , SWD0.6%. Mesquite Trails: all students1%, AA 4.8%,EL1.8%,FY0 %, HI1%, HOM0%, SED1.1%, SWD1.3%, WI0.5%. Mission Crest: all students2.6%, AA 5.4%,EL0.6%, FY2.3%, HI2.2%, HOM4.7%, SED3%, SWD 6.4%, WI2.9%. Mojave High: all students 10.1%,AA 19.4%, EL 8.7%, FY14.3%,HI 9.5%, HOM14.5%,LTEL 9.4%, SED 10.8%, SWD 11.8%, WI 7.3%. Oak Hills High: all students 4.9%, AA 12.4%,EL 7%, FY 19.6%, HI4.1%, HOM2.4%, LTEL 6.7%, SED5.8%, SWD 9%, WI4.6%. Ranchoero Middle: | | Mission Crest: all students1.6%,AA 6.3%, EL0.3% FY6.5%, HI1.5%, HOM2.9%, SED2.4%, SWD 2.8%, WI0.7%. Mojave High: all students 9.63%, AA 16.3%, EL 7.7%, FY10.3%, HI 6.4%, HOM10.5%,LTEL 7.4%, SED 5.3%, SWD 6.3%, WI 17.6%. Oak Hills High: all students 4.3%,AA 7.5%, EL 4.2%, FY 11.5%, HI4%, HOM5.9%, LTEL 4.7%, SED5.5%, SWD 7%, WI6%. Ranchoero Middle: all students 14.5%, AA 22%, EL 14.4%, FY7.1%,HI 12.3%, HOM 20%, LTEL 11.1%, SED 16.2%, SWD 22.5%, WI 20.3%. Shadow Ridge: | all students-0.5%, AA2.3%, EL-maintained, FY-maintained, HI- 0.5%, HOM-maintained, SED-0.4%, SWD- 0.8%, WI-0.8%. Mission Crest: all students-20.2%, AA -1.6%,EL- 1.3%, FY-5%, HI-0.3%, HOM0.8%, SED- 0.4%, SWD2.6%, WI1.2%. Mojave High: all students -0.6%, AA 1.2%, EL 1.1%, FY(n/a), HI 1.1%, HOM- 10.5%,LTEL(n/a), SED1.5%, SWD3.5%, WI- 12.3%. Oak Hills High: all students -1.4%, AA 2.9%, EL 0.8%, FY 5.1%, HI-1.9%, HOM-5.5%, LTEL (n/a), SED- 1.7%,SWD-2%, WI-3.4%. Ranchoero Middle: |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|---|----------------|---|--|
| | | | <p>all students 12.9%, AA 31.2%, EL 16%, FY28.6%, HI 11.3%, HOM 13.2%, LTEL 16.1%, SED 14.5%, SWD 22.7%, WI 12.3%. Shadow Ridge: all students0.4%, AA0%, EL0.8%, HI0.6%, HOM0%, LTEL1.2%, SED0.4%, SWD1.3%, WI0%. Sultana: all students 8.1%, AA 15%, EL5.2%, FY20%, HI 8%, HOM 9.6%, LTEL5.5%, SED 8.8%, SWD 14.6%, WI 6.8%. Topaz: all students0%, AA0%, EL0%, FY - fewer than 11 students, no data available, HI0%, HOM0%, SED0%, SWD0%, WI0%.</p> | | <p>all students0.1%, AA0%, EL0.5%, HI0.1%, HOM0%, LTEL0.5%, SED0.1%, SWD0%, WI0%. Sultana: all students 6.1%, AA 8.5%, EL5%, FY14.4%, HI 6%, HOM 2.9%, LTEL4.5%, SED 7.1%, SWD 11.5%, WI 6.1%. Topaz: all students0.1%, AA0%, EL0.5%, FY15%, HI0.2%, HOM0.5%, SED0.2%, SWD0.6%, WI0%.</p> | <p>all students-3.3%, AA 6.7%, EL -0.1%, FY19.5%, HI-2.4%, HOM-9.1%, LTEL(n/a), SED-3.5%, SWD-2.3%, WI-10.3%. Shadow Ridge: all students0.3%, AA-maintained, EL-maintained, HI0.4%, HOM-maintained, LTEL(n/a), SED0.2%, SWD1.3%, WI-maintained. Sultana: all students-maintained, AA3.5%, EL-1.8%, FY0.6%, HI-maintained, HOM 5.7%, LTEL(n/a), SED-0.3%, SWD0.1%, WI-1.3%. Topaz: all students-0.3%, AA-maintained, EL-0.9%, FY-(n/a), HI-0.4%, HOM-1.1%, SED-0.4%, SWD-0.8%, WI-maintained%</p> |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|--|----------------|--|---|
| 2.9 | Student Expulsion Rate Percent of students Source: CA Dashboard | 2023 CA Dashboard: 0.3% of students expelled | 2024 CA Dashboard: 0.3% of students expelled | | CA Dashboard: 0.2% of students expelled | CA Dashboard: Maintained |
| 2.10 | Survey on Student Reporting Safety Percent of students Source: Survey Monitoring Platform- Youth Truth | 2023 Survey Monitoring Platform-Youth Truth December : 55% of students who report feeling safe | 2024 Survey Monitoring Platform-Youth Truth: 53% of students who report feeling safe | | Survey Monitoring Platform-Youth Truth: 64% of students who report feeling safe at school | Survey Monitoring Platform-Youth Truth: -2% |
| 2.11 | Survey on Student Reporting Connectedness Percent of students Source: Survey Monitoring Platform- Youth Truth | 2023 Survey Monitoring Platform-Youth Truth December: 33.5% of students reported feeling connected at school | 2024 Survey Monitoring Platform-Youth Truth: 35% of students reported feeling connected at school | | Survey Monitoring Platform-Youth Truth: 42.5% of students who report feeling connected at school | Survey Monitoring Platform-Youth Truth: 1.5% |
| 2.12 | EL, FY, or Low-Income Outreach Number of students Source: Social Worker Monitoring System | 2023 Social Worker Monitoring System: 198 students contacted by a social worker or attended an outreach event. | 2024 Social Worker Monitoring System: 319 students contacted by a social worker or attended an outreach event | | Social Worker Monitoring System: 207 students contacted by a social worker or attended an outreach event. | Social Worker Monitoring System: 121 |
| 2.13 | Survey on Parent Reporting Safety Percent of parents | 2024 Survey Monitoring Platform-Youth Truth: 66% of parents reported feeling their child's | 2024 Survey Monitoring Platform-Youth Truth: 66% of parents reported | | Survey Monitoring Platform 70% of parents report feeling their child's learning | Survey Monitoring Platform-Youth Truth: n/a |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|--|----------------|---|--|
| | Source: Survey Monitoring Platform-Youth Truth | learning environment is safe | feeling their child's learning environment is safe | | environment is safe | |
| 2.14 | Survey on Parent Reporting Connectedness Percent of parents Source: Survey Monitoring Platform-Youth Truth | 2024 Survey Monitoring Platform-Youth Truth: 61% of parents reported feeling connected to their child's school | 2024 Survey Monitoring Platform-Youth Truth: 61% of parents reported feeling connected to their child's school | | Survey Monitoring Platform: 70% of parents reported feeling connected to their child's school | Survey Monitoring Platform-Youth Truth: n/a |
| 2.15 | Survey on Teacher Reporting Safety Percent of teachers Source: Survey Monitoring Platform-Youth Truth | 2024 Survey on Teacher Reporting Safety: 88.58% of teachers who reported feeling safe | 2024 Survey on Teacher Reporting Safety: 88.58% of teachers who reported feeling safe | | Survey on Teacher Reporting Safety: 90% of teachers reporting feeling safe | Survey on Teacher Reporting Safety: n/a |
| 2.16 | Survey on Teacher Reporting Connectedness Percent of teachers Source: Survey Monitoring Platform-Youth Truth | 2024 Survey on Teacher Reporting Connectedness: 88.72% of teachers who reported feeling connected | 2024 Survey on Teacher Reporting Connectedness: 88.72% of teachers who reported feeling connected | | Survey on Teacher Reporting Connectedness: 90% of teacher reporting feeling connected | Survey on Teacher Reporting Connectedness: n/a |

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.

Hesperia Unified School District (HUSD) recognizes the need to continue to strengthen the entire student well-being systems. HUSD continues to work collaboratively through the District Leadership Team, School Leadership Teams, and the district educational partnership committees to create a Coherent Instructional Framework to define and align the mission, vision, values, and goals of HUSD. We have also

identified student well-being priorities, which include cycles of inquiry and an integrated multi-tiered system of support in order to respond quickly and effectively to each student's needs. Overall, the implementation of the actions in Goal 2 has been successful and most actions were implemented as planned. We are finding that these actions in place are leading us toward achieving our overarching goal.

Successes:

Educational Services has strengthened its integrated multi-tiered systems of support (iMTSS) framework through comprehensive professional development for site leaders, support staff, and teachers (Action 7). This training focused on positive school climates, effective collaboration, foundational instruction, and robust interventions. We continue to support student well-being by using a universal screener (Action 1). To further enhance student well-being, elementary counselors, board-certified behavior analysts (BCBAs), and behavioral intervention specialists (BIS) provide crucial support, guided by our newly implemented Student Well-Being Framework (Actions 4, 5, 6). While implementation of Actions 4 and 5 proceeded, staffing vacancies due to retention and rehiring challenges created some delays and limited full implementation. Despite this, key supports were provided by existing staff. Care Solace remains a vital resource for connecting families with community mental health services (Action 2).

The annual Believe Conference, in collaboration with the HUSD Police Department, empowers foster youth with resources and inspiration, fostering positive student-staff relationships (Action 11). This year's second event, featuring motivational speakers and community connections, received significant positive feedback, reinforcing HUSD's commitment to student support (Action 3).

HUSD continues to support students through academic, behavioral, and social-emotional services (Action 8), transportation for improved attendance (Action 9), and tailored alternative settings for at-risk students (Action 10). These efforts have positively contributed to stable graduation rates and reduced suspensions. Our schools remain committed to providing a well-rounded education through engaging before, during, and after-school programs (Action 12).

Challenges:

The increasing prevalence of challenging behaviors and the profound impacts of trauma have placed significant strain on classroom environments, necessitating a robust and expanded system of behavior support. Recognizing this critical need, HUSD has proactively responded by not only refining its existing behavior support plan but also by strategically increasing staffing through the addition of one board-certified behavior analyst (BCBA) and Behavior Intervention Specialists (Action 6). Hiring qualified professionals has presented ongoing challenges and delays in achieving full staffing and comprehensive implementation of these crucial supports.

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.

A material difference for Goal 2 Action 4 (Mental Health Supports) and Goal 2 Action 5 (Social Emotional Support) occurred due to the district experiencing challenges in retaining and rehiring staff, leading to prolonged vacancies in certain positions.

A material difference for Goal 2 Action 9 (Transportation) occurred because the actual demand for district transportation services was lower than our initial projections.

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

HUSD recognizes that strong student connectedness, access to extracurriculars, and a positive school climate are crucial for academic and social-emotional well-being. To address this, through Goal 2, the district continues to prioritize SEL within classrooms through teacher professional development and providing tiered support through counselors and psychologists. While chronic absenteeism has decreased significantly, and suspension/expulsion rates remain relatively low, the district continues to implement an integrated multi-tiered system to further improve these metrics and address rising behavioral and social-emotional needs in younger students. Data collection is underway to tailor SEL professional development, fostering resilience and a strengths-based culture, ultimately aiming to reduce negative outcomes like truancy and suspensions. These data-driven actions, focusing on low-income, English learner, and foster youth populations, represent a concerted effort to comprehensively support student success. Most actions were fully or mostly implemented with some hiring and retention challenges. Effectiveness in improving outcomes varied with most metrics including dropout rates, suspension rates, and chronic absenteeism rates, demonstrating a trend in a positive direction.

Actions 2.1, 2.2

Actions 1 and 2 help identify and respond to student needs by using a universal social-emotional learning (SEL) screener and offering access to outside mental health services through our partnership with Care Solace. These supports are measured by student, parent, and staff surveys (M2.10, M2.11, M2.12), as well as chronic absenteeism (M2.3, M2.4) and suspension data (M2.7, M2.8).

According to our most recent surveys, students reported a 1.5% increase in feeling like they belong at school, 61% of our families reported feeling connected to their child's school with 88.72% of teachers also reporting feeling connected while on campus. These results show that the SEL screener and support services are helping students, families, and staff feel safe and connected to their schools.

In addition, chronic absenteeism dropped by 4.5 percentage points overall, including decreases for English learners (from 33.0% to 28.2%) and low-income students (from 40.5% to 34%). Suspension rates also improved, going down from 4.2% to 3.5%. Use of Care Solace has remained steady year to year, with families consistently connecting to services as needed. These improvements suggest that Actions 1 and 2 are having a positive impact in creating a safe, welcoming environment that supports student success, especially for our English learners, foster youth, and low-income students.

Actions 2.3-2.7

Hesperia Unified's integrated multi-tiered support system, with its emphasis on social-emotional learning, behavior, and mental health for all students, particularly Foster Youth, English Learners, and low-income students, is demonstrably effective. CA Dashboard data reveals a 4.5% decrease in chronic absenteeism (M2.3, M2.4) and a 0.7% reduction in suspensions, while expulsions remain stable (M2.7, M2.8, M2.9). This positive trend is reinforced by a 61% expansion of services for Foster Youth via dedicated liaisons (M2.12) and declining dropout rates in middle and high school (M2.5, M2.6). While Goal 2's staffing enhancements and additional funding to increase counseling supports through LREBG (psychologists, counselors, BCBA's, behavior interventionists) are contributing to overall student well-being, targeted support is needed to address increased suspension rates for African American students (up 1.5%) and a rise in chronic absenteeism for Foster Youth (up 2.9%). Despite largely successful implementation of actions, hiring challenges may have influenced some performance metric variability. Overall, Actions 3-7 are effectively fostering student well-being and an engaging learning environment.

Actions 2.8, 2.11, 2.12

Actions aimed at enriching student experiences through increased campus assistants, culturally responsive libraries, and diverse opportunities (including peer counseling, PBIS, and extracurricular clubs) are showing a positive impact on student engagement and wellbeing. This is evidenced by a notable 4.5 percentage point decrease in chronic absenteeism (M2.4) and a 0.7 percentage point reduction

in suspension rates (M2.7, M2.8, M2.9) as reported by the CA Dashboard. These improvements, alongside overall attendance (M2.3), indicate the effectiveness of these resource enhancements. Building on this progress, Hesperia Unified will continue to prioritize robust academic, behavioral, and social-emotional support for all students, particularly English learners, foster youth, and low-income students, through safe campuses, enriched resources, and collaborative partnerships with specific attention directed towards providing targeted supports for foster youth to help improve their attendance rates. These actions are showing overall improvements, demonstrating effectiveness of their implementation.

Action 2.9
Data from Hesperia Unified demonstrates significant progress in student attendance and behavior (M2.2). The district has achieved a 4.5% reduction in chronic absenteeism (M2.3, M2.4) and a 0.7% decrease in suspension rates, indicating that implemented actions are effectively enhancing student engagement. This success is further supported by the Fiscal Services Division's targeted transportation services for English learners, foster youth, and low-income students, which directly address obstacles to attendance and engagement and underscore the effectiveness of this fiscal support in reaching our most vulnerable populations. While this action was fully implemented, we noted a decrease in the district's demand for transportation from our initial projections.

Action 2.10
Action 10's intensive supports and interventions within alternative learning settings are effectively addressing the needs of our most vulnerable student populations (English learners, foster youth, and low-income students), contributing directly to a decrease in dropout rates (M2.5, M2.6). This success is further reinforced by the positive outcomes of our broader attendance strategies, which have yielded a significant 4.5% reduction in chronic absenteeism and a 0.7 % decrease in suspension rates (M2.7, M2.8), with expulsion rates remaining stable (M2.9). Fully implemented, this action continues to provide crucial targeted and intensive support to students.

Overall, Goal 2 demonstrates overall effectiveness in fostering student well-being and positive school climate, evidenced by a significant decrease in chronic absenteeism and a reduction in suspension rates district-wide. Actions focused on SEL screening, mental health partnerships, multi-tiered supports, increased counseling staff, enriched campus resources, and targeted transportation are contributing to these positive trends, particularly benefiting English learners and low-income students and showing increased connectedness reported by students, families, and staff. While dropout rates have declined and services for Foster Youth have expanded, the district recognizes the need for more targeted interventions to address a rise in suspension rates for African American students and increased chronic absenteeism for Foster Youth, alongside acknowledging potential impacts from hiring challenges on outcome variability.

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.

These changes reflect district restructuring aimed at clearly supporting foster youth and low-income students. To maintain transparency with our educational partners, our LCAP language will now align with our daily practices.
Goal 2, Action 3: The district social worker will move from Goal 2, Action 3 to Goal 3, Action 2.
Goal 2, Action 2: The coordinator to support student wellbeing will move from Goal 2, Action 2 to Goal 2, Action 3, replacing the social worker as the foster youth liaison. The social worker will move from Goal 2 to Goal 3, Action 2.

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.

Goal 2, Action 5 (Social Emotional Support) has additional allocated funds through allowable uses of LREBG to directly support this LCAP goal and action.

Goal 2, Action 10 (Alternative Settings) has additional allocated funds through allowable uses of LREBG to directly support this LCAP goal and action.

M2.3 Baseline updated to include LTEL subgroup and create a target for year 3 outcome

M2.4 Baseline data has been updated to reflect current year data as the baseline

M2.7: Baseline updated to include LTEL subgroup and create a target for the year 3 outcome

M 2.8 Baseline data has been updated to reflect current year data as the baseline

M2.13 Baseline data has been updated to reflect current year data as the baseline

M2.14 Baseline data has been updated to reflect current year data as the baseline

M2.15 Baseline data has been updated to reflect current year data as the baseline

M2.16 Baseline data has been updated to reflect current year data as the baseline

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 | District Assessment: Wellbeing | The Educational Services Division will continue to provide a universal student well-being screener to regularly monitor student well-being, principally directed at our English learners, low-income, and foster youth students. Staff will review student data to address student needs based on the screener's results and other assessments. The action will be measured by M2.2, M2.3, M2.4, M2.10, and M2.12. | \$155,000.00 | Yes |
| 2.2 | Student/Staff/Family Emotional Health | The Information Technology and Communication Division will continue with Care Solace to provide mental health services to students, staff, and families and employ a coordinator to support student wellbeing. The Care Solace online resource offers a live, multilingual Care Concierge. This service is meant to assist individuals in finding local mental health-related programs and counseling services. This action is principally directed for students qualifying as low-income, English learners, and foster youth and will be measured by M2.2, M2.3, M2.4, M2.7, M2.8. | \$248,052.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|--------------------------|--|----------------|--------------|
| 2.3 | Foster Youth Supports | The Student Services Department will employ a coordinator to support student wellbeing as the foster youth liaison to assist foster youth and their families with social issues and challenges impacting education. This action is principally directed for students qualifying as foster youth and will be measured by M2.2, M2.3, M2.4, M2.5, M2.6, M2.7, M2.9 | \$251,313.00 | Yes |
| 2.4 | Mental Health Support | The Educational Services Department will continue to employ additional psychologists to provide layered academic and social-emotional support principally directed for our English learners, low-income, and foster youth students to increase achievement, social, emotional supports, and progress toward graduation/college/career. This action will be measured by M2.6, M2.7, M2.8, M2.10. | \$3,929,974.00 | Yes |
| 2.5 | Social Emotional Support | The Educational Services Department will continue to employ additional counselors to provide layered academic and social-emotional support principally directed for English learners, low-income, and foster youth students to increase achievement, social, emotional support, and progress towards decreasing chronic absenteeism. This action will be measured by M2.7, M2.8, M2.9, M2.10, M2.11, M2.12. LREBG \$1,399,881.00 | \$4,270,796.00 | Yes |
| 2.6 | Behavior Interventions | The Educational Services Department will continue to employ two Board Certified Behavior Analysts and employ 6 behavior intervention specialists to help teachers provide behavior support, principally directed for our English Learners, low-income and foster youth, that have been identified as key levers in improving outcomes for unduplicated students with the highest needs to help prevent disruptions to learning. This action will be measured by M2.7, M2.8, M2.9, M2.10, M2.11, M2.12. | \$1,097,835.00 | Yes |
| 2.7 | Tiered Supports | The Educational Services department will continue to employ a coordinator and psychologist to work with sites to implement Tier 1, Tier 2, and Tier 3 academic and behavioral systems of support for our English learners, | \$655,981.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|----------------------------|--|-----------------|--------------|
| | | foster youth, and low-income student groups. Staff capacity will be increased to provide additional district and school-level support for the unduplicated student groups' social-emotional, behavioral, and mental health needs. This action will be measured by M2.2, M2.3, M2.4, M2.5, M2.6, M2.7, M2.8, M2.9. | | |
| 2.8 | Student Support and Access | The Educational Services Division and Student Services Department will continue to provide services during the school day that support academic, behavioral, and social-emotional support. Including a safe and media-rich campus and access to culturally responsive libraries, principally directed to our students identified as low-income, English learner, and foster youth, beyond what is provided in the classroom. Campus assistants, library media specialists, and technology support technicians will provide these support services. This action will be measured by M2.2, M2.3, M2.4, M2.5, M2.6, M2.7, M2.8, M2.9. | \$5,161,803.00 | Yes |
| 2.9 | Transportation | The Fiscal Services Division will provide transportation principally directed for our English learners, foster youth, and low-income populations to increase overall attendance rates and student engagement. This action will be measured by M2.2, M2.3, M2.4. | \$18,600,000.00 | Yes |
| 2.10 | Alternative Setting | The Educational Services division will provide alternative settings These settings include low student-to-staff ratios to support students struggling in traditional school settings. Intensive supports are intended to accelerate learning and assist the student in successfully transitioning back to the traditional school settings. This action is principally directed to meet the needs of our English learners, foster youth, and low-income students. This action will be measured by M2.5, M2.6, M2.7, M2.8, M2.9. LREBG \$2,235,354.95 | \$3,392,613.95 | Yes |
| 2.11 | Outreach | The District will work with the HUSD Police Department in creating and implementing protocols to support the school sites and safety within the district. The district will also maintain relationships with students and staff | \$2,845,988.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|--------------------|---|-------------|--------------|
| | | at all 25 school sites. These relationships will continue to decrease behaviors that interfere with student success and build positive relationships with the students and the officers through positive intervention supports and attendance recognitions. | | |
| 2.12 | Student Engagement | The Educational Services Division will continue to provide a well-rounded educational program before, during, and after school that promotes the emotional, physical, and social well-being of students, including, but not limited to, peer counseling, Schoolwide Positive Behavior Intervention Support (PBIS), and robotics, and student clubs. This action is principally directed for our English Learners, low-income, and foster youth and is measured by M2.2, M2.3, M2.4, M2.5, M2.6, M2.7, M2.8, M2.9. | \$3,000.00 | Yes |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 3 | Involve our parents, families, and community members as direct partners in the education of all students | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Hesperia Unified School District (HUSD) recognizes the need to strengthen the entire community engagement system. HUSD continues to work collaboratively through the District Leadership Team, School Leadership Teams, and the district educational partnership committees to create a Coherent Instructional Framework to define and align the district's mission, vision, values, and goals within an Integrated Multi-Tiered System of Support. HUSD continues to encourage a strong connection between school and home. The family resource center provided 104 workshops for families and the community. The Youth Truth survey completed by families shared that 57.2% agree or strongly agree that they are involved in their student's school. The actions listed below are designed to increase and improve services based on qualitative and quantitative data for our students qualifying as low-income, English learners, and foster youth. These metrics and actions together have been determined to be the most effective approach to achieving the goal.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|--|----------------|---|--|
| 3.1 | Survey on Parent/Guardian Participation Percent of parent/guardian Source: Survey Monitoring Platform- Youth Truth | December 2023 Survey Monitoring Platform- Youth Truth: 9% of parents/guardians respond to the survey providing input to the district and individual school site | 2024 Survey Monitoring Platform-Youth Truth: 17% of parents/guardians respond to the survey providing input to the district and individual school site | | Survey Monitoring Platform-Youth Truth: 12% of parents/guardians respond to the survey providing input to the district and individual school site | Survey Monitoring Platform - Youth Truth: 8% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|--|----------------|---|---|
| 3.2 | Survey on Parent/Guardian Report of Involvement Percent of parent/guardian Source: Survey Monitoring Platform- Youth Truth | December 2023 Survey Monitoring Platform- Youth Truth: 57.2% of parents/guardians of students who are low-income, English learner or foster youth who agree or strongly agree that they are involved in their student's school | 2024 Survey Monitoring Platform-Youth Truth: 67.1% of parents/guardians of students who are low-income, English learner or foster youth who agree or strongly agree that they are involved in their student's school | | Survey Monitoring Platform-Youth Truth: 60% of parents/guardians of students who are low-income, English learner or foster youth agree or strongly agree that they are involved in their student's school | Survey Monitoring Platform - Youth Truth: 9.9% |
| 3.3 | Parent/Guardian Workshops and Training Number of events offered Source: Family Resource Center Monitoring Report | 2023-24 Family Resource Center Monitoring Report: 123 workshops, training, and tutoring sessions offered to parents, family members, and the community through the Family Resource Center | 2024-25 Family Resource Center Monitoring Report: 104 workshops, training, and tutoring sessions offered to parents, family members, and the community through the Family Resource Center | | Family Resource Center Monitoring Report: 135 workshop, training, and tutoring sessions offered to parents, family members, and the community through the Family Resource Center | Family Resource Center Monitoring Report: -19 workshops, training, and tutoring sessions offered to parents, family members, and the community through the Family Resource Center |
| 3.4 | Survey on Parent/Guardian of Students with Disabilities Percent of parent/guardian Source: Survey Monitoring Platform- Youth Truth | December 2023 Survey Monitoring Platform- Youth Truth: 62.5% parents/guardians of Students with Disabilities who agree or strongly agree that they are involved in their student's school | 2024 Survey Monitoring Platform: 58% parents/guardians of Students with Disabilities who agree or strongly agree that they are | | Survey Monitoring Platform: 65% parents/guardians of Students with Disabilities agree or strongly agree that they are involved in their student's school | Survey Monitoring Platform - Youth Truth: -4.5% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|------------------------------------|----------------|---------------------------|----------------------------------|
| | | | involved in their student's school | | | |

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.

Hesperia Unified School District (HUSD) remains committed to strengthening its community engagement system. Through ongoing collaboration among district and school leadership teams, as well as educational partnership committees, HUSD is developing a Coherent Instructional Framework to align its mission, vision, values, and goals within an Integrated Multi-Tiered System of Support. The district continues to prioritize and foster strong connections between schools, homes, and the wider community. Overall, the implementation of the actions in Goal 3 has been successful and all actions were implemented as planned. We are finding that these actions in place are leading us toward achieving our overarching goal.

Successes:

Hesperia Unified prioritized clear communication and parent engagement this year. Translation services were strengthened to ensure all families, particularly those with language barriers, could access vital information and support their children's education (Action 5). Simultaneously, the district offered ongoing parent training and workshops, empowering parents to actively participate in their child's learning and school decision-making as evidenced by increased parent and community participation on our Youth Truth survey (Action 1). The addition of 24 Family Community Liaisons received focused coaching to enhance parent engagement within their school communities and hosted various outreach events to build greater community with our school sites and community (Actions 2, 3, 4, 6). These initiatives aim to empower English learners, low-income, and foster youth families, fostering stronger school-family partnerships.

Challenges:

Hesperia Unified focuses on shifting from passive involvement to active engagement. This requires moving towards reciprocal shared decision-making, where families are true partners rather than just recipients of information. Overcoming passive engagement necessitates innovative strategies that empower families to actively contribute to their children's education, fostering meaningful dialogue and community building. Addressing these challenges is crucial for the district to achieve its goals and cultivate a truly collaborative school community. As we continue to find ways to engage with and respond to our families and community, we will strengthen our family and community engagement goal.

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

A material difference for Goal 3 Action 6 (Community Outreach) occurred potentially due to individual school sites increasing their outreach efforts, leading to a reduced need for district-level community outreach services.

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

Hesperia Unified School District (HUSD) is actively working to enhance its community engagement system through collaborative efforts across district and school leadership teams, as well as educational partnership committees. This collaboration is driving the development of a Coherent Instructional Framework, aligning the district's mission, vision, values, and goals within an Integrated Multi-Tiered System of Support. Recognizing the importance of strong school-home connections, HUSD has provided over 100 family and community workshops through the Family Resource Center. Data from the Youth Truth survey indicates that 66% of families feel involved in their student's school, demonstrating progress towards increased family engagement. To further strengthen this connection, particularly for low-income, English learner, and foster youth students, HUSD will continue to implement data-driven actions designed to improve services and increase community participation. These targeted efforts, informed by both qualitative and quantitative data, represent HUSD's commitment to building a robust and inclusive community engagement system.

Action 3.1
Hesperia Unified's commitment to family engagement is yielding positive results. Survey participation almost doubled from 9% to 17%, and families feeling involved in schools increased from 59% to 66% (M3.1, M3.2). This reflects the district's successful efforts to amplify family feedback, especially from English learners, low-income, and foster youth families, through ongoing surveys.

Actions 3.2, 3.3, 3.4, 3.6
Recent data indicates a positive impact of Hesperia Unified's family engagement efforts. Parent survey participation nearly doubled—from 9% to 17%—and the percentage of parents reporting feeling more involved increased from 59% to 66%. These results suggest that Actions 3.2, 3.3, 3.4, and 3.6 are effectively contributing to stronger school-family connections, particularly for families of English learners, low-income students, and foster youth (M3.1, M3.2). Families of students with disabilities were also a focus, with Action 2 staff providing targeted outreach. Parent involvement among this group remained steady based on survey data (M3.3), and efforts will continue to increase meaningful engagement.

Actions 3.5
Hesperia Unified's increased investment in translation services is showing positive results. Parent survey data indicates growth in family engagement, with participation increasing from 9% to 17% and the percentage of parents reporting a sense of involvement rising from 59% to 66% (M3.2). These outcomes suggest that Action 3.5 is effectively enhancing communication and engagement for families of English learners.

Hesperia Unified's efforts to enhance community engagement are showing positive momentum, driven by collaborative leadership and a focus on strengthening school-home connections. Increased family participation in surveys (nearly doubled to 17%) and a rise in families feeling involved in their student's school (from 59% to 66%, as indicated by Youth Truth survey data) demonstrate the effectiveness of implemented actions, including family and community workshops and increased investment in translation services, particularly in reaching

English learner, low-income, and foster youth families; while parent involvement for students with disabilities remained steady, the district remains committed to increasing meaningful engagement for all educational partners through data-driven strategies and continued implementation of its Coherent Instructional Framework.

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.

These changes reflect district restructuring aimed at clearly supporting foster youth and low-income students. To maintain transparency with our educational partners, our LCAP language will now align with our daily practices. The social worker will move from Goal 2, Action 3 to Goal 3, Action 2.

Goal 3, Action 2 The Educational Services Division will employ a district social worker, who will provide parent training, learning opportunities, workshops, and related supplies through the district Family Resource Center, district office, and site parent centers principally directed for our parents of English learners, low-income, and foster youth student groups. 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 |
|----------|--------------------------------|--|-------------|--------------|
| 3.1 | Student and Family Feedback | The Educational Services Division will continue to provide a student and family survey to regularly monitor student and family feedback principally directed to our English learners, low-income, and foster youth students. Family and student feedback is measured by M3.1 and M3.2. | \$53,100.00 | No |
| 3.2 | Family Education and Resources | The Educational Services Division will employ a district social worker, who will provide parent training, learning opportunities, workshops, and related supplies through the district Family Resource Center, district office, and site parent centers principally directed for our parents of English learners, low-income, and foster youth student groups. This will provide and expand opportunities for parents to learn how they can be more engaged in student learning and provide input into school decision-making, which will lead to improved student outcomes as measured by M3.2, M3.3, and M3.4. | \$10,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|--|---|----------------|--------------|
| 3.3 | Family Resource Centers | The Educational Services Division will increase collaboration opportunities between the district parent liaison and site parent liaisons by adding 24 family community liaisons. The purpose is to develop the site and district-wide parent engagement plans, which will lead to improved student outcomes and increased parent involvement. This action is principally directed to our English learners, low-income, and foster youth students and measured by M3.1 and M3.2. | \$1,157,996.00 | Yes |
| 3.4 | Resource Center Computer Learning Specialist | The Educational Services Division will employ a Computer Learning Specialist at the Family Resource Center to provide workshops and classes on technology platforms, principally directed for parents of English learners, low-income, and foster youth, to support and monitor their students' progress. This will be measured by M3.2 and M3.3. | \$36,483.00 | Yes |
| 3.5 | Family Communication | The Educational Services Division will provide resources dedicated to the improvement of translation services through third-party contracted services and three district-employed translators for parents and guardians of our students qualifying as English learners. Translation services are to be used to ensure equitable two-way communication between families and schools. This action will be measured by M3.2. | \$369,258.00 | Yes |
| 3.6 | Community Outreach | The Educational Services Division will host outreach events, including but not limited to fairs, summits, and conferences for the purpose of building community connections and raising awareness of educational programs, supports, and opportunities. The purpose of these events will be to increase parent involvement and increase student academic outcomes. This action is principally directed for our low-income, foster youth, and English learners and will be measured by M3.2. | \$10,000.00 | Yes |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|------------------------------|
| 4 | By June 30, 2026, Canyon Ridge High School students will reduce the distance from standard in ELA (including all students, low-income and Hispanic students) and reduce suspension rates (all students, low-income, and African American students). | 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.

Canyon Ridge High School has been identified as receiving Equity Multiplier funding due a 78.8% low-income rate and a non-stability rate of over 25%. The addition of these funds will be used to support improved student outcomes, build capacity in staff, and increase parent engagement.

The addition of these funds will be used to support improved student outcomes and increased parent engagement.

To better serve our students in the 2025/26 school year, Canyon Ridge High School is prioritizing enhanced communication with students, parents, and community educational partners via multiple channels, including interactive online platforms. As part of this commitment, our incoming student orientation will inform parents about our school's culture and climate and facilitate discussions around individual student needs. Recognizing the diverse needs of our student population, we are also increasing staffing to provide more personalized support, particularly for our most impacted groups, which include all students, Hispanic, low-income students, foster youth, and African American students.

CR's equity multiplier goal prioritizes providing additional personnel and parent engagement strategies to improve school climate and students' academic outcomes.

According to the 2024 CA Dashboard data, the following areas require significant attention:

ELA: (All Students, SED, HI)
 The All Students group scored -147.1DFS, a decline of -45.7; our SED students scored -138.9DFS, a decline of -34.2, and our HI students scored -210.9DFS, an increase of 13.1.

Suspensions: (All Students, SED, AA)
 The All Students group had a suspension rate of 12.5%, an increase of 1.6%; our SED students had a suspension rate of 12.2%, an increase of 0.3%, and our African American students had a suspension rate of 36.4%, an increase of 5.1%.

Based on this data, educational partners see a continued need to support students by allocating additional personnel to develop their college and career readiness skills. At the same time, a key focus will be on increasing family engagement through more communication pathways and opportunities.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|--|----------------|--|---|
| 4.1 | School Site Council and ELAC Participation Number of parents/guardians Source: Family Community Liaison Monitoring Report | 2023-24 Family Community Liaison Monitoring Report: 4 parents/guardians who consistently attended ELAC and School Site Council. | 2024-25 Family Community Liaison Monitoring Report: 4 parents/guardians who consistently attended ELAC and School Site Council. | | Family Community Liaison Monitoring Report: 8 parents/guardians who consistently attended ELAC and School Site Council. | Family Community Liaison Monitoring Report: maintained |
| 4.2 | Graduation Rate Percent of students Source: CA Dashboard | 2023 CA Dashboard: 75.8%.of students who graduated high school | 2024 CA Dashboard: 75.2%.of students who graduated high school | | CA Dashboard: 80% of students who graduated high school | CA Dashboard: -0.6 |
| 4.3 | College and Career Indicator Percent of students prepared Source: CA Dashboard | 2023 CA Dashboard: All: 5.8% prepared EL: 2.6% prepared HI: 2.4% prepared SED: 5.4% prepared SWD: 6.7% prepared | 2024 CA Dashboard: All: 12.4% prepared EL: 11.1% prepared HI: 14.6% prepared SED: 12.1% prepared SWD: 9.1% prepared | | CA Dashboard: All: 10% prepared EL: 8.6% prepared HI: 8.4% prepared SED: 9.4% prepared SWD: 12.7% prepared | CA Dashboard: All: 6.6% EL: 8.5% HI: 12.2% SED: 6.7% SWD: 2.4% |
| 4.4 | CAASPP ELA Difference from standard (DFS) Source: CA Dashboard | 2023 CA Dashboard: All: -101.3 Distance from standard | 2024 CA Dashboard: All: -147.1 DFS HI: -152.7 DFS | | CA Dashboard: All: -71.3 Distance from standard | CA Dashboard: All:-45.8DFS HI:-44.3DFS SED:-34.2DFS |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|---|----------------|--|---|
| | | HI: -108.4 Distance from standard SED:-104.7 Distance from standard EL: -118.2 Distance from standard | SED:-138.9DFS EL: Fewer than 11 students, no data available | | HI: -78.4 Distance from standard SED:74.7 Distance from standard EL: -88.2 Distance from standard | EL: n/a |
| 4.5 | CAASPP Math Difference from standard (DFS) Source: CA Dashboard | 2023 CA Dashboard: All: -226.1 Distance from standard HI: -223.9 Distance from standard SED:-224.9 Distance from standard EL: -219.8 Distance from standard | 2024 CA Dashboard: All: -205.6 DFS HI: -210.9 DFS SED:-206.7 DFS EL: Fewer than 11 students, no data available | | CA Dashboard: All: -166.1 Distance from standard HI: -163.9 Distance from standard SED:-164.9 Distance from standard EL: -159.8 Distance from standard | CA Dashboard: All: 20.5DFS HI: 13DFS SED: 18.2DFS EL: n/a |
| 4.6 | School Climate Suspension Rate Source: CA Dashboard | 2023 CA Dashboard: all students 10.9%, AA31.3%, EL12.7%, FY7.1%, HI9.4%, HOM8.3%, SED11.9%, SWD14.8%, WI3.8%. 2024 CA Dashboard: LTEL 6.3% | 2024 CA Dashboard all students 12.5%, AA 36.4%, EL 6.1%, FY fewer than 11 students, no data available HI 9.1%, HOM17.4%, LTEL 6.3%, SED 12.2%, SWD22.6%, WI12.5%. | | CA Dashboard: all students 7.9%, AA 26.3%, EL 9.7%, FY 5.1, HI 7.4%, HOM6.3%, LTEL 4.3%, SED 8.9%, SWD11.8%, WI2.8%. | CA Dashboard: all students 1.6%, AA 5.1%, EL -6.6%, FY (n/a) HI -0.3%, HOM9.1%, LTEL (n/a), SED 0.3%, SWD 7.8%, WI 8.7% |

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.

Canyon Ridge High School (CR) continues to recognize the need to strengthen teaching, learning, and overall student well-being. CR has been working collaboratively through their Leadership Team, School Site Council, and parent/community committees to reach their goals. All intended personnel were successfully hired, all planned materials and resources were purchased, and all planned services were provided for both Action 1 (Student Support) and Action 2 (Parent Engagement). Overall, the implementation of the actions in Goal 4 has been successful, and the two actions were implemented as planned.

Successes

The addition of the school counselor (Goal 4, Action 1) has allowed for more individualized supports for low-income, Hispanic, and EL students as well as continued support to all students. Additionally, Canyon Ridge did not identify educator credentialing or retention issues requiring additional focus at this time.

Challenges

Given the unique challenges at an alternative education setting, Canyon Ridge has observed that parent engagement in traditional formats such as workshops, trainings, and after-school activities (Goal 4, Action 2) has remained consistent, without significant improvement. Recognizing the importance of strong home-school connections, Canyon Ridge is committed to continually offering a variety of engagement opportunities for families and will explore innovative strategies and approaches tailored to the specific needs of its community.

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.

Although there are no material differences for this action, the school site has not expended all of its Equity Multiplier allocation; therefore, it will continue this action until the allocation is fully utilized.

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

Action 4.1 (Student Support):

Canyon Ridge consistently tracks graduation rates, which have remained steady at 75%. The addition of support personnel (Goal 4, Action 1), coupled with a district-wide emphasis on mathematics, has resulted in a 6.6% increase in college and career readiness and a 20.5-point improvement in math proficiency across all students. The ongoing decline in CAASPP ELA data of -45.8DFS for all students underscores the continued need for additional targeted supports in ELA.

Action 4.2 (Parent Engagement):

While efforts to engage parents are sustaining the current level of participation in school activities and meetings, they have not yet broadened the reach to involve more families. The consistent attendance of a core group, as seen in ELAC and School Site Council participation remaining at four families, suggests a dedicated but limited segment of the parent population is involved. This lack of expansion indicates

that current strategies, while successful in maintaining engagement with some, are not yet resonating with a wider range of families or overcoming existing barriers to participation. To see growth in parent engagement, the school may need to explore new approaches and address the reasons why a larger portion of the parent community is not currently participating.

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.

While the actions outlined in the LCAP will remain unchanged, the school site will adjust internal systems and strategies to further improve student outcomes. Specific focus will be placed on enhancing ELA intervention supports for all students, with targeted attention on low-income and Hispanic subgroups. CR will continue to refine behavioral strategies to lower suspension rates for all students, including low-income and African American subgroups, through strong student support and parent engagement. Goal 4 was updated to outline the areas of need based on the new 2024 red indicators and student groups. An additional metric (4.6) was added to monitor the focus on suspension rate.

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------|---|--------------|--------------|
| 4.1 | Student Support | Canyon Ridge High School will employ personnel (counselor) who will equip students with the skills they need to be resilient, self-directed learners and reach their academic goals in college and career. This action will be measured by M4.2, M4.3, M4.4, M4.5 and M4.6. | \$266,443.34 | No |
| 4.2 | Parent Engagement | Canyon Ridge High School will explore innovative approaches to boost parent engagement in school life, such as interactive workshops, parent-staff collaboration meetings, and events to help strengthen school-home connections to enrich student academic experiences and foster a supportive school community. This action will be measured by M4.2, M4.3, M4.4, M4.5, and M4.6. | \$21,661.66 | No |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|------------------------------|
| 5 | By June 30, 2026, Mojave High School students will increase college and career readiness for all students (including low-income students, English learners, Long-Term English Learners, and Hispanic students) and focus on reducing suspension rates for low-income students, students with disabilities, and African American students. | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Mojave High School has been identified as receiving Equity Multiplier funding due to the prior year's non-stability rate being more significant than 25% and a socioeconomically disadvantaged rate of 74.2%. Equity Multiplier funds are provided to schools to support student groups that scored lowest on state indicators. Mojave High School serves a diverse group of students. The addition of these funds will be used to support improved student outcomes and increased parent engagement.

To better serve our students in the 2025/26 school year, Mojave High School is prioritizing. Recognizing the diverse needs of our student population, we are also increasing staffing to provide more personalized support, particularly for our most impacted groups, which include all students, English learners, Long-Term English Learners, Hispanic students, low-income students, foster youth, students with disabilities, and African American students.

MHS's equity multiplier goal prioritizes providing additional personnel and multi-tiered support strategies to improve school climate and students' college and career outcomes.

According to the 2024 CA Dashboard data, the following areas require significant attention:
 College and career readiness (All students, EL, LTEL, SED, HI)
 The all student group had a college and career readiness of 7.0% an increase of 0.5%, the low-income students had a college and career readiness of 7.0% an increase of 0.1%, the English Learner students had a college and career readiness of 5.7%, an increase of 1.1%, the Long Term English Learner students had a college and career readiness of 4.6%, a decrease of 0.5%, the Hispoanc students had a college and career readiness of 5.6%, a 0.1% decrease, and students with disabilities had a college and career readiness of 11.4%, a 7.0% increase.

Suspensions: (All Students, SED, SWD, AA)
 The All Students group had a suspension rate of 10.1%, a decrease of 0.6%; our low income students had a suspension rate of 10.8%, an increase of 1.4%, our African American students had a suspension rate of 19.4%, an increase of 1.3% our students with disabilities has a suspension rate of 11.8%, an increase of 3.5%, and our white students had a suspension rate of 7.3% a decrease of 12.4%.

Based on this data, educational partners see a continued need to support students by allocating additional personnel to develop their college and career readiness skills and support the reduction of suspensions on campus.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|--|----------------|---|--|
| 5.1 | Student Wellbeing Survey Percent of student risk level Source: Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) | March 2024 Social, Academic, and Emotional Behavior Risk Screener (SAEBRS): 78% of students self-reported low risk | April 2025 Social, Academic, and Emotional Behavior Risk Screener (SAEBRS): 77% of students self-reported low risk | | Social, Academic, and Emotional Behavior Risk Screener (SAEBRS): 85% of students self-reported low risk | Social, Academic, and Emotional Behavior Risk Screener (SAEBRS): -1% |
| 5.2 | Survey on Student Reporting Percent of student Source: Survey Monitoring Platform- Youth Truth | December 2023 Survey Monitoring Platform- Youth Truth: 50% of students say there is at least one adult willing to help with a personal problem. | November 2024 Survey Monitoring Platform: 53% of students say there is at least one adult willing to help with a personal problem. | | Survey Monitoring Platform: 65% of students say there is at least one adult willing to help with a personal problem. | Survey Monitoring Platform: 3% |
| 5.3 | Survey on Student Reporting Percent of student Source: Survey Monitoring Platform- Youth Truth | December 2023 Survey Monitoring Platform- Youth Truth: 29% of our students agree that they work well with other students. | November 2024 Survey Monitoring Platform: 31% of our students agree that they work well with other students. | | Survey Monitoring Platform: 39% of our students agree that they work well with other students. | Survey Monitoring Platform: 2% |
| 5.4 | Student Suspension Rate Percent of students | 2023 CA Dashboard: all students 10.7%, AA 18.2%, | 2024 CA Dashboard: all students 10.1%, | | CA Dashboard: all students 9%, AA 16.5%, | CA Dashboard: all students -0.6%, AA 1.2%, |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|--|----------------|--|---|
| | Source: CA Dashboard | EL7.6%, HI8.4%, HOM25%, SED9.3%, SWD8.3%, WI 19.6% 2024 CA Dashboard FY14.3%, LTEL 9.4% | AA 19.4%, EL 8.7%, FY14.3%, HI 9.5%, HOM14.5%, LTEL 9.4%, SED 10.8%, SWD 11.8%, WI 7.3%. | | EL 7.7%, FY10.3%, HI 6.7%, HOM10.5%, LTEL 7.4%, SED 5.3%, SWD 6.3%, WI 17.9%. | EL 1.1%, FY(n/a), HI 1.1%, HOM-10.5%, LTEL(n/a), SED1.5%, SWD3.5%, WI-12.3%. |
| 5.5 | College and Career Indicator Percent of students prepared Source: CA Dashboard | 2023 CA Dashboard: All: 1.3% prepared EL: 0% prepared HI: 1.8% prepared SED: 1.5% prepared SWD: 0% prepared 2024 CA Dashboard: LTEL: 4.6% prepared | 2024 CA Dashboard: All: 7% prepared EL: 5.7% prepared HI: 5.6% prepared SED: 7% prepared SWD: 11.4% prepared LTEL: 4.6% prepared | | CA Dashboard: All: 2.3% prepared EL: 1% prepared HI: 2.8% prepared SED: 2.5% prepared SWD: 1% prepared LTEL: 6% prepared | CA Dashboard: All: 5.7% EL: 5.7% HI: 3.8% SED: 5.5% SWD: 11.4% LTEL: n/a |

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.

Mojave High School continues to recognize the need to strengthen teaching, learning, and overall student well-being. Mojave has been working collaboratively through their Leadership Team, School Site Council, and parent/community committees to reach their goals. Many of the actions were successfully completed during the 2024-25 school year, allowing for a more concise and focused revision of the actions.

Successes:

All five actions under Goal 5 were implemented fully as planned during the 2024-25 school year. For Action 5.1 (SEL), all personnel were hired, including a social worker and counselor, materials were purchased, and services were provided as intended. Action 5.2 (Experiential Learning) was implemented fully as planned and has been successfully completed, requiring no further attention. Similarly, Action 5.3 (Professional Development) was implemented fully as planned with a contract service and has been successfully completed and will become

a part of Mojave's overall system of support. Action 5.4 (Parent Engagement) was implemented fully as planned and will continue in the future. Action 5.5 (Intervention/Enrichment) was also implemented fully as planned and will continue in subsequent years as part of the multi-tiered system of support. Mojave High did not identify educator credentialing or retention issues requiring additional focus at this time.

Challenges:

Mojave experienced no significant challenges in implementing these actions. All necessary staff were hired, all required materials and resources were purchased, and all planned services were provided without issue. Notable successes include the full completion of Actions 5.2 and 5.3, which achieved their intended outcomes and no longer require implementation in future years. Actions 5.4 and 5.5 will move into 5.1 through an integrated multi-tiered system of support for all students.

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.

Although there are no material differences for this action, the school site has not expended all of its Equity Multiplier allocation; therefore, it will continue this action until the allocation is fully utilized.

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

Action 5.1 (SEL): Mojave High School's targeted, tiered supports and personnel, including a social worker and counselor, along with purchased materials and intended service delivery, yielded positive student outcomes. This is evidenced by a 5.7% increase in college and career readiness, a 0.6% reduction in overall suspensions, and a 3% rise in students reporting they have an adult on campus to help with personal issues, according to student survey data. Mojave will continue providing tiered support with additional focus on low-income students, students with disabilities, and African American students.

Action 5.2 (Experiential Learning): Mojave High School created an outdoor classroom, providing students with more hands-on learning opportunities. This innovative space fosters creativity and contributes to a more positive school environment. Through collaborative tasks aimed at shared goals, the understanding of varied viewpoints, and the development of problem-solving skills, students actively participate in their learning. Evidence of this positive effect is seen in student surveys, which indicate a 2% rise in the number of students who feel they collaborate effectively with their peers.

Action 5.3 (Professional Development):

Mojave High School saw success in building staff capacity around literacy, rigor, and evidence-based instructional strategies. Coupled with support for PLCs to foster data-driven instructional decisions within a multi-tiered system of support, Mojave saw gains of 18.4% in math and 15.2% in ELA for all students.

Action 5.4 (Parent Engagement):

Mojave High School implemented innovative ways to deepen parent engagement in school life, implementing strategies such as interactive workshops, parent-staff collaboration meetings, and various events. These efforts have positively influenced student outcomes, as Mojave experienced a 5.7% increase in college and career readiness and a 0.6% reduction in suspensions.

Action 5.5 (Intervention/Enrichment):

Mojave High School implemented evidence-based supplemental programs and credit recovery options for students, alongside additional extracurricular clubs and activities, as integral components of their comprehensive student support system. These supports have demonstrated positive improvements, with Mojave experiencing gains of 18.4% in math and 15.2% in ELA for all students, coupled with an increase in the number of students agreeing that they work well with other students. Mojave remains committed to delivering these crucial student supports through an integrated system, aiming to sustain and build upon these positive trends in academic 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.

The goals, actions, and metrics for Goal 5 were revised to enhance focus on identified areas of need. Additionally, Mojave will refine the implementation strategies to better tailor our system of support and maximize improvements in student outcomes.

Based on the Comprehensive Needs Assessment (CNA) and feedback from educational partners, the site decided to concentrate Equity Multiplier funds and eliminate Actions 5.2, 5.3, 5.4, and 5.5.

Action 5.2 was completed in the 2024-25 school year.

Action 5.3 was completed in the 2024-25 school year and will be sustained through on-site coaching.

Action 5.4 will continue through systems developed during the 2024-25 school year, including various parent outreach opportunities.

Action 5.5 will continue through the multi-tiered systems of support outlined in Action 1.

M5.4 Baseline data has been updated to reflect current year data as well as updating the target for year 3 outcome

M5.5 College/Career Baseline data for LTEL student group has been updated to reflect current year data as the baseline as well as updating the target for year 3 outcome

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 | Student WellBeing Support | Mojave High School will employ personnel (social worker and counselor) who will use data-driven Tier 1 and Tier 2 online courses and curriculum to equip students with the skills they need to be resilient, self-directed learners and reach their goals. This action will be measured by M5.1, M5.4, M5.5. | \$381,435.00 | No |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|------------------------------|
| 6 | By June 30, 2026, students at Hesperia Community Day School will decrease suspension rates for low income students, as shown in the metric section for this goal. The social-emotional support services and systems, enhance high-quality instruction and further engage parents in their child's path to graduation. | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Hesperia Community Day School (CDS) has been identified as receiving Equity Multiplier funding due to the prior year's instability rate being more significant than 25% and a socioeconomically disadvantaged rate exceeding 70%. Equity Multiplier funds are provided to schools to support student groups who scored lowest performing on state indicators.

For CDS, the focus groups are:
 Suspension: (all students, SED, HI)

The All students group had a suspension rate of 17.5%, a decrease from 9.6%; our SED students had a 19.6% suspension rate, a decrease of 11.3%; and our Hispanic students had a 21.4% suspension rate, a decrease of 6.2%.

We have taken significant steps to develop educational partner input through a comprehensive needs assessment involving all major stakeholders in several ways. Various educational partners, including administrators, staff, community members, students, and families, were actively engaged during the needs assessment phase from February to March. During our various Staff Collaboration and Staff Leadership Meetings, CDS strengths and weaknesses were actively discussed, and areas of need were identified. Students' voices were heard via informal conversations. The administration and the leadership team regularly reviewed relevant data, including credit production, readmit rates, and discipline data. Each member of the SSC/ELAC received a document of the needs assessment to talk with more educational partners to get their input for the comprehensive needs assessment. California Dashboard analysis conducted between administration, staff, and various district employees on multiple occasions. The analysis of the metrics and educational partners' feedback has led to more access to mental health services and will continue to increase students' social and emotional well-being to get to the root cause of student suspensions.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|--|----------------|--|--|
| 6.1 | Student Wellbeing Survey Percent of student risk level Source: Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) | April 2025 Social, Academic, and Emotional Behavior Risk Screener (SAEBRS): 65% of students who self-reported low-risk. | April 2025 Social, Academic, and Emotional Behavior Risk Screener (SAEBRS): 65% of students who self-reported low-risk. | | Social, Academic, and Emotional Behavior Risk Screener (SAEBRS): 75% of students who self-reported low-risk. | Social, Academic, and Emotional Behavior Risk Screener (SAEBRS): n/a |
| 6.2 | Survey on Student Reporting Percent of student Source: Survey Monitoring Platform-Youth Truth | November 2024: No data this year - not enough students enrolled to survey | November 2025: n/a | | Survey Monitoring Platform-Youth Truth: Our official target for year 3 outcome will be set in 2025-26 for the percentage of our students who agree that they work well with other students. | Survey Monitoring Platform: n/a |
| 6.3 | Student Suspension Rate Percent of students Source: CA Dashboard | 2023 CA Dashboard: 27.1% of students suspended once or more SED: 30.9% of students suspended once or more | 2024 CA Dashboard: 17.5% of students suspended once or more SED: 19.6% of students suspended once or more | | CA Dashboard: 20.1% of students suspended once or more SED: 23.9% of students suspended once or more | CA Dashboard: All: -9.6% SED: -11.3% |

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.

Hesperia Community Day School (CDS) continues to recognize the need to strengthen teaching, learning, and overall student well-being. CDS has been working collaboratively through their Leadership Team, School Site Council, and parent/community committees to reach their goals.

Successes

CDS implemented all three actions within Goal 6 fully as planned. For Action 6.1 (Mental Health Support), the site successfully hired a social worker and counselor to provide targeted support to students. For Action 6.2 (Professional Development), the site delivered social-emotional learning professional development that was well-received by staff, enhancing their capacity to support students' mental health and social-emotional needs. Action 6.3 (Parent Engagement) was also implemented fully as planned, with continued efforts to involve parents in the educational process. All personnel were hired as intended, all necessary materials and resources were purchased according to plan, and all services were provided without reported challenges.

Challenges

A key challenge to achieving marked improvements in parent engagement at CDS is the continuous shifts in its student population, characterized by high rates of transiency and turnover.

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.

Although there are no material differences for this action, the school site has not expended all of its Equity Multiplier allocation; therefore, it will continue this action until the allocation is fully utilized.

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

Action 6.1 (Mental Health Support):

The implementation of Action 6.1, as indicated by measures M6.1 and M6.3, is effectively providing targeted support to students through the hiring of a social worker and counselor. This is evidenced at CDS by a significant 9.6% decrease in the overall student suspension rate and an even more substantial 11.3% decrease in suspension rates for socioeconomically disadvantaged students (M6.3), clearly demonstrating the positive impact of this staffing enhancement within their tiered system of supports and the effectiveness of this goal.

Action 6.2 (Professional Development):

The implementation of Action 6.2, measured by M6.1 and M6.3, is demonstrating the effectiveness of its tiered system of supports, which includes providing professional development to staff in social-emotional support, high-quality instruction, and SEL. This strategic focus on staff development has yielded positive results, evidenced at CDS by a significant 9.6% decrease in the overall student suspension rate and a notable 11.3% decrease in suspension rates specifically for socioeconomically disadvantaged students (M6.3). Further supporting the

positive impact of these efforts, SEL Screener data indicates that 65% of students self-report being at low risk (M6.1). These outcomes collectively demonstrate the effectiveness of this action on student well-being and behavior, and the successful progress towards this goal.

Action 6.3 (Parent Engagement):

Action 6.3, measured by M6.1 and M6.2, reflects CDS's commitment to strengthening its connection with students and families through a range of parent engagement efforts, such as workshops, collaborative meetings, and enhanced home-school communication. Recognizing limitations in district survey enrollment data, CDS is proactively addressing this by developing supplementary and integrated avenues for students and families to provide direct feedback, thereby ensuring the school remains responsive to their needs.

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 goals, actions, and metrics for Goal 6 were revised to enhance focus on identified areas of need. Additionally, CDS will refine the implementation strategies to better tailor our system of support and maximize improvements in student outcomes. Goal 6 was updated to outline the areas of need based on the new 2024 red indicators and student groups. M6.1 Student Wellbeing Survey Baseline data for students who self-reported low-risk has been updated to reflect current year data as the baseline as well as updating the target for year 3 outcome. Based on the Comprehensive Needs Assessment (CNA) and feedback from educational partners, the site will strategically concentrate Equity Multiplier funds by integrating and therefore eliminating Action 6.3 in the future. Action 6.3's objectives will be sustained through embedded multi-tiered systems of support, including various parent outreach opportunities developed during the 2024-25 school year.

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------|--|-------------|--------------|
| 6.1 | Mental Health Support | Hesperia Community Day School will employ personnel (social worker and counselor) who will equip students with the skills they need to be resilient, self-directed learners and reach their goals. This action will be measured by M6.1, M6.2, & M6.3. | \$51,739.00 | No |
| 6.2 | Professional Development | Hesperia Community Day School will provide professional development opportunities for teachers and staff to enhance their skills in delivering social-emotional support, high-quality instruction, and parent engagement | \$9,387.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|---|-------------|--------------|
| | | initiatives, as well as SEL strategies, restorative discipline practices, etc. This action will be measured by M6.1, M6.2, and M6.3. | | |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|------------------------------|
| 7 | By June 30, 2026, Shadow Ridge School aims to reduce chronic absenteeism among English Learners by providing targeted academic supports and fostering the social-emotional skills necessary for resilience and independent learning. | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

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|--|
| <p>Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement)</p> |
|--|

An explanation of why the LEA has developed this goal.

Shadow Ridge is an independent study program that provides families with an alternative learning environment through online learning. With a high mobility rate of 52% and 72% of students from low-income families, SR plans to use the addition of these funds to support improved student outcomes through academic, SEL and EL supports. Recognizing the diverse needs of our student population, we plan to increase staffing to provide more academic and SEL supports, and prioritize strategies to support multilingual learners.

SR's equity multiplier goal focuses on adding staff to support students' academic and social-emotional learning (SEL) needs. This includes increasing support for English Learners (ELs) with attendance issues and aims to improve the overall school climate and student academic results.

According to the 2024 CA Dashboard data, the following areas require additional attention:
 School Climate: (EL)
 The EL student group has seen an increase in chronic absenteeism rates, currently at 22.4%, and an increase of 7.2%.

To directly address this concerning trend in chronic absenteeism among English Learners, educational partners see a continued need for additional staff and resources to enhance student academic outcomes, engagement, and instructional approaches for multilingual learners.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|--------------------|----------------|--|----------------------------------|
| 7.1 | CAASPP ELA Difference from standard (DFS) | 2023 CA Dashboard: -64.5 Distance from standard | 2024 CA Dashboard: | | CA Dashboard: -54.5 Distance from standard | CA Dashboard: All: 7.8 EL: 20.6 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|--|----------------|--|---|
| | Source: CA Dashboard | EL: -96.3 Distance from standard SED:78 Distance from standard | -56.7 Distance from standard EL: -75.7 Distance from standard SED:-60.4 Distance from standard | | EL:-86.3 Distance from standard SED: -68 Distance from standard | SED: 17.6 |
| 7.2 | CAASPP Math Difference from standard (DFS) Source: CA Dashboard | 2023 CA Dashboard: All: -142.9 Distance from standard EL: -148.1 Distance from standard SED: -152.7 Distance from standard HI: -142.7 Distance from standard | 2024 CA Dashboard: All: -138.3 Distance from standard EL: -144.6 Distance from standard SED: -140.5 Distance from standard HI: -138.6 Distance from standard | | CA Dashboard: All: -132.9 Distance from standard EL: -138.1 Distance from standard SED: -142.7 Distance from standard HI: -132.7 Distance from standard | CA Dashboard: All: 4.6 EL: 3.5 SED: 12.2 HI: 4.1 |
| 7.3 | Chronic Absenteeism Percent of student Source: CA Dashboard | 2023 CA Dashboard: All: 29.7% of students chronically absent SED: 32.4% of students chronically absent AA: 43.6% of students chronically absent HI: 26.5% of students chronically absent WI: 36.6% of students chronically absent EL: 15.3% of students chronically absent | 2024 CA Dashboard: All: 20.4% of students chronically absent SED: 19.1% of students chronically absent AA: 18.2% of students chronically absent HI: 18.9% of students chronically absent | | CA Dashboard: All: 24.7% of students chronically absent SED:27.4% of students chronically absent AA:38.6% of students chronically absent HI:21.5% of students chronically absent | CA Dashboard: All: -9.3% SED: -13.3% AA: -25.4% HI: -7.6% WI:-10.8% EL: 7.1 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|--|----------------|---|----------------------------------|
| | | | WI: 25.8% of students chronically absent EL: 22.4% of students chronically absent | | WI:31.6% of students chronically absent EL: 13% of students chronically absent | |

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.

Shadow Ridge School (SR) continues to recognize the need to strengthen teaching, learning, and overall student well-being. SR has been working collaboratively through their Leadership Team, School Site Council, and parent/community committees to reach their goals. While Goal 7 experienced partial implementation due to initial hiring delays for contracted services and the later onboarding of additional personnel, which impacted the timely delivery of student supports, the overall implementation of actions within this goal demonstrated effectiveness, evidenced by improvements in academic outcomes. SR saw an increase of 7.8 points in ELA, 4.6 points in math, and a 9.3% decline in overall chronic absenteeism.

Successes:

The strategic initiatives have yielded significant successes in key areas. With the addition of an academic instructional coach (Goal 7, Action 1), SR has been able to intensely focus on building the capacity of the staff around the guaranteed and viable curriculum (GVC) and refined instructional practices. This dedicated support has directly led to marked improvements in both ELA and Math for all students, including our identified subgroups. Furthermore, the implementation of Social-Emotional Learning (SEL) supports and the addition of a school counselor (Goal 7, Action 3) have been instrumental in our efforts to improve overall attendance rates, leading to a notable decrease in chronic absenteeism for all students.

Challenges

For the 2024-2025 school year, SR planned to hire two bilingual assistants (Goal 7, Action 2), but due to hiring challenges, they were unable to fill the position. Contracted personnel (Goal 7, Action 3) have been hired but did not start at SR until later in the 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.

A material difference for Goal 7 Action 2 (EL Academic Support) occurred as the site was unable to hire the two bilingual assistant to support their multilingual students.

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

Action 1 (Academic Support):

The addition of an academic instructional coach (Goal 7, Action 1) yielded positive impacts on student achievement. Following the coach's integration, SR made a notable 7.8-point increase in ELA scores (M7.1) and a 4.6-point gain in mathematics (M7.2). These improvements underscore the effectiveness of investing in targeted instructional support to elevate academic performance across the school.

Action 2 (EL Academic Support):

Despite initial hiring delays, the focused academic supports provided to our English learners, including the guidance of an instructional coach (7.1) and the support of additional SEL personnel (7.3), significantly contributed to their academic growth, yielding a substantial 20.6-point gain in ELA (M7.1) and a 3.5-point increase in math scores (M7.2). This data underscores the critical role of targeted assistance in accelerating the academic success of our multilingual students, and as we continue to expand our personnel dedicated to supporting multilingual learners, we anticipate even greater academic gains in the future.

Action 3 (SEL Support):

The addition of a counselor who focused on fostering resilience and self-directed learning had a clear positive impact on student engagement. As the counselor equipped students with essential skills, the site experienced a 9.3% decrease in chronic absenteeism (M7.3). This notable improvement in attendance highlights the crucial role of targeted counseling in creating a more supportive and engaging learning environment where students are present and ready to succeed. We do not have data to support a full year of implementation of our additional support staff to draw accurate conclusions on the effectiveness of the psychologist and social worker (Goal 7, Action 3).

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.

Action 7.2 (EL Academic Support) has been adjusted from two bilingual assistants to one. The findings have shown that having one bilingual assistant will meet the needs of our EL population at this time. There has been a change to the expenditure in Goal 7, Action 2 to adjust for the decrease in personnel costs.

EL Data from the CA Dashboard has been added to Metric 7.3 in baseline and targeted outcome columns.

Goal 7 has been modified for transparency to the reader, demonstrating the focus on chronic absenteeism at SR.

All other metrics, target outcomes, or actions remain unchanged. Implementation strategies will also be further customized to tailor events to 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 |
|----------|--------------------------|--|--------------|--------------|
| 7.1 | Academic Support | Shadow Ridge School will employ personnel (teacher on special assignment) and provide intervention who will equip students with academic support to reach their goals. This action will be measured by M7.1 and M7.2. | \$167,963.00 | No |
| 7.2 | EL Academic Support | Shadow Ridge School will hire two bilingual assistance. The additional personnel will support multilingual learners in achieving academic proficiency. This action will be measured by M7.1 and M7.2. | \$65,427.00 | No |
| 7.3 | Social Emotional Support | Shadow Ridge School will employ(counselor) and contract personnel (social worker, psychologist, and counseling services)who will equip students with the skills they need to be resilient, self-directed learners and reach their goals. This action will be measured by M7.3. | \$465,800.00 | No |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|------------------------------|
| 8 | By June 30, 2026, students at Lime Street Elementary will increase proficiency by reducing the distance from standard in ELA for all students (including English learners, low-income, students with disabilities, Hispanic, and African American students) and Math for all students (including English learners, low-income, students with disabilities, Hispanic, and African American students). In addition, the school will also reduce suspension rates for African American and foster youth students, and reduce chronic absenteeism for homeless, African American, English learners, and white students, as shown in the metric section for this goal. The social-emotional support services and systems enhance high-quality instruction and further engage parents in their child's path to graduation. | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Lime Street Elementary has been identified as receiving Equity Multiplier funding due a 77.9% low-income rate and a non-stability rate of over 25%. The addition of these funds will be used to support improved student outcomes, build capacity in staff, and increase parent engagement.

Lime Street's Equity Multiplier goal is focused on enhancing our staff's expertise in early literacy instruction. Simultaneously, we will strategically use targeted intervention supports in both behavior and academics through the addition of Teachers on Special Assignment (TOSAs). This focused approach is directly informed by collaborative input from our educational partners, including active participation in the School Plan for Student Achievement (SPSA) committee, the English Learner Advisory Committee (ELAC), and insights gleaned from comprehensive family engagement surveys conducted throughout the school year. These consultations have been instrumental in shaping our Equity Multiplier plan.

According to the CA Dashboard data, the following areas require additional attention:
 ELA (All students, EL, SED, SWD, AA, HI):
 The All Students group saw a decrease of 5.8DFS, English learners declined by 9.7DFS, low-income students declined by 2.5DFS, students with disabilities showed a 4.8 decline, African American students declined slightly by 0.2DFS, and Hispanic students decreased by 9.9DFS.
 Math (All students, EL, SED, SWD, AA, HI):

The All Students group saw a decline of 5.8DFS, English learners decreased by 18.7, low-income students declined by 1.1DFS, students with disabilities declined 5.2DFS, African American students declined by 3.9DFS, and Hispanic students declined by 9.3DFS.

Suspension Rates (FY):

Foster Youth students had a decline of 0.2% in suspension rates

Chronic Absenteeism (EL):

English learners saw a 0.2% decrease in chronic absenteeism

Therefore, the strategic use of TOSAs will directly address the identified needs of specific student groups. TOSAs focused on academic interventions will provide targeted support in ELA and Math, particularly for English Learners and socioeconomically disadvantaged students who have shown the most significant declines. Behavior-focused TOSAs will implement proactive strategies and individualized supports for students with disabilities and those exhibiting behavioral challenges, contributing to a more conducive learning environment. Furthermore, the planned increase in parent engagement through focused trainings, workshops, and events will directly support our English Learner and low-income families, providing them with the tools and resources to actively participate in their children's education and address the identified areas needing additional support.

Lime Street Elementary serves a diverse student population, and the prioritization for Equity Multiplier funding reflects the unique challenges associated with our high low-income rate and student mobility. This funding will be instrumental in mitigating these challenges and ensuring equitable access to high-quality education for every student at Lime Street Elementary.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|---|----------------|---|---|
| 8.1 | Chronic Absenteeism Percent of student Source: CA Dashboard | 2023 CA Dashboard: all students 48.3%, AA 62.3%, EL 34%, FY 37.9%, HI 44.8%, HOM 73.2%, SED 50.8%, SWD 50.3%, WI 51.5%. | 2024 CA Dashboard: all students 44.4%, AA 56.4%, EL 33.8%, FY 34.5%, HI 41.5%, HOM 57.6%, SED 46.5%, SWD 41.8%, WI 40.5%. | | CA Dashboard: all students 43.3%, AA 57.3%, EL 23.8%, FY 24.5%, HI 31.5%, HOM 68.2%, SED 36.5%, SWD 31.8%, WI 46.5%. | CA Dashboard: all students -3.9%, AA -5.9%, EL -0.2%, FY -3.4%, HI -3.3%, HOM -15.6%, SED -4.3%, SWD -8.55, WI -11%. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|---|----------------|--|--|
| 8.2 | Student Suspension Rate Site Level Percent of students Source: CA Dashboard | 2023 CA Dashboard: all students 2%, AA 6.4%, EL 0.6%, FY 6.3%, HI 0.7%, HOM 0%, SED 2.2%, SWD 3.3%, WI 4.3%. | 2024 CA Dashboard: all students 2%, AA 4%, EL 0.6%, FY 6.1%, HI 1.5%, HOM 2.9%, SED 1.9%, SWD 3.8%, WI 4.4% | | CA Dashboard: all students 1%, AA 4.4%, EL 0.4%, FY 4.3%, HI 0.5%, HOM 0%, SED 1.2%, SWD 2.3%, WI 3.3%. | CA Dashboard: all students- maintained, AA -2.4%, EL -maintained, FY -0.2%, HI 0.8%, HOM 2.9%, SED -0.3%, SWD 0.5%, WI 0.1%. |
| 8.3 | Student Wellbeing Survey Percent of student risk level Source: Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) | March 2024 Social, Academic, and Emotional Behavior Risk Screener (SAEBRS): 71% of students self-reported low risk | April 2025 Social, Academic, and Emotional Behavior Risk Screener (SAEBRS): 67% of students who self-reported low-risk. | | Social, Academic, and Emotional Behavior Risk Screener (SAEBRS): 75% of students self-reported low risk | Social, Academic, and Emotional Behavior Risk Screener (SAEBRS): -4% |
| 8.4 | CAASPP ELA Difference from standard (DFS) Source: CA Dashboard | 2023 CA Dashboard: all students -80.8DFS, AA -112.4DFS, EL -86.8DFS, HI -74.9,DFS HOM -88.6DFS, SED -88.8DFS, SWD -101.7DFS, WI -65DFS | 2024 CA Dashboard: all students -86.6, AA -112.6, EL -96.5, HI -84.8, HOM -60.2, SED -91.3, SWD -106.5, WI -65.6. | | CA Dashboard: all students -70.8, AA -102.4, EL -76.8, HI -64.9, HOM -78.6, SED -78.8, SWD -86.7, WI -55. | CA Dashboard: all students -5.8, AA -0.2, EL -9.7, HI -9.9, HOM 28.4, SED -2.5, SWD -4.8, WI -0.6 |
| 8.5 | CAASPP Math | 2023 CA Dashboard: all students -108.3, | 2024 CA Dashboard: | | CA Dashboard: all students -98.3, | CA Dashboard: all students -5.8, |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|---|----------------|--|--|
| | Difference from standard (DFS) Source: CA Dashboard | AA -140.4, EL-106, HI-102.7, HOM-99.1, SED-115, SWD-131.3, WI-83.6. | all students -114.1, AA -144.3, EL -124.7, HI -112, HOM-108.2, SED -116.1, SWD -136.5, WI -89. | | AA -130.4, EL -96, HI -92.7, HOM-89.1, SED -105, SWD -121.3, WI -73.6. | AA -3.9, EL-18.7, HI-9.3, HOM-9.1, SED-1.1, SWD-5.2, WI-5.4. |

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.

Lime Street continues to recognize the need to strengthen teaching, learning, and overall student well-being. Lime has been working collaboratively through their Leadership Team, School Site Council, and parent/community committees to reach their goals. Overall, the implementation of the actions has led to progress in Goal 8 and most goals were implemented as planned with the exception of using an outside agency for contract services (Goal 8, Action 3).

Successes:

Lime Street Elementary proactively addressed the identified need for early literacy instruction by successfully contracting and fully implementing the first year of targeted professional development for all staff. This initiative, aligned with Goal 8, Action 1, has influenced instructional practices within our primary grades. Furthermore, the dedicated Teacher on Special Assignment (TOSA) has made significant strides in developing and implementing a comprehensive intervention system, collaborating with staff to deepen their understanding of multi-tiered systems of support designed to address the diverse needs of all students (Goal 8, Action 4).

Our efforts to foster stronger home-school connections have yielded positive results. Lime Street has successfully engaged families through a variety of opportunities, including well-attended workshops, valuable resource giveaways, and engaging after-school activities (Goal 8, Action 2). Lime Street currently does not face significant challenges related to educator credentialing or retention, indicating a stable and qualified teaching staff.

Challenges:

Despite progress in other areas, Lime Street has encountered obstacles in fully implementing Goal 8, Action 3. The planned contracting of an outside agency to provide essential counseling services, a social worker, a school psychologist, and structured student activities has been delayed due to persistent contracting challenges. These challenges primarily stem from difficulties in hiring qualified personnel through external agencies.

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.

A material difference for Goal 8 Action 3 (Student Wellbeing Support) due to delays in hiring for the designated position, resulting in the allocated funds for personnel costs and associated professional development opportunities remaining unexpended for a significant portion of the year.

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

Despite a decline in academic proficiency, Lime Street remains focused on improving instructional practices, specifically in early literacy, and will continue to train and support staff in building a responsive system of supports that address the needs of their students in academics and student wellbeing.

Action 1 (Literacy Support):

Despite an initial slight decline in overall ELA (-5.8 points) and math (-5.8 points) performance, Lime Street's commitment to intensive early literacy training for all staff represents a long-term investment. This fully implemented professional development, while not immediately reflected in overall ELA scores (including a -9.7 DFS for English learners), is strategically building a stronger foundation for future academic growth, particularly for underserved populations (M8.4, M8.5). This action has demonstrated partial effectiveness.

Action 2 (Parent Engagement):

Empowering families with opportunities and resources within the community, particularly for English Learner families, fostered a greater sense of connection and support. As families engaged in training, coaching, and support initiatives, the site observed a positive 3.9% decrease in chronic absenteeism (M8.1). Furthermore, maintaining suspension rates alongside this improved attendance suggests a more positive school climate cultivated through increased family involvement and support (M8.2). This action demonstrates overall effectiveness.

Action 2 has proven effective in fostering a greater sense of connection and support for families, particularly our English Learner community, through various engagement opportunities and resource sharing. The observed 3.9% reduction in chronic absenteeism (M8.1) among participating families strongly suggests that the provision of training, coaching, and support initiatives has positively impacted student attendance. The maintenance of suspension rates alongside this improved attendance (M8.2) indicates that increased family involvement contributes to a more positive school climate.

Action 3 (Student Well-being Support):

Action 3 has been moderately effective in fostering a more supportive environment. The dedicated Teacher on Assignment focused on student well-being and the development of Social-Emotional Learning (SEL) competencies has contributed to building staff capacity in behavior interventions through training, push-in support, and system development, resulting in the maintenance of overall suspension rates. Our SEL screener also reveals that 67% of students self-report as low-risk (M8.3), further suggesting a positive impact on student well-being. We will continue to implement Action 3, refining strategies and supports as needed based on ongoing data analysis and staff feedback to further enhance its effectiveness.

Action 4 (Intervention Support):

Action 4 has demonstrated moderate effectiveness in establishing a robust system of Tier 2 and 3 interventions for upper grades, a crucial long-term strategy for academic advancement despite initial data showing a slight decline in overall CAASPP scores in both ELA and math (-5.8 DFS each) (M8.4, M8.5). Recognizing that the full impact of a multi-tiered system of support requires time, this deliberate effort to provide targeted support to students with the greatest needs is laying a groundwork for lasting academic gains and a more equitable educational environment for all students, particularly in light of more significant declines observed for English learners in math (-18.7 DFS) and ELA (-9.7 DFS).

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 planned target outcomes and actions for this goal remain the same. However, we will fine-tune the implementation strategies to better customize our system of supports and maximize improvements in student outcomes.

Goal 8 was updated to outline the areas of need based on the new 2024 red indicators and student groups. ELA (All, EL, SED, SWD, AA, HI), Math (All, EL, SED, SWD, AA, HI), Suspensions (FY), and Chronic Absenteeism (EL).

M8.1 Chronic Absenteeism site level subgroups EL, FY, HI, SED, SWD has been added in baseline and targeted outcome columns.

M8.2 Student Suspension Rate site level subgroups EL, HI, HOM, SED, SWD, WI has been added in baseline and targeted outcome columns.

M8.4 CAASPP ELA site level subgroups HI, HOM, SWD, WI has been added in baseline and targeted outcome columns.

M8.5 CAASPP Math site level subgroups EL, HI, HOM, SED, SWD, WI has been added in baseline and targeted outcome columns.

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 | Literacy Support | Lime Street Elementary School will provide early literacy training for teachers, instructional staff, and administrators to increase the English language arts proficiency principally directed at English learners, African American, and low-income students. This action will be measured by M8.4. | \$220,609.00 | No |
| 8.2 | Parent Engagement | Lime Street Elementary School will provide families with opportunities to act as resources for the overall community and more specifically English Learner families. This could include training, coaching, and support to build | \$12,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|------------|---------------------------|--|--------------|--------------|
| | | connections and parent education. This action will be measured by M8.1 and M8.2. | | |
| 8.3 | Student Wellbeing Support | Lime Street Elementary School will hire one Teacher on Special Assignment (TOSA). The TOSA will provide push-in support for students who present with behavioral challenges. The TOSAs will coach staff and students to develop the SEL competencies needed to support student and staff overall success. Additionally, contracted services will be added for counseling, social worker, school psychologist, and structured activities for students. This action will be measured by M8.2 and M8.3. | \$475,000.00 | No |
| 8.4 | Intervention Support | Lime Street Elementary School will hire two Teachers on Special Assignment (TOSA). The TOSAs will provide intervention for upper grade students in need of Tier 2 and Tier 3 academic support to increase English language arts and math proficiency. This action is principally directed towards English learners, low-income, and African American students. This action will be measured by M8.4 and M8.5. | \$425,000.00 | No |

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 |
| \$62,445,426 | \$6,189,048 |

Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 24.896% | 8.941% | \$21,922,475.36 | 33.837% |

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|---|
| 1.1 | <p>Action: Access to a guaranteed and viable curriculum</p> <p>Need: The 2023 CA Dashboard shows student outcomes on the CAASPP English Language Arts (ELA) for All Students at -56.9 Distance from Standard (DFS), English Learners (EL) scored -81.2 DFS and Foster Youth (FY)</p> | To increase academic achievement in ELA and Math, the Educational Services Division of HUSD is working on a district-wide plan to improve teaching and learning across all grade levels to support low-income, English learners, and foster youth. The plan includes providing all students with supplemental access to a guaranteed and viable curriculum or a school-level model that ensures that all students receive additional content, knowledge, and skills, and that these are | This action will be measured by the metrics identified in the action description. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|------------------------------------|
| | <p>scored -78.3 DFS and low income (LI) scored -67.8 DFS.</p> <p>The 2023 CA Dashboard shows student outcomes on the CAASPP Mathematics for All Students at -95.1 Distance from Standard (DFS), English Learners (EL) scored -113.1 DFS and Foster Youth (FY) scored -111.4 DFS and low income (LI) scored -104.7 DFS.</p> <p>Feedback provided through the Youth Truth survey by families of foster youth, English learners noted a need for stronger academic programs. In response, a focus on strengthening the district-wide plan includes providing all students with supplemental access to a guaranteed and viable curriculum or a school-level model that ensures that all students receive the same content, knowledge, and skills and that these are aligned with state standards and additional support.</p> <p>The data demonstrates a disparity between the all Student group and the EL, FY, and LI student academic outcomes, therefore highlighting the need to increase the supplemental resources related to guaranteed viable curriculum to these identified groups in order to ensure timely supports are provided.</p> <p>Scope: LEA-wide</p> | <p>aligned with state standards and additional support while also aligning the district's goals with teaching practices. Focusing supplemental supports on a guaranteed and viable curriculum to ensure coherence in the teaching and learning. The district is particularly focused on improving math and literacy through professional development provided district-wide for teachers on effective instructional strategies that will implemented across the district.</p> <p>A guaranteed and viable curriculum is crucial for teachers, ensuring all students within a grade level are exposed to the same essential knowledge and skills. Educational researcher Robert J. Marzano emphasizes this, stating, "If schools are to establish a truly guaranteed and viable curriculum, those who are called upon to deliver it must have both a common understanding of the curriculum and a commitment to teach it" [1]. This shared foundation creates equity and allows teachers to focus on effective instructional methods within a clear framework.</p> <p>The research states that All Students gain from a district-wide identified guaranteed viable curriculum. Research shows that by providing timely, actionable data, progress monitoring helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.</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>1.2</p> | <p>Action: Student Progress Monitoring</p> <p>Need: March 2024 iReady ELA shows student outcomes for All Students is 27% at or above grade level, English Learners (EL) scored 9% and low income (LI) scored 23%.</p> <p>March 2024 iReady Math shows that student outcomes for all students are 23% at or above grade level, English Learners (EL) scored 9%, and low-income (LI) scored 19%.</p> <p>The 2023 CA Dashboard shows student outcomes on the CAASPP English Language Arts (ELA) for All Students at -56.9 Distance from Standard (DFS), English Learners (EL) scored -81.2 DFS and Foster Youth (FY) scored -78.3 DFS and low income (LI) scored -67.8 DFS.</p> <p>The 2023 CA Dashboard shows student outcomes on the CAASPP Mathematics for All Students at -95.1 Distance from Standard (DFS), English Learners (EL) scored -113.1 DFS and Foster Youth (FY) scored -111.4 DFS and low income (LI) scored -104.7 DFS.</p> <p>Feedback provided through the Youth Truth survey by families of foster youth, English learners noted a need for stronger academic programs.</p> <p>The data demonstrates a disparity between the all Student group and the EL, FY, and LI</p> | <p>To increase academic achievement in ELA and Math, the Educational Services Division will continue to provide an academic universal screener to regularly monitor and support the standards-based proficiency principally directed to our English learners, low-income, and foster youth students in ELA and Math. During weekly grade-level and department collaboration meetings, staff will review student data, share best practices, and plan instructional strategies to address student needs based on the screener's and other assessments' results.</p> <p>Cycles of inquiry are a powerful tool for continuous improvement and are used in fields like education and leadership. They follow a cyclical process of identifying an area for growth, researching and planning solutions, implementing those changes, and then reflecting on the results to inform future actions. As researcher Kathy Murdoch reminds us, "The cycle of inquiry is not meant to be overly prescriptive," but rather a framework to guide thoughtful exploration and move learners "from the known into the unknown."</p> <p>Research shows that by providing timely, actionable data, progress monitoring helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.</p> | <p>This action will be measured by the metrics identified in the action description.</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>student academic outcomes, therefore highlighting the need to increase the progress monitoring of these identified groups in order to ensure timely interventions and supports are provided.</p> <p>Scope: LEA-wide</p> | | |
| 1.3 | <p>Action: Instructional Support: Certificated</p> <p>Need: March 2024 iReady ELA shows student outcomes for All Students is 27% at or above grade level, English Learners (EL) scored 9% and low income (LI) scored 23%.</p> <p>March 2024 iReady Math shows that student outcomes for all students are 23% at or above grade level, English Learners (EL) scored 9%, and low-income (LI) scored 19%.</p> <p>The 2023 CA Dashboard shows student outcomes on the CAASPP English Language Arts (ELA) for All Students at -56.9 Distance from Standard (DFS), English Learners (EL) scored -81.2 DFS and Foster Youth (FY) scored -78.3 DFS and low income (LI) scored -67.8 DFS.</p> <p>The 2023 CA Dashboard shows student outcomes on the CAASPP Mathematics for All Students at -95.1 Distance from Standard (DFS), English Learners (EL) scored -113.1</p> | <p>To increase academic achievement in ELA and Math, the Personnel Services Division will maintain adequate staffing to reduce class sizes. The reduction of class sizes at school sites across the district will increase opportunities for students to engage in the curriculum and expand access to an understanding of essential learning principally directed to our English learners, low-income, and foster youth.</p> <p>Class size reduction has been shown to significantly improve student achievement, especially for disadvantaged students, leading to higher test scores and grade point averages. Additionally, smaller classes foster a more positive learning environment, allowing for increased teacher-student interaction and personalized attention. As John Hattie, an educational researcher, states, "Reducing class size is one of the most powerful interventions we have to improve student achievement."</p> <p>Research shows that reducing class sizes and providing adequate staffing help create a responsive and adaptive learning environment that meets the needs of every student. However,</p> | This action will be measured by the metrics identified in the action description. |

| 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>DFS, Foster Youth (FY) scored -111.4 DFS, and low-income (LI) scored -104.7 DFS.</p> <p>Based on feedback provided by families of foster youth through the Youth Truth survey, English learners noted a need for stronger academic programs.</p> <p>The data demonstrates a disparity between the all Student group and the EL, FY, and LI student academic outcomes, therefore highlighting the need to continue to provide reduced class sizes and adequate staffing of classrooms for these identified groups in order to ensure expanded access to learning.</p> <p>Scope: LEA-wide</p> | <p>focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.</p> | |
| <p>1.4</p> | <p>Action: Access to Technology</p> <p>Need: March 2024 iReady ELA shows student outcomes for All Students is 27% at or above grade level, English Learners (EL) scored 9% and low income (LI) scored 23%.</p> <p>March 2024 iReady Math shows student outcomes for All Students is 23% at or above grade level, English Learners (EL) scored 9% and low income (LI) scored 19%.</p> <p>The 2023 CA Dashboard shows student outcomes on the CAASPP English Language</p> | <p>To increase academic achievement in ELA and Math, the Information Technology and Communication Division will provide devices and wifi access to our English learners, foster youth, and low-income student groups, as needed. Access to technology will contribute to academic proficiency by providing equity of access for our student populations qualifying as English learners, low-income, and foster youth.</p> <p>There is cause for renewed optimism about technology use in education. Compounding evidence suggests that large gains in student achievement are possible when digital tools are leveraged to enhance highly reliable instructional and learning strategies. The author's investigation</p> | <p>This action will be measured by the metrics identified in the action description.</p> |

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| | <p>Arts (ELA) for All Students at -56.9 Distance from Standard (DFS), English Learners (EL) scored -81.2 DFS and Foster Youth (FY) scored -78.3 DFS and low income (LI) scored -67.8 DFS.</p> <p>The 2023 CA Dashboard shows student outcomes on the CAASPP Mathematics for All Students at -95.1 Distance from Standard (DFS), English Learners (EL) scored -113.1 DFS and Foster Youth (FY) scored -111.4 DFS and low income (LI) scored -104.7 DFS.</p> <p>Feedback provided through the Youth Truth survey by families of foster youth, English learners noted a need for stronger academic programs. In response, a focus on utilizing technology in support of the academic support in the classroom.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased access to technology to be provided to respond to the needs of these identified student groups.</p> <p>Scope: LEA-wide</p> | <p>efforts aim to develop a more precise language and set of ideas to discuss, enact, and evaluate high-impact uses of digital tools in education. In order to meaningfully consider effective pedagogical methods, one must take into consideration the larger context in which learning environments exist. The digital age has arguably given rise to drastic changes in the way we live, learn, and work. A learner entering K-12 education systems in the digital age will arguably need to gain more knowledge and master more skills than any previous generation in order to navigate the growing complexities of life and work in the digital age (Magana, 2019).</p> <p>Research shows that by providing student technology creates a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.</p> | |
| 1.5 | <p>Action: Universal Access</p> <p>Need:</p> | <p>To increase academic achievement in ELA and Math, the Educational Services Division will continue to provide early learning opportunities for students who qualify as low-income, English learners, and foster youth. The early learning</p> | <p>This action will be measured by the metrics identified in the action description.</p> |

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| | <p>EOY 2024 iReady ELA shows student outcomes for All Students is 27% at or above grade level, English Learners (EL) scored 9% and low income (LI) scored 23%.</p> <p>EOY 2024 iReady Math shows student outcomes for All Students is 23% at or above grade level, English Learners (EL) scored 9% and low income (LI) scored 19%.</p> <p>Early learning opportunities are crucial for low-income, foster youth, and socioeconomically disadvantaged (SED) students due to various needs and conditions. Research shows that children often start school with fewer academic skills due to limited access to quality early education and fewer resources at home; the National Institute for Early Education Research highlights that high-quality early learning programs can provide a strong foundation in literacy, numeracy, and social skills. This is essential given that 85% of kindergarten students meet academic standards based on the district ESGI assessment, indicating that those not meeting standards need extra support to catch up.</p> <p>Feedback from educational partners emphasizes the need for stronger early-learning programs. The Youth Truth survey reveals that families of foster youth, English learners, and low-income students see a critical need for enhanced academic programs. These families face challenges such as instability and language barriers, hindering academic success. Early learning</p> | <p>program is designed to support the learners' early childhood development in collaboration with preparation for kindergarten skills.</p> <p>Through vertical alignment on site with the teachers of PK, TK, K, and 1st, the success, challenges, and next steps for implementation are outlined for implementation. Common assessment language in PK (DRDP), K (ESGI), and 1st grade with iReady allow for data monitoring. The early learner program is designed to support the learners' early childhood development in collaboration with preparation for kindergarten skills. This action will be measured by the local data from iReady, ESGI and DRDP assessments. The enrollment process identifies, through reasonable assumption, the preschool students are from low-income and English learner subgroups.</p> <p>Rober Carr from Stanford School of Public Policy (2021) found the benefits of ECE may be more likely to persist in a policy context in which educational systems promote the alignment of content standards, curriculum, and classroom quality across preschool and elementary schools. Such alignment will require cooperation and collaboration between ECE programs (Head Start, state-funded pre-K, Title I preschool, and other community-based providers) and local education agencies, as well as state and federal policies to incentivize this work.</p> <p>Research shows that providing an early learning program LEA-wide, while focusing on English learners, foster youth, and socioeconomically</p> | |

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| | <p>initiatives can address these challenges, leveling the playing field and ensuring equal opportunities for success. Early intervention is vital for closing achievement gaps and promoting long-term educational success, supporting the broader goal.</p> <p>Scope: Schoolwide</p> | <p>disadvantaged students, ensures access to quality education for all students, fostering a diverse learning environment and benefiting cognitive and social-emotional development across the district.</p> | |
| <p>1.6</p> | <p>Action: Instructional Support: Instructional Coach</p> <p>Need: March 2024 iReady ELA shows student outcomes for All Students is 27% at or above grade level, English Learners (EL) scored 9% and low income (LI) scored 23%.</p> <p>March 2024 iReady Math shows student outcomes for All Students is 23% at or above grade level, English Learners (EL) scored 9% and low income (LI) scored 19%.</p> <p>The 2023 CA Dashboard shows student outcomes on the CAASPP English Language Arts (ELA) for All Students at -56.9 Distance from Standard (DFS), English Learners (EL) scored -81.2 DFS and Foster Youth (FY) scored -78.3 DFS and low income (LI) scored -67.8 DFS.</p> <p>The 2023 CA Dashboard shows student outcomes on the CAASPP Mathematics for All</p> | <p>To increase academic achievement in ELA and Math, the Educational Services Division will provide instructional coaching to promote innovative practices, ensure equity, and increase student achievement principally directed for English learners, low-income, and foster youth students.</p> <p>Instructional coaches are invaluable assets to schools, providing teachers with personalized support to enhance their instructional practices. As Jim Knight states, "Coaching is not about telling teachers what to do, but rather empowering them to discover their own solutions." This collaborative approach leads to increased teacher efficacy, ultimately resulting in improved student outcomes.</p> <p>An LEA-wide initiative ensures consistent implementation and integration of programs within the district's educational framework, supporting a cohesive strategy that enhances overall student outcomes and supports long-term educational goals.</p> | <p>This action will be measured by the metrics identified in the action description.</p> |

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| | <p>Students at -95.1 Distance from Standard (DFS), English Learners (EL) scored -113.1 DFS and Foster Youth (FY) scored -111.4 DFS and low income (LI) scored -104.7 DFS.</p> <p>Feedback provided through the Youth Truth survey by families of foster youth, English learners noted a need for stronger academic programs. In response, a focus on strengthening the district-wide plan includes providing all students with sites that engage in professional learning around guaranteed viable curriculum in a focus on reducing the variance across the district.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased focus on instructional support and professional learning to be provided to respond to the needs of these identified student groups. The district is committed to providing services and support for this student group to provide opportunities for growth in ELA and Math.</p> <p>Scope: LEA-wide</p> | | |
| 1.7 | <p>Action: Professional Development</p> <p>Need: March 2024 iReady ELA shows student outcomes for All Students is 27% at or above</p> | To increase academic achievement in ELA and Math, the Educational Services Division will provide all teachers, support staff, and administrators with professional development (in-house, contracted, conferences, etc) as an important component of preparing staff to support | This action will be measured by the metrics identified in the action description. |

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| | <p>grade level, English Learners (EL) scored 9% and low income (LI) scored 23%.</p> <p>March 2024 iReady Math shows student outcomes for All Students is 23% at or above grade level, English Learners (EL) scored 9% and low income (LI) scored 19%.</p> <p>The 2023 CA Dashboard shows student outcomes on the CAASPP English Language Arts (ELA) for All Students at -56.9 Distance from Standard (DFS), English Learners (EL) scored -81.2 DFS and Foster Youth (FY) scored -78.3 DFS and low income (LI) scored -67.8 DFS.</p> <p>The 2023 CA Dashboard shows student outcomes on the CAASPP Mathematics for All Students at -95.1 Distance from Standard (DFS), English Learners (EL) scored -113.1 DFS and Foster Youth (FY) scored -111.4 DFS and low income (LI) scored -104.7 DFS.</p> <p>Feedback provided through staff input, a need for further professional development to support the identified student groups, low-income and English learners. In response, a focus on strengthening the district-wide plan includes providing all students with access to a guaranteed and viable curriculum or a school-level model that ensures that all students receive the same content, knowledge, and skills and that these are aligned with state standards and additional support while also aligning the district's goals with teaching practices.</p> | <p>student learning and achievement. Some areas of focus for professional development include early literacy, early numeracy, Dual Language Immersion (DLI), Integrated Multi-Tiered System of Support (iMTSS), Advancement Via Individual Determination (AVID), Student Health and Wellness, etc. This action is principally directed to students qualifying as low-income, English learner, and foster youth.</p> <p>Professional development is crucial for teachers to stay effective educators. As educational researcher Noam Chomsky said, "If you're teaching today what you were teaching five years ago, either the field is dead or you are," highlighting the ever-evolving nature of education. These programs equip teachers with new instructional methods, technological advancements, and knowledge of best practices, ultimately leading to improved student learning and a more fulfilling teaching experience.</p> <p>Implementing programs LEA-wide ensures that all students, including English Learners (EL), foster youth (FY), and socioeconomically disadvantaged (SED) students, have equitable access to quality educational resources, preventing any group from falling behind the others.</p> | |

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| | <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased professional development opportunities to be provided to respond to the needs of these identified student groups. The district is committed to providing services and support for this student group to provide opportunities for growth in ELA and Math.</p> <p>Scope: LEA-wide</p> | | |
| 1.12 | <p>Action: College & Career Preparation</p> <p>Need: The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP English Language Arts (ELA) for All Students at 39.15% who exceeded standards, English Learners (EL) scored 11.22%, and Foster Youth (FY) scored 15.38% and low-income (LI) scored 33.78%.</p> <p>The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP Mathematics for All Students at 16.55% who exceeded standards, English Learners (EL) scored 2.63%, and Foster Youth (FY) scored 12.50%, and low income (LI) scored 12.93%.</p> <p>The 2023 CA Dashboard shows that 93% of all students, 73.8% of foster youth, 90.1% of</p> | <p>To increase academic achievement in ELA and Math, the Educational Services Division will continue to provide 3 College and Career Readiness Counselors and support staff principally directed for our English learners, low-income, and foster youth to oversee the College and Career Resource Center, support Dual Enrollment, and support Career Technical Education (CTE) pathway expansion.</p> <p>According to a case study by Advance CTE Reports (2021), fostering strong relationships that break silos between learning and work and align skill-building opportunities across secondary, postsecondary, adult, and professional levels is critical to building high-quality career pathways and learner-centered career preparation ecosystems. In this work, trust, common purpose, and resources for sustainability are all necessary for effective state and local partnerships. Offering a robust CTE Pathways program is a well-</p> | This action will be measured by the metrics identified in the action description. |

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| | <p>English Learners, and 92.6% low-income graduate high school within four years.</p> <p>Feedback provided through the Youth Truth survey by foster youth, English learners, and low-income students noted a need for continued support in college and career readiness, with 40% reporting they feel prepared. In response, continued support in the area of college and career readiness with our counselors specifically support students.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased student support in college and career readiness with additional counselors to be provided to respond to the needs of these identified student groups. The district is committed to providing services and support for this student group to provide opportunities for growth in college and career readiness.</p> <p>Scope: LEA-wide</p> | <p>researched practice that meets the criteria for "evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for our unduplicated student groups. Additionally, according to Xing, Huerta, and Garza (2019), college preparation activities, in general, had a significant impact on students' education and work attainment within one year after high school. Specifically, significant predictors varied depending on which outcomes (i.e., education and work) were considered. Taking college classes while in high school had a significant influence on three outcomes after high school: post-high school education and work, education only, and work only.</p> <p>Research shows that by providing additional college and career readiness counselors to create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.</p> | |
| 1.15 | <p>Action: College and Career Preparation: Career Technical Education</p> <p>Need: EL students may struggle with traditional academic paths. CTE and dual enrollment programs can increase engagement by offering diverse learning modalities and</p> | <p>To increase academic achievement in ELA and Math, the Educational Services Division will continue to provide Career and Technical Education (CTE) Pathways and Programs and expand articulation and dual enrollment with Victor Valley College, Barstow Community College, and CSUSB. These programs are funded through a combination of grant resources and supplemental dollars. CTE programs are principally directed for</p> | <p>This action will be measured by the metrics identified in the action description.</p> |

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| | <p>pathways to success that are not solely reliant on language proficiency. Additionally, Many foster youth need to become self-sufficient at a younger age. CTE programs provide practical skills and certifications that can lead to immediate employment opportunities, supporting their transition to independence. These students might face economic pressure to enter the workforce early. Dual enrollment and CTE programs allow them to gain college credits and workforce skills while still in high school, reducing the time and cost of obtaining a degree or certification. CCI data shows all students are 51.4% prepared, and foster youth students are 22.5% prepared, English learner students are 40.3% prepared and low-income students are 48.6% prepared</p> <p>Feedback provided through the Youth Truth survey by foster youth, English learners, and low-income students noted a need for continued college and career readiness support, with 40% reporting they feel prepared. In response, continued support in the area of career technical education access and growth throughout the district.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students, therefore highlighting the need for increased access to career technical services and dual enrollment to respond to the needs of these identified student groups. The district is committed to providing services and support for this student group to provide opportunities for growth in college and career readiness.</p> | <p>our English learners, foster youth, and low-income student groups, allowing students to be career-ready as they graduate.</p> <p>According to a case study by Advance CTE Reports (2021), fostering strong relationships that break silos between learning and work and align skill-building opportunities across secondary, postsecondary, adult, and professional levels is critical to building high-quality career pathways and learner-centered career preparation ecosystems. In this work, trust, common purpose, and resources for sustainability are all necessary for effective state and local partnerships. Offering a robust CTE Pathways program is a well-researched practice that meets the criteria for "evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for our unduplicated student groups. Additionally, according to Xing, Huerta, and Garza (2019), college preparation activities, in general, had a significant impact on students' education and work attainment within one year after high school. Specifically, significant predictors varied depending on which outcomes (i.e., education and work) were considered. Taking college classes while in high school had a significant influence on three outcomes after high school: post-high school education and work, education only, and work only.</p> <p>The research states that All Students gain from career technical education pathways. Research shows that providing increased access to career technical education and dual enrollment which</p> | |

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| | <p>Scope: LEA-wide</p> | <p>helps create a responsive and adaptive learning environment. A district-wide approach creates a diverse and inclusive learning environment where students from different backgrounds can interact and learn from each other, enriching the educational experience for everyone.</p> | |
| <p>1.16</p> | <p>Action: AVID</p> <p>Need: The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP English Language Arts (ELA) for All Students at 39.15% who exceeded standards, English Learners (EL) scored 11.22%, and Foster Youth (FY) scored 15.38% and low-income (LI) scored 33.78%.</p> <p>The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP Mathematics for All Students at 16.55% who exceeded standards, English Learners (EL) scored 2.63%, and Foster Youth (FY) scored 12.50%, and low income (LI) scored 12.93%.</p> <p>The 2023 CA Dashboard shows that 93% of all students, 73.8% of foster youth, 90.1% of English Learners, and 92.6% low-income graduate high school within four years.</p> <p>Feedback provided through the Youth Truth survey by foster youth, English learners, and low-income students noted a need for continued college and career readiness support, with 40% reporting they feel</p> | <p>To increase academic achievement in ELA and Math, the Educational Services Division will continue to implement and support the AVID courses offered, professional learning in AVID strategies, and AVID Excel programs at sites to increase college and career preparedness.</p> <p>According to Xing, Huerta, and Garza (2019), college preparation activities, in general, had a significant impact on students' education and work attainment within one year after high school. Specifically, significant predictors varied depending on which outcomes (i.e., education and work) were considered. Taking college classes while in high school had a significant influence on three outcomes after high school: post-high school education and work, education only, and work only.</p> <p>The research states that All Students gain from AVID programs. Research shows that by providing access to AVID will create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.</p> | <p>This action will be measured by the metrics identified in the action description.</p> |

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| | <p>prepared. In response, continued support in the area of the AVID courses offered, professional learning in AVID strategies, and AVID Excel programs at sites to increase college and career preparedness.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased access to AVID strategies and learning to be provided to respond to the needs of these identified student groups. The district is committed to providing services and support for this student group to provide opportunities for growth in college and career readiness.</p> <p>Scope: LEA-wide</p> | | |
| <p>1.17</p> | <p>Action: Intervention/Enrichment/Acceleration</p> <p>Need: March 2024 iReady ELA shows student outcomes for All Students: 27% at or above grade level, English Learners (EL) scored 9%, and low-income (LI) students scored 23%.</p> <p>March 2024 iReady Math shows that student outcomes for all students are 23% at or above grade level, English Learners (EL) scored 9%, and low income (LI) scored 19%.</p> | <p>To increase academic achievement in ELA and Math, the Educational Services Division will provide summer school programs, tutoring, and intervention to address graduation and UC/CSU A-G credit and learning recovery opportunities for schools and students. The opportunities are principally directed to our students qualifying as English learners, foster youth, and low-income to receive academic support.</p> <p>In order to generate meaningful impacts, early learning experiences need to be rich and engaging. Implementing a high-quality preschool program well—offering compensation and support that attract and retain a highly qualified workforce;</p> | <p>This action will be measured by the metrics identified in the action description.</p> |

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| | <p>The 2023 CA Dashboard shows student outcomes on the CAASPP English Language Arts (ELA) for All Students at -56.9 Distance from Standard (DFS), English Learners (EL) scored -81.2 DFS and Foster Youth (FY) scored -78.3 DFS and low income (LI) scored -67.8 DFS.</p> <p>The 2023 CA Dashboard shows student outcomes on the CAASPP Mathematics for All Students at -95.1 Distance from Standard (DFS), English Learners (EL) scored -113.1 DFS and Foster Youth (FY) scored -111.4 DFS and low income (LI) scored -104.7 DFS.</p> <p>Feedback provided through the Youth Truth survey by foster youth, English learners, and low-income students noted a need for continued college and career readiness support, with 40% reporting they feel prepared. In response, continued support in the area of tutoring, intervention and learning recovery to support students in graduating high school prepared for college and career.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased services to be provided to respond to the needs of these identified student groups. The district is committed to providing services and support for this student group to provide opportunities for growth in ELA and Math.</p> | <p>a program day that provides adequate, productive learning time and activities; and child assessments used to individualize learning—is complex and often expensive (Meloy, Gardner, Darling-Hammond, 2019). The research in this paper overwhelmingly showed that early intervention is an important component in special education. The research supported the idea that there are, in fact, multiple benefits associated with early intervention education that is vital for the success of students (Fortunato, 2008). Paraprofessionals provide small-group instruction to students, assist teachers in meeting the needs of special education students, and offer behavioral support and supervision.</p> <p>Offering programs across the entire district allows for more efficient use of resources and funding, enabling schools to coordinate efforts and maximize the impact of interventions for all students, especially targeted student groups.</p> | |

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| | <p>Scope: LEA-wide</p> | | |
| <p>1.18</p> | <p>Action: Dual Language Immersion</p> <p>Need: March 2024 iReady ELA shows student outcomes for All Students is 27% at or above grade level, English Learners (EL) scored 9% and low income (LI) scored 23%.</p> <p>March 2024 iReady Math shows student outcomes for All Students is 23% at or above grade level, English Learners (EL) scored 9% and low income (LI) scored 19%.</p> <p>The 2023 CA Dashboard shows student outcomes on the CAASPP English Language Arts (ELA) for All Students at -56.9 Distance from Standard (DFS), English Learners (EL) scored -81.2 DFS and Foster Youth (FY) scored -78.3 DFS and low income (LI) scored -67.8 DFS.</p> <p>The 2023 CA Dashboard shows student outcomes on the CAASPP Mathematics for All Students at -95.1 Distance from Standard (DFS), English Learners (EL) scored -113.1 DFS and Foster Youth (FY) scored -111.4 DFS and low income (LI) scored -104.7 DFS.</p> <p>Feedback provided through the Youth Truth survey by families of foster youth, English learners noted a need for stronger academic programs. In response, a focus on</p> | <p>To increase academic achievement in ELA and Math, the Educational Services Division will support the implementation of effective Dual Language Immersion programs principally directed for low-income students, foster youth, and English learners, by providing standards-based instructional materials and resources, additional instructional staffing, ensuring adequate professional development for staff, and purchasing necessary supplemental materials.</p> <p>Well-implemented two-way immersion programs are among the most impressive forms of education available in the United States. Students who participate in these programs gain grade-level academic ability, well-developed language and literacy skills in two languages, and cross-cultural competence. Dual-language immersion schools, which provide native English speakers and English learners (ELs) with general academic instruction in two languages from kindergarten onward, have shown recent and rapid proliferation in the United States (Steele et al., 2017).</p> <p>The research states that All Students gain from a Dual Language Immersion program. Research shows that by providing additional education programs help to create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.</p> | <p>This action will be measured by the metrics identified in the action description.</p> |

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| | <p>strengthening programs offered in the district. Dual Language Immersion is a program that would increase student learning and engagement.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased academic programs to be provided to respond to the needs of these identified student groups. The district is committed to providing additional programs, Dual Language Immersion.</p> <p>Scope: Schoolwide</p> | | |
| <p>1.19</p> | <p>Action: Supplemental Supports to Academics</p> <p>Need: March 2024 iReady ELA shows student outcomes for All Students is 27% at or above grade level, English Learners (EL) scored 9% and low income (LI) scored 23%.</p> <p>March 2024 iReady Math shows student outcomes for All Students is 23% at or above grade level, English Learners (EL) scored 9% and low income (LI) scored 19%.</p> <p>The 2023 CA Dashboard shows student outcomes on the CAASPP English Language Arts (ELA) for All Students at -56.9 Distance from Standard (DFS), English Learners (EL)</p> | <p>To increase academic achievement in ELA and Math, the Educational Services Division will continue to provide support to school sites to implement approved supplemental programs, services, and related supplies principally targeted for our unduplicated students' academic success as well as promote school connectedness through additional staff supports, fine arts/music, field trips, transportation, athletics, engagement activities such as assemblies, etc. These funds can support cross-curricular activities and supports.</p> <p>Supplemental instructional materials and services offer valuable support to enhance student learning by providing additional resources and expertise. As David Sousa states, "Differentiated instruction is about honoring students' readiness levels, interests, and learning profiles." These materials</p> | <p>This action will be measured by the metrics identified in the action description.</p> |

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| | <p>scored -81.2 DFS and Foster Youth (FY) scored -78.3 DFS and low income (LI) scored -67.8 DFS.</p> <p>The 2023 CA Dashboard shows student outcomes on the CAASPP Mathematics for All Students at -95.1 Distance from Standard (DFS), English Learners (EL) scored -113.1 DFS and Foster Youth (FY) scored -111.4 DFS and low income (LI) scored -104.7 DFS.</p> <p>Feedback provided through the Youth Truth survey by families of foster youth, English learners noted a need for stronger academic programs. In response, a focus on strengthening programs offered in the district. Supplemental academic supports are increased to develop a stronger intentional educational program.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased services to be provided to respond to the needs of these identified student groups. The district is committed to providing services and support for this student group to provide opportunities for growth in ELA and Math.</p> <p>Scope: LEA-wide</p> | <p>and services can help bridge learning gaps, cater to diverse needs, and foster a more engaging and effective learning environment.</p> <p>The research states that All Students gain from supplemental supports to school sites. Research shows that by providing supplemental academic supports specifically identified by the site helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.</p> | |
| 2.1 | Action: District Assessment: Wellbeing | To increase student well-being and school climate, the Educational Services Division will continue to | This action will be measured by the metrics |

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| | <p>Need: The district data identified that chronic absenteeism data indicates that all students are 35.4% chronically absent. In comparison, the data showed that our low-income (40.5%).</p> <p>The district data identified that suspension and expulsion data indicate that all students have a 5.6% suspension rate and a 0.3% expulsion rate. In comparison, the data showed that our low-income (6.1% and 0.4%), English learners (5.5% and 0.4%), and foster youth (9.5% and 0.5%) were suspended and expelled. Foster youth and low-income student groups are suspended and expelled at a higher rate.</p> <p>The Educational Partner feedback shows 54% of families view school as safe and 59% are engaged in school. Through a lens of continuous improvement, the District will continue to focus on increasing the feeling of safety and engagement.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased progress monitoring and student voice avenues to be provided to respond to the needs of these identified student groups.</p> <p>Scope: LEA-wide</p> | <p>provide a universal student well-being screener to monitor student well-being regularly. Staff will review student data based on the screener's results and other assessments to address student needs.</p> <p>Progress monitoring is a method frequently used in education, as described by Dr. Gene Kerns, Chief Academic Officer at Renaissance Learning. It involves the ongoing, frequent collection of data to measure student performance, rate of improvement, and response to instruction or intervention. Progress monitoring will be used as a component of the integrated Multi-Tiered System of Support to meet the needs of students at the moment.</p> <p>The research states that All Students gain from the regular use of district assessments and outcomes. Research shows that progress monitoring helps create a responsive student well-being program that meets the needs of every student by providing timely, actionable data. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.</p> | <p>identified in the action description.</p> |

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| <p>2.2</p> | <p>Action: Student/Staff/Family Emotional Health</p> <p>Need: The district data identified that chronic absenteeism data indicates that all students are 35.4% chronically absent. In comparison, the data showed that our low-income (40.5%).</p> <p>The district data identified that suspension and expulsion data indicate that all students have a 5.6% suspension rate and a 0.3% expulsion rate. In comparison, the data showed that our low-income (6.1% and 0.4%), English learners (5.5% and 0.4%), and foster youth (9.5% and 0.5%) were suspended and expelled. Foster youth and low-income student groups are suspended and expelled at a higher rate.</p> <p>The Educational Partner feedback shows 54% of families view school as safe and 59% are engaged in school. Through a lens of continuous improvement, the District will continue to focus on increasing the feeling of safety and engagement.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased access to mental health services to be provided to respond to the needs of these identified student groups.</p> <p>Scope:</p> | <p>To increase student well-being and school climate, the Information Technology and Communication Division will partner with Care Solace to provide mental health services to students, staff, and families to support student well-being. The Care Solace online resource provides a live, multilingual Care Concierge. This service is meant to assist individuals in finding local mental health-related programs and counseling services.</p> <p>According to Caine Christensen, LCSW, PPSC, Care Solace has been a tremendous resource for students and families. He credits Care Solace's persistence and diligence in helping students and families find the help they need to improve their emotional and mental well-being. District-wide use of the platform allows access to be offered to students, families, and staff.</p> <p>The research states that All Students gain from online resource providers. Research shows that by providing timely, access to mental health services helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.</p> | <p>This action will be measured by the metrics identified in the action description.</p> |

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| | LEA-wide | | |
| 2.4 | <p>Action: Mental Health Support</p> <p>Need: The district data identified that chronic absenteeism data indicates that all students are 35.4% chronically absent. In comparison, the data showed that our low-income (40.5%).</p> <p>The district data identified that suspension and expulsion data indicate that all students have a 5.6% suspension rate and a 0.3% expulsion rate. In comparison, the data showed that our low-income (6.1% and 0.4%), English learners (5.5% and 0.4%), and foster youth (9.5% and 0.5%) were suspended and expelled. Foster youth and low-income student groups are suspended and expelled at a higher rate.</p> <p>The Youth Truth Family Survey shows 54% of families view school as safe and 59% are engaged in school. Through a lens of continuous improvement, the District will continue to focus on increasing the feeling of safety and engagement.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased mental health supports to be provided to respond to the needs of these identified student groups.</p> | <p>To increase student wellbeing and school climate, the Educational Services Department will continue to employ additional psychologists to provide layered academic and social-emotional support principally directed for our English learners, low-income, and foster youth students to increase achievement, social, emotional supports, and progress toward graduation/college/career.</p> <p>According to Layola Marymount University, school social-emotional and mental health specialists are critical members of school teams, providing support for students, teachers, and parents. They have expertise in mental health, behavior, and education. School psychologists help children succeed academically, emotionally, and socially. They are leaders who strive to create safe, responsive, and supportive learning environments.</p> <p>The research states that All Students gain from the addition of mental health supports. Research shows that by providing additional mental health services helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.</p> | This action will be measured by the metrics identified in the action description. |

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| | <p>Scope: LEA-wide</p> | | |
| <p>2.5</p> | <p>Action: Social Emotional Support</p> <p>Need: The district data identified that chronic absenteeism data indicates that all students are 35.4% chronically absent. In comparison, the data showed that our low-income (40.5%).</p> <p>The district data identified that suspension and expulsion data indicate that all students have a 5.6% suspension rate and a 0.3% expulsion rate. In comparison, the data showed that our low-income (6.1% and 0.4%), English learners (5.5% and 0.4%), and foster youth (9.5% and 0.5%) were suspended and expelled. Foster youth and low-income student groups are suspended and expelled at a higher rate.</p> <p>The Youth Truth Family Survey shows 54% of families view school as safe and 59% are engaged in school. Through a lens of continuous improvement, the District will continue to focus on increasing the feeling of safety and engagement.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased social emotional support to be provided to respond to the needs of these identified student groups.</p> | <p>To increase student wellbeing and school climate, the Educational Services Department will continue to employ additional counselors to provide layered academic and social-emotional support principally directed for English learners, low-income, and foster youth students to increase achievement, social, emotional support, and progress towards decreasing chronic absenteeism.</p> <p>According to Layola Marymount University, school social-emotional and mental health specialists are critical members of school teams, providing support for students, teachers, and parents. They have expertise in mental health, behavior, and education. School psychologists help children succeed academically, emotionally, and socially. They are leaders who strive to create safe, responsive, and supportive learning environments.</p> <p>The research states that All Students gain from the addition of social-emotional supports. Research shows that by providing timely social-emotional support done helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.</p> | <p>This action will be measured by the metrics identified in the action description.</p> |

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| | <p>Scope: LEA-wide</p> | | |
| <p>2.6</p> | <p>Action: Behavior Interventions</p> <p>Need: The district data identified that chronic absenteeism data indicates that all students are 35.4% chronically absent. In comparison, the data showed that our low-income (40.5%).</p> <p>The district data identified that suspension and expulsion data indicate that all students have a 5.6% suspension rate and a 0.3% expulsion rate. In comparison, the data showed that our low-income (6.1% and 0.4%), English learners (5.5% and 0.4%), and foster youth (9.5% and 0.5%) were suspended and expelled. Foster youth and low-income student groups are suspended and expelled at a higher rate.</p> <p>The Youth Truth Family Survey shows 54% of families view school as safe and 59% are engaged in school. Through a lens of continuous improvement, the District will continue to focus on increasing the feeling of safety and engagement.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased access to behavior intervention practices to be provided to respond to the needs of these identified student groups.</p> | <p>To increase student well-being and school climate, the Educational Services Department will continue to employ two Board Certified Behavior Analysts and employ 6 behavior intervention specialists to help teachers provide behavior support, principally directed for our English Learners, low-income and foster youth, who have been identified as key levers in improving outcomes for unduplicated students with the highest needs to help prevent disruptions to learning.</p> <p>According to The Education Trust (2019), school counselors provide critical social-emotional and academic support as part of a school support team. BCBA and Public Education: Rationale and Guidelines state that through a comprehensive school counseling program that promotes success and achievement for all students, school counselors can help set students on a path to postsecondary success. Schools are faced with significant needs related to managing issues related to students who present with complex behavioral needs. BCBAs are specialists who are able to guide programs for managing challenging behaviors and complex instructional issues. Working within a team structure to promote socially positive and adaptive behaviors for students, BCBAs can augment the work done by school psychologists, guidance counselors, teachers, and other school professionals.</p> | <p>This action will be measured by the metrics identified in the action description.</p> |

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| | <p>Scope: LEA-wide</p> | <p>The research states that All Students gain from the implementation of behavioral intervention supports. Research shows that by providing timely behavior intervention practices helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.</p> | |
| <p>2.7</p> | <p>Action: Tiered Supports</p> <p>Need: The district data identified that chronic absenteeism data indicates that all students are 35.4% chronically absent. In comparison, the data showed that our low-income (40.5%).</p> <p>The district data identified that suspension and expulsion data indicate that all students have a 5.6% suspension rate and a 0.3% expulsion rate. In comparison, the data showed that our low-income (6.1% and 0.4%), English learners (5.5% and 0.4%), and foster youth (9.5% and 0.5%) were suspended and expelled. Foster youth and low-income student groups are suspended and expelled at a higher rate.</p> <p>The Youth Truth Family Survey shows 54% of families view school as safe and 59% are engaged in school. Through a lens of continuous improvement, the District will continue to focus on increasing the feeling of safety and engagement.</p> | <p>To increase student well-being and school climate, the Educational Services department will continue to employ a coordinator and psychologist to work with sites to implement Tier 1, Tier 2, and Tier 3 academic and behavioral systems of support for our English learners, foster youth, and low-income student groups. Staff capacity will be increased to provide additional district and school-level support for the unduplicated student groups' social-emotional, behavioral, and mental health needs.</p> <p>Schools that use the MTSS framework have shown ongoing improvements in students' academic performance. Studies also show expulsions, behavior referrals, and suspensions have decreased. MTSS is designed to help every student succeed and for every teacher to know how to help their students. LEA has determined to continue with the actions listed above in supporting improved academic, social and behavioral outcomes for our unduplicated student groups.</p> <p>The research states that All Students gain from the implementation of tiered supports. Research shows that by providing timely, actionable data, tiered supports helps create a responsive and</p> | <p>This action will be measured by the metrics identified in the action description.</p> |

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| | <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased tiered supports and resources to be provided to respond to the needs of these identified student groups.</p> <p>Scope: LEA-wide</p> | <p>adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.</p> | |
| <p>2.8</p> | <p>Action: Student Support and Access</p> <p>Need: The district data identified that chronic absenteeism data indicates that all students are 35.4% chronically absent. In comparison, the data showed that our low-income (40.5%).</p> <p>The district data identified that suspension and expulsion data indicate that all students have a 5.6% suspension rate and a 0.3% expulsion rate. In comparison, the data showed that our low-income (6.1% and 0.4%), English learners (5.5% and 0.4%), and foster youth (9.5% and 0.5%) were suspended and expelled. Foster youth and low-income student groups are suspended and expelled at a higher rate.</p> <p>The Youth Truth Family Survey shows 54% of families view school as safe and 59% are engaged in school. Through a lens of continuous improvement, the District will continue to focus on increasing the feeling of safety and engagement.</p> | <p>To increase student well-being and school climate, the Educational Services Division and Student Services Department will continue to provide services during the school day that support academic, behavioral, and social-emotional support. Including a safe and media-rich campus and access to culturally responsive libraries, principally directed to our students identified as low-income, English learner, and foster youth, beyond what is provided in the classroom. 12 Campus assistants (student support across the campus outside of the classrooms), 24 library media specialists, and 24 technology support technicians will provide these support services.</p> <p>Public school support staff wear many hats, ensuring a smooth learning environment for students beyond just academics, as noted by the National Center on Safe Supportive Learning Environments (NCSSLE). The impact of support staff goes beyond their specific duties. They often build positive relationships with students, fostering a sense of community and belonging within the school. This is highlighted by the American Federation of Teachers, who emphasize the</p> | <p>This action will be measured by the metrics identified in the action description.</p> |

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| | <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased resources and personnel to be provided to respond to the needs of these identified student groups.</p> <p>Scope: LEA-wide</p> | <p>importance of recognizing support staff's contributions to student success.</p> <p>The research states that All Students gain from the addition of support staff. Research shows that by providing timely, supplemental resources and additional personnel helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.</p> | |
| <p>2.9</p> | <p>Action: Transportation</p> <p>Need: The district data identified that chronic absenteeism data indicates that all students are 35.4% chronically absent. In comparison, the data showed that our low-income (40.5%).</p> <p>The district data identified that suspension and expulsion data indicate that all students have a 5.6% suspension rate and a 0.3% expulsion rate. In comparison, the data showed that our low-income (6.1% and 0.4%), English learners (5.5% and 0.4%), and foster youth (9.5% and 0.5%) were suspended and expelled. Foster youth and low-income student groups are suspended and expelled at a higher rate.</p> <p>The Youth Truth Family Survey shows 54% of families view school as safe and 59% are engaged in school. Through a lens of continuous improvement, the District will</p> | <p>To increase student well-being and school climate, the Fiscal Services Division will provide transportation principally directed for our English learners, foster youth, and low-income populations to increase overall attendance rates and student engagement.</p> <p>According to a study by transportation researcher Dr. Brenda Hernandez, school district bus services primarily provide students with two key benefits: Accessibility to Education: Bus routes are designed to ensure students living in areas beyond walking distance can reach their schools. This promotes equal access to education for all students regardless of their geographic location. Safe and Reliable Transportation: School buses offer a safe and supervised mode of transportation, reducing the burden on parents and guardians who might not have personal vehicles or the time to drive their children to school every day.</p> <p>The research states that All Students gain from the continuation of transportation. Research shows that by providing timely, actionable data, progress</p> | <p>This action will be measured by the metrics identified in the action description.</p> |

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| | <p>continue to focus on increasing the feeling of safety and engagement.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased availability of transportation to be provided to respond to the needs of these identified student groups.</p> <p>Scope: LEA-wide</p> | <p>monitoring helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.</p> | |
| <p>2.10</p> | <p>Action: Alternative Setting</p> <p>Need: The district data identified that chronic absenteeism data indicates that all students are 35.4% chronically absent. In comparison, the data showed that our low-income (40.5%).</p> <p>The district data identified that suspension and expulsion data indicate that all students have a 5.6% suspension rate and a 0.3% expulsion rate. In comparison, the data showed that our low-income (6.1% and 0.4%), English learners (5.5% and 0.4%), and foster youth (9.5% and 0.5%) were suspended and expelled. Foster youth and low-income student groups are suspended and expelled at a higher rate.</p> <p>The Youth Truth Family Survey shows 54% of families view school as safe and 59% are engaged in school. Through a lens of</p> | <p>To increase student wellbeing and school climate, the Educational Services division will provide alternative settings These settings include low student-to-staff ratios to support students struggling in traditional school settings. Intensive supports are intended to accelerate learning and assist the student in successfully transitioning back to the traditional school settings.</p> <p>Every student is unique in terms of educational background, learning ability, and interest in school. When given the same test, two students from the same class can achieve very different scores because academic achievement is determined by more than just the curriculum. A child’s performance in school is affected by in-school factors such as the teacher’s education level, availability of resources, and curriculum. However, it is also affected by other factors such as the student’s socioeconomic status, home life, and personal or learning challenges. An alternative school is a school that doesn’t provide the typical</p> | <p>This action will be measured by the metrics identified in the action description.</p> |

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| | <p>continuous improvement, the District will continue to focus on increasing the feeling of safety and engagement.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students. EL, FY, and low-income students often face unique challenges, such as language barriers, trauma, and unstable home environments, which can hinder their success in traditional school settings. Therefore highlighting the need for increased opportunity for an alternative school setting to be provided to respond to meet the unique needs of these identified student groups. Offering specialized programs allows for more efficient use of resources and funding, enabling the site to coordinate efforts and maximize the impact of interventions for all students, especially targeted student groups.</p> <p>Scope: LEA-wide</p> | <p>educational experience. Another way to think of an alternative school is that it is designed to educate students who haven't been successful in regular schools, often due to behavioral issues (Barrington, 2022).</p> <p>The research states that All Students gain from the implementation of alternative school settings. Research shows that by providing actionable data from an alternative setting which helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.</p> | |
| 2.12 | <p>Action: Student Engagement</p> <p>Need: The district data identified that chronic absenteeism data indicates that all students are 35.4% chronically absent. In comparison, the data showed that our low-income (40.5%).</p> <p>The district data identified that suspension and expulsion data indicate that all students have a</p> | <p>To increase student well-being and school climate, the Educational Services Division will continue to provide a well-rounded educational program before, during, and after school that promotes the emotional, physical, and social well-being of students, including, but not limited to, peer counseling, Schoolwide Positive Behavior Intervention Support (PBIS), and robotics, and student clubs.</p> | <p>This action will be measured by the metrics identified in the action description.</p> |

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| | <p>5.6% suspension rate and a 0.3% expulsion rate. In comparison, the data showed that our low-income (6.1% and 0.4%), English learners (5.5% and 0.4%), and foster youth (9.5% and 0.5%) were suspended and expelled. Foster youth and low-income student groups are suspended and expelled at a higher rate.</p> <p>The Youth Truth Family Survey shows 54% of families view school as safe and 59% are engaged in school. Through a lens of continuous improvement, the District will continue to focus on increasing the feeling of safety and engagement.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased supports and resources to increase student engagement to be provided to respond to the needs of these identified student groups.</p> <p>Scope: LEA-wide</p> | <p>A well-rounded education equips individuals with a broad range of knowledge and skills that go beyond just core subjects like math and language arts. According to Abbie Lieberman of NewAmerica.org, an emphasis on standardized testing has unfortunately led some schools to narrow their curriculum. This focus on "teaching to the test" can neglect the importance of a well-rounded education, which, as Lisa Hansel and Robert Pondiscio argue, is crucial for building strong critical thinking skills. They point out that a student's ability to comprehend text relies on exposure to a variety of subjects like science, history, and the arts, which all contribute to a richer vocabulary and overall knowledge base.</p> <p>The research states that All Students gain from the implementation of student engagement programs. Research shows that by providing increases student engagement opportunities helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.</p> | |
| 3.2 | <p>Action: Family Education and Resources</p> <p>Need: The Youth Truth Family Survey shows that 68.5% of all student families both agree or strongly agree that the communication and options for feedback are proficient. Through a lens of continuous improvement, the District</p> | <p>To increase family engagement, the Educational Services Division will employ a district social worker who will provide parent training, learning opportunities, workshops, and related supplies through the District Family Resource Center, district office, and site parent centers principally directed for our parents of English learners, low-income, and foster youth student groups. Additionally, focused learning for parents of</p> | <p>This action will be measured by the metrics identified in the action description.</p> |

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| | <p>will continue to focus on increasing communication and feedback.</p> <p>57.2% of families of students who are low-income, English learners, or foster youth agree or strongly agree that they are involved in their student school</p> <p>9% of families district-wide responded to the survey provided to all families.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased availability of family community liaisons to be provided to respond to the needs of these identified student groups.</p> <p>EL, FY, and SED families may face barriers such as language differences, limited access to educational resources, and a lack of familiarity with the school system, which can impede their ability to support their children's academic success. By offering family education and resources, the district can empower parents and guardians with the knowledge and tools needed to engage in their children's education actively.</p> <p>Scope: LEA-wide</p> | <p>students with disabilities will be provided through Community SPED Talks. This will provide and expand opportunities for parents to learn how they can be more engaged in student learning and provide input into school decision-making.</p> <p>According to Sonia Rodriguez, a school, family, and community liaison, family-community liaisons act as bridges between schools, families, and the wider community. Their responsibilities encompass a variety of tasks aimed at fostering a strong and supportive learning environment for students. Overall, Family-Community Liaisons play a crucial role in creating a collaborative network around the school, where families, educators, and community partners work together for student success.</p> <p>The research states that All Students gain from the implementation of resources for families. Research shows that by providing additional resources to families helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.</p> | |
| 3.3 | Action: Family Resource Centers | To increase family engagement, the Educational Services Division will increase collaboration opportunities between the district family | This action will be measured by the metrics |

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|-------------------|--|---|--|
| | <p>Need: The Youth Truth Family Survey shows that 68.5% of all student families both agree or strongly agree that the communication and options for feedback are proficient. Through a lens of continuous improvement, the District will continue to focus on increasing communication and feedback.</p> <p>57.2% of families of students who are low-income, English learners, or foster youth who agree or strongly agree that they are involved in their student school</p> <p>9% of families district-wide responded to the survey provided to all families.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased availability of family community liaisons to be provided to respond to the needs of these identified student groups.</p> <p>EL, FY, and SED families may struggle with accessing essential resources, navigating the education system, and providing adequate support for their children’s learning due to language barriers, financial constraints, or lack of knowledge about available services.</p> <p>Scope: LEA-wide</p> | <p>community liaison and site family community liaisons by adding 24 family community liaisons. The purpose is to develop the site and district-wide parent engagement plans, which will lead to improved student outcomes and increased parent involvement.</p> <p>According to Sonia Rodriguez, a school, family, and community liaison, family-community liaisons act as bridges between schools, families, and the wider community. Their responsibilities encompass a variety of tasks aimed at fostering a strong and supportive learning environment for students. Overall, Family-Community Liaisons play a crucial role in creating a collaborative network around the school, where families, educators, and community partners work together for student success.</p> <p>An LEA-wide initiative ensures consistent implementation and integration of programs within the district’s family and community engagement framework, supporting a cohesive strategy that enhances overall student outcomes and supports long-term family engagement goals.</p> | <p>identified in the action description.</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>3.4</p> | <p>Action: Resource Center Computer Learning Specialist</p> <p>Need: The Youth Truth Family Survey shows that 68.5% of all student families both agree or strongly agree that the communication and options for feedback are proficient. Through a lens of continuous improvement, the District will continue to focus on increasing communication and feedback.</p> <p>57.2% of families of students who are low-income, English learners, or foster youth who agree or strongly agree that they are involved in their student school</p> <p>9% of families district-wide responded to the survey provided to all families.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased availability of personnel supports at family resource center to be provided to respond to the needs of these identified student groups.</p> <p>EL, FY, and SED students often lack access to technology and digital resources at home, which can create significant gaps in their ability to complete assignments, develop essential skills, and stay competitive in an increasingly digital world.</p> | <p>To increase family engagement, the Educational Services Division will employ a Computer Learning Specialist at the Family Resource Center to provide workshops and classes on technology platforms, principally directed for parents of English learners, low-income, and foster youth, to support and monitor their students' progress.</p> <p>A computer learning specialist in a school district can offer a wealth of benefits to families, bridging the digital divide and empowering them to be active participants in their children's education. According to Julie Allan, a leading advocate for digital literacy, here's how: Tech troubleshooting and support: Families often face technical hurdles at home, from setting up devices to navigating online learning platforms. A computer learning specialist can provide workshops and individual consultations, equipping families with the skills to solve basic problems and maximize their use of technology for learning. (Allan, 2022) Digital literacy training: Not all parents are comfortable in the digital world. The specialist can offer workshops on essential digital literacy skills like online safety, responsible internet use, and using technology for research and communication. This empowers families to guide their children's digital experiences effectively. (Allan, 2022)</p> <p>The research states that All Students gain from the availability of technology support staff. Research shows that by providing timely, actionable data, progress monitoring helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI,</p> | <p>This action will be measured by the metrics identified in the action description.</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>Scope: LEA-wide</p> | <p>ELs, LTELs, and FY is critical, as they lag behind their peers.</p> | |
| <p>3.5</p> | <p>Action: Family Communication</p> <p>Need: The Youth Truth Family Survey shows that 68.5% of all student families both agree or strongly agree that the communication and options for feedback are proficient. Through a lens of continuous improvement, the District will continue to focus on increasing communication and feedback.</p> <p>57.2% of families of students who are low-income, English learners, or foster youth who agree or strongly agree that they are involved in their student school</p> <p>9% of families district-wide responded to the survey provided to all families.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased communication options to be provided to respond to the needs of these identified student groups.</p> <p>Families of EL, FY, and SED students may face challenges in understanding school expectations, navigating the educational system, or accessing support services. By enhancing family communication, schools can</p> | <p>To increase family engagement, the Educational Services Division will provide resources dedicated to the improvement of translation services through third-party contracted services and three district-employed translators for parents and guardians of our students qualifying as low-income, English learners, and foster youth. Translation services are to be used to ensure equitable two-way communication between families and schools.</p> <p>Education translation services and interpreting services to help students with limited English proficiency to progress academically, feel comfortable within the academic environment, and to communicate effectively while learning English. Studies suggest that parental involvement can lead to academic gains for students: higher grades and test scores improved social skills and time on task, better attendance and participation, and decreased behavioral problems in the classroom.</p> <p>The research states that All Students gain from the continuation of family communication options. Research shows that by providing timely communication options helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.</p> | <p>This action will be measured by the metrics identified in the action description.</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>ensure that parents and guardians are informed, engaged, and empowered to support their children's education.</p> <p>Scope: LEA-wide</p> | | |
| <p>3.6</p> | <p>Action: Community Outreach</p> <p>Need: The Youth Truth Family Survey shows that 68.5% of all student families both agree or strongly agree that the communication and options for feedback are proficient. Through a lens of continuous improvement, the District will continue to focus on increasing communication and feedback.</p> <p>57.2% of families of students who are low-income, English learners, or foster youth who agree or strongly agree that they are involved in their student school</p> <p>9% of families district-wide responded to the survey provided to all families.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased community outreach and partnerships to be provided to respond to</p> <p>Many EL, FY, and SED families may face barriers such as language differences, lack of</p> | <p>To increase family engagement, the Educational Services Division will host outreach events, including but not limited to fairs, summits, and conferences for the purpose of building community connections and raising awareness of educational programs, supports, and opportunities. The purpose of these events will be to increase parent involvement and increase student academic outcomes.</p> <p>According to Hanover Research, a leading education research firm, community outreach in school districts offers a wealth of benefits for families. One key advantage is the positive impact on student achievement. Studies have shown that strong family-school-community partnerships are linked to students acquiring literacy skills faster, progressing to higher education, and even reducing dropout rates.</p> <p>The research states that All Students gain from the implementation of family engagement events. Research shows that by providing community partnerships and outreach create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.</p> | <p>This action will be measured by the metrics identified in the action description.</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>access to resources, and limited understanding of the education system, which can hinder their ability to support their children's education.</p> <p>Scope: LEA-wide</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 |
|-------------------|--|--|--|
| <p>1.8</p> | <p>Action: EL Academic Support: Professional Development</p> <p>Need: The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP English Language Arts (ELA) for all Students at 39.15% who exceeded standards, English Learners (EL) scored 11.22%</p> <p>The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP Mathematics for All Students at 16.55% who exceeded standards and English Learners (EL) scored 2.63%</p> | <p>The Educational Services Division will provide high-quality professional development and coaching to support the implementation of integrated and designated ELD to support our English learners. Professional development in English learner teaching strategies is crucial for school districts to effectively support the diverse linguistic needs of their students. Schools can create inclusive learning environments that foster language acquisition and academic success by equipping teachers with evidence-based instructional approaches. Ongoing professional development empowers educators to differentiate instruction, build cultural competence, and collaborate effectively to meet the unique challenges and strengths of English learners.</p> | <p>This action will be measured by the metrics identified in the action description.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|------------------------------------|
| | <p>The 2023 CA Dashboard shows that 93% of all students and 90.1% of English Learners graduate high school within four years.</p> <p>The 2023 CA Dashboard shows 42.3% of EL students are making progress towards English proficiency</p> <p>The 2023 CDE DataQuest reports that 22.1% of students are long-term English learners (LTEL)</p> <p>The 2023 CDE DataQuest reports 5.44% of LTEL's met or exceeded the standard in ELA</p> <p>The 2023 CDE DataQuest reports 2.11% of LTEL's met or exceeded the standard in math</p> <p>The 2023 CDE DataQuest reports that 22.55% are proficient on the summative ELPAC</p> <p>The education partner feedback provided during DELAC meetings and the youth truth survey shows a need for continued support of our English language learners' academic success.</p> <p>The data demonstrates a disparity between the All Student group and the EL students, therefore highlighting the need for increased additional professional development in English learner academic support to respond to the needs of these identified student groups. The district is committed to providing services and support for this student group to provide</p> | <p>In 2013, 4.4 million U.S. public school students were classified as English learners (ELs). These students come to school with the benefit of speaking a language other than English. All the while, they face the challenge of acquiring content knowledge in English while acquiring English as an additional language. They are held to the same graduation requirements and accountability standards as their English-proficient peers. English learners can be supported by conducting rigorous research and evaluation to improve instruction and learning, evaluating policy to inform decision-making, and enhancing EL practice at the district, school, and classroom levels (American Institute for Research, n.d.).</p> <p>While the initiative is specifically designed to meet the needs of our English Learner youth, its ultimate objective is to reduce the educational disparities in ELA and Math outcomes for this subgroup.</p> | |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|--|
| | <p>opportunities for growth in college and career readiness.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | | |
| <p>1.9</p> | <p>Action: English Learner Academic Support: Supplemental Materials</p> <p>Need: The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP English Language Arts (ELA) for all Students at 39.15% who exceeded standards, English Learners (EL) scored 11.22%</p> <p>The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP Mathematics for All Students at 16.55% who exceeded standards and English Learners (EL) scored 2.63%</p> <p>The 2023 CA Dashboard shows that 93% of all students and 90.1% of English Learners graduate high school within four years.</p> <p>The 2023 CA Dashboard shows 42.3% of EL students are making progress towards English proficiency</p> <p>The 2023 CDE DataQuest reports that 22.1% of students are long-term English learners (LTEL)</p> | <p>The Educational Services Division will provide language acquisition support and access to the core curriculum through the use of supplemental materials as needed to support our English learners' academic proficiency. This action is limited to English learner students.</p> <p>In 2013, 4.4 million U.S. public school students were classified as English learners (ELs). These students come to school with the benefit of speaking a language other than English. All the while, they face the challenge of acquiring content knowledge in English at the same time as they acquire English as an additional language. They are held to the same graduation requirements and accountability standards as their English-proficient peers. English learners can be supported by conducting rigorous research and evaluation to improve instruction and learning, evaluating policy to inform decision-making, and enhancing EL practice at the district, school, and classroom levels (American Institute for Research, n.d.) According to a case study by Advance CTE Reports (2021), fostering strong relationships that break silos between learning and work and align skill-building opportunities across secondary, postsecondary, adult, and professional levels is critical to building high-quality career pathways and learner-centered career preparation</p> | <p>This action will be measured by the metrics identified in the action description.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|--|
| | <p>The 2023 CDE DataQuest reports 5.44% of LTEL's met or exceeded the standard in ELA</p> <p>The 2023 CDE DataQuest reports 2.11% of LTEL's met or exceeded the standard in math</p> <p>The 2023 CDE DataQuest reports that 22.55% are proficient on the summative ELPAC</p> <p>The education partner feedback provided during DELAC meetings and the youth truth survey shows a need for continued support of our English language learners' academic success.</p> <p>The data demonstrates a disparity between the All Student group and the EL students, therefore highlighting the need for increased supplemental services for English learners' academic support to be provided to respond to the needs of these identified student groups.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>ecosystems. In this work, trust, common purpose, and resources for sustainability are all necessary for effective state and local partnerships. Offering a robust CTE Pathways program is a well-researched practice that meets the criteria for "evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for our unduplicated student groups. Additionally, according to Xing, Huerta, and Garza (2019), college preparation activities, in general, had a significant impact on students' education and work attainment within one year after high school. Specifically, significant predictors varied depending on which outcomes (i.e., education and work) were considered. Taking college classes while in high school had a significant influence on three outcomes after high school: post-high school education and work, education only, and work only.</p> <p>While the initiative is specifically designed to meet the needs of our English Learner youth its ultimate objective is to reduce the educational disparities in ELA and Math outcomes with this subgroup.</p> | |
| 1.10 | <p>Action: English Learner Academic Support: Personnel</p> <p>Need: The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP English Language Arts (ELA) for all Students at 39.15% who exceeded standards, English Learners (EL) scored 11.22%</p> | <p>The Personnel Services Division will provide 15 paraprofessionals to support our English learner students. Paraprofessionals will provide supplemental language support to English learner students in the classroom, hold goal-setting meetings with students and families, and direct families to resources as needed. This action is limited to English learner students.</p> | <p>This action will be measured by the metrics identified in the action description.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|------------------------------------|
| | <p>The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP Mathematics for All Students at 16.55% who exceeded standards and English Learners (EL) scored 2.63%</p> <p>The 2023 CA Dashboard shows that 93% of all students and 90.1% of English Learners graduate high school within four years.</p> <p>The 2023 CA Dashboard shows 42.3% of EL students are making progress towards English proficiency</p> <p>The 2023 CDE DataQuest reports that 22.1% of students are long-term English learners (LTEL)</p> <p>The 2023 CDE DataQuest reports 5.44% of LTEL's met or exceeded the standard in ELA</p> <p>The 2023 CDE DataQuest reports 2.11% of LTEL's met or exceeded the standard in math</p> <p>The 2023 CDE DataQuest reports that 22.55% are proficient on the summative ELPAC</p> <p>The data demonstrates a disparity between the All Student group and the EL students, therefore highlighting the need for increased personnel to respond to the needs of these identified student groups. The district is committed to providing services and support for this student group to provide opportunities for growth in college and career readiness.</p> | <p>In 2013, 4.4 million U.S. public school students were classified as English learners (ELs). These students come to school with the benefit of speaking a language other than English. All the while, they face the challenge of acquiring content knowledge in English at the same time as they acquire English as an additional language. They are held to the same graduation requirements and accountability standards as their English-proficient peers. English learners can be supported by conducting rigorous research and evaluation to improve instruction and learning, evaluating policy to inform decision-making, and enhancing EL practice at the district, school, and classroom levels (American Institute for Research, n.d.)</p> <p>According to a case study by Advance CTE Reports (2021), fostering strong relationships that break silos between learning and work and align skill-building opportunities across secondary, postsecondary, adult, and professional levels is critical to building high-quality career pathways and learner-centered career preparation ecosystems. In this work, trust, common purpose, and resources for sustainability are all necessary for effective state and local partnerships. Offering a robust CTE Pathways program is a well-researched practice that meets the criteria for "evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for our unduplicated student groups. Additionally, according to Xing, Huerta, and Garza (2019), college preparation activities, in general, had a significant impact on students' education and work attainment within one year after high school. Specifically, significant predictors varied</p> | |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|--------------------|---|---|--|
| | <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>depending on which outcomes (i.e., education and work) were considered. Taking college classes while in high school had a significant influence on three outcomes after high school: post-high school education and work, education only, and work only.</p> <p>While the initiative is specifically designed to meet the needs of our English Learner youth its ultimate objective is to reduce the educational disparities in ELA and Math outcomes with this subgroup.</p> | |
| <p>1.11</p> | <p>Action: English Learner Academic Support: College and Career Preparation</p> <p>Need: The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP English Language Arts (ELA) for All Students at 39.15% who exceeded standards, English Learners (EL) scored 11.22%</p> <p>The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP Mathematics for All Students at 16.55% who exceeded standards and English Learners (EL) scored 2.63%</p> <p>The 2023 CA Dashboard shows that 93% of all students and 90.1% of English Learners graduate high school within four years.</p> <p>The 2023 CA Dashboard shows 42.3% of EL students are making progress towards English proficiency</p> | <p>The Educational Services Division will provide supplemental counselors (2) for high schools principally directed to support EL and RFEP students in being college and career ready by holding financial aid workshops, ensuring enrollment in coursework that is UC/CSU-approved, mentoring students, monitoring student progress, and increasing participation in college and career preparation programs.</p> <p>According to a case study by Advance CTE Reports (2021), fostering strong relationships that break silos between learning and work and align skill-building opportunities across secondary, postsecondary, adult, and professional levels is critical to building high-quality career pathways and learner-centered career preparation ecosystems. In this work, trust, common purpose, and resources for sustainability are all necessary for effective state and local partnerships. Offering a robust CTE Pathways program is a well-researched practice that meets the criteria for "evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and</p> | <p>This action will be measured by the metrics identified in the action description.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|--|
| | <p>The 2023 CDE DataQuest reports that 22.1% of students are long-term English learners (LTEL)</p> <p>The 2023 CDE DataQuest reports 5.44% of LTEL's met or exceeded the standard in ELA</p> <p>The 2023 CDE DataQuest reports 2.11% of LTEL's met or exceeded the standard in math</p> <p>The 2023 CDE DataQuest reports that 22.55% are proficient on the summative ELPAC</p> <p>The education partner feedback provided by staff shows a need for the continued support of our English language learners to reach their reclassification goals.</p> <p>The data demonstrates a disparity between the All Student group and the ELstudents therefore highlighting the need for increased academic counseling support to be provided to respond to the needs of these identified student groups. The district is committed to providing services and support for this student group to provide opportunities for growth in college and career readiness.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>principally directed action to support improved outcomes for our unduplicated student groups. Additionally, according to Xing, Huerta, and Garza (2019), college preparation activities, in general, had a significant impact on students' education and work attainment within one year after high school. Specifically, significant predictors varied depending on which outcomes (i.e., education and work) were considered. Taking college classes while in high school had a significant influence on three outcomes after high school: post-high school education and work, education only, and work only.</p> <p>While the initiative is specifically designed to meet the needs of our English Learner youth its ultimate objective is to reduce the educational disparities in ELA and Math outcomes and college and career readiness with this subgroup.</p> | |
| 1.13 | <p>Action: College and Career Preparation: Foster Youth Supports</p> | <p>The Student Services Department is working closely with the Educational Services Division to identify foster youth at each school site</p> | <p>This action will be measured by the metrics</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|--|
| | <p>Need: The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP English Language Arts (ELA) for All Students at 39.15% who exceeded standards, Foster Youth (FY) scored 15.38%.</p> <p>The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP Mathematics for All Students at 16.55% who exceeded standards Foster Youth (FY) scored 12.50%.</p> <p>The 2023 CA Dashboard shows that 93% of all students and 73.8% of foster youth graduate high school within four years.</p> <p>Feedback provided through the Youth Truth survey by foster youth students noted a need for continued support in college and career readiness, with 40% reporting they feel prepared. In response, continued support in the area of college and career readiness targeting our foster youth provides additional support.</p> <p>The data demonstrates a disparity between the All Student group and the FY students, therefore highlighting the need for increased social worker support to be provided to respond to the needs of these identified student groups. The district is committed to providing services and support for this student group to provide opportunities for growth in college and career readiness.</p> | <p>systematically. The district social worker will work with site counselors and foster youth students to access resources and support for graduation and college and career readiness.</p> <p>According to a case study by Advance CTE Reports (2021), fostering strong relationships that break silos between learning and work and align skill-building opportunities across secondary, postsecondary, adult, and professional levels is critical to building high-quality career pathways and learner-centered career preparation ecosystems. In this work, trust, common purpose, and resources for sustainability are all necessary for effective state and local partnerships. Offering a robust CTE Pathways program is a well-researched practice that meets the criteria for "evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for our unduplicated student groups. Additionally, according to Xing, Huerta, and Garza (2019), college preparation activities, in general, had a significant impact on students' education and work attainment within one year after high school. Specifically, significant predictors varied depending on which outcomes (i.e., education and work) were considered. Taking college classes while in high school had a significant influence on three outcomes after high school: post-high school education and work, education only, and work only.</p> <p>While the initiative is specifically designed to meet the needs of our foster youth, its ultimate objective is to reduce the educational disparities in ELA and</p> | <p>identified in the action description.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|--|
| | <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>Math outcomes and college and career readiness with this subgroup.</p> | |
| <p>2.3</p> | <p>Action: Foster Youth Supports</p> <p>Need: The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP English Language Arts (ELA) for all students at 39.15%, which exceeded standards. Foster Youth (FY) scored 15.38%.</p> <p>The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP Mathematics for All Students at 16.55%, which exceeded standards. Foster Youth (FY) scored 12.50%.</p> <p>The 2023 CA Dashboard shows that 93% of all students and 73.8% of foster youth graduate high school within four years.</p> <p>Feedback provided through the Youth Truth survey by foster youth students noted a need for continued support in college and career readiness, with 40% reporting they feel prepared. In response, continued support in the area of college and career readiness targeting our foster youth provides additional support.</p> <p>The data demonstrates a disparity between the All Student group and the FY students,</p> | <p>The Student Services Department is working closely with the Educational Services Division to identify foster youth at each school site systematically. The coordinator will work with site counselors and foster youth students to access resources and support for graduation and college and career readiness.</p> <p>A foster youth liaison plays a vital role in supporting foster youth, offering a unique blend of academic and emotional support within the familiar school environment. As Zetlin, Weinberg, and Shea (2006) point out, foster youth often face challenges that can hinder their educational success [1]. A district liaison can bridge the gap between these challenges and positive educational outcomes.</p> <p>While the initiative is specifically designed to meet the needs of our foster youth, its ultimate objective is to reduce the educational disparities in ELA and Math outcomes and college and career readiness with this subgroup.</p> | <p>This action will be measured by the metrics identified in the action description.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|------------------------------------|
| | <p>therefore highlighting the need for increased focus from site counselors to respond to the needs of these identified student groups. The district is committed to providing services and support for this student group to provide opportunities for growth in college and career readiness.</p> <p>Scope: Limited to Unduplicated Student Group(s)</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.

During the 2024–25 LCAP engagement process, educational partners identified a need for additional academic, behavioral, and social-emotional supports at school sites with high percentages of unduplicated students. In response, Hesperia Unified School District is using its concentration grant add-on funds to increase the number of staff providing direct services at schools where unduplicated enrollment exceeds 55%.

Specifically, Goal 2, Action 6 funds the hiring and training of paraprofessionals focused on behavioral interventions at high-need sites. These paraprofessionals directly support students in TK–12 through social-emotional and behavioral interventions. Additionally, Goal 1, Action 10 provides supplemental academic services to English learners through dedicated EL support staff.

HUSD has a range of schools with both above and below 55% unduplicated pupil enrollment. The add-on funds are not used at sites below 55%, and are instead targeted to increase staffing levels at high-need schools, ensuring a greater number of staff are serving these students compared to schools with lower unduplicated enrollment.

At this time, the add-on is not being used for retention; however, future plans may include retaining staff in high-need roles as funding allows.

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| 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 | 1:23.33 | 1:21.11 |
| Staff-to-student ratio of certificated staff providing direct services to students | 1:19.75 | 1:19.75 |

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 | \$250,827,835 | 62,445,426 | 24.896% | 8.941% | 33.837% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|-----------------|-------------------|-------------|---------------|------------------|-----------------|---------------------|
| Totals | \$94,778,008.75 | \$11,777,026.51 | \$0.00 | \$0.00 | \$106,555,035.26 | \$80,347,589.26 | \$26,207,446.00 |

| 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 | Access to a guaranteed and viable curriculum | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-27 | \$0.00 | \$64,000.00 | \$64,000.00 | | | | \$64,000.00 | |
| 1 | 1.2 | Student Progress Monitoring | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-27 | \$0.00 | \$650,000.00 | \$650,000.00 | | | | \$650,000.00 | |
| 1 | 1.3 | Instructional Support: Certificated | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-27 | \$41,177,253.95 | \$0.00 | \$40,146,278.39 | \$1,030,975.56 | | | \$41,177,253.95 | |
| 1 | 1.4 | Access to Technology | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-27 | \$0.00 | \$3,315,000.00 | \$3,315,000.00 | | | | \$3,315,000.00 | |
| 1 | 1.5 | Universal Access | English Learners Foster Youth Low Income | Yes | School wide | English Learners Foster Youth Low Income | Specific Schools: All Elementary Schools | 2024-27 | \$1,100,000.00 | \$200,000.00 | \$1,300,000.00 | | | | \$1,300,000.00 | |
| 1 | 1.6 | Instructional Support: Instructional Coach | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-27 | \$4,835,119.00 | \$0.00 | \$3,706,857.00 | \$1,128,262.00 | | | \$4,835,119.00 | |
| 1 | 1.7 | Professional Development | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-27 | \$80,241.00 | \$541,794.00 | \$622,035.00 | | | | \$622,035.00 | |
| 1 | 1.8 | EL Academic Support: Professional Development | English Learners | Yes | Limited to Undupli | English Learners | All Schools | 2024-27 | \$0.00 | \$50,000.00 | \$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 |
|--------|----------|--|--|---|--|--|--|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|---|
| | | | | | | ated Student Group(s) | | | | | | | | | | |
| 1 | 1.9 | English Learner Academic Support: Supplemental Materials | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 2024-27 | \$0.00 | \$50,000.00 | \$50,000.00 | | | | \$50,000.00 | |
| 1 | 1.10 | English Learner Academic Support: Personnel | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 2024-27 | \$1,307,723.00 | \$0.00 | \$1,307,723.00 | | | | \$1,307,723.00 | |
| 1 | 1.11 | English Learner Academic Support: College and Career Preparation | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | Specific Schools: Hesperia High School and Sultana High School | 2024-27 | \$411,638.00 | \$0.00 | \$411,638.00 | | | | \$411,638.00 | |
| 1 | 1.12 | College & Career Preparation | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-27 | \$812,398.00 | \$0.00 | \$812,398.00 | | | | \$812,398.00 | |
| 1 | 1.13 | College and Career Preparation: Foster Youth Supports | Foster Youth | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | 2024-27 | \$100,000.00 | \$0.00 | \$100,000.00 | | | | \$100,000.00 | |
| 1 | 1.14 | College and Career Preparation: Students with Special Needs | Students with Disabilities | No | | | All Schools | 2024-27 | \$0.00 | \$0.00 | \$0.00 | | | | \$0.00 | |
| 1 | 1.15 | College and Career Preparation: Career Technical Education | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-27 | \$3,057,147.36 | \$150,000.00 | \$3,207,147.36 | | | | \$3,207,147.36 | |
| 1 | 1.16 | AVID | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth | All Schools | 2024-27 | \$0.00 | \$20,000.00 | \$20,000.00 | | | | \$20,000.00 | |

| 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 |
|--------|----------|---------------------------------------|--|---|--|--|---|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|---|
| | | | | | | Low Income | | | | | | | | | | |
| 1 | 1.17 | Intervention/Enrichment/Acceleration | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-27 | \$0.00 | \$346,000.00 | \$175,000.00 | \$171,000.00 | | | \$346,000.00 | |
| 1 | 1.18 | Dual Language Immersion | English Learners Foster Youth Low Income | Yes | School wide | English Learners Foster Youth Low Income | Specific Schools: Joshua Circle Elementary and Kingston Elementary | 2024-27 | \$102,263.00 | \$100,000.00 | \$202,263.00 | | | | \$202,263.00 | |
| 1 | 1.19 | Supplemental Supports to Academics | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-27 | \$2,720,000.00 | \$552,800.00 | \$2,922,800.00 | \$350,000.00 | | | \$3,272,800.00 | |
| 2 | 2.1 | District Assessment: Wellbeing | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-27 | \$0.00 | \$155,000.00 | \$155,000.00 | | | | \$155,000.00 | |
| 2 | 2.2 | Student/Staff/Family Emotional Health | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-27 | \$248,052.00 | \$0.00 | \$248,052.00 | | | | \$248,052.00 | |
| 2 | 2.3 | Foster Youth Supports | Foster Youth | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | 2024-27 | \$211,313.00 | \$40,000.00 | \$251,313.00 | | | | \$251,313.00 | |
| 2 | 2.4 | Mental Health Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-27 | \$3,929,974.00 | \$0.00 | \$3,929,974.00 | | | | \$3,929,974.00 | |
| 2 | 2.5 | Social Emotional Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-27 | \$4,270,796.00 | \$0.00 | \$2,870,915.00 | \$1,399,881.00 | | | \$4,270,796.00 | |
| 2 | 2.6 | Behavior Interventions | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-27 | \$1,097,835.00 | \$0.00 | \$1,097,835.00 | | | | \$1,097,835.00 | |

| 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 | 2.7 | Tiered Supports | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-27 | \$645,981.00 | \$10,000.00 | \$655,981.00 | | | | \$655,981.00 | |
| 2 | 2.8 | Student Support and Access | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-27 | \$5,116,803.00 | \$45,000.00 | \$5,161,803.00 | | | | \$5,161,803.00 | |
| 2 | 2.9 | Transportation | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-27 | \$0.00 | \$18,600,000.00 | \$18,600,000.00 | | | | \$18,600,000.00 | |
| 2 | 2.10 | Alternative Setting | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-27 | \$3,392,613.95 | \$0.00 | \$1,157,259.00 | \$2,235,354.95 | | | \$3,392,613.95 | |
| 2 | 2.11 | Outreach | All | No | | | All Schools | 2024-27 | \$2,664,118.00 | \$181,870.00 | \$0.00 | \$2,845,988.00 | | | \$2,845,988.00 | |
| 2 | 2.12 | Student Engagement | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-27 | \$0.00 | \$3,000.00 | \$3,000.00 | | | | \$3,000.00 | |
| 3 | 3.1 | Student and Family Feedback | All | No | | | All Schools | 2024-27 | \$0.00 | \$53,100.00 | \$0.00 | \$53,100.00 | | | \$53,100.00 | |
| 3 | 3.2 | Family Education and Resources | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-27 | \$0.00 | \$10,000.00 | \$10,000.00 | | | | \$10,000.00 | |
| 3 | 3.3 | Family Resource Centers | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-27 | \$1,157,996.00 | \$0.00 | \$1,157,996.00 | | | | \$1,157,996.00 | |
| 3 | 3.4 | Resource Center Computer Learning Specialist | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-27 | \$36,483.00 | \$0.00 | \$36,483.00 | | | | \$36,483.00 | |
| 3 | 3.5 | Family Communication | English Learners | Yes | LEA-wide | English Learners | All Schools | 2024-27 | \$337,258.00 | \$32,000.00 | \$369,258.00 | | | | \$369,258.00 | |
| 3 | 3.6 | Community Outreach | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-27 | \$0.00 | \$10,000.00 | \$10,000.00 | | | | \$10,000.00 | |

| 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 |
|--------|----------|---------------------------|------------------|---|-------|-------------------------------|---|-----------|-----------------|---------------------|------------|-------------------|-------------|---------------|--------------|---|
| 4 | 4.1 | Student Support | All | No | | | Specific Schools: Canyon Ridge High School | 2024-27 | \$213,362.00 | \$53,081.34 | | \$266,443.34 | | | \$266,443.34 | |
| 4 | 4.2 | Parent Engagement | All | No | | | Specific Schools: Canyon Ridge High School | 2024-27 | \$0.00 | \$21,661.66 | | \$21,661.66 | | | \$21,661.66 | |
| 5 | 5.1 | Student WellBeing Support | All | No | | | Specific Schools: Mojave High School | 2024-27 | \$147,035.00 | \$234,400.00 | | \$381,435.00 | | | \$381,435.00 | |
| 6 | 6.1 | Mental Health Support | Low Income | No | | | Specific Schools: Hesperia Community Day School | 2024-27 | \$36,759.00 | \$14,980.00 | | \$51,739.00 | | | \$51,739.00 | |
| 6 | 6.2 | Professional Development | Low Income | No | | | Specific Schools: Hesperia Community Day School | 2024-27 | \$0.00 | \$9,387.00 | | \$9,387.00 | | | \$9,387.00 | |
| 7 | 7.1 | Academic Support | All | No | | | Specific Schools: Shadow Ridge School | 2024-27 | \$160,000.00 | \$7,963.00 | | \$167,963.00 | | | \$167,963.00 | |
| 7 | 7.2 | EL Academic Support | All | No | | | Specific Schools: Shadow Ridge School | 2024-27 | \$65,427.00 | \$0.00 | | \$65,427.00 | | | \$65,427.00 | |
| 7 | 7.3 | Social Emotional Support | All | No | | | Specific Schools: Shadow Ridge School | 2024-27 | \$212,000.00 | \$253,800.00 | | \$465,800.00 | | | \$465,800.00 | |
| 8 | 8.1 | Literacy Support | All | No | | | Specific Schools: Lime Street | 2024-27 | \$100,000.00 | \$120,609.00 | | \$220,609.00 | | | \$220,609.00 | |

| 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 |
|--------|----------|---------------------------|------------------|---|-------|-------------------------------|--|-----------|-----------------|---------------------|------------|-------------------|-------------|---------------|--------------|---|
| | | | | | | | Elementary | | | | | | | | | |
| 8 | 8.2 | Parent Engagement | All | No | | | Specific Schools: Lime Street Elementary | 2024-27 | \$0.00 | \$12,000.00 | | \$12,000.00 | | | \$12,000.00 | |
| 8 | 8.3 | Student Wellbeing Support | All | No | | | Specific Schools: Lime Street Elementary | 2024-27 | \$200,000.00 | \$275,000.00 | | \$475,000.00 | | | \$475,000.00 | |
| 8 | 8.4 | Intervention Support | All | No | | | Specific Schools: Lime Street Elementary | 2024-27 | \$400,000.00 | \$25,000.00 | | \$425,000.00 | | | \$425,000.00 | |

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 |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$250,827,835 | 62,445,426 | 24.896% | 8.941% | 33.837% | \$94,778,008.75 | 0.000% | 37.786 % | Total: | \$94,778,008.75 |
| | | | | | | | | LEA-wide Total: | \$91,105,071.75 |
| | | | | | | | | Limited Total: | \$2,170,674.00 |
| | | | | | | | | Schoolwide Total: | \$1,502,263.00 |

| 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 | Access to a guaranteed and viable curriculum | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$64,000.00 | |
| 1 | 1.2 | Student Progress Monitoring | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$650,000.00 | |
| 1 | 1.3 | Instructional Support: Certificated | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$40,146,278.39 | |
| 1 | 1.4 | Access to Technology | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$3,315,000.00 | |
| 1 | 1.5 | Universal Access | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: All Elementary Schools | \$1,300,000.00 | |
| 1 | 1.6 | Instructional Support: Instructional Coach | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$3,706,857.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|--|--|--|--|---|
| 1 | 1.7 | Professional Development | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$622,035.00 | |
| 1 | 1.8 | EL Academic Support: Professional Development | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$50,000.00 | |
| 1 | 1.9 | English Learner Academic Support: Supplemental Materials | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$50,000.00 | |
| 1 | 1.10 | English Learner Academic Support: Personnel | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$1,307,723.00 | |
| 1 | 1.11 | English Learner Academic Support: College and Career Preparation | Yes | Limited to Unduplicated Student Group(s) | English Learners | Specific Schools: Hesperia High School and Sultana High School | \$411,638.00 | |
| 1 | 1.12 | College & Career Preparation | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$812,398.00 | |
| 1 | 1.13 | College and Career Preparation: Foster Youth Supports | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | \$100,000.00 | |
| 1 | 1.15 | College and Career Preparation: Career Technical Education | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$3,207,147.36 | |
| 1 | 1.16 | AVID | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$20,000.00 | |
| 1 | 1.17 | Intervention/Enrichment/Acceleration | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$175,000.00 | |
| 1 | 1.18 | Dual Language Immersion | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Joshua Circle Elementary and Kingston Elementary | \$202,263.00 | |
| 1 | 1.19 | Supplemental Supports to Academics | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$2,922,800.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---------------------------------------|---|--|--|-------------|--|---|
| 2 | 2.1 | District Assessment: Wellbeing | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$155,000.00 | |
| 2 | 2.2 | Student/Staff/Family Emotional Health | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$248,052.00 | |
| 2 | 2.3 | Foster Youth Supports | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | \$251,313.00 | |
| 2 | 2.4 | Mental Health Support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$3,929,974.00 | |
| 2 | 2.5 | Social Emotional Support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$2,870,915.00 | |
| 2 | 2.6 | Behavior Interventions | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,097,835.00 | |
| 2 | 2.7 | Tiered Supports | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$655,981.00 | |
| 2 | 2.8 | Student Support and Access | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$5,161,803.00 | |
| 2 | 2.9 | Transportation | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$18,600,000.00 | |
| 2 | 2.10 | Alternative Setting | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,157,259.00 | |
| 2 | 2.12 | Student Engagement | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$3,000.00 | |
| 3 | 3.2 | Family Education and Resources | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$10,000.00 | |
| 3 | 3.3 | Family Resource Centers | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,157,996.00 | |

| 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 | 3.4 | Resource Center Computer Learning Specialist | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$36,483.00 | |
| 3 | 3.5 | Family Communication | Yes | LEA-wide | English Learners | All Schools | \$369,258.00 | |
| 3 | 3.6 | Community Outreach | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$10,000.00 | |

2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---------------|--|--|
| Totals | \$92,296,005.00 | \$73,686,943.49 |

| 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 | Access to a guaranteed and viable curriculum | Yes | \$64,000.00 | \$0.00 |
| 1 | 1.2 | Student Progress Monitoring | Yes | \$450,925.60 | \$633,717.85 |
| 1 | 1.3 | Instructional Support: Certificated | Yes | \$21,654,676.50 | \$29,483,252.35 |
| 1 | 1.4 | Access to Technology | Yes | \$9,121,688.00 | \$2,887,902.55 |
| 1 | 1.5 | Universal Access | Yes | \$2,231,748.00 | \$1,105,955.75 |
| 1 | 1.6 | Instructional Support: Instructional Coach | Yes | \$6,435,531.00 | \$3,843,103.00 |
| 1 | 1.7 | Professional Development | Yes | \$1,011,111.00 | \$367,815.58 |
| 1 | 1.8 | EL Academic Support: Professional Development | Yes | \$262,500.00 | \$0.00 |
| 1 | 1.9 | English Learner Academic Support: Supplemental Materials | Yes | \$100,000.00 | \$29,056.19 |
| 1 | 1.10 | English Learner Academic Support: Personnel | Yes | \$2,407,423.90 | \$1,242,506.82 |
| 1 | 1.11 | English Learner Academic Support: College and Career Preparation | Yes | \$947,224.00 | \$379,088.00 |

| 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 | 1.12 | College & Career Preparation | Yes | \$920,813.00 | \$920,530.64 |
| 1 | 1.13 | College and Career Preparation: Foster Youth Supports | Yes | \$500,000.00 | \$0.00 |
| 1 | 1.14 | College and Career Preparation: Students with Special Needs | No | \$0.00 | \$0.00 |
| 1 | 1.15 | College and Career Preparation: Career Technical Education | Yes | \$2,617,765.00 | \$2,793,036.82 |
| 1 | 1.16 | AVID | Yes | \$100,000.00 | \$0.00 |
| 1 | 1.17 | Intervention/Enrichment/Acceleration | Yes | \$175,000.00 | \$0.00 |
| 1 | 1.18 | Dual Language Immersion | Yes | \$230,000.00 | \$92,532.90 |
| 1 | 1.19 | Supplemental Supports to Academics | Yes | \$5,238,903.00 | \$2,097,195.98 |
| 2 | 2.1 | District Assessment: Wellbeing | Yes | \$84,705.00 | \$74,815.55 |
| 2 | 2.2 | Student/Staff/Family Emotional Health | Yes | \$262,500.00 | \$107,040.35 |
| 2 | 2.3 | Foster Youth Supports | Yes | \$261,344.00 | \$245,393.82 |
| 2 | 2.4 | Mental Health Support | Yes | \$3,885,193.00 | \$1,851,064.70 |
| 2 | 2.5 | Social Emotional Support | Yes | \$4,804,803.00 | \$2,831,270.69 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| 2 | 2.6 | Behavior Interventions | Yes | \$1,069,950.00 | \$988,883.84 |
| 2 | 2.7 | Tiered Supports | Yes | \$649,187.00 | \$638,795.70 |
| 2 | 2.8 | Student Support and Access | Yes | \$7,021,425.00 | \$4,390,323.54 |
| 2 | 2.9 | Transportation | Yes | \$9,943,761.00 | \$9,587,965 |
| 2 | 2.10 | Alternative Setting | Yes | \$2,182,734.00 | \$1,057,260.43 |
| 2 | 2.11 | Outreach | No | \$2,845,988.00 | \$2,778,846.00 |
| 2 | 2.12 | Student Engagement | Yes | \$3,000.00 | \$2,161.23 |
| 3 | 3.1 | Student and Family Feedback | No | \$0.00 | \$0 |
| 3 | 3.2 | Family Education and Resources | Yes | \$10,000.00 | \$1,699.29 |
| 3 | 3.3 | Family Resource Centers | Yes | \$1,582,111.00 | \$1,069,319.46 |
| 3 | 3.4 | Resource Center Computer Learning Specialist | Yes | \$35,637.00 | \$35,563.11 |
| 3 | 3.5 | Family Communication | Yes | \$367,478.00 | \$366,102.76 |
| 3 | 3.6 | Community Outreach | Yes | \$10,000.00 | \$0.00 |
| 4 | 4.1 | Student Support | No | \$212,308.00 | \$376,790.39 |

| 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) |
|--------------------|----------------------|----------------------------|--|--|---|
| | | | | | |
| 4 | 4.2 | Parent Engagement | No | \$20,000.00 | \$61,200 |
| 5 | 5.1 | Student WellBeing Support | No | \$361,412.00 | \$289,199.07 |
| 5 | 5.2 | Experiential Learning | No | \$85,581.00 | \$44,989.00 |
| 5 | 5.3 | Professional Development | No | \$85,000.00 | \$79,416.75 |
| 5 | 5.4 | Parent Engagement | No | \$22,000.00 | \$11,000.00 |
| 5 | 5.5 | Intervention/Enrichment | No | \$28,000.00 | \$11,015.00 |
| 6 | 6.1 | Mental Health Support | No | \$67,253.00 | \$79,327.00 |
| 6 | 6.2 | Professional Development | No | \$5,417.00 | \$2,650.17 |
| 6 | 6.3 | Parent Engagement | No | \$1,000.00 | \$0.00 |
| 7 | 7.1 | Academic Support | No | \$276,500.00 | \$141,732.25 |
| 7 | 7.2 | EL Academic Support | No | \$34,000.00 | 0.00 |
| 7 | 7.3 | Social Emotional Support | No | \$475,800.00 | \$256,734.78 |
| 8 | 8.1 | Literacy Support | No | \$220,609.00 | \$70,279.18 |

| 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) |
|--------------------|----------------------|----------------------------|--|--|---|
| 8 | 8.2 | Parent Engagement | No | \$12,000.00 | \$7,500.00 |
| 8 | 8.3 | Student Wellbeing Support | No | \$500,000.00 | \$87,212.00 |
| 8 | 8.4 | Intervention Support | No | \$400,000.00 | \$265,698.00 |

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) |
|--|---|---|--|--|--|--|
| \$57,795,588 | \$86,643,137.00 | \$69,123,353.90 | \$17,519,783.10 | 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 | Access to a guaranteed and viable curriculum | Yes | \$64,000.00 | \$0.00 | | |
| 1 | 1.2 | Student Progress Monitoring | Yes | \$450,925.60 | \$633,717.85 | | |
| 1 | 1.3 | Instructional Support: Certificated | Yes | \$21,654,676.50 | \$29,483,252.35 | | |
| 1 | 1.4 | Access to Technology | Yes | \$9,121,688.00 | \$2,887,902.55 | | |
| 1 | 1.5 | Universal Access | Yes | \$2,231,748.00 | \$1,105,955.75 | | |
| 1 | 1.6 | Instructional Support: Instructional Coach | Yes | \$6,435,531.00 | \$3,843,103.00 | | |
| 1 | 1.7 | Professional Development | Yes | \$1,011,111.00 | \$367,815.58 | | |
| 1 | 1.8 | EL Academic Support: Professional Development | Yes | \$262,500.00 | \$0.00 | | |
| 1 | 1.9 | English Learner Academic Support: Supplemental Materials | Yes | \$100,000.00 | \$29,056.19 | | |
| 1 | 1.10 | English Learner Academic Support: Personnel | Yes | \$2,407,423.90 | \$1,242,506.82 | | |
| 1 | 1.11 | English Learner Academic Support: College and Career Preparation | Yes | \$947,224.00 | \$379,088.00 | | |
| 1 | 1.12 | College & Career Preparation | Yes | \$920,813.00 | \$920,530.64 | | |

| 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 | 1.13 | College and Career Preparation: Foster Youth Supports | Yes | \$500,000.00 | \$0.00 | | |
| 1 | 1.15 | College and Career Preparation: Career Technical Education | Yes | \$2,617,765.00 | \$2,793,036.82 | | |
| 1 | 1.16 | AVID | Yes | \$100,000.00 | \$0.00 | | |
| 1 | 1.17 | Intervention/Enrichment/Acceleration | Yes | \$175,000.00 | \$0.00 | | |
| 1 | 1.18 | Dual Language Immersion | Yes | \$230,000.00 | \$92,532.90 | | |
| 1 | 1.19 | Supplemental Supports to Academics | Yes | \$5,238,903.00 | \$2,097,195.98 | | |
| 2 | 2.1 | District Assessment: Wellbeing | Yes | \$84,705.00 | \$74,815.55 | | |
| 2 | 2.2 | Student/Staff/Family Emotional Health | Yes | \$262,500.00 | \$107,040.35 | | |
| 2 | 2.3 | Foster Youth Supports | Yes | \$261,344.00 | \$245,393.82 | | |
| 2 | 2.4 | Mental Health Support | Yes | \$3,885,193.00 | \$1,851,064.70 | | |
| 2 | 2.5 | Social Emotional Support | Yes | \$4,804,803.00 | \$2,831,270.69 | | |
| 2 | 2.6 | Behavior Interventions | Yes | \$1,069,950.00 | \$988,883.84 | | |
| 2 | 2.7 | Tiered Supports | Yes | \$649,187.00 | \$638,795.70 | | |
| 2 | 2.8 | Student Support and Access | Yes | \$7,021,425.00 | \$4,390,323.54 | | |
| 2 | 2.9 | Transportation | Yes | \$9,943,761.00 | \$9,587,965 | | |
| 2 | 2.10 | Alternative Setting | Yes | \$2,182,734.00 | \$1,057,260.43 | | |
| 2 | 2.12 | Student Engagement | Yes | \$3,000.00 | \$2,161.23 | | |
| 3 | 3.2 | Family Education and Resources | Yes | \$10,000.00 | \$1,699.29 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|--|---|--|---|---|---|
| 3 | 3.3 | Family Resource Centers | Yes | \$1,582,111.00 | \$1,069,319.46 | | |
| 3 | 3.4 | Resource Center Computer Learning Specialist | Yes | \$35,637.00 | \$35,563.11 | | |
| 3 | 3.5 | Family Communication | Yes | \$367,478.00 | \$366,102.76 | | |
| 3 | 3.6 | Community Outreach | Yes | \$10,000.00 | \$0.00 | | |

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) |
|---|---|--|---|--|---|--|--|---|
| \$245,190,187 | \$57,795,588 | 13.561% | 37.133% | \$69,123,353.90 | 0.000% | 28.192% | \$21,922,475.36 | 8.941% |

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

California Department of Education
November 2024