

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Silver Valley Unified School District

CDS Code: 36738900000000

School Year: 2025-26

LEA contact information:

Jesse M Najera

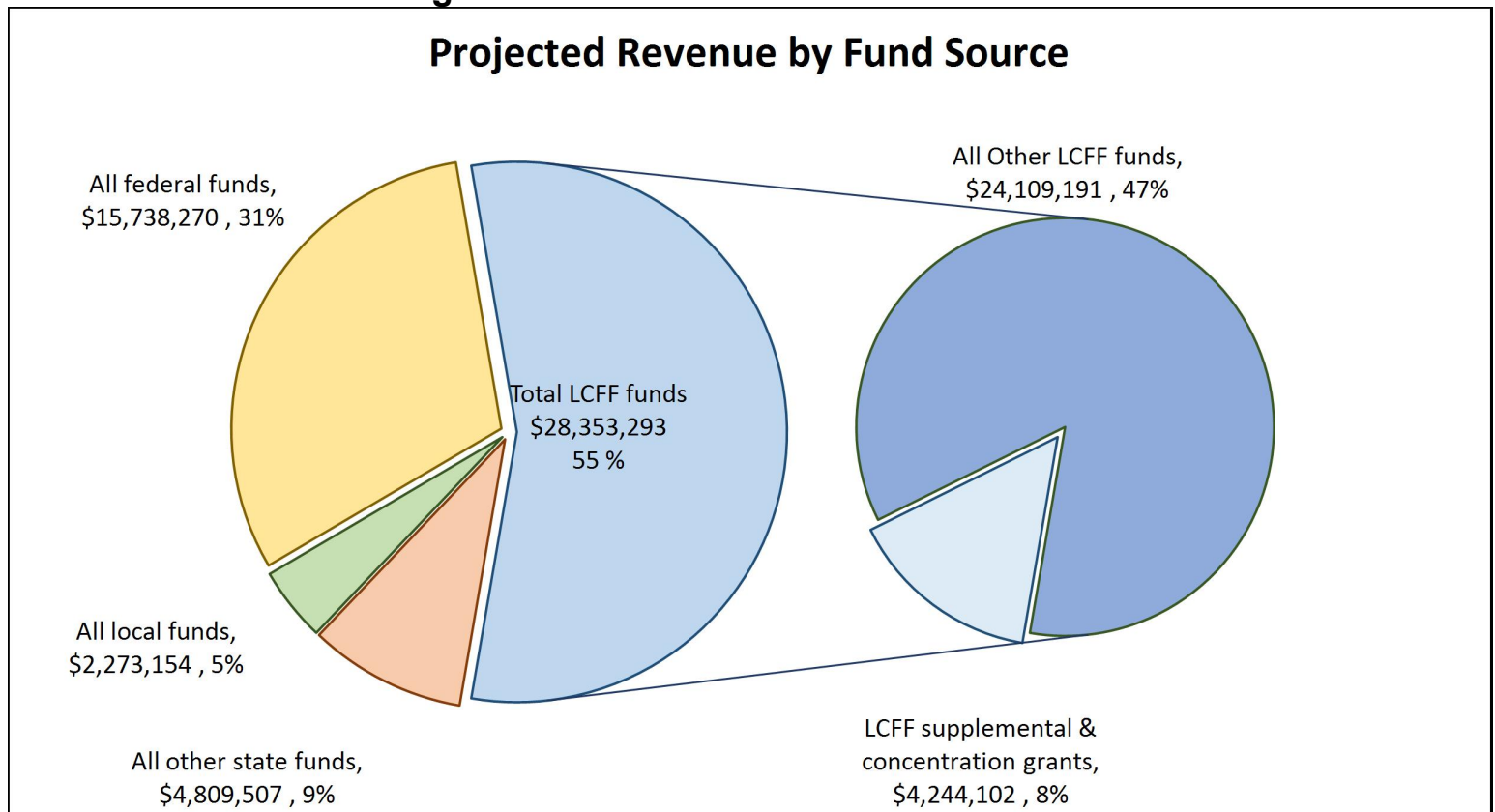
Superintendent

jnajera@svusdk12.net

7602542916

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

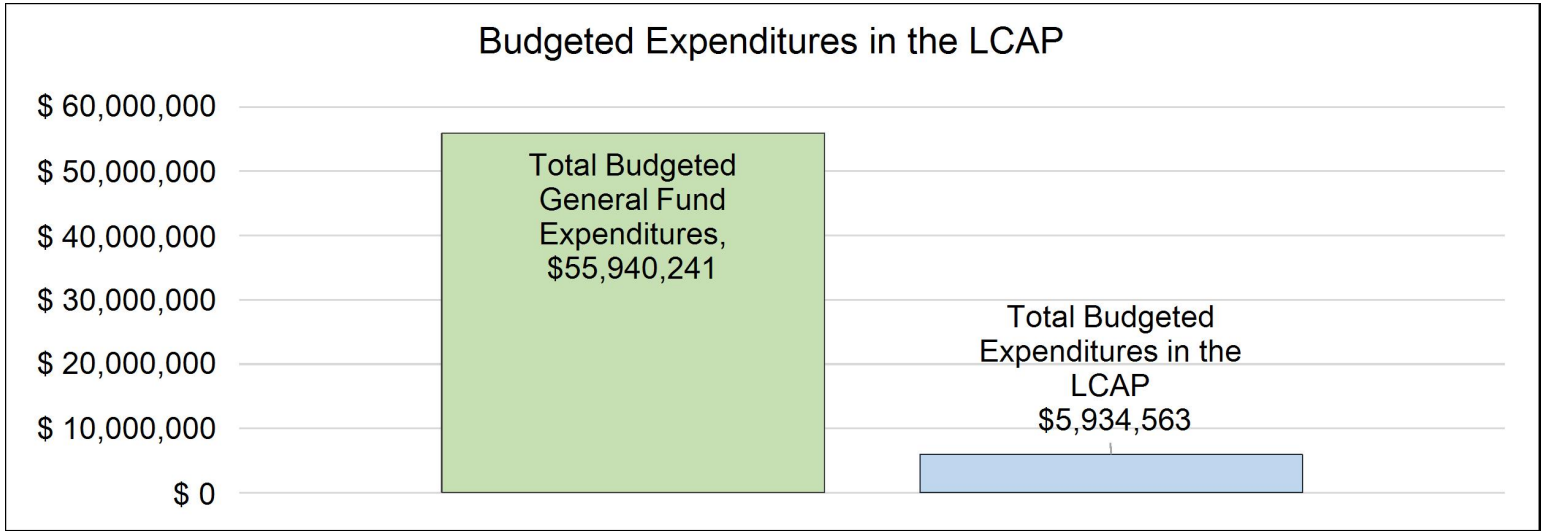


This chart shows the total general purpose revenue Silver Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Silver Valley Unified School District is \$51,174,224, of which \$28,353,293 is Local Control Funding Formula (LCFF), \$4,809,507 is other state funds, \$2,273,154 is local funds, and \$15,738,270 is federal funds. Of the \$28,353,293 in LCFF Funds, \$4,244,102 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 Silver Valley 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: Silver Valley Unified School District plans to spend \$55,940,241 for the 2025-26 school year. Of that amount, \$5,934,563 is tied to actions/services in the LCAP and \$50,032,386 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

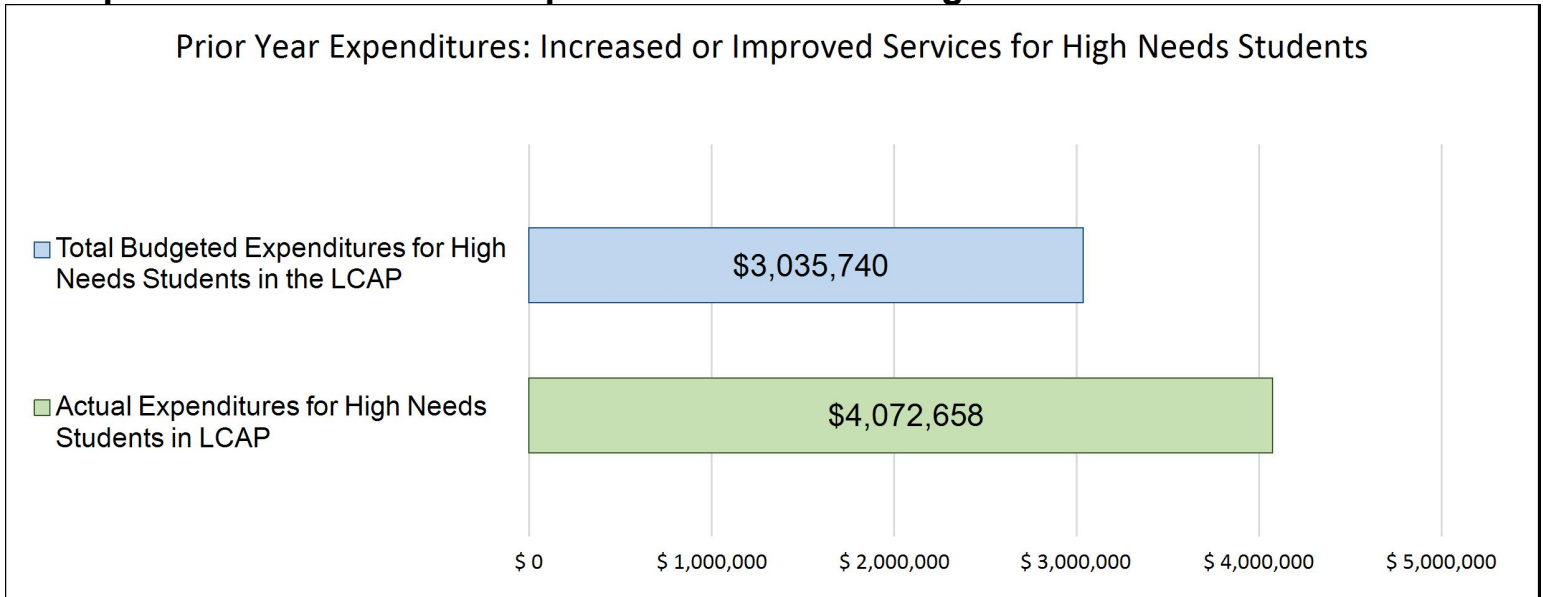
The budgeted expenditures that are not included in the LCAP (\$50,032,386) will be used for the following: A combination of salaries, benefits, Special Education, Title I, II and IV, a contribution to Central Kitchen, utilities, transportation, maintenance/operations, instructional supplies, preschool support and department budgets.

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

In 2025-26, Silver Valley Unified School District is projecting it will receive \$4,244,102 based on the enrollment of foster youth, English learner, and low-income students. Silver Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Silver Valley Unified School District plans to spend \$4,244,102 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 Silver Valley 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 Silver Valley 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, Silver Valley Unified School District's LCAP budgeted \$3,035,740 for planned actions to increase or improve services for high needs students. Silver Valley Unified School District actually spent \$4,072,658 for actions to increase or improve services for high needs students in 2024-25.

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
Silver Valley Unified School District	Jesse M Najera Superintendent	jnajera@svusdk12.net 7602542916

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.

The Silver Valley Unified School District (SVUSD) is committed to fostering a nurturing educational environment that caters to a rich tapestry of student backgrounds, promoting the vision, "To prepare students to be confident, collaborative and creative learners for success in a rapidly changing society." The district is known for providing comprehensive public education from transitional kindergarten through 12th grade, addressing the educational needs of various communities, including Daggett, Yermo, Newberry Springs, and others. In addition to the standard TK-12 educational offerings, SVUSD provides alternative education centers to accommodate diverse learning requirements. As well, SVUSD proudly serves the families of the Ft. Irwin National Training Center and the Marine Corps Logistics Base in Barstow.

- Our school sites encompass a varied range of educational settings, designed to meet our students' diverse needs, which include:
- One (1) kindergarten through fifth grade elementary school
 - One (1) Transitional kindergarten through 8th-grade school
 - One (1) Transitional kindergarten through 2nd-grade elementary school
 - One (1) 3rd through 5th-grade intermediate school
 - One (1) 6th through 8th-grade middle school
 - One (1) comprehensive high school
 - One (1) alternative education school, offering a continuation high school, opportunity program, success program, adult education program, and a long-term independent study program.

The demographic landscape of SVUSD is a testament to its diverse educational community. The district serves a wide array of student groups, with the largest being socioeconomically disadvantaged students, who constitute 57.6% of the student body. Students with disabilities represent a significant 17.8% of the population, ensuring that SVUSD's commitment to an inclusive educational environment is evident.

In terms of racial and ethnic diversity, Hispanic students form the largest ethnic group at 41.9%, followed by White students at 34.0%. The district also supports a sizable African American student population, which accounts for 9.1% of students. The remaining student body is composed of multiple races and ethnicities, including Filipino (1.5%), Asian (1.1%), Two or More Races (8.7%), Pacific Islander (3.1%), and American Indian (below 1%), further emphasizing the multicultural character of SVUSD.

This demographic distribution is not just a series of statistics; it underscores the district's commitment to serving a student body with varied backgrounds and needs, reflecting the broader social tapestry of the community SVUSD is part of. The diversity of the student population is integral to the district's mission, enhancing the educational experience by fostering a culture of inclusivity and mutual respect.

The strategic plan of SVUSD underscores its mission to prepare students to be confident, collaborative, and creative learners, which is essential for success in a rapidly changing society. This plan likely guides the district's operations and initiatives to improve student performance and well-being.

Calico Continuation High School and Newberry Springs Elementary School have been identified as Equity Multiplier schools.

Reflections: Annual Performance

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

Silver Valley Unified School District (SVUSD) has recently marked significant strides in academic and operational areas, highlighting our dedication to enhancing educational opportunities and fostering a supportive learning environment for all students.

A notable achievement within our district is the remarkable expansion of our Career Technical Education (CTE) program. From a singular offering in Auto Shop, we've broadened the curriculum to include three additional programs: Med Core and Public Safety at Silver Valley High School, and Graphic Arts at the Alternative Education Center (AEC). This expansion not only diversifies our educational offerings but also equips our students with practical skills and knowledge, preparing them for various career paths and contributing to their overall development and future readiness.

Most recently, our suspension rate percentage decreased to 2.1%. This improvement reflects our commitment to implementing effective disciplinary policies and supports that prioritize student well-being and constructive behavior interventions.

Silver Valley High School, Yermo School, and Lewis Elementary School successfully exited Additional Targeted Support and Improvement (ATSI) status this year. This achievement reflects the effectiveness of site-level strategies tailored to meet the unique needs of student

subgroups, along with sustained efforts to close performance gaps. Each school demonstrated measurable improvement in key performance indicators, underscoring the impact of focused interventions, data-driven instruction, and a collective commitment to equity and academic growth.

SVUSD continued to grow in our AP Exam data. Our most recent data showed that 50% or the students who took an AP Exam scored a 3 or higher, marking the highest achievement in this area in over three years. This success underscores our commitment to providing rigorous academic challenges that engage and inspire our students, as well as our dedication to supporting them in achieving their full potential. In our continuous journey toward educational excellence, Silver Valley Unified School District celebrates a few successes during the previous year. Our most recent ELPI data showed a decline to 45.1% (-4.2%) from the previous year. The District will continue to monitor this data and our actions to ensure our students are growing.

Further enhancing our supportive educational landscape, the district has successfully expanded counseling services, providing our students with access to additional small group sessions and one-on-one counseling opportunities. This expansion is a testament to our belief in the holistic development of our students, recognizing the importance of mental health and emotional well-being as pivotal components of academic success. Through these enhanced counseling services, we aim to create a nurturing environment where students feel valued, understood, and empowered to overcome challenges, both inside and outside the classroom.

In the Silver Valley Unified School District, we are committed to continuous improvement and support in education for all our students. Recent data from the California School Dashboard has highlighted areas of concern that require our immediate attention and action. Specifically, several of our schools have been identified with red indicators from the 2023 School Dashboard, signaling significant challenges for specific subgroups. Those include the following: Newberry Springs Elementary: Chronic Absenteeism: All students: 26.2%, SED: 28.1% and Hispanic students: 23.1%; Yermo Elementary School: CAASPP ELA: All Students: -71.9 DFS, SED: -79 DFS, Hispanic Students: -80.2 DFS & SWD: -146.1 DFS, CAASPP Math: SED: -97.2 DFS, SWD: -156.3 DFS; Suspension Rate: 2 or More Races: 6.1%,

At Lewis Elementary and Newberry Springs Elementary, there is a notable issue with chronic absenteeism among all students, socioeconomically disadvantaged and Hispanic subgroups. The most recent Dashboard results show Lewis Elementary School's chronic absenteeism rate decreased 5.2%. Newberry Springs Elementary experienced a slight increase in their chronic absenteeism rate overall and for Hispanic, Socioeconomically Disadvantaged and Students with Disabilities that will need to be addressed.

Yermo School faces challenges for all students, Socioeconomically Disadvantaged students, Students with Disabilities and Hispanic students in ELA and math performance for Socioeconomically Disadvantaged students, Students with Disabilities. Additionally, there's a concern with suspension rates for students identifying with Two or More Races. Yermo School experienced growth in several of these areas on the 23-24 Dashboard. Socioeconomically Disadvantaged and Hispanic students improved their achievement on the ELA CAASPP assessment. Also, our SED students improved their achievement on the Math CAASPP assessment. Also, the suspension rate for students identified as two or more races went down to 0%.

Fort Irwin Middle School also struggles with chronic absenteeism, particularly among Students with Disabilities and the Hispanic subgroup. On the 23-24 School Dashboard, Fort Irwin Middle School was able to improve the chronic absenteeism rates for both Hispanic and Students with Disabilities.

At Silver Valley High School, the suspension rate for the African American subgroup is a critical concern. On the 23-24 School Dashboard, Silver Valley High School was able to decrease this suspension rate by almost 7%.

Calico Continuation High School faces challenges with the suspension rate for Socioeconomically Disadvantaged students. On the 23-24 School Dashboard, Calico Continuation High School was able to decrease the percentage of SED students suspended during the school year.

District-wide, chronic absenteeism among African American and English Learners is a pressing issue. On the 23-24 School Dashboard the District was able to decrease its Chronic Absenteeism rate for both groups and all students overall.

Our district is dedicated to addressing these challenges head-on. By employing data-driven strategies, fostering a culture of inclusivity, and providing targeted support, we aim to dismantle the barriers to success that our students face. Through collaborative efforts with teachers, staff, families, and the broader community, we are committed to creating an educational environment where every student can thrive, regardless of their background or circumstances.

The district does not have any unexpended Learning Recovery Emergency Block Grant (LREBG) funds at this time. However, the district is actively engaging in the consultation process with educational partners to conduct a comprehensive needs assessment.

Reflections: Technical Assistance

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

Not Applicable

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.

N/A

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
Teachers & Bargaining Unit	<p>To develop the Local Control and Accountability Plan (LCAP) for Silver Valley Unified School District (SVUSD), the district implemented an inclusive and structured consultation process specifically designed to engage teachers and their bargaining unit. The process began with two key District Strategic Planning meetings held on December 3, 2024, and May 12, 2025, which laid the foundation for identifying district-wide goals and priorities. Teachers participated actively in these meetings, contributing insights from their daily interactions with students. Throughout the school year, from September to May, teachers also had ongoing opportunities to provide input through School Site Council meetings held at each school. Additionally, from November 2024 to May 2025, individual school sites conducted planning meetings tailored to gather school-specific input and address the unique needs of each campus. SVUSD further expanded teacher engagement through a District-wide teacher collaboration meeting on November 20, 2024, followed by grade-level and site-based collaboration meetings with administrators in January and March 2025. These collaborative opportunities allowed educators to share strategies, offer feedback, and engage in dialogue about instructional practices. A staff survey distributed in March 2025 provided another avenue for teacher input. The teacher bargaining unit was included throughout this process to ensure that educator perspectives were meaningfully represented.</p>

Educational Partner(s)	Process for Engagement
Classified Staff & Bargaining Unit	<p>Silver Valley Unified School District (SVUSD) engaged classified staff and their bargaining unit in the development of the Local Control and Accountability Plan (LCAP) through a collaborative and inclusive consultation process. Beginning in November 2024 and continuing through May 2025, Site Strategic Planning meetings were held across school sites to gather feedback from all staff members, including classified employees. These meetings allowed classified staff to share their perspectives and contribute valuable insights related to the daily operations and support services that help schools function effectively. From September 2024 through May 2025, classified staff representatives also participated in School Site Council meetings. These meetings served as another important venue for classified staff to influence school-level planning and contribute to broader district goals. To ensure a comprehensive understanding of staff needs and concerns, a district-wide staff survey was distributed in March 2025, collecting feedback from classified employees across all sites. The classified staff union played an active role in the consultation process, supporting transparent communication and ensuring that classified staff voices were considered throughout the development of the LCAP.</p>
Parents	<p>Silver Valley Unified School District (SVUSD) worked hard to involve parents in creating the Local Control and Accountability Plan (LCAP). This started with two important District Strategic Planning meetings held on December 3, 2024, and May 12, 2025. These meetings helped set the main goals and strategies for the district. Parents gave important feedback during these sessions, helping to shape the district's direction from the beginning.</p> <p>Between November 2024 and May 2025, each school held its own Site Strategic Planning meetings. These gave parents a chance to talk about what was most important at their child's school and to help</p>

Educational Partner(s)	Process for Engagement
	<p>guide local decisions. In February 2025, the district sent out a parent survey to gather more ideas and input from families across all schools. Parents also participated in school site council and parent-teacher organization (PTO) meetings from September 2024 through May 2025, which provided more chances for parents, teachers, and administrators to work together.</p> <p>The District Advisory Council (DAC) and District English Learner Advisory Council (DELAC) also met several times—on October 7, 2024; January 6, 2025; March 4, 2025; and May 19, 2025. These meetings helped district leaders and parent representatives stay connected and share feedback throughout the year. The full draft of the LCAP was shared with the public on May 12, 2025, and a full presentation was given to DAC/DELAC on May 19, 2025. The District added 2 student representatives to the DAC/DELAC panel during the 2024-25 school year. No questions were submitted in writing to the Superintendent during this time.</p>
Students	<p>To ensure that student voices were meaningfully included in the development of the Local Control and Accountability Plan (LCAP), Silver Valley Unified School District (SVUSD) employed a variety of engagement strategies tailored to student participation. The process began with District Strategic Planning meetings on December 3, 2024, and May 12, 2025, where student representatives were invited to contribute their perspectives on district-wide goals and share ideas for school improvement. Between November 2024 and May 2025, Site Strategic Planning meetings were held at individual schools. These forums gave students the opportunity to discuss issues specific to their campuses, identify challenges they faced, and propose solutions aligned with their school communities. To broaden student input, a district-wide student survey was distributed in March 2025. This survey gathered feedback on multiple aspects of student experience, including academic support, extracurricular opportunities, and overall school climate. The District has 2 student representatives</p>

Educational Partner(s)	Process for Engagement
	<p>on its DAC/DELAC who review and approve the District's LCAP. No questions were submitted in writing to the Superintendent during this time.</p>
<p>Community Members</p>	<p>Silver Valley Unified School District (SVUSD) prioritized community engagement throughout the development of the Local Control and Accountability Plan (LCAP), ensuring the voices of parents, families, and community members were heard and reflected in the final plan. The process began with two District Strategic Planning meetings on December 3, 2024, and May 12, 2025, which provided early opportunities for families and community partners to contribute to the formation of district-wide goals. From November 2024 through May 2025, individual schools hosted Site Strategic Planning meetings focused on identifying campus-specific needs. These meetings encouraged families to share their insights and offer suggestions tailored to their school communities. To expand outreach and gather input from a broader audience, SVUSD administered a community-wide survey in February 2025. This survey collected perspectives on valued services and potential areas for improvement. Ongoing communication and collaboration were maintained through School Site Council meetings held from September 2024 through May 2025, allowing families to remain actively involved in planning discussions. The district also used various outreach strategies—including flyers, robocalls, social media updates, and family engagement nights—to inform the community about the LCAP process and promote involvement.</p>
<p>Principals/Administrators</p>	<p>Silver Valley Unified School District (SVUSD) ensured that principals and school leaders played an active role in shaping the Local Control and Accountability Plan (LCAP) by implementing a structured and collaborative consultation process. This began with District Strategic Planning meetings held on December 3, 2024, and May 12, 2025,</p>

Educational Partner(s)	Process for Engagement
	<p>where school administrators were invited to contribute their insights on district goals and priorities. As a District, we also meet with site principals on a monthly basis to discuss current initiatives and any changes that need to be addressed. From November 2024 to May 2025, Site Strategic Planning meetings were conducted at each school. These sessions gave principals and other site leaders dedicated time to examine the needs of their campuses and align them with the district's broader objectives. To deepen engagement, SVUSD distributed a staff survey in March 2025, providing administrators with an opportunity to offer detailed input on programs, staffing, and student supports. Throughout the year, school administrators also participated in School Site Council meetings—from September 2024 through May 2025—which fostered collaboration between school leaders and families. In addition, the District Leadership Professional Learning Community met regularly from August 2024 through June 2025, enabling principals to share best practices, collaborate on challenges, and contribute to district-wide planning efforts. These various forums ensured continuous dialogue with school leadership throughout the LCAP development process.</p>
Silver Valley USD Governing Board	<p>Silver Valley Unified School District (SVUSD) ensured meaningful involvement of the Governing Board in the development of the Local Control and Accountability Plan (LCAP) through a structured and collaborative approach. The process began with the District Strategic Planning meetings on December 3, 2024, and May 12, 2025, where Board members provided early input on district-wide goals and strategies. Between November 2024 and May 2025, Board members also participated in Site Strategic Planning meetings to gain insight into the individual needs, priorities, and goals of each school. From September 2024 through May 2025, principals regularly presented data during Board meetings on student attendance, academic achievement, behavior trends, and budgetary considerations. These updates provided the Governing Board with a clear view of school</p>

Educational Partner(s)	Process for Engagement
	<p>progress and site-level challenges. In addition, from August 2024 through June 2025, the Superintendent provided weekly updates to the Board. These regular briefings kept the Board well-informed about district initiatives and allowed for ongoing feedback and collaboration throughout the planning process. The mid-year LCAP update was formally presented at the February 4, 2025, Board meeting. The public hearing for the 2025–26 LCAP occurred on June 10, 2025, followed by official adoption of the plan by the Board on June 17, 2025.</p>
<p>Calico Continuation High School Equity Multiplier Goal</p>	<p>To plan how to use its Equity Multiplier funds, the Calico Continuation High School (CCHS) community followed a thoughtful and inclusive process. It began with a Site Strategic Planning meeting on May 7, 2025, where students, parents, and staff came together to discuss goals and ideas for using the funds. Although CCHS did not have any RED indicators on its 2024 School Dashboard, the group still worked on ways to reduce suspension rates for all students and raise achievement in English and Math based on CAASPP test results.</p> <p>In March 2025, the school also sent out surveys to gather opinions and feedback from the school community. This helped make sure that different viewpoints were heard. Then, between April and May 2025, school site council and staff meetings were held to continue refining the plan based on that feedback. This teamwork helped ensure that the funds would be used in ways that directly support the specific needs of students at CCHS.</p>
<p>Newberry Elementary School Equity Multiplier Goal</p>	<p>To decide how to use its Equity Multiplier funds, the Newberry Springs Elementary School community followed an open and thoughtful planning process. It started with a Site Strategic Planning meeting on March 27, 2025, where important school partners talked about their goals and ideas. In the same month, surveys were sent to parents, staff, and other community members to collect their opinions and suggestions.</p>

Educational Partner(s)	Process for Engagement
	<p>After that, school site council and staff meetings were held from April to May 2025 to go over the survey results and adjust the plan based on more feedback. This team-based process helped make sure that the money would be used in ways that truly support the school's needs. The main focus was on lowering chronic absenteeism for all students—especially those who are socioeconomically disadvantaged (SED), students with disabilities (SWD), and Hispanic students—as well as improving reading and math scores on the CAASPP and i-Ready tests.</p>
Desert/Mountain SELPA	<p>SVUSD shared its draft 25-26 LCAP with the Desert/Mountain SELPA for them to review and was approved by them on June 3, 2025.</p>

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

The development of the Local Control and Accountability Plan (LCAP) for the Silver Valley Unified School District (SVUSD) was heavily influenced by the input from various educational partners, including students, parents, teachers, classified staff, administrators, and the governing board. This inclusive process was facilitated through a series of structured meetings and surveys designed to gather comprehensive feedback on the programs, services, and supports needed by students and staff. The engagement began with School Site Council meetings, District Advisory Council/District English Learner Advisory Council meetings, and both Site and District Strategic Planning meetings, which included a wide range of educational partners such as students, parents, teachers, site principals, and district administrators. Additionally, several surveys were conducted throughout the school year to capture the voices of families and staff members.

The input collected from teachers through the various meetings, surveys, and collaboration sessions revealed several consistent themes and priorities. Teachers expressed strong support for continuing Response to Intervention (RTI) programs (Action 1.3), expanding professional development opportunities (Actions 1.1 & 1.10), and sustaining Positive Behavioral Interventions and Supports (PBIS) and Integrated Multi-Tiered System of Supports (I-MTSS) at school sites (Action 3.1). Additional priorities included the need for increased collaboration time (Action 4.1), enhanced training in English Language Arts and classroom interventions (Action 1.1), improved counseling services (Action 3.3), and the retention of experienced staff (Action 4.4). Given ongoing concerns about teacher turnover, staff recommended offering a longevity stipend to support teacher retention. Teachers also highlighted the growing need for targeted training to address the increasingly challenging behaviors of younger students and to reinforce PBIS/I-MTSS practices across the district.

Feedback from classified staff, collected through planning meetings, site council participation, and the district-wide survey, revealed several key themes. Classified employees emphasized the importance of ongoing professional development opportunities (Action 1.1) tailored to their roles and responsibilities. They also expressed strong support for continuing district-wide Positive Behavioral Interventions and Supports (PBIS) initiatives (Action 3.1), recognizing their role in fostering a positive school climate. Additional priorities included enhancing

counseling services for students (Action 3.3) and expanding opportunities for leadership and career growth within the classified staff ranks (Action 4.1). Overall, the input from classified staff highlighted a strong commitment to student well-being, operational excellence, and shared leadership in achieving district goals.

SVUSD made sure parents had a strong voice in the LCAP process. Their ideas and priorities helped guide the district's plans to support all students and improve education for everyone. Their feedback highlighted the need for intervention and tutoring (Action 1.3 & 1.8), PBIS (Action 3.1), and counseling and SEL support (Action 3.3 & 3.5) increased course offerings (Action 1.5, 1.7 & 3.2).

Feedback from students gathered through strategic planning meetings and survey responses highlighted several key priorities. Students expressed strong support for the continuation of intervention services (Action 1.3) and before- and after-school programs (Action 1.8) to enhance academic support and provide additional learning opportunities. They also advocated for expanded hands-on learning experiences and college-preparatory opportunities (Actions 1.5, 1.7 & 3.2), reflecting a desire for more relevant and engaging instruction. Additionally, students emphasized the value of PBIS programs and recognition systems (Action 3.1) and highlighted the need for accessible mental health and counseling services (Actions 3.3 & 3.5). Students also expressed support for increased teacher professional development (Actions 1.1 & 1.10), recognizing the connection between teacher effectiveness and student success. The inclusion of these themes in the LCAP illustrates SVUSD's dedication to student-centered planning and to building a school system responsive to the real experiences and needs of its learners.

Input from parents, families, and community members emphasized a range of priorities that reflect both academic and whole-child supports. Survey responses and planning session feedback showed strong support for maintaining Response to Intervention (RTI) teachers (Action 1.3), expanding before- and after-school programs (Action 1.8), and increasing access to student counseling services (Actions 3.3 & 3.5). Transportation services (Action 1.9) were also identified as a critical area of importance for families across the district. In addition, many community members advocated for more life skills classes and hands-on learning opportunities (Actions 1.5, 1.7 & 3.2), highlighting a shared desire to better prepare students for real-world success. The recurring themes of access, support, and relevant instruction demonstrate the community's commitment to ensuring all students thrive.

Input from principals and school administrators reflected key operational and instructional priorities. There was strong support for continuing essential staffing and services, including Response to Intervention (RTI) teachers (Action 1.3), before- and after-school programs (Action 1.8), technology support specialists (Action 2.1), and student counseling services (Action 3.3). School leaders also voiced concerns about increasing behavioral challenges among younger students and advocated for expanded professional development and training in PBIS and Integrated Multi-Tiered System of Supports (I-MTSS) (Actions 3.1 & 3.5). These concerns highlighted a need for systemic behavior support and additional capacity-building at the site level. The feedback collected from administrators emphasized the importance of sustaining foundational programs while building school capacity to address evolving student needs. SVUSD's inclusion of school leadership throughout the process ensured the LCAP was informed by on-the-ground experience and aligned with both district-wide and school-specific goals.

Feedback and priorities shared by the Governing Board emphasized several core areas aligned with student achievement and operational sustainability. Board members strongly supported efforts to recruit and retain highly qualified teachers (Actions 4.3 & 4.4), recognizing the importance of consistent staffing in maintaining instructional quality. They also advocated for the continuation of intervention and enrichment programs (Actions 1.3 & 1.8), highlighting the importance of addressing diverse academic needs. In addition, the Board emphasized the need for comprehensive professional development for both teachers and classified staff (Actions 1.1 & 1.10) to ensure instructional

effectiveness and support services remain strong. Maintaining small class sizes (Action 1.6) was another recurring priority, as Board members recognized its impact on student engagement and individualized instruction.

In partnership with educational partners, Calico Continuation High School identified targeted strategies for utilizing Equity Multiplier funds to confront and reduce inequities evident in state performance indicators. Initial data showed that 11.4% of socioeconomically disadvantaged (SED) students were suspended in 2022–23. Encouragingly, that figure declined to 8.1% in 2023–24, reflecting progress in school climate initiatives. Academic performance also saw measurable gains: while the 2022–23 CAASPP results indicated only 20% of students met or exceeded standards in English Language Arts and 0% in Mathematics, the 2023–24 assessments showed improvement, with 25% meeting or exceeding standards in ELA and 11% in Math. These positive trends were attributed by both staff and community partners to the implementation of focused interventions, prompting a collective decision to maintain and refine these strategies in the coming year to sustain academic and behavioral growth.

Faced with ongoing challenges in attendance and academic performance, Newberry Springs Elementary School (NES) engaged deeply with its community partners to analyze recent data and shape responsive strategies. Chronic absenteeism remained a critical concern, particularly among socioeconomically disadvantaged students (29.2%), Hispanic students (28.6%), and students with disabilities (28.1%), contributing to an overall absentee rate of 26.2%. Meanwhile, performance on the CAASPP assessments revealed a mixed academic picture. While gains were observed—with students now scoring just -8.7 points from standard in English Language Arts and exceeding the standard by +15.9 points in Mathematics—there remains a need for sustained academic support. Recognizing these trends, NES prioritized the use of Equity Multiplier funding to hire a dedicated intervention teacher, aimed at accelerating student learning and closing remaining gaps. In addition, school leadership and community voices aligned on expanding schoolwide positive behavior systems and launching targeted attendance incentives, all designed to improve student engagement and educational outcomes.

Overall, the comprehensive engagement of SVUSD's educational partners through various meetings and surveys ensured that the LCAP was a well-rounded and inclusive document, reflecting the diverse needs and priorities of the entire school community. This collaborative approach not only helped identify specific areas of focus but also fostered a sense of collective responsibility and commitment towards achieving the district's educational goals.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will achieve proficiency or better in ELA and Mathematics while receiving appropriate academic supports and a well balanced course of study, including Career Technical Education.	Broad Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Analysis of current student achievement data indicates that overall students scored -21 Distance From Standard (DFS) in ELA and -54.8 points DFS in Mathematics District wide. There is a need to improve student achievement. Based on the 2023 Dashboard, our English Learners made progress with 49.3% making progress, an increase of 4.1%. SVUSD needs to ensure the continued achievement for our EL students. The actions listed below will provide the professional development, curriculum and progress monitoring necessary to increase achievement for all student groups, including our English Learners. The District will ensure all school sites are properly implementing state standards in all grade levels to support ELA and Math achievement. Also, the District will work to reduce student suspension rates in an effort to support ELA and Math achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA -- District Distance from Standard/Source: CA School Dashboard	2022-23 All -21 DFS LI -53.6 DFS EL -62.6 DFS FY Not significant student group	2023-24 All -14.5 DFS LI -42.3 DFS EL -34.7 DFS FY Not significant student group		All -6 DFS LI -30 DFS EL -35 DFS FY Not significant student group	All +7.5 LI +11.3 EL +27.9 FY Not significant student group

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	CAASPP ELA – School and Student Group Distance from Standard/Source: CA School Dashboard	2022-23 Yermo Elementary All -71.9 DFS LI -79 DFS SWD -146.1 DFS HI -80.2 DFS	2023-24 Yermo Elementary All -59.6 DFS LI -70.6 DFS SWD -148.7 DFS HI -70.7 DFS		Yermo Elementary All -60 LI -67 SWD -130 HI -68	Yermo Elementary All +12.3 LI +8.4 SWD -2.6 HI +9.5
1.3	CAASPP Math -- District Distance from Standard/Source: CA School Dashboard	2022-23 All -54.8 DFS LI -80.4 DFS EL -86.7 DFS FY Not significant student group	2023-24 All -41.7 DFS LI -65.2 DFS EL -68.5 DFS FY Not significant student group		All -39 DFS LI -60 DFS EL -65 DFS FY Not significant student group	All +13.1 LI +15.2 EL +18.2 FY Not significant student group
1.4	CAASPP Math – School and Student Group Distance from Standard/Source: CA School Dashboard	2022-23 Yermo Elementary LI -97.2 DFS SWD -156.3 DFS	2023-24 Yermo Elementary LI -80.6 DFS SWD -166.3 DFS		Yermo Elementary LI -85 SWD -140	Yermo Elementary LI +16.6 SWD -10
1.5	ELPI--% of student gaining language proficiency – District Source: 2023 CA School Dashboard	2022-23 EL students: 49.3% LTEL students: 46.6%	2023-24 EL students: 52.5% LTEL students: 44.1%		EL: 60% LTEL: 35%	EL:+3.2% LTEL: -2.5%
1.6	Chronic Absenteeism Rate - % of students identified as absent 10% or more - District Source: CA School Dashboard	2022-23 All 20.3% AA 19.1% LI 27.5% EL 23.2%	2023-24 All 16.4% AA 9.6% LI 23% EL 20.2%		All 9% AA 10% LI 15% EL 11% FY Not significant student group	All -3.9% AA -9.5% LI -4.5% EL -3% FY Not significant student group

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY Not significant student group	FY Not significant student group			
1.7	Chronic Absenteeism Rate - % of students identified as absent 10% or more - School and Student Group Source: CA School Dashboard	2022-23 Elementary Lewis All 22.4% LI 32.5% HI 31.1% Newberry Springs All 26.2% LI 28.1% HI 23.1% Middle Ft. Irwin SWD 23.7% HI 25.7%	2023-24 Elementary Lewis All 17.2% LI 24.7% HI 23.9% Newberry Springs All 27.8% LI 29.2% HI 28.6% Middle Ft. Irwin SWD 15.4% HI 19.8%		Elementary Lewis All 18% LI 26% HI 25% Newberry Springs All 20% LI 18.2% HI 17.3% Middle Ft. Irwin SWD 18% HI 19%	Elementary Lewis All -5.2% LI -7.8% HI -7.2% Newberry Springs All +1.6% LI +1.1% HI +5.5% Middle Ft. Irwin SWD -8.3% HI -5.9%
1.8	High School Graduation Rate - % of students graduated – District Source: CA School Dashboard	2022-23 All 94.9% LI 96.4% EL Not significant student group FY Not significant student group	2023-24 All 93.3% LI 93.3% EL Not significant student group FY Not significant student group		All 100% LI 100% EL Not significant student group FY Not significant student group	All -1.6% LI -3.1% EL Not significant student group FY Not significant student group
1.9	College and Career Indicator - % of students Met or Prepared on CCI – District Source: CA School Dashboard	2022-23 All 27.8% LI 21.4% EL Not significant student group	2023-24 All 40.2% LI 35.2% EL Not significant student group		All 41% LI 35% EL Not significant student group FY Not significant student group	All +12.4% LI +13.8% EL Not significant student group FY Not significant student group

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY Not significant student group	FY Not significant student group			
1.10	Reclassification Rate % of EL who are Redesignated Source: CAASPP ELA/ELPAC Scores	2022-23 EL students: 1% LTEL students: 0%	2023-24 EL students: 14% LTEL students: 10%		EL: 30% LTEL:40%	EL students: +13% LTEL students: +10%
1.11	Students Ready/Cond. Ready ELA EAP -- District Source:11th Gr. CAASPP Data	2022-23 All 61.4% LI 50.9% EL Not significant student group FY Not significant student group	2023-24 All 57.3% LI 47.6% EL Not significant student group FY Not significant student group		All 68% LI 62% EL Not significant student group FY Not significant student group	All -4.1% LI -3.3% EL Not significant student group FY Not significant student group
1.12	Students Ready/Cond. Ready Math EAP -- District Source:11th Gr. CAASPP Data	2022-23 All 25% LI 18% EL Not significant student group FY Not significant student group	2023-24 All 30.2% LI 22.2% EL Not significant student group FY Not significant student group		All 40% LI 36% EL Not significant student group FY Not significant student group	All +5.2% LI +4.2% EL Not significant student group FY Not significant student group
1.13	Implementation of State Standards District Source: CA School Dashboard	2022-23: Professional Development: Avg. Score 5 Instructional Materials: Avg. Score 5 Policy & Program Support: Avg. Score 5	2023-24: Professional Development: Avg. Score 5 Instructional Materials: Avg. Score 5 Policy & Program Support: Avg. Score 5		Professional Development: Avg. Score 5 Instructional Materials: Avg. Score 5 Policy & Program Support: Avg. Score 5	Professional Development: 0 Instructional Materials: 0 Policy & Program Support: 0 Implementation of Standards: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Implementation of Standards: Avg. Score 5 Engagement of School Leadership: Avg. Score 5	Implementation of Standards: Avg. Score 5 Engagement of School Leadership: Avg. Score 5		Implementation of Standards: Avg. Score 5 Engagement of School Leadership: Avg. Score 5	Engagement of School Leadership: 0
1.14	Percentage of students who met UC/CSU requirements District Source: Infinite Campus	2022-23: All 24.1% LI 19.6% EL Not significant student group FY Not significant student group	2023-24 All 36.1% LI 32.2% EL Not significant student group FY Not significant student group		All 40% LI 34% EL Not significant student group FY Not significant student group	All +12% LI +12.6% EL Not significant student group FY Not significant student group
1.15	Percentage of students completing at least one Career Technical Education Pathway	2022-23: All 15.2% LI 17.9% EL Not significant student group FY Not significant student group	2023-24: All 23.5% LI 25.6% EL Not significant student group FY Not significant student group		All 30% LI 33% EL Not significant student group FY Not significant student group	All +8.3% LI +7.7% EL Not significant student group FY Not significant student group
1.16	Percentage of students who met UC/CSU requirements AND completed at least one Career Technical Education Pathway	2022-23: All 6.3% LI 5.4% EL Not significant student group FY Not significant student group	2023-24 All 6.7% LI 6.7% EL Not significant student group FY Not significant student group		All 15% LI 15% EL Not significant student group FY Not significant student group	All +0.4% LI +1.3% EL Not significant student group FY Not significant student group
1.17	Percentage of students passing AP Exams with a score of 3 or higher	2022-23: All: 49% LI 21%	2023-24 All 50% LI 23%		All: 70% LI 50% EL Not significant student group	All: +1% LI +2% EL Not significant student group

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL Not significant student group FY Not significant student group	EL Not significant student group FY Not significant student group		FY Not significant student group	FY Not significant student group
1.18	Percentage of students who Met or Exceeded Standards on CAST District Source: CAST Scores	2022-23: 5th Gr: 25% 8th Gr: 22% HS: 22% District: 23%	2023-24: 5th Gr: 36.2% 8th Gr: 33% HS: 36.2% District: 35%		5th Gr: 32% 8th Gr: 30% HS: 28% District: 30%	5th Gr: +11.2% 8th Gr: +11% HS: +14.2% District: +12%
1.19	i-Ready Diagnostic #2 ELA/Math District Source: i-Ready	2023-24 ELA Math G. K: 34% 27% G. 1: 24% 19% G. 2: 33% 20% G. 3: 62% 31% G. 4: 39% 35% G. 5: 48% 25% G. 6: 24% 17% G. 7: 32% 15% G. 8: 32% 25% G. 11: 35% 14%	2024-25 ELA Math G. K: 34% 27% G. 1: 24% 19% G. 2: 37% 14% G. 3: 47% 17% G. 4: 42% 34% G. 5: 35% 31% G. 6: 33% 21% G. 7: 32% 19% G. 8: 42% 15% G. 11: 35% 14%		ELA Math G. K: 41% 31% G. 1: 28% 24% G. 2: 37% 25% G. 3: 68% 36% G. 4: 44% 40% G. 5: 52% 30% G. 6: 30% 22% G. 7: 37% 21% G. 8: 38% 30% G. 11: 40% 21%	ELA Math G. K: 0% 0% G. 1: 0% 0% G. 2: +4% - 6% G. 3: -15% - 14% G. 4: +3% +1% G. 5: -13% - 6% G. 6: +9% +4% G. 7: 0% +4% G. 8: +10% - 10% G. 11: 0% 0%

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.

Goal 1 focuses on improving student achievement by providing high-quality instruction, targeted interventions, and expanded learning opportunities. This includes professional development for educators, summer school programs, Response to Intervention (RTI) services, smaller class sizes, and extended instructional time for TK and Kindergarten. The district also supports Career Technical Education (CTE), AVID, and before- and after-school interventions to enhance college and career readiness. Additionally, transportation services help improve attendance, and specialized support for English Learners (ELs) and Long-Term English Learners (LTELs) strengthens language acquisition and academic success.

Planned Actions v. Actual Implementation

The district has implemented as planned all actions in Goal 1 to support student achievement. Action 1: High-quality professional development was provided to enhance instructional practices and student learning outcomes. Action 2: A summer school program addressed credit recovery, learning loss, and extended learning opportunities for all students, including those with special needs. Action 3: The Response to Intervention (RTI) program at every school site helped improve reading and math achievement for Low-Income, Foster Youth, and English Learners. Action 4: Expanded instructional time for TK and Kindergarten provided early learning support to build strong academic foundations. Action 5: Career Technical Education (CTE) courses prepared high school students for future careers in industries such as automotive, medical, and graphic design. Action 6: Lowering class sizes in TK-3rd grade allowed for more individualized instruction, improving student outcomes. Action 7: The AVID program promoted college readiness and academic success for English Learners, Foster Youth, and Low-Income students. Action 8: Before- and after-school intervention/enrichment programs provided extra support to improve student achievement. Action 9: Transportation services ensured low-income students had reliable access to school, positively impacting attendance and academic success. Finally, Action 10: Professional development and supplemental curriculum strengthened English language acquisition for English Learners and Long-Term English Learners. These combined efforts have effectively supported student learning and progress.

Challenges and Successes

Implementation of Goal 1 has yielded several key successes that reflect meaningful progress in student achievement and engagement. Most notably, the district saw significant gains in both CAASPP ELA and Math scores across all student groups, with English Learners and Low Income students showing the greatest improvements. These outcomes suggest that targeted actions such as professional development, intervention programs, and expanded learning time are effectively supporting academic growth. Additionally, the district experienced a notable reduction in chronic absenteeism, with overall rates decreasing from 20.3% to 16.4%, and even larger improvements among key student groups. English Learner progress also improved, as demonstrated by an increase in the ELPI percentage and a substantial rise in reclassification rates, indicating stronger language acquisition outcomes.

Teacher turnover remains a challenge. High staff mobility can disrupt instructional consistency, limit the long-term impact of professional development, and create gaps in continuity for students—particularly those requiring additional support.

Overall Implementation

The district has been successful in fully implementing all Goal 1 actions, ensuring that students receive high-quality instruction, academic support, and expanded learning opportunities. Professional development, summer school, Response to Intervention (RTI), Career Technical Education (CTE), and AVID programs have all been effectively carried out, contributing to improved student achievement and engagement. Additionally, smaller class sizes, extended TK and Kindergarten instructional time, and transportation services have provided critical support for Low-Income, Foster Youth, and English Learner students. However, one challenge has been staffing for after-school intervention programs (Action 1.8), which has impacted the availability of these opportunities at one site. Moving forward, the district will explore strategies to recruit and retain staff to ensure students continue receiving the additional academic support they need.

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

For Goal 1, the District's estimated actual expenditures exceeded budgeted expenditures in several actions due to increased costs associated with negotiated staff salary increases. Specifically, Actions 1.2, 1.4, 1.5, and 1.6 all saw actual spending notably rise compared to their budgeted amounts. These variances reflect the District's commitment to sustaining high-quality staffing, which required adjustments beyond initial projections.

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

Goal 1 focuses on increasing student achievement through high-quality instruction, standards-aligned curriculum, and targeted interventions. The effectiveness of the actions under this goal varies but shows overall improvement in academic performance, English proficiency, college and career readiness, and attendance.

Action 1.1 (Student Achievement), measured by M1.1–M1.4, M1.18, and M1.19, has been effective. CAASPP ELA (M1.1) and Math (M1.3) scores improved significantly across all groups. For example, Low Income students improved by 11.3 DFS in ELA and 15.2 DFS in Math; English Learners gained 27.9 DFS in ELA and 18.2 DFS in Math. CAST scores (M1.18) also rose substantially at all tested grade levels. i-Ready data (M1.19) showed gains across most grade levels, particularly in upper elementary. These improvements suggest that professional development and instructional support are contributing meaningfully to student achievement.

Action 1.2 (Summer School), also measured by M1.1–M1.4 and M1.19, has shown effectiveness in addressing learning recovery. The same gains noted in CAASPP and i-Ready performance reflect positive outcomes tied to extended learning opportunities. Notably, schools such as Yermo Elementary (M1.2, M1.4) showed growth, with DFS gains in ELA and Math for all students and Low Income subgroups, indicating that targeted summer learning support is helping close achievement gaps.

Action 1.3 (Response to Intervention), measured by M1.1–M1.4 and M1.19, has shown effectiveness. The academic gains seen in CAASPP and i-Ready data, particularly among English Learners and Low Income students, suggest that RTI efforts are yielding results. Yermo's improvement in ELA DFS for Low Income students (from -79 to -70.6) and districtwide Math improvements for ELs (from -86.7 to -68.5) further support the impact of targeted intervention services.

Action 1.4 (TK-K Extended Instructional Minutes), measured by M1.19, shows moderate effectiveness. i-Ready ELA scores for early grades held steady or slightly improved, with growth in Grade 2 (from 33% to 37%) and in TK–K. However, Math scores varied, suggesting that while extended instructional time may benefit literacy development, its impact on numeracy needs further reinforcement.

Action 1.5 (Career Technical Education), measured by M1.8, M1.15, and M1.16, has been effective. The percentage of students completing at least one CTE pathway (M1.15) increased from 15.2% to 23.5%, and those who completed both UC/CSU A–G and CTE (M1.16) increased slightly. Graduation rates (M1.8) remained high but dipped slightly, still indicating strong high school outcomes. These trends suggest that CTE offerings are supporting post-secondary preparation, particularly for Low Income students whose participation rose notably.

Action 1.6 (Class-Size Reduction), measured by M1.19, has shown some impact. i-Ready ELA and Math scores for early grades in high-needs schools indicate improvements in several grade levels (e.g., Grade 2 ELA from 33% to 37%, Grade 4 ELA from 39% to 42%). The increased individualized instruction is likely contributing to these gains, although further monitoring is needed to assess sustained academic growth.

Action 1.7 (AVID), measured by M1.8, M1.9, M1.11, M1.12, M1.14 and 1.17, is showing positive effectiveness in college and career readiness. The percentage of students meeting the College and Career Indicator (M1.9) increased from 27.8% to 40.2%, and those meeting UC/CSU A–G requirements (M1.14) rose from 24.1% to 36.1%. Math EAP readiness (M1.12) also improved (25% to 30.2%). Student AP Exam passage rate improved as well. The District improved from 49% to 50% for all students and from 21% to 23% for LI students. These results suggest AVID is contributing to increased post-secondary preparedness, especially for Low Income students.

Action 1.8 (Before/After School Programs), measured by M1.1–M1.4 and M1.19, appears effective in supporting student learning. Gains in CAASPP and i-Ready performance, particularly among high-needs subgroups, indicate that extended instructional opportunities are helping to close achievement gaps. The consistent upward trends in DFS scores and diagnostic proficiency rates reinforce this action's value.

Action 1.9 (Transportation Services), measured by M1.6 and M1.7, shows evidence of improving attendance. Chronic absenteeism rates dropped districtwide, from 20.3% to 16.4% overall, with significant reductions among African American, Low Income, and EL students. Site-level improvements, such as Lewis Elementary dropping from 22.4% to 17.2%, further indicate this action's positive impact on school access and engagement.

Action 1.10 (Teacher Professional Development for English Acquisition), measured by M1.5 and M1.10, has shown strong effectiveness. ELPI gains from 49.3% to 52.5% and the reclassification rate rising from 1% to 14% for ELs and from 0% to 10% for LTELs highlight the impact of focused professional learning and supplemental curriculum on English language 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.

As a result of reflecting on our progress and outcomes, the district was able to meet or exceed our goals in a few areas: Metric 1.9, which measures the percentage of students who are "Prepared" or "Approaching Prepared" on the College & Career Indicator (CCI), our original goals were 41% for all students and 35% for Low-Income (LI) students. We are currently at 40.2% for all students and 35.2% for LI students, For Metric 1.18, which tracks the percentage of students meeting or exceeding standards on the California Science Test (CAST), we have surpassed our original Year 3 goals. Our current results are 5th grade: 36.2%, 8th grade: 33%, High School: 36.2%, and District-wide: 35%, which exceed the previous targets.

A change in the data for M1.5 was made. Previously it stated that our LTEL student ELPI was 6%. That was incorrect. The baseline data from the dashboard should have been 46.6%. That adjustment has been made in the Baseline column for M1.5.

Although the District was able to meet or exceed several of it's goals for Year 3 Target Outcomes we will continue to monitor those goals since it has only been one year. If after Year 2 we see those goals continue to be met or exceeded, we will consider updating those goals at that time.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Student Achievement	SVUSD will provide high quality professional development for classroom teachers, principals, administrators, and other school and community based personnel to improve student achievement for all students. This action will be measured by M1.1-M1.4, M1.18 and M1.19.	\$370,927.00	No
1.2	Summer School	SVUSD will provide a high quality, summer school program to address credit recovery, learning loss, and extended school year for all students, including students with special needs. This action will be measured by M1.1-M1.4 andM1.19.	\$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Response to Intervention	SVUSD will provide a Response to Intervention program at every school site. Reading and Math Interventions will improve student achievement for low income, foster youth and English learners. This action will be measured by M1.1-M1.4 and M1.19.	\$1,570,711.00	Yes
1.4	TK-K Extended Instructional Minutes	SVUSD will provide 58,000 TK and Kindergarten instructional minutes (22,000 more than required). This expanded learning time will improve student achievement for low income, foster youth and English learners. This action will be measured by M1.19.	\$626,708.00	Yes
1.5	Career Technical Education	SVUSD will provide Career Technical Education (CTE) courses to Silver Valley High School and the Alternative Ed Center high school students to help prepare them for future careers in the auto industry, medical industry or graphic design. This action will be measured by M1.8, M1.15 and M1.16	\$350,000.00	No
1.6	Class Size Reduction	SVUSD will lower class sizes for Transitional Kindergarten through 3rd Grade classes at Yermo Elementary School, Newberry Springs Elementary and Lewis Elementary School (High EL, LI Demographics). More individualized teacher instruction to implement state standards will improve student achievement for Low Income, Foster Youth and English Learners. This action will be measured by M1.19.	\$535,000.00	Yes
1.7	Advancement Via Individual Determination (AVID)	SVUSD will provide an AVID Program that promotes academic achievement and increases students meeting college readiness requirements for EL, Foster Youth, and LI students. This action will be measured by M1.8, M1.9, M1.11, M1.12 and M1.14 & M1.17.	\$150,000.00	Yes
1.8	Before/After School Programs	SVUSD will provide intervention/enrichment opportunities for EL, Foster Youth and LI students before and/or after school at all sites. These	\$135,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		intervention/enrichment opportunities will increase student achievement for low income, foster youth and English Learners. This action will be measured by M1.1-M1.4 and M1.19.		
1.9	Transportation Services	SVUSD will provide transportation services for students in low income households in Yermo, Newberry Springs, Ludlow and Daggett, Barstow and Fort Irwin communities to improve student attendance which will have a positive impact on student achievement. This action will be measured by M1.6 & M1.7.	\$550,000.00	Yes
1.10	Teacher Professional Development for English Acquisition	SVUSD will provide high quality, professional development and supplemental curriculum for teachers and staff to improve English language acquisition for our English Learners and Long-Term English Learners. This action will be measured by M1.5, M1.10.	\$25,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase the quantity and quality of technology usage to support student learning, instructional effectiveness, monitoring of student progress, and communicating with our educational partners.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Currently, SVUSD's CAASPP results indicate a -14.5 Distance From Standard (DFS) in ELA and -41.7 DFS in Mathematics districtwide, reflecting an improvement from the previous year's scores of -21 DFS in ELA and -54.8 DFS in Math. While progress has been made, continued efforts are necessary to close achievement gaps and ensure all students meet grade-level standards. Silver Valley Unified School District recognizes that technology plays a vital role in student achievement and the development of 21st-century learning skills essential for future success. Ensuring that teachers, students, and support staff have access to the necessary technology tools and professional development is a priority to improve student outcomes and effectively monitor progress. The actions listed below outline how the district will provide the tools and support needed for both students and staff to succeed. Additionally, SVUSD conducts an annual staff survey to gather critical feedback on technology tools, instructional support, and professional development needs, allowing us to refine and enhance our efforts in supporting student achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Staff Survey: % of teachers reporting they regularly use technology for communication with parents	2023-24: 99% of teachers report they regularly use technology for communication with parents	2024-25: 95% of teachers report they regularly use technology for communication with parents		Greater than 97%	-4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Staff Survey: % of teachers feel supported by Technology Services Department	2023-24: 95% of teachers feel supported by Technology Services Department	2024-25: 96% of teachers feel supported by Technology Services Department		Greater than 97%	+1%
2.3	Staff Survey: % of teachers reporting student use of technology in their classroom is integral to teaching and learning	2023-24: 96% of teachers report student use of technology in their classroom is integral to teaching and learning	2024-25: 94% of teachers report student use of technology in their classroom is integral to teaching and learning		100%	-2%
2.4	Staff Survey: % of SVUSD new hires trained in Technology	2023-24: 100% of SVUSD new hires trained in Technology	2024-25: 100% of SVUSD new hires trained in Technology		100%	0%
2.5	Staff Survey: % of SVUSD TK-12 Education students provided a Chromebook or laptop	2023-24: 100% of all TK-12 students were provided a Chromebook or laptop	2024-25: 100% of all TK-12 students were provided a Chromebook or laptop		100%	0%
2.6	CAASPP ELA Distance from Standard – District Source: 2023 CA School Dashboard	2022-23 All -21 DFS LI -53.6 DFS EL -62.6 DFS	2023-24 All -14.5 DFS LI -42.3 DFS EL -34.7 DFS		All -6 DFS LI -38 DFS EL -47 DFS FY Not significant student group	All +6.5 LI +11.3 EL +27.9 FY Not significant student group

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY Not significant student group	FY Not significant student group			
2.7	CAASPP ELA Distance from Standard – School and Student Group Source: 2023 CA School Dashboard	2022-23 Yermo Elementary All -71.9 DFS LI -79 DFS SWD -146.1 DFS HI -80.2 DFS	2023-24 Yermo Elementary All -59.6 DFS LI -70.6 DFS SWD -148.7 DFS HI -70.7 DFS		Yermo Elementary All -60 LI -67 SWD -130 HI -68	Yermo Elementary All +12.3 LI +8.4 SWD -2.6 HI +9.5
2.8	CAASPP Math Distance from Standard – District Source: 2023 CA School Dashboard	2022-23 All -54.8 DFS LI -80.4 DFS EL -86.7 DFS FY Not significant student group	2023-24 All -41.7 DFS LI -65.2 DFS EL -68.5 DFS FY Not significant student group		All -39 DFS LI -60 DFS EL -65 DFS FY Not significant student group	All +13.1 LI +15. EL +18.2 FY Not significant student group
2.9	CAASPP Math Distance from Standard – School and Student Group Source: 2023 CA School Dashboard	2022-23 Yermo Elementary LI -97.2 DFS SWD -156.3 DFS	2023-24 Yermo Elementary LI -80.6 DFS SWD -166.3 DFS		Yermo Elementary LI -85 SWD -140	Yermo Elementary LI +16.6 CDFB SWD -10 CDFB
2.10	Local Metric: Student i-Ready Diagnostic Assessment Data	2023-24 ELA Math G. K: 34% 27% G. 1: 24% 19% G. 2: 33% 20% G. 3: 62% 31% G. 4: 39% 35% G. 5: 48% 25% G. 6: 24% 17% G. 7: 32% 15% G. 8: 32% 25% G. 11: 35% 14%	2024-25 ELA Math G. K: 34% 27% G. 1: 24% 19% G. 2: 37% 14% G. 3: 47% 17% G. 4: 42% 34% G. 5: 35% 31% G. 6: 33% 21% G. 7: 32% 19% G. 8: 42% 15% G. 11: 35% 14%		ELA Math G. K: 41% 31% G. 1: 28% 24% G. 2: 37% 25% G. 3: 68% 36% G. 4: 44% 40% G. 5: 52% 30% G. 6: 30% 22% G. 7: 37% 21% G. 8: 38% 30% G. 11: 40% 21%	ELA Math G. K: 0% 0% G. 1: 0% 0% G. 2: +4% - 6% G. 3: -15% - 14% G. 4: +3% +1% G. 5: -13% - 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						G. 6: +9% +4% G. 7: 0% +4% G. 8: +10% - 10% G. 11: 0% 0%

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.

LCAP Goal 2 focused on enhancing both the access to and quality of technology to support student learning, improve instructional effectiveness, track student progress, and strengthen communication with educational partners. The plan identified two key actions to achieve this objective. A review of the planned initiatives versus their actual implementation—including both challenges and successes—highlights the district’s strategic efforts and overall impact.

Planned Actions vs. Actual Implementation

The district successfully put two important technology programs in place to support student learning. Two Technology Support Specialists (Action 2.1) were hired to help teachers use computers and software in the classroom so that all students, including low-income students, foster youth, and English learners, can benefit. The district also made sure that every student received a Chromebook or laptop through the Chromebook/Laptop Initiative (Action 2.2), allowing them to access learning programs at school and at home. Giving students the right technology and tools has helped improve learning and success for all students.

Challenges and Successes

The district’s commitment to using technology to support student achievement is a major effort each year. Ensuring that all students have a device, along with maintaining backup devices for schools, requires careful planning and ongoing work. A key challenge has been replacing devices due to breakage, which adds to the complexity of keeping technology accessible for all students. Another challenge has been a decline in our ELPI scores; however, we saw a positive trend with a larger percentage of students scoring at Level 3 on the ELPAC. Despite these challenges, the district’s efforts to provide technology, software, and support staff to assist teachers and students have been successful over the three-year LCAP period, as reflected in improvements in ELA and Math CAASPP scores and English learner progress.

Overall Implementation

The school district is dedicated to helping students succeed by improving the use of technology in the classroom. To do this, we have made sure students have access to up-to-date learning tools and resources. We also provide training for teachers so they can use technology more effectively in their lessons. In addition, we have put in place better systems to track student progress and improve communication with families and staff. These efforts help create a more engaging and supportive learning environment, giving students the tools they need to achieve their best.

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

For Goal 2, there were no material differences between the budgeted expenditures and the estimated actual expenditures. The District's spending aligned closely with its original budget projections, and all actions were implemented as planned. , The consistency in both financial planning and service implementation reflects effective fiscal management and a strong alignment between resource allocation and intended outcomes.

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

SVUSD's commitment to providing Technology Support Specialists (Action 2.1) and providing a laptop or Chromebook to every student (Action 2.2) has played a significant role in improving student achievement by helping teachers integrate technology effectively into instruction. The CAASPP data reflects notable improvements in student performance, particularly in ELA and math, with low-income and English learner (EL) students showing strong growth. The overall ELA Distance from Standard (DFS) improved from -21 to -14.5, while EL students saw substantial gains from -62.6 to -34.7. Similarly, math scores improved across the district, moving from -54.8 DFS to -41.7.

These improvements show that increased support in using instructional technology has contributed to student learning gains. Teachers who receive assistance from Technology Support Specialists are better equipped to leverage educational software, digital assessments, and adaptive learning tools, leading to improved foundational skills. The i-Ready data further supports this, with several grade levels showing progress in literacy. However, there are challenges in math, where growth has been inconsistent, particularly in early elementary grades. This indicates a potential need for further refinement in how math software and digital tools are integrated into instruction. The i-Ready ELA data also suggests that access to technology has positively impacted reading skills in multiple grade levels. Kindergarteners advancing to 1st grade improved from 34% to 40%, and 7th graders moving to 8th grade increased from 32% to 42%. These improvements indicate that consistent access to technology-supported literacy programs is benefiting students. However, the drop in 3rd-grade reading scores (from 33% in 2nd grade to 17% in 3rd grade) suggests that simply providing devices is not enough—students need structured support and high-quality digital literacy instruction to sustain progress as they transition to upper elementary grades.

Despite positive trends, students with disabilities (SWD) continue to struggle, with their ELA DFS declining from -146.1 to -148.7 and math DFS worsening from -156.3 to -166.3. This signals that the support provided may not be adequately addressing the needs of this subgroup.

Additional targeted professional development for teachers on how to use assistive technology and differentiated instructional tools could improve outcomes for SWD students.

For Yermo School (M 2.7 & M 2.9) ELA, the "All" student group improved from -71.9 DFS in 2022–23 to -59.6 in 2023–24, a positive gain of 12.3 points. Similarly, Low Income (LI) students improved by 8.4 points and Hispanic/Latino (HI) students by 9.5 points. These improvements indicate that the strategies under Action 2.1—such as differentiated instruction and academic support—are having a measurable impact on general student populations and LI subgroups.

However, SWD performance in ELA declined slightly, with DFS dropping from -146.1 to -148.7. In math, while LI students improved significantly (from -97.2 to -80.6 DFS), SWD scores worsened, declining from -156.3 to -166.3 DFS. This signals that the support provided may not be adequately addressing the needs of this subgroup.

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.

After reflecting on prior practices and analyzing student data, the district has determined that the current goal, metrics, desired outcomes, and actions will remain unchanged for the coming year. The data indicates that the district’s efforts, particularly in providing technology support and expanding access to devices, have contributed to growth in ELA and some improvement in math. While challenges remain, particularly in math performance and specific student subgroups, the overall effectiveness of the goal supports continuing the current strategies. The district will maintain its focus on technology integration, professional development, and targeted interventions to further support student achievement. However, ongoing data analysis will be used to monitor progress and determine if adjustments are needed in the future. Although the District was able to meet or exceed several of its goals for Year 3 Target Outcomes we will continue to monitor those goals since it has only been one year. If after Year 2 we see those goals continue to be met or exceeded, we will consider updating those goals at that time.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Technology Support Specialist	SVUSD will provide Technology Support Specialists to help teachers maximize the software and hardware in their classrooms to maximize student achievement for all students, including low income, foster youth and English learners. This will be measured by M2.6 - M2.10.	\$260,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	1:1 Chromebook/Laptop Initiative	SVUSD will provide a laptop or chrome book to every student to ensure they have the tools to access educational programs at school and at home. Access to educational software will improve student achievement for all students. This will be measured by M2.6 - M2.10.	\$75,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase staff and family's ability to support student academic, social/emotional and physical needs.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Improving school climate and increasing both parent and student engagement remain key priorities for our district. Currently, our chronic absenteeism rate stands at 16.4%, and our suspension rate is 2.1%. To address these challenges, site and district PBIS/MTSS teams will utilize data to monitor progress in meeting students' social-emotional needs. Input from district educational partner groups—including parents, students, teachers, site principals, and staff—will help guide this work. The actions outlined below will provide the necessary professional development, programs, and support to enhance school climate, boost student engagement, and improve academic achievement. Metrics M3.10 and M3.11 were added to monitor goal progress through parent and staff input via surveys and school site council meetings.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance rate - % of students attending school daily - District Source: District SIS	2022-23: All 92.96% LI 92.38% EL 85.5% FY Not significant student group	2023-24: All 93.4% LI 92.8% EL 93.3% FY Not significant student group		All >96% LI >96% EL >92% FY Not significant student group	All +0.44% LI +0.42% EL +7.8% FY Not significant student group
3.2	Chronic Absenteeism Rate - % of students identified as absent 10% or more – District	2022-23 All 20.3% LI 27.5% EL 23.2%	2023-24 All 16.4% LI 23% EL 20.2%		All 9% LI 15% EL 11%	All -3.9% LI -4.5% EL -3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard	FY Not significant student group	FY Not significant student group		FY Not significant student group	FY Not significant student group
3.3	Chronic Absenteeism Rate - % of students identified as absent 10% or more - School and Student Group Source: 2023 CA School Dashboard	<p>2022-23</p> <p>Elementary</p> <p>Lewis All 22.4% LI 32.5% HI 31.1%</p> <p>Newberry Springs All 26.2% LI 28.1% HI 23.1%</p> <p>Middle</p> <p>Ft. Irwin SWD 23.7% HI 25.7%</p>	<p>2023-24</p> <p>Elementary</p> <p>Lewis All 17.2% LI 24.7% HI 23.9%</p> <p>Newberry Springs All 27.8% LI 29.2% HI 28.6%</p> <p>Middle</p> <p>Ft. Irwin SWD 15.4% HI 19.8%</p>		<p>Elementary</p> <p>Lewis All 18% LI 26% HI 25%</p> <p>Newberry Springs All 20% LI 18.2% HI 17.3%</p> <p>Middle</p> <p>Ft. Irwin SWD 18% HI 19%</p>	<p>Elementary</p> <p>Lewis All -5.2% LI -7.8% HI -8.1%</p> <p>Newberry Springs All +1.6% LI +1.1% HI +5.5%</p> <p>Middle</p> <p>Ft. Irwin SWD -8.3% HI -5.9%</p>
3.4	Middle School Dropout Rate - % of MS students who dropped out. District Source: District SIS	<p>2022-23:</p> <p>All 0% LI 0% EL Not significant student group FY Not significant student group</p>	<p>2023-24:</p> <p>All 0.1% LI 0% EL Not significant student group FY Not significant student group</p>		<p>All 0% LI 0% EL Not significant student group FY Not significant student group</p>	<p>All +0.1% LI 0% EL Not significant student group FY Not significant student group</p>
3.5	High School Dropout Rate - District Source: DataQuest	<p>2022-23:</p> <p>All 1.25% LI 0%</p>	<p>2023-24:</p> <p>All 0% LI 0%</p>		<p>All At or below 1% LI At or below 1%</p>	<p>All -1.25% LI 0%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL Not significant student group FY Not significant student group	EL Not significant student group FY Not significant student group		EL Not significant student group FY Not significant student group	EL Not significant student group FY Not significant student group
3.6	High School Graduation Rate - District Cohort Graduation Rate– District Source: CA School Dashboard	2022-23: All 94.9% LI 96.4% EL Not significant student group FY Not significant student group	2023-24: All 93.3% LI 93.3% EL Not significant student group FY Not significant student group		All At or above 98% LI At or above 98% EL Not significant student group FY Not significant student group	All -1.6% LI -3.1% EL Not significant student group FY Not significant student group
3.7	Student Suspension Rate - % of students suspended at least 1 day – District Source: CA School Dashboard	2022-23 All 2.4% LI 3.1% EL 2.7% FY Not significant student group	2023-24 All 2.1% LI 3.1% EL 2.5% FY Not significant student group		All 1.5% or below LI 2.0% or below EL 2.0% or below FY Not significant student group	All -0.3% LI 0% EL -0.2% FY Not significant student group
3.8	Suspension Rate - % of students suspended at least 1 day – School and Student Group Source: CA School Dashboard	2022-23 Elementary Yermo 2 or More 6.1% High Silver Valley High AA 10.9% Calico LI 11.4%	2023-24 Elementary Yermo 2 or More 0% High Silver Valley High AA 4.1% Calico LI 8.1%		Elementary Yermo 2 or More 4% High Silver Valley High AA 5% Calico LI 5%	Elementary Yermo 2 or More -6.1% High Silver Valley High AA -6.8% Calico LI -3.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	Student Expulsion Rate - % of students expelled from school - District Source: DataQuest	2022-23: All Less than 1% LI 3.1% EL 2.7% FY Not significant student group	2023-24: All 0% LI 0% EL 0% FY Not significant student group		All Less than 1% LI Less than 1% EL Less than 1% FY Not significant student group	All -1% LI -3.1% EL -2.7% FY Not significant student group
3.10	% of Schools with full parent membership and participation on School Site Council	2022-23: 100%	2023-2024: 100%		All: 100%	0%
3.11	% of teachers/staff report their school is a safe place for learning	2023-24 94%	2024-25: 94%		All: 100%	0%

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.

LCAP Goal 3 focused on helping staff and families better support students' academic, social-emotional, and physical needs. The plan included five specific actions to reach this goal. When comparing what was planned to what was actually done, we can see both successes and challenges. This analysis highlights the district's approach, adjustments made along the way, and the overall impact of these efforts.

Planned Actions v. Actual Implementation

Goal 3 of our LCAP focuses on increasing the ability of staff and families to support students' academic, social-emotional, and physical needs. As part of this goal, Action 3.1 implemented Positive Behavior Interventions and Supports (PBIS) to promote a positive school climate and improve student behavior. Action 3.2 expanded the California Cadet Corps program at Silver Valley High School, providing students with leadership training and structure to build confidence and responsibility. Action 3.3 strengthened counseling services, ensuring students had access to emotional and academic support. Action 3.4 focused on strategic planning, using data to guide decision-making and improve student outcomes. Action 3.5 supported Social-Emotional Learning (SEL), helping students develop important skills for emotional regulation and peer relationships. These actions have supported the district by fostering a safer and more inclusive learning environment, leading to a decrease in both suspension and chronic absenteeism rates. Increased access to counseling and SEL programs has helped students stay

engaged in school, while PBIS and leadership opportunities have encouraged positive behavior and attendance. The district remains committed to refining these actions using data and feedback to better support student wellness, achievement, and attendance.

Challenges and Successes

For Goal 3, the district successfully implemented all planned actions to support students' academic, social-emotional, and physical needs. Through various grants and partnerships, we expanded counseling services, providing students with greater access to social-emotional learning (SEL) support, which contributed to improved attendance and a reduction in suspensions. The Positive Behavior Interventions and Supports (PBIS) programs helped create a more positive school climate, though challenges such as an increase in the number of students in our K-2 grade levels exhibiting more and more disruptive, off-task and severe behaviors required the District to hire additional aides to support students and teachers in classrooms throughout the District.

Overall Implementation

The implementation of Goal 3 was successful, as all planned actions were carried out effectively to support students' academic, social-emotional, and physical needs. Expanding Positive Behavior Interventions and Supports (PBIS) helped foster a positive school climate, leading to improved student behavior and engagement. Increased counseling services through grants and partnerships provided critical support for social-emotional learning (SEL), contributing to higher attendance rates and fewer suspensions. The California Cadet Corps program at Silver Valley High School continued to develop student leadership skills, while strategic planning ensured data-driven decision-making for continuous improvement. By integrating SEL strategies into classrooms and providing additional resources for students and families, the district made meaningful progress toward creating a more inclusive and supportive learning environment. These efforts have directly contributed to improved student wellness, engagement, and overall academic success.

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.

While Action 3.5 experienced higher-than-anticipated expenditures compared to its budget – primarily driven by negotiated salary increases for staff and rising costs for instructional materials – all other actions under Goal 3 remained within budget.

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

Action 3.1 – PBIS:

Action 3.1 aimed to enhance school climate and student engagement through Positive Behavior Interventions and Supports (PBIS), and its effectiveness is reflected in several metrics. For Metric 3.1 (Attendance Rate), the district saw an improvement from 92.96% to 93.4% for all students, a 0.44% increase. Low-income students (LI) improved by 0.42% and English learners (EL) by 7.8%, all trending positively. For Metric 3.2 (Chronic Absenteeism – District level), the rate decreased from 20.3% to 16.4% for all students, with LI students reducing by 4.5% and EL students by 3%, showing that PBIS has had a beneficial impact on attendance consistency. Metric 3.3 (Chronic Absenteeism – Site/Group level) revealed mixed results: Lewis Elementary saw reductions (All: -5.2%, LI: -7.8%, HI: -8.1%), while Newberry Springs saw increases (All: +1.6%, LI: +1.1%, HI: +5.5%). For Metric 3.5 (High School Dropout Rate), the rate fell to 0% from 1.25% among all students,

indicating a positive trend. In Metric 3.6 (Graduation Rate), however, there was a decline for all students from 94.9% to 93.3% and for LI students from 96.4% to 93.3%, which suggests a gap in sustaining academic outcomes. Metric 3.7 (District Suspension Rate) saw a modest decline for all students (-0.3%) and EL students (-0.2%), while LI students remained unchanged. Metric 3.8 (School-level Suspension Rate) reflected substantial reductions, particularly at Yermo (2 or More: -6.1%) and Silver Valley High (AA: -6.8%). Finally, Metric 3.9 (Expulsion Rate) dropped to 0% for all reported groups, including a 3.1% reduction for LI students. Overall, PBIS was effective in improving attendance and behavior but needs complementary academic strategies to raise graduation outcomes.

Action 3.2 – California Cadet Corps:

The California Cadet Corps (Action 3.2) was introduced to promote leadership and improve attendance, academic achievement, and graduation rates. For Metric 3.1 (Attendance Rate), all students increased attendance by 0.44%, LI by 0.42%, and EL by 7.8%, showing slight overall improvement potentially influenced by this program. Metric 3.2 (Chronic Absenteeism – District) decreased across all categories (All: -3.9%, LI: -4.5%, EL: -3%), indicating improved engagement. However, Metric 3.6 (Graduation Rate) showed declines: all students dropped from 94.9% to 93.3% and LI students from 96.4% to 93.3%, suggesting the Cadet Corps may not yet be delivering intended academic retention results. Metric 3.7 (District Suspension Rate) remained the same for LI students but declined slightly for others. In Metric 3.8 (School Suspension Rate), the AA student rate at Silver Valley High fell from 10.9% to 4.1%, a significant reduction likely linked to the leadership structure provided by the Corps. Metric 3.9 (Expulsion Rate) decreased to 0% across all categories. The program appears to have positively influenced behavior and engagement and the District will continue to monitor its effectiveness in improving graduation outcomes for target groups remains an area for growth.

Action 3.3 – Counseling Services:

Counseling services under Action 3.3 had a notable impact across multiple metrics. For Metric 3.1 (Attendance Rate), the district saw increases (All: +0.44%, LI: +0.42%, EL: +7.8%). Metric 3.2 (Chronic Absenteeism – District) saw marked decreases, particularly for LI students (-4.5%) and all students (-3.9%). Metric 3.3 (Chronic Absenteeism – Site/Group) reflected improvements at Lewis Elementary (LI: -7.8%, HI: -8.1%) and Ft. Irwin Middle (SWD: -8.3%). For Metric 3.5 (High School Dropout Rate), the rate improved to 0%, a full 1.25% decrease for all students. Yet Metric 3.6 (Graduation Rate) fell (All: -1.6%, LI: -3.1%), which may reflect challenges that counseling alone cannot address. Metric 3.7 (District Suspension Rate) declined slightly for all students and ELs, with Metric 3.8 (School Suspension Rate) showing sharp declines at Yermo and Silver Valley High. Metric 3.9 (Expulsion Rate) reached 0% across all reported subgroups, indicating strong behavioral support outcomes. Counseling services were clearly effective in reducing behavioral incidents and chronic absenteeism and the District will continue to monitor these action to improve graduation rates.

Action 3.4 – Strategic Planning:

Strategic planning in Action 3.4 focused on using data-driven decision-making to enhance educational outcomes. For Metric 3.1 (Attendance Rate), attendance increased modestly across groups (All: +0.44%, LI: +0.42%, EL: +7.8%). Metric 3.2 (Chronic Absenteeism – District) showed declines, with LI students improving by 4.5%. For Metric 3.5 (High School Dropout Rate), the district achieved a 0% dropout rate. However, Metric 3.6 (Graduation Rate) fell (All: -1.6%, LI: -3.1%), raising questions about the depth of academic support in the planning process. Metric 3.7 (District Suspension Rate) and Metric 3.8 (School Suspension Rate) saw declines, indicating possible benefits of better planning for discipline and support systems. Metric 3.9 (Expulsion Rate) also dropped to 0%, suggesting safer school environments. The metrics used in the summary for Action 3.4, focused on strategic planning and data-driven decision-making, are partially effective in evaluating the action's impact. Metrics 3.1 (Attendance Rate), 3.2 (Chronic Absenteeism), 3.7 and 3.8 (Suspension Rates), and 3.9 (Expulsion Rate) reflect measurable improvements in student engagement, attendance, and school climate, indicating that strategic planning

positively influenced behavioral and engagement outcomes. The significant reduction in chronic absenteeism among LI students and the elimination of expulsions are especially notable.

However, the decline in Metric 3.6 (Graduation Rate), particularly among LI students (-3.1%), raises concerns about the sufficiency of academic and instructional support within the current strategic planning framework. While the 0% dropout rate in Metric 3.5 is commendable, the graduation rate decline suggests the need for enhanced academic monitoring and intervention strategies. Therefore, while many of the metrics support the effectiveness of strategic planning in promoting engagement and safety, further refinement is required to ensure these efforts also translate into stronger academic outcomes.

Action 3.5 – Social Emotional Learning (SEL):

Social Emotional Learning (SEL) efforts in Action 3.5 demonstrated strong behavioral and engagement impacts. Metric 3.1 (Attendance Rate) improved for all groups, especially EL students (+7.8%). Metric 3.2 (Chronic Absenteeism – District) declined across the board (All: -3.9%, LI: -4.5%, EL: -3%), and Metric 3.3 (Site-Level Absenteeism) showed significant decreases at Lewis Elementary and Ft. Irwin Middle. Metric 3.5 (High School Dropout Rate) dropped to 0% from 1.25%. Yet Metric 3.6 (Graduation Rate) declined for both all students and LI students, showing that SEL supports may not be sufficient alone to maintain academic persistence. Metric 3.7 (District Suspension Rate) and Metric 3.8 (School-Level Suspension Rate) both fell, with Yermo reporting a -6.1% change and Silver Valley High a -6.8% change for key subgroups. Metric 3.9 (Expulsion Rate) also dropped to 0%. SEL has clearly strengthened school climate and student wellness and the District will continue to monitor its effectiveness in improving graduation outcomes.

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

After reviewing the data and reflecting on prior implementation, the district has determined that no changes will be made to Goal 3, its metrics, desired outcomes, or actions for the coming year. The current actions—Positive Behavior Interventions and Supports (PBIS) (Action 3.1), the California Cadet Corps program (Action 3.2), Counseling Services (Action 3.3), Strategic Planning (Action 3.4), and Social-Emotional Learning (SEL) (Action 3.5)—have been effective in improving student engagement, attendance, school climate, and overall well-being.

The data demonstrates positive trends in attendance, chronic absenteeism, and suspension rates, indicating that these initiatives are making a meaningful impact. Attendance rates have increased across all student groups, while chronic absenteeism and suspensions have decreased. Given these improvements, the district will continue implementing the current strategies while expanding training opportunities for PBIS/MTSS to further support teachers, students, and families. This will help strengthen the effectiveness of existing programs and ensure continued progress in creating a safe, supportive, and engaging learning environment.

By maintaining the current actions and refining implementation through additional professional development and data-driven decision-making, the district remains committed to achieving the objectives of Goal 3 and supporting student success. Although the District was able to meet or exceed several of its goals for Year 3 Target Outcomes we will continue to monitor those goals since it has only been one year. If after Year 2 we see those goals continue to be met or exceeded, we will consider updating those goals at that time.

Than name for M3.6 was changed from "High School Graduation Rate" to District Cohort Graduation Rate to align to the CA School Dashboard and for transparency purposes.

M3.10 and M. 3.11 were inadvertently left out of the 24-25 LCAP and have been added back in.

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	Positive Behaviors Interventions and Supports (PBIS)	SVUSD will implement Positive Behavior Interventions and Supports (PBIS) at all sites to improve school climate and increase student engagement. This action will be measured by M3.1, M3.2, M3.3, M3.5, M3.6, and M3.7- M3.9.	\$20,000.00	No
3.2	California Cadet Corps	SVUSD will provide a California Cadet Corps Program at Silver Valley High School that will teach and promote student leadership skills, improving student attendance, achievement and graduation rates for our FY, LI and EL Students. This action will be measured by M3.1, M3.2, M3.6, M3.7- M3.9.	\$80,000.00	Yes
3.3	Counseling Services	SVUSD will provide counseling services district-wide to promote student wellness and social-emotional learning for our most at-risk students, including low income, foster youth and English learners. This action will be measured by M3.1, M3.2, M3.3, M3.5, M3.6, and M3.7- M3.9.	\$643,217.00	Yes
3.4	Strategic Planning	SVUSD will implement Site Strategic Planning to ensure educational partner engagement in the development of each school's plan for student achievement. This action will be measured by M3.1, M3.2, M3.5, M3.6, M3.7- M3.9.	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Social Emotional Learning	SVUSD will invest in Social Emotional Learning at all sites to promote student wellness and engagement. This action will be measured by M3.1, M3.2, M3.3, M3.5, M3.6, M3.7- M3.9.	\$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Build individual leadership skills of teachers, administrators and parents for fostering positive relationships, effective communication, and creating a culture of recognition and excellence.	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 1: Basic (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.

SVUSD recognizes the importance of providing students with the necessary resources to be successful. These include: having appropriately placed, highly qualified and highly trained teachers, staff and site principals, access to instructional materials and school facilities in good repair (currently 100% for these three areas). This stability promotes a culture that emphasizes professional growth, accountability and leadership. To maintain this goal the District will monitor M4.1-4.5.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of teachers appropriately assigned - District Source: CA School Dashboard	2023-24: 100%	2024-25: 100%		100%	0%
4.2	% of student access to instructional materials - District Source: Williams Data	2023-24: 100%	2024-25: 100%		100%	0%
4.3	Compliance with facilities in good repair - District Source: Williams Data	2023-24: 100%	2024-25: 100%		100%	0%
4.4	% of teachers holding a "Clear" Credential -	2021-22:	2022-23:		93%	-3.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	District Source: CA School Dashboard	75%	71.1%			
4.5	Access to a Broad Course of Study - District Source: CA School Dashboard	2022-23: 100%	2023-24: 100%		100%	0%
4.6	CAASPP ELA -- District Distance from Standard/Source: CA School Dashboard	2022-23 All -21 DFS LI -53.6 DFS EL -62.6 DFS FY Not significant student group	2023-24 All -14.5 DFS LI -42.3 DFS EL -34.7 DFS FY Not significant student group		All -6 DFS LI -38 DFS EL -47 DFS FY Not significant student group	All +6.5 LI +11.3 EL +27.9 FY Not significant student group
4.7	CAASPP Math -- Distance from Standard District Source: CA School Dashboard	2022-23 All -54.8 DFS LI -80.4 DFS EL -86.7 DFS FY Not significant student group	2023-24 All -41.7 DFS LI -65.2 DFS EL -68.5 DFS FY Not significant student group		All -39 DFS LI -60 DFS EL -65 DFS FY Not significant student group	All +13.1 LI +15.2 EL +18.2 FY Not significant student group
4.8	ELPI – District Source: 2023 CA School Dashboard	2022-23 EL students: 49.3% LTEL students: 46.6%	2023-24 EL students: 52.5% LTEL students: 44.1%		EL: 60% making progress LTEL: 70% making progress	EL: +3.2% LTEL: -2.5%
4.9	Local Metric: Student i-Ready Data	2023-24 ELA Math G. K: 34% 27% G. 1: 24% 19% G. 2: 33% 20% G. 3: 62% 31% G. 4: 39% 35% G. 5: 48% 25% G. 6: 24% 17%	2024-25 ELA Math G. K: 34% 27% G. 1: 24% 19% G. 2: 37% 14% G. 3: 47% 17% G. 4: 42% 34% G. 5: 35% 31% G. 6: 33% 21%		ELA Math G. K: 41% 31% G. 1: 28% 24% G. 2: 37% 25% G. 3: 68% 36% G. 4: 44% 40% G. 5: 52% 30% G. 6: 30% 22% G. 7: 37% 21%	ELA Math G. K: 0% 0% G. 1: 0% 0% G. 2: +4% - 6% G. 3: -15% - 14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		G. 7: 32% 15% G. 8: 32% 25% G. 11: 35% 14%	G. 7: 32% 19% G. 8: 42% 15% G. 11: 35% 14%		G. 8: 38% 30% G. 11: 40% 21%	G. 4: +3% +1% G. 5: -13% - 6% G. 6: +9% +4% G. 7: 0% +4% G. 8: +10% - 10% G. 11: 0% 0%

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.

Goal 4 focuses on ensuring that all students have access to highly qualified teachers, well-trained staff, appropriate instructional materials, and safe, well-maintained school facilities. By maintaining high standards in these areas, the district supports student success and fosters a culture of professional growth, accountability, and leadership. Ongoing monitoring of key metrics will help sustain these efforts and ensure continued improvement.

Planned Actions v. Actual Implementation

The district successfully implemented all planned actions under Goal 4, which focuses on maintaining highly qualified staff and ensuring district stability to improve student achievement. Action 1: Leadership Development was a priority, and the district invested more than originally budgeted to expand leadership opportunities for teachers, classified staff, and management. Action 2: Teacher Induction was fully implemented, ensuring that beginning teachers received district-funded induction support to obtain their Clear Credential, helping maintain 100% appropriately assigned teachers. Action 4: Teacher Longevity continued as planned, offering stipends to retain highly qualified teachers and staff, which supports student achievement for English Learners, Foster Youth, and Low-Income students. The district's strategic actions effectively strengthened staff retention, instructional quality, and student success.

Challenges and Successes

The implementation of Goal 4 has been largely successful, with notable achievements in professional development and leadership opportunities (Action 1). This past year, the district was able to increase the number of staff members attending training sessions, providing professional development for classified, certificated, and administrative staff to support student achievement and district stability. This investment in professional growth has strengthened instructional practices and leadership across the district. However, teacher recruitment (Action 3) has presented some challenges. In response, the district shifted its focus from out-of-state recruitment fairs to local fairs within one to two hours away, where efforts have been more successful in attracting and retaining both classified and certificated employees. While recruitment remains an ongoing challenge, this refined strategy has helped the district hire more staff who are committed to staying long-term, ultimately contributing to a more stable learning environment for students. Along with this, we have a high transition rate for teachers at our fort schools due to military spouses leaving every 2-3 years. This year we had to replace an 8th grade math teacher at Fort Irwin Middle School in the Fall which will impact our achievement scores.

Overall Implementation

The overall implementation of Goal 4 has been successful in strengthening district stability, staff retention, and student achievement. A key success was the increase in professional development opportunities (Action 1), allowing more classified, certificated, and administrative staff to participate in training that supports student learning and leadership development. This investment has contributed to improved instructional quality and staff effectiveness. Additionally, the district fully implemented Action 2: Teacher Induction, ensuring that beginning teachers received district-funded support to clear their credentials and maintain 100% appropriately assigned teachers. However, recruitment (Action 3) presented challenges, prompting the district to shift from out-of-state recruitment fairs to local fairs within one to two hours away. This new approach has been more effective in hiring and retaining qualified classified and certificated staff, helping to build a more stable workforce. While Action 4: Teacher Longevity continued as planned, offering stipends to retain highly qualified teachers. Despite these adjustments, the district has made meaningful progress in maintaining a highly qualified workforce and ensuring a stable and supportive learning environment for 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.

For Goal 4, two actions saw actual expenditures exceed their budgets. Action 4.1's increased spending resulted from higher costs for professional development and expanded staff participation in conferences focused on leadership capacity. Action 4.4's higher actual costs were primarily due to increases in negotiated staff salaries. These spending adjustments reflect the District's ongoing investment in leadership development and staff retention.

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

Goal 4 aims to build individual leadership skills among teachers, administrators, and parents to foster positive relationships, effective communication, and a culture of recognition and excellence. The effectiveness of the actions under this goal shows a mix of strong outcomes and areas needing targeted improvement. Action 4.1: Leadership Development has been partially effective. Metrics M4.2 and M4.5 maintained 100% performance, indicating strong access to instructional materials and a broad course of study. Additionally, student outcomes improved notably: CAASPP ELA scores (M4.6) showed gains across all groups, particularly among English Learners (ELs) who

improved by 27.9 DFS. CAASPP Math scores (M4.7) and ELPI (M4.8) also demonstrated progress, with ELPI increasing from 49.3% to 52.5% overall, and long-term ELs (LTELs) showing a 14.7 percentage point gain. These results suggest leadership development efforts are contributing to instructional improvements and student growth.

Action 4.2: Teacher Induction showed limited effectiveness. While M4.1 confirms that 100% of teachers were appropriately assigned, M4.4 reveals a drop in the percentage of teachers with a Clear Credential, from 75% to 71.1%, indicating the need for additional support to retain and credential beginning teachers. It is important to note that as a district that serves two military installations we hire a significant number of military spouses who hold teacher credentials in other states and usually leave when their spouse is transferred to another base and not having enough time to complete the process to clear their credential. Also, it is important to note that California is currently experiencing a teacher shortage. As a result, the District hires teachers who are working on clearing their teacher credential. With that being said, Action 4.3: Teacher Recruitment has been effective. Alongside perfect scores on M4.1 and M4.2, student achievement metrics (M4.6, M4.7) and EL progress (M4.8) reflect positive trends, suggesting that successful recruitment of high-quality teachers is contributing to improved student outcomes.

Action 4.4: Teacher Longevity shows mixed effectiveness. While staffing assignments (M4.1) remain strong, the percentage of Clear Credential teachers (M4.4) declined. However, as with Action 4.3, gains in CAASPP and ELPI performance indicate that retaining experienced educators supports improved learning outcomes. Despite concerns around credentialing, the longevity incentive appears to be positively influencing instructional stability and achievement, especially among student groups such as ELs and low-income students.

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.

At this time, the district is not anticipating any notable changes to the planned goal, metrics, desired outcomes, or actions for Goal 4, as the current strategies have been successfully implemented. The district has ensured that 100% of students have access to appropriately assigned teachers, instructional materials, and well-maintained facilities, supporting a stable and effective learning environment. Additionally, efforts in teacher induction, recruitment, and retention have contributed to maintaining a highly qualified workforce, with 71% of teachers holding a Clear Credential. The district's investment in leadership development and professional growth opportunities has further strengthened instructional quality and staff effectiveness. These efforts have played a role in improving student achievement, as reflected in higher CAASPP ELA and Math scores and progress in English Learner Proficiency Indicators (ELPI). Moving forward, the district will continue to monitor progress and refine implementation as needed, ensuring ongoing support for teachers and students while maintaining the stability and success of Goal 4.

A change in the data for M4.8 was made. Previously it stated that our LTEL student ELPI was 58.8%. That was incorrect. The baseline data from the dashboard should have been 46.6%. That adjustment has been made in the Baseline column for M4.8.

Although the District was able to meet or exceed several of its goals for Year 3 Target Outcomes we will continue to monitor those goals since it has only been one year. If after Year 2 we see those goals continue to be met or exceeded, we will consider updating those goals at that time.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Leadership Development	SVUSD will provide leadership opportunities for Teacher, Classified and Management staff to enhance district stability and improve student achievement. This action will be measured by M4.2, M4.5, M4.6, M4.7 and M4.8.	\$28,000.00	No
4.2	Teacher Induction	SVUSD will provide beginning teachers with a fully paid induction program to improve the percentage of teachers appropriately assigned and that have a Clear Credential. This action will be measured by M4.1, M4.4	\$80,000.00	No
4.3	Teacher Recruitment	SVUSD will develop and implement a recruitment schedule to find the most qualified teachers to hire annually to enhance district stability and improve student achievement. This action will be measured by M4.1, M4.2, M4.6, M4.7 and M4.8.	\$15,000.00	No
4.4	Teacher Longevity	SVUSD will pay certificated and classified employees a longevity stipend to retain highly qualified teachers to improve the percentage of teachers appropriately assigned and that have a Clear Credential and improve student achievement on CAASPP tests, ELPI progress and i-Ready achievement scores with the highest percentage of English Learners, Foster Youth and Low Income students. This action will be measured by M4.1, M4.4, M4.6, M4.7 and M4.8.	\$115,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Calico Continuation High School will decrease suspension rates for Socioeconomically Disadvantaged (SED) students through and improve academic achievement for all students by June of 2027	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Calico Continuation High School (CCHS) was designated to receive Equity Multiplier Funds during the 23-24 school year and will continue to receive those funds. To plan the spending of its Equity Multiplier funds, the Calico Continuation High School community engaged in a detailed and inclusive process. The engagement included its Site Strategic Planning meeting on May 7, 2025, where educational partners, including students, parents, and staff, gathered to discuss priorities and strategies for using the funds effectively. Also, surveys were sent out in March 2025 to collect comprehensive feedback from the school community, ensuring that diverse perspectives were considered in the decision-making process. Additionally, school site council meetings and staff meetings were held from March to May 2025, providing continuous opportunities for discussion and refinement of the plans. This collaborative approach ensured that the Equity Multiplier funds would be allocated in a way that directly addresses the unique needs of the Calico Continuation High School community. CCHS, based on educational partner input and data from the California School Dashboard, will focus on reducing the suspension rate for SED students which fell to 8.11% and the Distance From Standard (DFS) for both ELA (-182.89) which dropped to -84.4 DFS and Math (-182.11) which fell to -173.9 on 23-24 CAASPP results.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Suspension Rate - % of students suspended at least 1 day – School and Student Group Source: CA School Dashboard	2022-23: SED: 11.4%	2023-24: SED: 8.1%		SED: 7%	-3.3%
5.2	CAASPP ELA -- School Distance from Standard	2022-23: All: DFS -182.89	2023-24: All: DFS -84.4		All: DFS -150	+98.49

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard					
5.3	CAASPP Math -- School Distance from Standard Source: CA School Dashboard	2022-23: All: DFS -182.11	2022-23: All: DFS -173.9		All: DFS -150	+8.21

Goal Analysis [2024-25]

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

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

The implementation of Goal 5 focused on reducing student suspensions and improving academic performance in English Language Arts (ELA) and Mathematics, as measured by CAASPP scores and school-wide Distance from Standard (DFS) metrics. Overall, the district made meaningful progress toward these objectives, though the implementation process was marked by both successes and challenges.

Planned vs. Actual Implementation

Calico Continuation High School fully implemented all planned actions associated with Goal 5, which aims to decrease suspension rates for Socioeconomically Disadvantaged (SED) students and improve academic achievement for all students by June 2026. Action 5.1 was successfully executed through the provision of supplemental counseling services for all students, with targeted outreach and support for SED students. These services played a critical role in fostering a positive school climate and contributed to a reduction in suspension rates, as measured by Metric M5.1. Action 5.2 was also implemented as planned, with the hiring of an instructional aide who provided consistent small group and individualized academic support. This additional academic assistance directly supported student learning and contributed to gains in academic performance, as reflected in Metrics M5.2 and M5.3. The fidelity of implementation across both actions underscores the school's commitment to addressing student needs and advancing equity in both behavioral and academic outcomes.

Challenges & Successes:

The school effectively carried out all planned actions under Goal 5, including providing supplemental counseling services and hiring an instructional aide for academic support. These targeted efforts yielded significant improvements in key performance metrics. The suspension rate for Socioeconomically Disadvantaged (SED) students decreased, reflecting the positive impact of enhanced counseling services on student behavior and school climate. Academic achievement also improved, as demonstrated by improved CAASPP performance, with notable gains observed in ELA and positive movement in Math, measured by Distance from Standard. These results underscore the

effectiveness of the targeted supports implemented under Goal 5 and highlight the school's success in advancing both behavioral and academic outcomes without deviation from the planned actions.

Overall Implementation

The implementation of Goal 5 largely adhered to the planned actions, with evidence of measurable progress in both disciplinary outcomes and academic achievement. Where deviations occurred, they were primarily due to external constraints such as staffing and logistical issues. The district is committed to addressing these barriers moving forward to ensure consistent and equitable implementation across all school sites.

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

There were no material differences between the budgeted expenditures and the estimated actual expenditures for the goal at Calico Continuation High School to decrease suspension rates for Socioeconomically Disadvantaged (SED) students and improve academic achievement for all students by June 2026. All planned actions and services were implemented as intended, and expenditures aligned closely with what was outlined in the adopted LCAP.

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

Implementation of Action 5.1: CCHS provided supplemental counseling services for all students and SED students to lower the percentage of students suspended at least one day proved highly effective at CCHS. This action contributed to a significant reduction in suspension rates (M5.1 8.1%; -3.3%) for SED students and demonstrated the positive impact of proactive mental health support and improved student engagement.

Regarding academic performance, student achievement did show improvement in both ELA and Math, as measured by Distance from Standard in M5.2 & M5.3. Action 5.2 appears to be partially effective in improving student achievement, as measured by M5.2 and M5.3. The significant improvement in CAASPP ELA scores (DFS increased from -182.89 in 2022–23 to -84.4 in 2023–24) suggests that the instructional aide's support had a meaningful positive impact on literacy outcomes. However, the more modest improvement in CAASPP Math (DFS improved from -182.11 to -173.9) indicates a limited impact in mathematics. Continued focus on sustained academic intervention and staff support through actions like Action 5.2 will be essential to build on this momentum in future years and maximize the effectiveness of these efforts.

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

Based on the analysis of local data and Dashboard indicators, including a decline in the suspension rate for Socioeconomically Disadvantaged (SED) students from 11.4% in 2022–23 to 8.1% in 2023–24, and improvements in CAASPP English Language Arts (DFS

improved from -182.89 to -84.4) and Math (DFS improved from -182.11 to -173.9). The date in the description was changed from 2026 to 2027 to align with the closing of this current LCAP cycle. Although the District was able to meet or exceed several of its goals for Year 3 Target Outcomes we will continue to monitor those goals since it has only been one year. If after Year 2 we see those goals continue to be met or exceeded, we will consider updating those goals at that time.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Counseling Services	CCHS will provide supplemental counseling services for all students and SED students to lower the percentage of students suspended at least one day as measured by M5.1.	\$41,262.00	No
5.2	Instructional Aide Support	An instructional aide will be hired to support students by providing small group and one-on-one academic supports to improve student achievement as measured by M5.2 & M5.3.	\$23,738.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Newberry Elementary School will decrease chronic absenteeism rates, for all students, including Socioeconomically Disadvantaged (SED) students' Hispanic students and as of the release of the 2024 School Dashboard, Student with Disabilities, through June of 2027.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Newberry Springs Elementary School (NES) is designated to receive Equity Multiplier funds due to having a non-stability rate greater than 25% and having greater than 70% of its students identified as socially and economically disadvantaged (SED). NES, based on educational partner input and data from the California School Dashboard, will focus on reducing chronic absenteeism rates for All students (22-23: 26.2%) including SED (22-23: 32.5%) and Hispanic students (22-23: 31.1%) and Students with Disabilities (23-24: 28.1%) and improving academic achievement for all students on CAASPP ELA (-42.1 DFS), Math (-44.1 DFS) and improving mid-year i-Ready diagnostic percentage of students at grade level. To plan the spending of its Equity Multiplier funds, the Newberry Springs Elementary School community engaged in a thorough and inclusive process. It began with a Site Strategic Planning meeting on February 26, 2024, where key educational partners discussed initial priorities and strategies. During this meeting, it was shared with the group that the Students with Disabilities group was added to the list of student groups that will be supported and monitored for the next cycle of funding. In March 2024, surveys were sent out to gather detailed feedback from parents, staff, and other community members, ensuring a broad spectrum of perspectives was included. Following this, school site council meetings and staff meetings were held from March to May 2024, providing ongoing forums for refining and finalizing the plans based on survey results and further discussions. This collaborative approach ensured that the Equity Multiplier funds would be effectively allocated to meet the unique needs of the Newberry Springs Elementary School community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Chronic Absenteeism Rate - % of students identified as absent 10% or more School Source: CA School Dashboard	2022-23 All: 26.2% SED: 32.5% Hispanic: 31.1%	2023-24 All: 27.8% SED: 29.2% Hispanic: 28.6% SWD: 28.1%		All: 20% SED: 25% Hispanic: 24% SWD: 20%	All: +1.6% SED: -3.3% Hispanic: -2.5% SWD: N/A
		2023-24 SWD: 28.1%				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.2	CAASPP ELA School Distance from Standard Source: CA School Dashboard	2022-23 All: -42.1 DFS	2023-24 All: -8.7 DFS		All: -28 DFS	All: +33.4 DFS
6.3	CAASPP Math School Distance from Standard Source: CA School Dashboard	2022-23 All: -44.3 DFS	2023-24 All: -15.9 DFS		All: -30 DFS	All: +28.4 DFS
6.4	K-5 i-Ready Data: Diagnostic #2 % On Grade-level Source: Local Metric	2023-24 ELA Math Gr. K 28% 8% Gr. 1 20% 30% Gr. 2 37% 30% Gr. 3 50% 44% Gr. 4 18% 35% Gr. 5 42% 33%	2024-25 ELA Math Gr. K 61% 38% Gr. 1 30% 38% Gr. 2 34% 10% Gr. 3 67% 20% Gr. 4 33% 53% Gr. 5 34% 38%		ELA Math Gr. K 36% 14% Gr. 1 28% 36% Gr. 2 44% 36% Gr. 3 55% 48% Gr. 4 27% 42% Gr. 5 48% 40%	2024-25 ELA Math Gr. K +33% +30% Gr. 1 +10% +8% Gr. 2 -3% 20% Gr. 3 +17% 24% Gr. 4 +15% +18% Gr. 5 -8% +5%

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.

Planned Actions vs. Actual Implementation

The district implemented the planned actions for Goal 6 at Newberry Elementary School as originally outlined in the LCAP, with no differences between the planned and actual implementation. Academic interventions were provided as intended, targeting learning gaps and

supporting student achievement to help improve attendance. These supports were consistently delivered throughout the year, and there were no deviations or substantive changes in the approach.

Challenges and Successes

The implementation of Goal 6 actions at Newberry Elementary School was successful, leading to notable positive outcomes. The academic interventions put into place proved effective in supporting student learning, resulting in significant academic growth observed through improved CAASPP ELA and Math performance, as measured by Distance from Standard. Additionally, i-Ready scores in early grades showed strong gains, particularly in Kindergarten ELA and Math, supporting the idea that academic success can help boost student confidence and engagement. Furthermore, implemented strategies addressing chronic absenteeism led to improvements in attendance for Socioeconomically Disadvantaged (SED) and Hispanic students, with chronic absenteeism rates decreasing for these groups. The implementation of Goal 6 actions proceeded effectively, and no significant challenges were encountered during this reporting period.

Overall Implementation

Overall, the planned actions were implemented as described in the LCAP with no substantive changes, and while challenges remain in reducing overall absenteeism, the academic progress and targeted attendance improvements among key subgroups represent a successful start toward meeting the goal by June 2027.

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

For Goal 6, the District experienced no material differences between the budgeted and estimated actual expenditures. All actions were carried out within the expected financial parameters, demonstrating strong alignment between planned activities and actual implementation.

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

The actions implemented under Goal 6 at Newberry Elementary School have shown effectiveness in producing targeted academic outcomes and partial progress toward reducing chronic absenteeism. The strategy of providing academic interventions aimed to support student achievement, with the belief that improved academic performance would increase student engagement and attendance. This approach has been effective in improving academic outcomes, as reflected in the significant gains in CAASPP scores—ELA DFS improved from -42.1 to -8.7 and Math DFS from -44.3 to -15.9—and strong growth in i-Ready performance, especially in early grades like Kindergarten, where ELA scores rose from 28% to 61%. These results suggest that the interventions are helping students build academic confidence.

In terms of attendance, the actions were moderately effective. Chronic absenteeism decreased for Socioeconomically Disadvantaged (from 32.5% to 29.2%) and Hispanic students (from 31.1% to 28.6%), demonstrating that the targeted supports may be positively impacting students most at risk. However, the overall chronic absenteeism rate increased slightly from 26.2% to 27.8%, indicating that while the interventions have benefitted some groups, additional strategies may be needed to reduce absenteeism across the entire student body.

Overall, the actions taken have proven effective in supporting student achievement and partially effective in improving attendance, aligning with the goal's intent, though continued refinement will be needed to fully meet all targets by 2026.

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 6.1 involves providing students with academic interventions, intended to support learning, boost confidence, and ultimately improve attendance. Based on the analysis of local data, this action has proven effective in improving student achievement, as demonstrated by academic growth metrics like those from CAASPP and i-Ready. These academic gains support the idea that academic success can positively influence student confidence and engagement. Due to the release of the 2024 Dashboard, the description of the goal was changed to include Students With Disabilities (SWD).

Regarding attendance, the intervention showed effectiveness in reducing chronic absenteeism for specific student groups, namely Socioeconomically Disadvantaged (SED) and Hispanic students; their chronic absenteeism rates decreased. However, despite these positive impacts for specific groups, the data indicates that the academic intervention action was not effective in reducing chronic absenteeism for the overall student group, as overall rates increased slightly. This highlights that while academic support significantly benefits achievement and addresses specific attendance challenges. Based on the 2024 School Dashboard, Students with Disabilities (28.1%) will be added to the groups to be monitored and M6.1 will be used to monitor Action 6.1's effectiveness. This action appears to be somewhat effective in addressing student chronic absenteeism. The District will continue to monitor chronic absenteeism rates for these groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Response to Intervention	Providing students with academic interventions can significantly support and improve attendance rates by addressing learning gaps and fostering a sense of academic confidence. When students receive the help they need to succeed academically, they are more likely to feel engaged and motivated to attend school regularly. Additionally, personalized support can reduce frustration and anxiety related to academic challenges, leading to more consistent attendance. This action will be measured by M6.1-6.4	\$125,000.00	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
\$4,244,102	\$305,395

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
18.309%	0.000%	\$0.00	18.309%

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
1.3	<p>Action: Response to Intervention</p> <p>Need: English Learner (EL) and low-income students in educational environments often face distinct challenges that impede their ability to perform well academically. These students may struggle with language barriers, limited access to academic resources at home, and less</p>	<p>Providing a Response to Intervention (RTI) program directly addresses the identified needs of our students by offering targeted academic support designed to close the significant achievement gaps highlighted in our CAASPP data. Specifically, the district will be deploying RTI teachers and implementing specialized intervention programs to support students in reading and math. For instance, RTI teachers will work with small groups of students who are</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>exposure to enriching educational experiences. Such disadvantages are typically reflected in their performance metrics, such as lower scores on the California Assessment of Student Performance and Progress (CAASPP). Our scores for ELA CAASPP results showed the following for 2022-23: All - 21 DFS; LI -53.6 DFS; EL -62.6 DFS; and FY Not significant student group. And for Math it was the following: All - 54.8 DFS; LI -80.4 DFS; EL -86.7 DFS; and FY Not significant student group</p> <p>Additionally, intervention data from tools like i-Ready often highlight specific areas where these students lag behind their peers, particularly in foundational reading and math skills. This need was emphasized by our educational partners, who highlighted the importance of offering intervention opportunities to our students.</p> <p>Implementing Response to Intervention (RTI) staff during the school day directly addresses these challenges by providing targeted support where it is most needed. RTI is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. For EL and low-income students, this means receiving personalized attention that helps bridge the gap between their current performance and the expected academic standards. Interventions are often tailored to</p>	<p>performing below grade level, offering intensive, personalized instruction that is tailored to meet their specific learning needs. Examples of intervention programs include evidence-based literacy programs and adaptive math software that adjusts to each student's skill level, ensuring that all students receive the precise level of support they need to succeed.</p> <p>While the primary focus is on enhancing Response to Intervention (RTI) support for Low Income and English Learners students, providing this support on an LEA-wide basis ensures that all students, from elementary to secondary levels, benefit from enriched instructional practices and a more inclusive learning environment. By addressing the specific needs of our most vulnerable student populations, the district creates a positive ripple effect that elevates the overall quality of education. An LEA-wide approach fosters equity, ensuring every student, regardless of grade level, has access to high-quality RTI supports and the necessary resources to thrive academically. This comprehensive strategy not only targets the immediate needs of Low Income and English Learners students but also contributes to the district's overarching goal of academic excellence and equity for all students.</p> <p>Implementing Response to Intervention (RTI) support district-wide is essential because it aligns with the district's commitment to academic excellence and equity. By expanding these supports to all students, the district ensures that every student has the opportunity to benefit from enhanced instructional practices and resources,</p>	

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	<p>accelerate learning in English language acquisition and core academic skills, directly impacting their ELPI and CAASPP scores positively.</p> <p>Moreover, having RTI staff available during the school day ensures that interventions are timely and integrated seamlessly with the regular academic schedule, which helps in maintaining consistency in the students' educational experience. This accessibility to immediate support not only aids in academic performance but also improves engagement and attendance rates, as students are less likely to feel overwhelmed and more likely to attend school. Furthermore, effective RTI strategies can lead to a decrease in behavioral issues and, consequently, suspension rates. This occurs because RTI also addresses behavioral and social-emotional needs, providing students with strategies to manage and express their challenges in constructive ways. By meeting the unique needs of EL and low-income students through dedicated RTI staff, schools can significantly enhance these students' educational outcomes and overall school experience.</p> <p>Scope: LEA-wide</p>	<p>not just those who are most vulnerable. This approach helps to mitigate disparities in educational outcomes and promotes an inclusive learning environment where all students, regardless of their socioeconomic or language background, can achieve academic success.</p>	
1.4	<p>Action: TK-K Extended Instructional Minutes</p> <p>Need:</p>	<p>Extending the school day for Transitional Kindergarten and Kindergarten (TK/K) students in the Silver Valley Unified School District (SVUSD) directly addresses the unique needs of low-income</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>Providing full-day instruction for Transitional Kindergarten and Kindergarten (TK-K) students is key to increase student literacy in reading and math. This need was emphasized by our educational partners, who highlighted the importance of extended instructional minutes for early learners. Specifically, the input from these educational partners underscored the necessity of targeted support for low-income and EL students, who benefit significantly from extended instructional time. These students often require additional resources and support to achieve academic success and language proficiency. By implementing full-day instruction for TK-K students, SVUSD aims to provide a strong educational foundation, ensuring equitable access to learning opportunities for all students, particularly those from low-income backgrounds and English learners</p> <p>Scope: Schoolwide</p>	<p>and English Learner (EL) students by providing additional instructional time that is crucial for their academic and social development. With the extended school day, teachers can devote more time to individualized instruction, focusing on the specific needs of each student. This additional time allows for targeted support in foundational skills, such as literacy and numeracy, which are critical for the long-term academic success of low-income and EL students. For example, teachers can work in smaller groups or one-on-one settings to provide personalized instruction, helping students grasp concepts at their own pace and ensuring no child is left behind.</p> <p>Moreover, the extended school day creates more opportunities for social-emotional learning (SEL) and positive behavior interventions. Low-income and EL students often face challenges that can impact their school experience, such as language barriers and limited access to educational resources at home. By spending more time in a structured and supportive learning environment, these students can benefit from consistent routines and SEL activities that promote resilience, social skills, and a positive attitude towards learning. The additional time also allows teachers to implement enrichment activities that can stimulate curiosity and engagement, providing a well-rounded education that addresses both academic and emotional needs.</p> <p>Although the extended school day is targeted at supporting low-income and EL students, SVUSD is implementing this initiative school-wide to ensure equity and inclusivity. Providing full-day instruction</p>	

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		<p>to all TK/K students fosters a cohesive learning environment where all students, regardless of their background, can benefit from the enhanced educational opportunities. This approach ensures that the needs of low-income and EL students are met without singling them out, promoting a sense of community and shared learning experiences among all students. By addressing the diverse needs of its student population through a comprehensive and inclusive strategy, SVUSD is committed to laying a strong educational foundation for every child, setting them up for success in their future academic endeavors.</p>	
<p>1.6</p>	<p>Action: Class Size Reduction</p> <p>Need: The Silver Valley Unified School District has recognized several unique needs for our low-income (LI) and English Learner (EL) students compared to the general student population. One significant disparity is in the class size experienced by these students. Larger class sizes can hinder personalized instruction and support, which are critical for the academic success of LI and EL students. Feedback from educational partners, including parents and teachers, has highlighted the need for smaller class sizes to provide the individualized attention these students require.</p> <p>Specifically, data from our annual surveys indicate that parents of LI and EL students are particularly concerned about the lack of adequate support in larger classrooms. This</p>	<p>Providing smaller class sizes in grades TK-3 at all elementary schools within the Silver Valley Unified School District directly addresses the unique needs of our low-income and English Learner (EL) students by fostering a more personalized and supportive learning environment. Research and feedback from educational partners have shown that smaller class sizes enable teachers to give more individualized attention, which is crucial for students who may require additional support to succeed academically. For instance, teachers can better identify and address specific learning gaps, provide tailored instruction, and offer timely interventions, which are particularly beneficial for EL students needing focused language development and low-income students who might not have access to supplemental educational resources outside of school.</p> <p>With smaller class sizes, teachers can implement more small group and one-on-one instruction, allowing for differentiated teaching strategies that</p>	<p>This action will be measured by the metrics identified in the action description.</p>

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	<p>concern is echoed by students themselves, who have noted that smaller class sizes would allow teachers to more effectively address their individual learning needs. For example, while the general student population may cope with average class sizes, LI and EL students in larger classes struggle with engagement and performance due to insufficient personalized attention.</p> <p>To address these needs, our action plan focuses on class size reduction as a strategy to create a more supportive and engaging learning environment. By decreasing class sizes, we aim to provide LI and EL students with the necessary resources and individual attention to enhance their academic achievement and overall school experience. This targeted approach is essential for bridging the gap and ensuring that all students, regardless of their socioeconomic or language background, receive the quality education they deserve.</p> <p>Scope: Schoolwide</p>	<p>cater to diverse learning styles and needs. This approach not only helps in closing achievement gaps but also promotes greater student engagement and participation. For example, a teacher can work closely with a group of EL students to enhance their language skills through interactive and immersive activities, while simultaneously providing targeted support to low-income students struggling with foundational literacy and numeracy skills. Additionally, smaller class sizes create a more manageable classroom environment, reducing behavioral issues and allowing teachers to build stronger relationships with each student, further contributing to a positive and inclusive school climate.</p> <p>Although this initiative targets the needs of low-income and EL students, the district is implementing smaller class sizes school-wide to ensure all students benefit from the enhanced educational experience. This inclusive approach recognizes that while low-income and EL students may face more significant challenges, all students can thrive in an environment where they receive more personalized attention and support. By extending the benefits of smaller class sizes to all students, the district promotes equity and excellence in education, ensuring every child has the opportunity to succeed academically and develop a strong foundation for future learning. This comprehensive strategy underscores the district's commitment to providing high-quality education and addressing the diverse needs of its student population.</p>	

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<p>1.7</p>	<p>Action: Advancement Via Individual Determination (AVID)</p> <p>Need:</p> <p>English Learner (EL) and low-income students in grades 6-12 face distinctive educational challenges that require specific support strategies to enhance their academic success. For secondary EL and low income (LI) students graduation rate, A-G completion rates become key indicators compared to their peers. The graduation rate for all students in 2022-23 was 94.9% and for LI it was 96.4%, emphasizing the need to maintain high graduation rates for those students. The A-G completion rate for all students in 2022-23 was 24.1%, and for our LE students it was 19.6%. This need was emphasized by our educational partners, who highlighted the importance of supporting our students to be college and career ready.</p> <p>Implementing the Advancement Via Individual Determination (AVID) program specifically for these groups in grades 6-12 provides a structured system of academic support that emphasizes writing, inquiry, collaboration, organization, and reading skills (WICOR). AVID's strategies are designed to help students develop the skills necessary to access and succeed in college preparatory courses, which is crucial for EL and low-income students who may not have the same educational support at home as their peers.</p>	<p>Advancement Via Individual Determination (A.V.I.D.) is a powerful program designed to address the unique needs of low-income and English Learner (EL) students by promoting college readiness and academic achievement. Implementing A.V.I.D. in grades 6-12 throughout the Silver Valley Unified School District will provide a structured and supportive environment where these students can develop essential skills such as critical thinking, organization, and effective study habits. For example, A.V.I.D. strategies include Socratic seminars and collaborative study groups that engage students in deeper learning and critical analysis, thereby enhancing their academic preparedness. Additionally, the program offers targeted mentorship and guidance, helping students navigate the path to college and career success.</p> <p>Teachers in A.V.I.D. classrooms are trained to focus on the specific needs of individual students through small group and one-on-one instruction. This personalized approach allows teachers to identify and address learning gaps, provide academic support, and foster a growth mindset. For instance, a teacher might work closely with a small group of EL students to build their academic vocabulary and language proficiency, while another session could be dedicated to helping low-income students develop organizational skills and effective note-taking strategies. By creating a classroom environment that prioritizes individual student needs, A.V.I.D. helps ensure that all students, particularly those facing additional challenges, receive the support they need to succeed.</p>	<p>This action will be measured by the metrics identified in the action description.</p>

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	<p>AVID also focuses on fostering a growth mindset and academic resilience, which are vital for students facing socioeconomic and language barriers. The program's impact on graduation and A-G completion rates as it provides students with consistent, scaffolded support to improve their chances of graduating on time and completing A-G requirements for UC/CSU schools.</p> <p>Scope: Schoolwide</p>	<p>While A.V.I.D. is particularly beneficial for low-income and EL students, the district is implementing the program school-wide to promote equity and excellence for all students. This inclusive approach recognizes that while certain student groups may have more pronounced needs, all students can benefit from the rigorous academic preparation and support provided by A.V.I.D. School-wide implementation ensures that every student has access to high-quality instructional practices, fostering a culture of academic excellence and college readiness across the district. This comprehensive strategy underscores the district's commitment to closing achievement gaps and providing equitable educational opportunities for all students, preparing them for success in higher education and beyond.</p> <p>Implementing Advancement Via Individual Determination (A.V.I.D.) in grades 6-12 throughout Silver Valley Unified School District significantly enhances services for low-income and English Learner (EL) students. By promoting college readiness and academic achievement, A.V.I.D. creates a structured and supportive environment that helps students develop critical thinking, organization, and effective study habits. The use of strategies like Socratic seminars and collaborative study groups engages students in deeper learning, enhancing their preparedness for college and careers. Additionally, targeted mentorship and guidance provided by A.V.I.D. help students navigate their academic paths more effectively.</p>	

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		<p>Teachers trained in A.V.I.D. methods can focus on the specific needs of individual students through small group and one-on-one instruction, allowing them to address learning gaps and provide personalized academic support. For example, EL students can receive focused help on building academic vocabulary and language proficiency, while low-income students can learn essential organizational skills and effective note-taking strategies. This personalized approach ensures that students who face additional challenges receive the targeted support they need to succeed academically.</p> <p>Implementing A.V.I.D. school-wide promotes equity and excellence for all students, recognizing that while some groups may have more pronounced needs, every student benefits from rigorous academic preparation and support. This inclusive strategy fosters a culture of academic excellence and college readiness throughout the district. By providing high-quality instructional practices to all students, the district underscores its commitment to closing achievement gaps and ensuring equitable educational opportunities, preparing every student for success in higher education and beyond.</p>	
1.8	<p>Action: Before/After School Programs</p> <p>Need: English Learner (EL) and low-income students often face a complex set of challenges that can impede their academic success and</p>	<p>Implementing district-wide before and after school intervention and enrichment programs directly addresses the unique needs of low-income and English Learner (EL) students by providing them with vital academic support and enrichment opportunities outside of regular school hours. These programs offer a structured environment</p>	<p>This action will be measured by the metrics identified in the action description.</p>

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	<p>engagement with school. These challenges include limited English proficiency, fewer academic supports at home, and less access to enriching educational experiences outside of school hours. These deficits are clearly reflected in the California Assessment of Student Performance and Progress (CAASPP) scores, and intervention data from platforms like i-Ready, which often show that EL and low-income students lag behind their peers academically. Our scores for ELA CAASPP results showed the following for 2022-23: All - 21 DFS; LI -53.6 DFS; EL -62.6 DFS; and FY Not significant student group. And for Math it was the following: All -54.8 DFS; LI -80.4 DFS; EL -86.7 DFS; and FY Not significant student group. This need was emphasized by our educational partners, who emphasized the importance to offering before and after school programs to give students additional instructional time to support achievement.</p> <p>Moreover, consistent participation in before and after school programs helps improve attendance rates by keeping students engaged in productive activities and connected to their school community for extended hours. This engagement can also lead to reduced suspension rates, as students are under supervised care and involved in constructive interactions during times they might otherwise be unsupervised and potentially exposed to risky behaviors. Thus, by addressing both academic and behavioral needs, before and after school programs play a pivotal role in enhancing the educational</p>	<p>where students can receive targeted academic interventions such as tutoring and homework assistance. For example, a student struggling with reading comprehension can receive focused one-on-one tutoring to improve their skills, while EL students can participate in language acquisition workshops that enhance their English proficiency. Additionally, these programs include enrichment activities like arts, music, and sports, which foster holistic development and provide a well-rounded educational experience.</p> <p>These extended learning opportunities allow teachers to address the individual needs of students more effectively. Small group sessions and one-on-one instruction become more feasible, enabling educators to provide personalized support tailored to each student's unique challenges and strengths. For instance, a math teacher might hold small group sessions to help students master difficult concepts, while a science teacher might lead hands-on experiments to ignite students' curiosity and engagement. This personalized approach ensures that low-income and EL students receive the additional support they need to succeed academically, helping to close achievement gaps and promote equity.</p> <p>While the primary focus of these programs is to support low-income and EL students, the district is implementing them school-wide to ensure all students benefit from the enriched learning environment. This inclusive strategy recognizes that all students, regardless of their background, can gain from additional academic support and enrichment activities. By offering these programs</p>	

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	<p>outcomes and overall school experience of EL and low-income students, making them a crucial element of support for these vulnerable groups.</p> <p>Scope: LEA-wide</p>	<p>to the entire student body, the district promotes a culture of inclusivity and excellence, ensuring that every child has the opportunity to thrive. This comprehensive approach underscores the district's commitment to providing equitable educational opportunities, fostering a supportive community where all students can achieve their full potential.</p> <p>To address these needs, the district is committed to implementing comprehensive before and after school programs across all school sites. These programs will offer a variety of academic supports, such as tutoring, homework assistance, and specialized instruction for EL students, as well as enrichment activities that foster creativity, critical thinking, and physical development. By providing these extended learning opportunities, the district aims to ensure that low-income and EL students receive the additional support they need to succeed academically and thrive personally. These programs will be accessible to all students, fostering an inclusive environment where every child has the opportunity to benefit from enriched educational experiences and achieve their full potential.</p>	
1.9	<p>Action: Transportation Services</p> <p>Need: English Learner (EL) and low-income students often face significant barriers that can impede their regular attendance at school, one of which is reliable transportation. Many of these students come from families where access to private transportation is limited or non-existent,</p>	<p>Providing comprehensive transportation services to all school sites within the Silver Valley Unified School District addresses the critical needs of low-income students by ensuring they have consistent and reliable access to education. For many of these students, the lack of dependable transportation has been a significant barrier, leading to irregular attendance and missed learning opportunities. By offering district-wide bussing services, we can ensure that all students,</p>	<p>This action will be measured by the metrics identified in the action description.</p>

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	<p>and public transportation may be unreliable, unaffordable, or unsafe. This challenge is critical because consistent attendance is a foundational element of academic success, and irregular attendance can lead to gaps in learning, reduced academic performance, and lower overall engagement with the school community. Chronic absenteeism rates in 2022-23 were as follows: All: 20.3%; LI: 27.5%, EL: 23.2% and FY was not a significant subgroup. Attendance rates were: All 92.96%; LI 92.38%; EL 85.5%; and FY was not significant student group</p> <p>Providing transportation services directly addresses this barrier by ensuring that EL and low-income students have safe, reliable means to get to and from school each day. School buses, shuttles, or subsidized public transportation passes can significantly ease the burden on families and ensure that students can attend classes regularly. This not only supports the academic engagement of these students by providing more consistent access to educational opportunities but also helps in cultivating a routine that encourages regular school attendance. This need was emphasized by our educational partners, who stressed the importance of providing transportation to all students due to our remote location.</p> <p>The impact of transportation services on school attendance is clearly measurable and profound. Schools that have implemented</p>	<p>regardless of their socioeconomic status or language proficiency, can attend school regularly. This initiative will help improve attendance rates, which are directly linked to better academic achievement and engagement. For instance, a low-income student who previously missed school due to transportation issues will now have the opportunity to attend classes consistently, participate in extracurricular activities, and receive the full benefit of the educational programs offered.</p> <p>While the primary focus of this initiative is to support low-income students, implementing transportation services district-wide promotes equity and inclusivity for all students. This school-wide approach ensures that every student benefits from the same level of access to education, creating a more cohesive and supportive school environment. By addressing transportation barriers for the entire student population, the district fosters a culture of fairness and equal opportunity, underscoring our commitment to providing high-quality education to every child. This comprehensive strategy not only helps those in greatest need but also strengthens the overall educational experience for all students, contributing to a more inclusive and successful school community.</p> <p>To address these needs, the district is committed to offering comprehensive bussing services to all school sites. This initiative aims to eliminate transportation barriers, ensuring that low-income students have equal access to education and can maintain regular attendance. By improving</p>	

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	<p>transportation solutions often see a marked improvement in attendance rates among their EL and low-income populations. Chronic absenteeism rates typically decline as these students no longer miss school due to transportation issues. Furthermore, regular attendance facilitated by reliable transportation can lead to better academic outcomes, as students are present for more instructional time and are less likely to fall behind in their coursework. Overall, by investing in transportation services, schools can significantly reduce one of the key barriers to education for EL and low-income students, leading to improved attendance, enhanced engagement, and greater academic success for these vulnerable groups.</p> <p>Scope: LEA-wide</p>	<p>attendance rates, we anticipate a positive impact on academic performance, as students will have more opportunities for consistent learning, interaction with teachers, and involvement in school activities. Providing transportation services district-wide not only supports the targeted groups but also promotes equity and inclusivity, ensuring that every student, regardless of their background, has the necessary resources to succeed academically and thrive within the school community.</p>	
<p>2.1</p>	<p>Action: Technology Support Specialist</p> <p>Need: English Learner (EL) and low-income students often encounter specific educational challenges that can hinder their academic success. One significant barrier is the digital divide—these students may not have adequate access to technology or internet connectivity, which is crucial for completing assignments, engaging in digital learning platforms, and accessing online resources.</p>	<p>Providing Technology Support Specialists to all school sites in the Silver Valley Unified School District addresses the critical needs of low-income and English Learner (EL) students by ensuring they have equitable access to the technological resources necessary for academic success. These students often face challenges such as limited access to reliable technology and inadequate technical support at home, which can hinder their ability to engage fully in digital learning environments. By placing Technology Support Specialists at every school, the district ensures that both teachers and students receive the</p>	<p>This action will be measured by the metrics identified in the action description.</p>

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	<p>This gap in digital access can lead to lower academic performance, as evidenced by their California Assessment of Student Performance and Progress (CAASPP) scores, where these students often underperform compared to their peers. Our scores for ELA CAASPP results showed the following for 2022-23: All -21 DFS; LI -53.6 DFS; EL -62.6 DFS; and FY Not significant student group. And for Math it was the following: All -54.8 DFS; LI -80.4 DFS; EL -86.7 DFS; and FY Not significant student group. Our educational partners supported the need to provide technology support specialists in an effort to provide students and staff with the necessary help in using educational software and technology for student achievement.</p> <p>The appointment of technology support specialists in schools can significantly address these challenges. These specialists provide essential support by ensuring that all students have access to functional technology and understand how to use it effectively. This includes troubleshooting technical issues, assisting with software applications, and providing training to students who may lack familiarity with digital tools due to limited exposure at home. For EL and low-income students, technology support specialists can also tailor their assistance to meet language needs and provide additional instructional materials that help bridge the gap between their current skills and the curriculum demands.</p>	<p>necessary assistance to utilize technology effectively. For example, these specialists can help troubleshoot device issues, manage software updates, and maintain infrastructure, thereby minimizing disruptions and maximizing instructional time.</p> <p>Technology Support Specialists play a vital role in enhancing the learning experience by helping integrate technology seamlessly into the curriculum. For instance, a specialist might assist a teacher in setting up interactive language learning applications for EL students, providing them with additional support to improve their English proficiency. Similarly, low-income students who may not have access to advanced technology at home can benefit from well-maintained school devices and personalized support in using educational software. This targeted assistance ensures that all students, particularly those facing significant barriers, can participate fully in digital learning and achieve their academic goals.</p> <p>While the initiative primarily targets the unique needs of low-income and EL students, the district is implementing this support system school-wide to promote equity and inclusivity. Providing Technology Support Specialists at all school sites ensures that every student benefits from a robust technological infrastructure, enhancing the overall educational environment. This inclusive approach helps bridge the digital divide, ensuring that all students, regardless of their background, have the tools and support they need to succeed in the modern classroom. By investing in comprehensive technology support, the district underscores its</p>	

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	<p>The positive impact of technology support specialists is measurable in improved ELPI and CAASPP scores. As students become more proficient in using digital tools and platforms, they can engage more deeply with content, participate in online assessments more effectively, and utilize online resources to enhance their learning. Intervention data from platforms like i-Ready, which provide personalized learning experiences and track student progress in real-time, further validate the effectiveness of this approach. With proper technology support, EL and low-income students are more likely to complete digital assignments successfully and improve their performance in assessments that are increasingly integrated with digital components.</p> <p>Ultimately, providing technology support specialists helps to level the educational playing field for EL and low-income students, ensuring they have the same opportunities to succeed as their peers. This not only improves their immediate educational outcomes but also equips them with digital literacy skills that are essential for academic and professional success in the modern world. This holistic approach to addressing the unique needs of EL and low-income students by integrating technology support can transform their learning experiences and outcomes, fostering greater equity within the educational system.</p> <p>Scope:</p>	<p>commitment to fostering an equitable learning environment where all students can thrive academically.</p> <p>To address these needs, the district will provide technology support specialists at all school sites. These specialists will offer essential support in maintaining and troubleshooting technological resources, enabling teachers to integrate technology seamlessly into their lessons and ensuring that all students, especially low-income and EL students, can fully participate in digital learning activities. For instance, a technology support specialist can assist a teacher in setting up interactive learning modules that cater to EL students' language development needs or provide low-income students with access to devices and digital tools necessary for their studies. Implementing this support system district-wide ensures that every student benefits from equitable access to technology, thereby supporting overall academic achievement and bridging the digital divide. This comprehensive approach underscores the district's commitment to leveraging technology to enhance learning outcomes for all students, while particularly addressing the needs of those who face the greatest barriers.</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
	LEA-wide		
3.2	<p>Action: California Cadet Corps</p> <p>Need: The Silver Valley Unified School District has identified the unique needs of our low-income and English Learner (EL) students, emphasizing the critical importance of programs that foster citizenship, leadership, academic excellence, and health and wellness. These students often face additional challenges that can hinder their academic and personal development, such as limited access to extracurricular activities and leadership opportunities. The California Cadet Corps at Silver Valley High School provides a structured environment where students can develop these essential skills, which are crucial for success in school and life after high school. Educational partners, including parents, teachers, and community members, have highlighted the need for programs that not only support academic achievement but also promote holistic development and prepare students for future success. For secondary EL and low income (LI) students graduation rate, A-G completion rates become key indicators compared to their peers. The graduation rate for all students in 2022-23 was 94.9% and for LI it was 96.4%, emphasizing the need to maintain high graduation rates for those students. The A-G completion rate for all students in 2022-23 was 24.1%, and for our LE students it was 19.6%.</p>	<p>The California Cadet Corps at Silver Valley High School is a vital initiative that addresses the unique needs of low-income and English Learner (EL) students by fostering citizenship, leadership, academic excellence, and health and wellness. These students often encounter barriers that limit their access to extracurricular activities and leadership opportunities, which are crucial for their overall development. Through the structured environment of the Cadet Corps, students receive comprehensive training in leadership and responsibility. For instance, cadets participate in community service projects, leadership exercises, and team-building activities that cultivate essential life skills. These experiences are particularly valuable for EL students, providing them with practical opportunities to enhance their English proficiency, build confidence, and integrate more fully into the school community.</p> <p>The Cadet Corps also emphasizes the importance of physical fitness and health, which are critical for student well-being and academic success. Regular physical training sessions help students develop healthy habits and improve their physical condition, contributing to better concentration and academic performance. Moreover, the program's focus on leadership development allows students to take on significant roles within the Corps, such as leading drills or coordinating events, which fosters a sense of accomplishment and self-efficacy. For example, a low-income student who assumes a leadership position gains invaluable experience in managing tasks, motivating peers,</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>The California Cadet Corps addresses these needs by offering a comprehensive program focused on building leadership, enhancing citizenship, and promoting health and wellness. Through participation in the Cadet Corps, low-income and EL students gain access to unique opportunities to develop self-discipline, teamwork, and leadership skills, which are vital for academic and personal success. For example, cadets engage in activities that teach responsibility and resilience, participate in physical fitness programs that promote health and wellness, and take on leadership roles that build confidence and communication skills. By providing this program at Silver Valley High School, the district ensures that all students, especially those from disadvantaged backgrounds, have the opportunity to excel in a supportive and structured environment. This initiative not only targets the specific needs of low-income and EL students but also benefits the entire student body by fostering a culture of excellence and leadership across the school.</p> <p>Scope: Schoolwide</p>	<p>and making strategic decisions, thereby enhancing their readiness for future college and career endeavors.</p> <p>While the California Cadet Corps specifically aims to support low-income and EL students, the district has implemented the program school-wide to ensure that all students can benefit from its enriching experiences. This inclusive approach ensures that every student at Silver Valley High School has the opportunity to develop leadership skills, improve physical fitness, and achieve academic excellence. By providing the Cadet Corps to the entire student body, the district promotes a culture of inclusivity and high expectations, ensuring that all students, regardless of their background, can thrive. This comprehensive strategy underscores the district's commitment to fostering an environment that supports the success of every student, preparing them for a bright future in both their personal and professional lives.</p>	
3.3	<p>Action: Counseling Services</p> <p>Need:</p>	<p>Providing comprehensive counseling services at all school sites within the Silver Valley Unified School District directly addresses the unique needs of low-income and English Learner (EL) students by offering critical support for their mental</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>English Learner (EL) and low-income students often face a myriad of challenges that extend beyond the classroom, impacting their overall school attendance and behavior. These students may deal with complex socio-economic issues, such as housing instability, limited access to healthcare, and increased familial responsibilities, which can contribute to higher rates of absenteeism and behavioral issues. Additionally, EL students may experience cultural and language barriers that not only hinder their academic performance but also affect their social integration and emotional well-being within the school environment. Our suspension rate for 2022-23 showed the following: All: 2.4%; LI: 3.1%; EL: 2.7% and FY was not a significant subgroup. Chronic absenteeism rates were as follows: All: 20.3%; LI: 27.5%, EL: 23.2% and FY was not a significant subgroup. This need was emphasized by our educational partners, who highlighted the importance of providing students with counseling services to support social emotional wellbeing, thus supporting academic achievement.</p> <p>Providing counseling services is a critical intervention that can address these multifaceted needs effectively. School counselors can offer a supportive relationship and a safe space for EL and low-income students to discuss their concerns and challenges. These professionals are equipped to help students navigate the stresses associated with economic hardship and cultural assimilation, offering strategies for</p>	<p>well-being. These students often face additional stressors, such as economic instability and language barriers, which can negatively impact their academic performance, attendance, and behavior. By ensuring access to professional counseling, the district helps students navigate these challenges, promoting a healthier school experience. For instance, counselors can work with EL students to manage the anxiety associated with language acquisition and cultural adjustment, providing strategies to improve their confidence and participation in class. Similarly, low-income students can receive support to cope with family-related stressors, helping them to stay focused on their academic goals and maintain regular school attendance.</p> <p>Counseling services play a vital role in fostering a supportive and inclusive school environment. For example, a counselor might conduct group sessions focused on social skills development, where students learn to interact positively with peers and build a sense of community. Individual counseling sessions can address specific issues such as grief, trauma, or academic stress, providing personalized support to help students develop resilience and effective coping strategies. By improving students' mental well-being, these services enhance their ability to concentrate and engage in learning, thereby boosting academic achievement. Moreover, counseling can help reduce challenging behaviors by teaching students emotional regulation and conflict resolution skills, contributing to a more positive and orderly school climate.</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>coping and resilience. Counseling services can also play a pivotal role in connecting students and their families with community resources to alleviate some of their burdens, such as food insecurity, healthcare, and after-school care, which can directly impact students' ability to attend school regularly and engage positively in their education.</p> <p>Moreover, counseling can significantly contribute to reducing suspension rates among these student groups. Counselors work to develop positive behavior interventions and support systems that help students manage and express their emotions constructively. By addressing behavioral issues through counseling rather than punitive measures, schools foster a more inclusive and supportive learning environment that encourages positive social interactions and enhances students' ability to cope with academic and personal challenges. Overall, by addressing the emotional, social, and practical needs of EL and low-income students through dedicated counseling services, schools can not only improve chronic absenteeism and suspension rates but also enhance the educational outcomes and life trajectories of these vulnerable student populations.</p> <p>Scope: LEA-wide</p>	<p>While the primary focus of this initiative is to support low-income and EL students, the district is implementing counseling services school-wide to ensure all students benefit from the enhanced mental health support. This inclusive approach acknowledges that while certain groups may face more pronounced challenges, every student can experience stress and require support at different times. By making counseling services available to the entire student body, the district promotes equity and ensures that all students have the resources they need to thrive. This comprehensive strategy not only targets those with the greatest needs but also strengthens the overall educational environment, fostering a culture of well-being and academic excellence for all students.</p> <p>To address these needs, the district is committed to providing counseling services at all school sites. These services will offer targeted support to help students manage stress, improve emotional regulation, and develop coping strategies. For example, a counselor can work with an EL student to address the anxiety related to language barriers and cultural adjustment, while another counselor might assist a low-income student in dealing with family-related stressors. By supporting students' mental well-being, counseling services help improve academic achievement by enhancing focus and engagement, boost attendance by addressing underlying issues that contribute to absenteeism, and reduce challenging behaviors by teaching students positive coping mechanisms. Implementing counseling services district-wide ensures that all students benefit from these essential supports, fostering a healthier, more</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
		inclusive school environment where every student can thrive.	
4.4	<p>Action: Teacher Longevity</p> <p>Need: English Learner (EL) and low-income students in educational environments often face distinct challenges that impede their ability to perform well academically. These students may struggle with language barriers, limited access to academic resources at home, and less exposure to enriching educational experiences. Such disadvantages are typically reflected in their performance metrics, such as lower scores on the California Assessment of Student Performance and Progress (CAASPP). Our scores for ELA CAASPP results showed the following for 2022-23: All -21 DFS; LI -53.6 DFS; EL -62.6 DFS; and FY Not significant student group. And for Math it was the following: All -54.8 DFS; LI -80.4 DFS; EL -86.7 DFS; and FY Not significant student group</p> <p>To address these challenges effectively, one strategic approach is the provision of teacher longevity stipends, particularly in schools with high populations of EL and low-income students. Veteran teachers, with their extensive experience and developed skills, are invaluable in such settings. They are often more adept at navigating the cultural and socio-economic complexities that affect these students' learning. By offering longevity</p>	<p>Providing longevity stipends to teachers at all school sites within the Silver Valley Unified School District addresses the critical needs of low-income and English Learner (EL) students by ensuring that our most experienced and effective educators remain in the classroom. These stipends are designed to retain veteran teachers who bring invaluable expertise and stability, which are crucial for supporting students facing additional academic and personal challenges. Experienced teachers are adept at differentiating instruction to meet diverse learning needs, implementing proven strategies to improve language proficiency for EL students, and creating supportive environments that engage and motivate low-income students. For example, a veteran teacher might use their extensive knowledge of instructional techniques to provide targeted reading interventions for EL students or to design engaging, culturally responsive lessons that resonate with low-income students.</p> <p>Moreover, retaining experienced teachers through longevity stipends helps maintain continuity and stability within the school community, which is particularly beneficial for students who may already experience instability in other areas of their lives. These teachers have developed strong classroom management skills and deep understanding of their students' needs, allowing them to create safe and nurturing learning environments. For instance, a seasoned teacher might use their skills to build strong relationships</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>stipends, districts can retain these experienced educators in high-need schools, ensuring continuity and stability in the learning environment, which is crucial for students who benefit from established relationships and consistent educational approaches. This need was emphasized by our educational partners, who highlighted the importance of retaining our most veteran teachers to avoid high turnover rates.</p> <p>The impact of retaining experienced teachers can be observed in improved ELPI and CAASPP scores. Experienced teachers are typically more effective in implementing English language development strategies and adapting curriculum to meet the diverse needs of their students, leading to better academic outcomes. Moreover, the presence of seasoned educators can contribute to improved attendance rates, as these teachers are often skilled in creating engaging and welcoming classroom environments that motivate students to attend school. Similarly, their adept classroom management strategies can lead to a reduction in suspension rates, as they are more capable of handling behavioral issues constructively.</p> <p>Thus, investing in teacher longevity through stipends is not merely a financial decision but a pivotal educational strategy that supports the specific needs of EL and low-income students. This approach not only enhances educational equity but also fosters an environment where all students have the opportunity to succeed</p>	<p>with students, helping to address behavioral issues and improve attendance rates among low-income students. By keeping these expert educators in our schools, we ensure that all students, particularly those who are most vulnerable, receive the consistent, high-quality education they need to succeed academically.</p> <p>While the primary goal of the longevity stipends is to support low-income and EL students, the district is implementing this initiative school-wide to promote equity and inclusivity. Ensuring that all teachers across the district have access to these stipends helps to maintain a high standard of education for every student. This comprehensive approach recognizes that while certain groups may have more pronounced needs, all students benefit from the presence of experienced, dedicated teachers. By fostering a stable and skilled teaching workforce, the district underscores its commitment to providing the best possible educational outcomes for all students, supporting academic excellence and equitable opportunities for success.</p> <p>To address these needs, the district is implementing teacher longevity stipends at all school sites. By offering these stipends, the district aims to retain its most experienced and effective teachers, ensuring that low-income and EL students receive the highest quality education. For instance, an experienced teacher is more likely to have developed the skills necessary to differentiate instruction for EL students, helping them to improve their language proficiency while mastering academic content. Similarly, veteran</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>and excel. Through this investment, districts affirm their commitment to high-quality education for every student, regardless of background.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>teachers are adept at creating supportive classroom environments that engage low-income students and address their specific learning challenges. Implementing longevity stipends district-wide not only targets the needs of low-income and EL students but also benefits the entire student body by maintaining a stable and experienced teaching workforce. This approach underscores the district's commitment to providing all students with the best possible educational opportunities, fostering academic excellence and equitable outcomes.</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>1.10</p>	<p>Action: Teacher Professional Development for English Acquisition</p> <p>Need: English Learner (EL) students face unique educational challenges that stem from their need to acquire proficiency in English while simultaneously mastering grade-level academic content. These challenges are often highlighted by disparities in performance metrics such as the English Language Proficiency Assessments for California</p>	<p>To address the professional development needs for teachers to improve English Learners' (EL) language acquisition, the district will implement a multi-faceted approach. This includes offering webinars that provide flexible, accessible training on effective EL instructional strategies and provide supplemental curriculum materials specifically designed to support English language development, enabling teachers to apply newly acquired strategies using high-quality, standards-aligned resources that reinforce language acquisition across content areas.</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>(ELPAC) scores. EL students typically score lower on these assessments compared to their native English-speaking peers, indicating a critical need for specialized support in language acquisition alongside their regular curriculum. In 2022-23 our ELPI data showed the following: ELPI 2022-23 EL students: 49.3% and LTEL students: 6% and our reclassification rates were: EL students: 1% and LTEL students: 0%</p> <p>Professional development for staff is a key strategy in addressing the specific needs of EL students. By equipping teachers with the skills and knowledge to support English language development, schools can enhance instructional practices that are both linguistically responsive and culturally relevant. Training can include strategies for integrating language development in subject teaching, using assessments to inform instruction, and engaging EL students in higher-order thinking that accelerates language acquisition. Such professional development ensures that teachers are not only aware of the best practices for teaching English learners but are also adept at implementing these methods effectively. This need was emphasized by our educational partners, who highlighted the importance of providing professional development to teachers and staff to support English language acquisition.</p> <p>The rationale for this approach is supported by data from ELPI (English Learner Progress Indicator) which often show that EL students</p>	<p>Teachers will receive coaching from professional development (PD) providers, offering personalized guidance and support to help them integrate new techniques into their classrooms. Additionally, teachers will have opportunities to submit their work for review, receiving constructive feedback to refine their practices and enhance their effectiveness. Peer collaboration will be encouraged both at the site and district levels, fostering a community of practice where educators can share insights, strategies, and resources to support EL students collectively.</p> <p>Feedback from supervisors will also play a critical role in this professional development model. Supervisors will provide ongoing, targeted feedback to help teachers continually improve their instructional methods for ELs. This comprehensive approach is crucial as it ensures that teachers are well-equipped with the latest and most effective strategies to support EL students. By providing diverse and sustained professional development opportunities, the district not only enhances teachers' skills but also promotes a more inclusive and supportive learning environment. This investment in teacher development is essential for closing achievement gaps and ensuring that EL students can achieve language proficiency and academic success.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>lag behind in academic achievement and English proficiency. Professional development aimed at improving English language acquisition can lead to better ELPI scores, indicating effective progress in English language development. Also, students become more proficient in English and are better able to demonstrate their content knowledge on standardized assessments. Ultimately, targeted professional development for teaching staff is essential for bridging the gap in academic performance and fostering an educational environment where EL students can thrive and succeed.</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.

Not Applicable

Additional Concentration Grant Funding

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

The Silver Valley Unified School District received additional concentration grant funding to provide additional direct service support to students within the district. During the 2025-26 LCAP engagement process, educational partners expressed a need for additional literacy support at our K-8 school sites with the highest unduplicated student population (Socio-economic Disadvantaged, English Learners, and

Foster Youth). Silver Valley USD utilized these additional funds to hire additional reading intervention teachers (Goal 1 Action 3) . These reading intervention teachers allow for more personalized literacy development support for our unduplicated students at each of these schools, towards supporting accelerated learning and improved outcomes.

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 : 17.3	1 : 14.9
Staff-to-student ratio of certificated staff providing direct services to students	1 : 15.6	1 : 13.7

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	\$23,180,846	4,244,102	18.309%	0.000%	18.309%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,639,102.00	\$697,000.00	\$0.00	\$598,461.00	\$5,934,563.00	\$4,239,281.00	\$1,695,282.00

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	Student Achievement	All	No			All Schools	Ongoing	\$123,227.00	\$247,700.00		\$307,000.00		\$63,927.00	\$370,927.00	
1	1.2	Summer School	All	No			All Schools	Ongoing	\$90,000.00	\$10,000.00	\$100,000.00				\$100,000.00	
1	1.3	Response to Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,327,411.00	\$243,300.00	\$1,139,177.00			\$431,534.00	\$1,570,711.00	0%
1	1.4	TK-K Extended Instructional Minutes	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lewis and Yermo Elementary Schools TK-Kindergarten	Ongoing	\$626,708.00	\$0.00	\$626,708.00				\$626,708.00	0%
1	1.5	Career Technical Education	All	No			Specific Schools: Silver Valley High School and Alternative Education Center 9th-12th Grades	Ongoing	\$265,000.00	\$85,000.00	\$265,000.00	\$85,000.00			\$350,000.00	
1	1.6	Class Size Reduction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth	Specific Schools: Lewis, Newberry	Ongoing	\$535,000.00	\$0.00	\$535,000.00				\$535,000.00	0%

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	and Yermo Elementary Schools TK-Kindergarten									
1	1.7	Advancement Via Individual Determination (AVID)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Silver Valley High School, Fort Irwin Middle School and Yermo Elementary School 6th-12th Grade	Ongoing	\$40,000.00	\$110,000.00	\$150,000.00				\$150,000.00	0%
1	1.8	Before/After School Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$45,718.00	\$89,282.00	\$135,000.00				\$135,000.00	0%
1	1.9	Transportation Services	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$550,000.00	\$550,000.00				\$550,000.00	0%
1	1.10	Teacher Professional Development for English Acquisition	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	0%
2	2.1	Technology Support Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$260,000.00	\$0.00	\$260,000.00				\$260,000.00	0%
2	2.2	1:1 Chromebook/Laptop Initiative	All	No				Ongoing	\$0.00	\$75,000.00		\$75,000.00			\$75,000.00	
3	3.1	Positive Behaviors Interventions and Supports (PBIS)	All	No				Ongoing	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00			\$20,000.00	
3	3.2	California Cadet Corps	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth	Specific Schools: Silver Valley	Ongoing	\$70,000.00	\$10,000.00	\$80,000.00				\$80,000.00	0%

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	High School									
3	3.3	Counseling Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$543,217.00	\$100,000.00	\$628,217.00			\$15,000.00	\$643,217.00	0%
3	3.4	Strategic Planning	All	No				Ongoing	\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	
3	3.5	Social Emotional Learning	All	No				Ongoing	\$0.00	\$10,000.00		\$10,000.00			\$10,000.00	
4	4.1	Leadership Development	All	No				Ongoing	\$8,000.00	\$20,000.00		\$20,000.00		\$8,000.00	\$28,000.00	0%
4	4.2	Teacher Induction	All	No				Ongoing	\$50,000.00	\$30,000.00				\$80,000.00	\$80,000.00	
4	4.3	Teacher Recruitment	All	No				Ongoing	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
4	4.4	Teacher Longevity	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$115,000.00	\$0.00	\$115,000.00				\$115,000.00	0%
5	5.1	Counseling Services	All	No				June 2026	\$0.00	\$41,262.00		\$41,262.00			\$41,262.00	
5	5.2	Instructional Aide Support	All	No				June 2026	\$0.00	\$23,738.00		\$23,738.00			\$23,738.00	
6	6.1	Response to Intervention	All	No				June 2026	\$125,000.00	\$0.00		\$125,000.00			\$125,000.00	

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
\$23,180,846	4,244,102	18.309%	0.000%	18.309%	\$4,244,102.00	0.000%	18.309 %	Total:	\$4,244,102.00
								LEA-wide Total:	\$2,827,394.00
								Limited Total:	\$25,000.00
								Schoolwide Total:	\$1,506,708.00

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	1.3	Response to Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,139,177.00	0%
1	1.4	TK-K Extended Instructional Minutes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lewis and Yermo Elementary Schools TK-Kindergarten	\$626,708.00	0%
1	1.6	Class Size Reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lewis, Newberry and Yermo Elementary Schools TK-Kindergarten	\$535,000.00	0%
1	1.7	Advancement Via Individual Determination (AVID)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Silver Valley High School, Fort Irwin Middle School and Yermo Elementary School 6th-12th Grade	\$150,000.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Before/After School Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$135,000.00	0%
1	1.9	Transportation Services	Yes	LEA-wide	Low Income	All Schools	\$550,000.00	0%
1	1.10	Teacher Professional Development for English Acquisition	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$25,000.00	0%
2	2.1	Technology Support Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$260,000.00	0%
3	3.2	California Cadet Corps	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Silver Valley High School	\$80,000.00	0%
3	3.3	Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$628,217.00	0%
4	4.4	Teacher Longevity	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$115,000.00	0%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$5,493,989.00	\$6,477,205.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Student Achievement	No	\$357,000.00	\$362,281
1	1.2	Summer School	No	\$100,000.00	\$100,000
1	1.3	Response to Intervention	Yes	\$1,304,409.00	\$1,481,060
1	1.4	TK-K Extended Instructional Minutes	Yes	\$485,000.00	\$674,170
1	1.5	Career Technical Education	No	\$217,644.00	\$323,935
1	1.6	Class Size Reduction	Yes	\$350,000.00	\$535,765
1	1.7	Advancement Via Individual Determination (AVID)	Yes	\$150,000.00	\$153,226
1	1.8	Before/After School Programs	Yes	\$135,000.00	\$135,862
1	1.9	Transportation Services	Yes	\$550,000.00	\$550,000
1	1.10	Teacher Professional Development for English Acquisition	Yes	\$25,000.00	\$38,206
2	2.1	Technology Support Specialist	Yes	\$249,000.00	\$275,042

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	1:1 Chromebook/Laptop Initiative	No	\$75,000.00	\$79,052
3	3.1	Positive Behaviors Interventions and Supports (PBIS)	No	\$20,000.00	\$24,000
3	3.2	California Cadet Corps	Yes	\$50,230.00	\$52,633
3	3.3	Counseling Services	Yes	\$703,000.00	\$778,132
3	3.4	Strategic Planning	No	\$5,000.00	\$5,250
3	3.5	Social Emotional Learning	No	\$271,705.00	\$348,448
4	4.1	Leadership Development	No	\$34,500.00	\$45,118
4	4.2	Teacher Induction	No	\$60,000.00	\$66,763
4	4.3	Teacher Recruitment	No	\$15,000.00	\$15,000
4	4.4	Teacher Longevity	Yes	\$110,000.00	\$188,981
5	5.1	Counseling Services	No	\$43,209.00	\$43,209
5	5.2	Instructional Aide Support	No	\$21,000.00	\$23,715
6	6.1	Response to Intervention	No	\$162,292.00	\$177,357

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)
\$3,864,295.00	\$3,035,740.00	\$4,072,658.00	(\$1,036,918.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Response to Intervention	Yes	\$431,510.00	\$774,850	0%	
1	1.4	TK-K Extended Instructional Minutes	Yes	\$485,000.00	\$674,170	0%	
1	1.6	Class Size Reduction	Yes	\$350,000.00	\$535,765	0%	
1	1.7	Advancement Via Individual Determination (AVID)	Yes	\$150,000.00	\$153,226	0%	
1	1.8	Before/After School Programs	Yes	\$135,000.00	\$135,862	0%	
1	1.9	Transportation Services	Yes	\$550,000.00	\$550,000	0%	
1	1.10	Teacher Professional Development for English Acquisition	Yes	\$25,000.00	\$38,206	0%	
2	2.1	Technology Support Specialist	Yes	\$249,000.00	\$275,042	0%	
3	3.2	California Cadet Corps	Yes	\$50,230.00	\$52,633	0%	
3	3.3	Counseling Services	Yes	\$500,000.00	\$693,923	0%	
4	4.4	Teacher Longevity	Yes	\$110,000.00	\$188,981	0%	

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)
\$22,728,504	\$3,864,295.00	0	17.002%	\$4,072,658.00	0.000%	17.919%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

- 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).

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