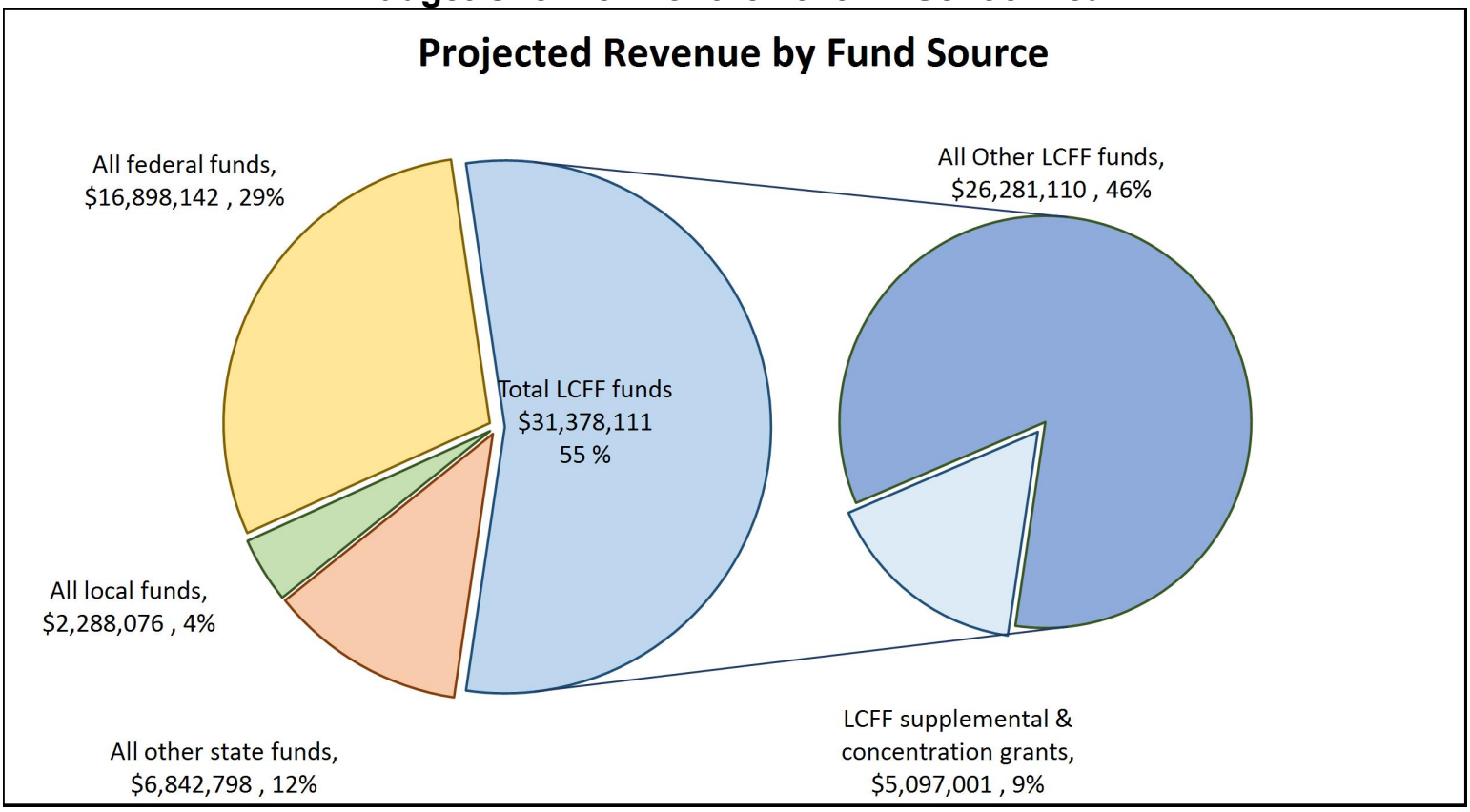
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Silver Valley Unified School District
CDS Code: 36738900000000
School Year: 2026-27
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 2026-27 School Year

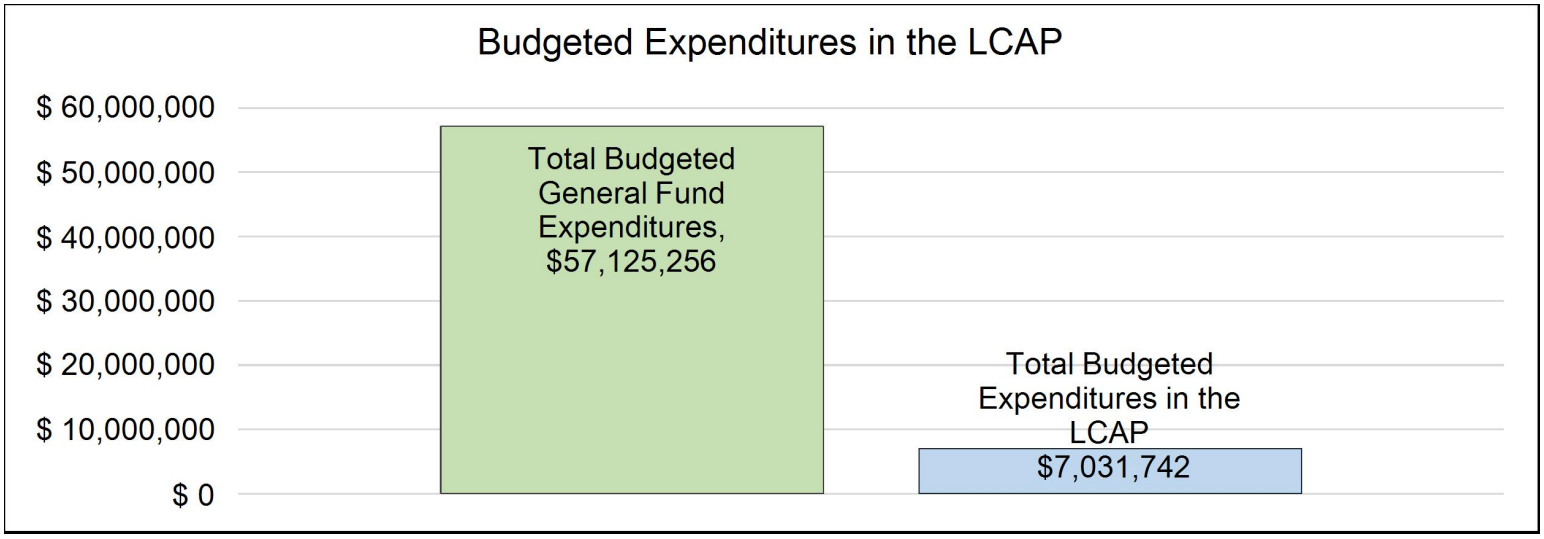


This chart shows the total general purpose revenue Silver Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Silver Valley Unified School District is $57,407,127, of which $31,378,111 is Local Control Funding Formula (LCFF), $6,842,798 is other state funds, $2,288,076 is local funds, and $16,898,142 is federal funds. Of the $31,378,111 in LCFF Funds, $5,097,001 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 2026-27. 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 $57,125,256 for the 2026-27 school year. Of that amount, $7,031,742 is tied to actions/services in the LCAP and $50,093,514 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

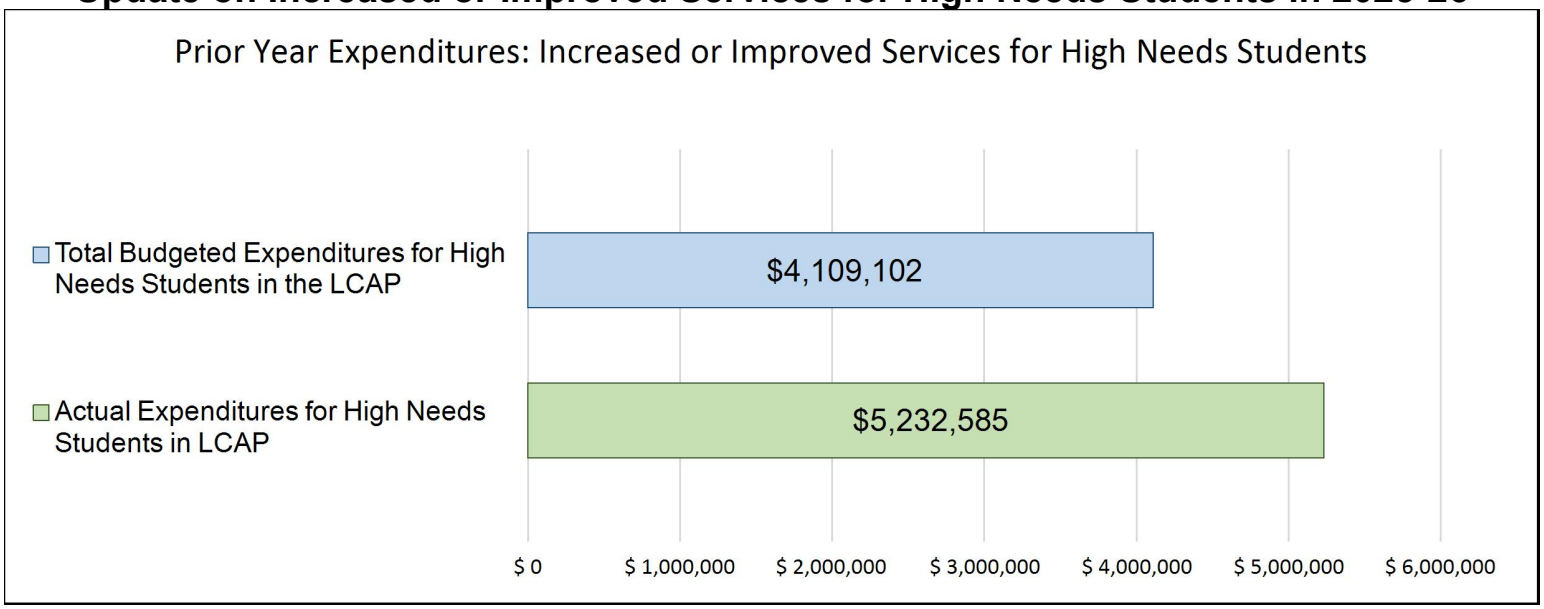
The budgeted expenditures that are not included in the LCAP ($50,093,514) will be used for the following: A combination of salaries, benefits, special education, Title I, Title II, and Title IV, utilities, transportation, maintenance/operations, instructional supplies, preschool support and department budgets.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Silver Valley Unified School District is projecting it will receive $5,097,001 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 $5,097,001 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 2025-26



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 2025-26, Silver Valley Unified School District's LCAP budgeted $4,109,102 for planned actions to increase or improve services for high needs students. Silver Valley Unified School District actually spent $5,232,585 for actions to increase or improve services for high needs students in 2025-26.

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 [2026-27]

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.

SVUSD’s demographic profile reflects a richly diverse learning community. The district serves students across many groups, with socioeconomically disadvantaged students comprising the largest segment at 64% of enrollment. Students with disabilities make up 19.6% of the student population, underscoring SVUSD’s clear commitment to fostering an inclusive educational environment.

In terms of racial and ethnic diversity, Hispanic students form the largest ethnic group at 43.6%, followed by White students at 34.0%. The district also supports a sizable African American student population, which accounts for 9.2% of students. The remaining student body is composed of multiple races and ethnicities, including Filipino (1.4%), Asian (1.2%), Two or More Races (9%), Pacific Islander (2.3%), and American Indian (below 1%), further emphasizing the multicultural character of SVUSD.

This demographic distribution is more than a set of statistics; it highlights the district’s focus on meeting the needs of its students and reflects the broader community SVUSD serves. The range of student needs and experiences is central to the district’s mission and strengthens the educational program by promoting a supportive, respectful learning environment for all students.
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, Silver Valley Academy 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.

Based on the release of the 2025 School Dashboard the district recognized the following successes: The district graduation cohort rate increased 5.7 % to 99%. Also, Silver Valley High School, Calico Continuation High School and Silver Valley Academy each graduated 100% of its students! The District's chronic absenteeism rate declined .5% to 15.9% overall. Another area of success was the District's overall ELA CAASPP scores increased 6.4 points to -8.1 points Distance from Standard. Also the ELPI for our LTEL students increased 5.9% to 50%. Some challenges the district will need to address are our suspension rates, ELPI, College/Career Indicator and our Mathematics CAASPP scores. The District's suspension rate increased slightly by 0.6% to 2.7% overall. We recognize that with a smaller population of students, one or two suspensions can equate to a large impact, especially amongst our subgroups. Also, our ELPI for EL students took a step back with a decline of 5.7% to 39.4% overall. Our College/Career indicator fell to 39.8%, down 1.2% from the previous year. The District continues to look for avenues to have students meet the criteria for our CCI. Finally, the District's overall Mathematics CAASPP scores declined 8.8 points to 50.5 points below standard. Continued intervention, collaboration and training for teachers and staff will need to refocus on instructional strategies and data-driven decisions to improve math achievement. Finally, the District entered into Differentiated Assistance this year based on Chronic Absenteeism and Suspension rate for our Homeless Youth population.

The following information addresses the District's 2023 dashboard indicators:

Chronic Absenteeism – School-Level Summary

Lewis Elementary School

Lewis Elementary demonstrated notable improvement across all student groups. Chronic absenteeism declined from 22.4% to 16.7% (All Students), 32.5% to 22.2% (Low Income), and 31.1% to 21.5% (Hispanic). These reductions reflect effective site-level interventions and represent meaningful progress toward improved student engagement.

Newberry Springs Elementary School

Newberry Springs showed moderate improvement overall, with chronic absenteeism decreasing from 26.2% to 21.1% (All Students) and 28.1% to 23.5% (Low Income). However, Hispanic students experienced a slight increase from 23.1% to 23.3%.

Fort Irwin Middle School

Fort Irwin Middle School achieved improvement for targeted student groups, with chronic absenteeism decreasing from 23.7% to 19.4% (Students with Disabilities) and 25.7% to 19.5% (Hispanic).

Chronic Absenteeism – Districtwide Summary

Districtwide data reflects significant improvement across all student groups. Chronic absenteeism decreased from 20.3% to 15.9% (All Students), 19.1% to 17.2% (African American), 27.5% to 20.8% (Low Income), and 23.2% to 16.3% (English Learners). These reductions demonstrate the effectiveness of districtwide attendance initiatives.

CAASPP ELA Performance – Yermo Elementary

Yermo Elementary showed substantial improvement in ELA performance across all student groups. Distance from Standard improved from -71.9 to -40.6 (All Students), -79 to -51.3 (Low Income), -146.1 to -100.2 (Students with Disabilities), and -80.2 to -50 (Hispanic).

CAASPP Math Performance – Yermo Elementary

Math performance at Yermo Elementary showed modest improvement. Low Income students improved from -97.2 to -91.3 DFS, and Students with Disabilities from -156.3 to -152.7 DFS. Although gains are limited, the upward trend indicates incremental progress.

Suspension Rate Summary

Yermo Elementary School

Yermo demonstrated significant improvement, reducing suspension rates for students identifying as Two or More Races from 6.1% to 0%. This reflects successful implementation of behavioral supports and interventions.

Silver Valley High School

Silver Valley High School experienced an increase in suspension rates for African American students, rising from 10.9% to 12.2%. This reversal will require further monitoring as the District enters the third and final year of the LCAP.

Calico Continuation High School

Calico showed slight improvement, with suspension rates for Low Income students decreasing from 11.4% to 10.4%. The District will continue to monitor this data as we enter the third and final year of the LCAP.

LREBG Funding

The district conducted a Comprehensive Needs Assessment (CNA) using multiple data sources, including California School Dashboard indicators, local assessment data, attendance trends, and educational partner input. The CNA identified key areas of need, including chronic absenteeism, gaps in academic achievement (particularly in ELA and mathematics), and increased social-emotional and mental health needs among students, especially for Low Income students, English Learners, and Students with Disabilities. These findings informed the district's planned use of Learning Recovery Emergency Block Grant (LREBG) funds. As of June 30,2026 the District has expended all of its LREBG funds.

The District is anticipating receipt of LREBG funds for the 2026-27 school year. Once those funds are received, the District will use those funds for the following actions:

Action: Additional School Psychologist (LCAP Action 3.3)

Allowable Use Alignment: Integrated Pupil & Staff Supports

CNA-Identified Need: Elevated chronic absenteeism and increased social-emotional and behavioral needs impacting student engagement and learning

Rationale and Evidence Based: Expanding access to school-based mental health services directly addresses barriers to attendance and learning by providing early intervention, counseling, and behavioral supports. Research shows that comprehensive school mental health services are associated with improved attendance, behavior, and academic outcomes (U.S. Department of Education, Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs, 2021; National Association of School Psychologists). This action supports student reengagement and improved school climate, particularly for disproportionately impacted student groups.

Action: Summer Professional Development (LCAP Action 1.1)

Allowable Use Alignment: Accelerating Learning Progress

CNA-Identified Need: Persistent academic performance gaps in ELA and mathematics, particularly among student subgroups

Rationale and Evidence Based: Providing targeted professional development strengthens instructional practices to address unfinished learning and accelerate student progress. Effective professional development that is sustained, content-focused, and aligned to student needs has been shown to significantly improve teacher practice and student achievement (Learning Policy Institute, Effective Teacher Professional Development, 2017). This action ensures that educators are equipped with strategies to meet diverse learning needs and close achievement gaps.

Action: Student Technology Devices (LCAP Action 2.2)

Allowable Use Alignment: Accelerating Learning Progress

CNA-Identified Need: Accelerating progress to close learning gaps through evidence-based learning supports, including access to learning recovery programs and materials designed to improve academic proficiency.

Rationale and Evidence Based: Providing each student with a Chromebook or laptop ensures equitable access to digital instructional materials, intervention programs, and assessment tools, which are critical for addressing unfinished learning. This action supports consistent participation in instruction and enables differentiated learning opportunities both in school and at home. Research indicates that technology access, when paired with high-quality instructional practices, supports improved student engagement and academic outcomes. The EdResearch for Recovery Project, 2021; International Society for Technology in Education, identifies access to high-quality instructional materials and targeted supports as key strategies for accelerating learning recovery. Additionally, the International Society for Technology in Education highlights that effective use of technology can enhance learning, increase access, and support personalized instruction.

Reflections: Technical Assistance

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

Silver Valley Unified School District was identified for Differentiated Assistance based on the performance of Homeless students in chronic absenteeism and suspension rate. The most recent data showed that chronic absenteeism for Homeless students increased by 7.8 percentage points to 29.9% in 2024–25, and the suspension rate increased by 1.4 percentage points to 9.2%, confirming the need for support. The LCAP actions that address these areas of need, including Goal 3, Action 3.3 Counseling Services, Goal 3, Action 3.1 PBIS, and Goal 1, Action 1.9 Transportation Services, as well as Goal 1, Action 1.8 Before/After School Programs and Goal 1, Action 1.3 Response to Intervention, which support student engagement, school connectedness, attendance, and behavior. The district has also been working with SBCSS through the Differentiated Assistance process and has convened its DA Improvement Team to review root causes and identify strategies to reduce absenteeism and suspensions for Homeless students. These efforts include regularly reviewing attendance data, partnering with the Student Health and Welfare Specialist to review referral data, increasing staff knowledge of community resources, improving referral and follow-up processes for students and families, and strengthening communication systems to better connect families with available supports. The district will continue to engage educational partners and refine these systems and practices to improve outcomes for Homeless students.

Comprehensive Support and Improvement

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

Schools Identified

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

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	Silver Valley Unified School District used a structured and collaborative process to gather input from teachers and the teacher bargaining unit during development of the LCAP. The district began this process with a District Strategic Planning meeting on October 9, 2025, where staff helped identify district priorities, areas of need, and goals for improvement. In addition, each school site held strategic planning meetings throughout the year to gather educator feedback and input in support of student achievement. From October 2025 through May 2026, teachers also provided input through site collaboration meetings and School Site Council meetings at each campus. These meetings gave staff ongoing opportunities to review student needs, discuss programs and services, and provide feedback on site and district priorities. The district also gathered staff input through a survey administered in April 2026. Throughout the process, the district included the teacher bargaining unit to ensure that educator perspectives informed development of the LCAP. The district included the teacher bargaining unit throughout the process so educator perspectives could help inform development of the LCAP.
Classified Staff & Bargaining Unit	Silver Valley Unified School District engaged classified staff and the classified bargaining unit in development of the LCAP through a structured and collaborative consultation process. The district gathered input from classified staff through school site strategic planning meetings held throughout the year, which gave staff opportunities to share feedback and perspectives that support student achievement and school operations. From October 2025 through May

Educational Partner(s)	Process for Engagement
	2026, classified staff also provided input through School Site Council meetings at each campus. These meetings created additional opportunities for classified staff to contribute to school-level planning and district priorities. The district also collected feedback from classified staff through a staff survey administered in April 2026. Throughout the process, the district included the classified bargaining unit to ensure that classified staff perspectives informed development of the LCAP.
Parents	Silver Valley Unified School District used a structured and collaborative process to gather parent input during development of the LCAP. The district began this work through the District Strategic Planning meeting on October 9, 2025, which helped identify district priorities, areas of need, and goals for improvement. In addition, each school site held strategic planning meetings between September 2025 through May 2026 to gather parent feedback and input in support of student achievement. Parents also had opportunities to provide input through School Site Council and parent organization meetings held across the school year, which allowed families, staff, and administrators to discuss school needs and district priorities together. The district also collected family feedback through a parent survey to better understand parent perspectives across all school sites. The District Advisory Council and District English Learner Advisory Council provided another important forum for parent engagement. These groups met on October 27, 2025, January 12, 2026, March 16, 2026, and May 4, 2026 to review district information, discuss priorities, and provide feedback on the LCAP. The district also continued to include student representation on the DAC/DELAC panel to strengthen educational partner input. Throughout the process, parent feedback helped inform development of the LCAP and supported the district’s efforts to align goals, actions, and services with student and family needs. The draft LCAP was presented to the SVUSD DAC/DELAC on May 4, 2026. There were no comments or questions from the DAC/DELAC submitted regarding the District's LCAP. Since there were no comments or questions, the superintendent was not required to respond in writing.

Educational Partner(s)	Process for Engagement
Students	Silver Valley Unified School District used a structured and collaborative process to gather student input during development of the LCAP. The district began this work through the District Strategic Planning meeting held on October 9, 2025, where students had an opportunity to help identify district priorities, areas of need, and goals for improvement. In addition, school sites gathered student input throughout the year through site-based meetings and ongoing opportunities for feedback focused on student achievement, school climate, and student support needs. Students also had the opportunity to give suggestions through the student surveys that were conducted between March and April 2026 Students also contributed input through school-level groups and district committees during the 2025–26 school year. Student representatives participated in the District Advisory Council and District English Learner Advisory Council meetings held on October 27, 2025, January 12, 2026, March 16, 2026, and May 4, 2026. These meetings gave students opportunities to review district information, discuss priorities, and share feedback on the LCAP. Through this process, student voice helped inform development of the LCAP and supported the district's efforts to align goals, actions, and services with student needs.
Community Members	Silver Valley Unified School District used a structured process to gather input from families and community members during development of the LCAP. The district began this work through the District Strategic Planning meeting held on October 9, 2025, which gave community members an opportunity to help identify district priorities, areas of need, and goals for improvement. In addition, each school site held strategic planning meetings throughout the year to gather school-level feedback and input in support of student achievement. The district also collected community feedback through a survey and through ongoing participation in School Site Council meetings across the school year, which allowed families and community members to remain involved in planning discussions and district priorities.

Educational Partner(s)	Process for Engagement
	The district also gathered input through a variety of community outreach efforts designed to increase participation and strengthen communication with families. These efforts included flyers, robocalls, social media updates, family engagement events, and feedback gathered during the district's food and clothing distribution events held at the beginning of each month. These outreach opportunities helped the district hear from a broader range of families and community members and ensured that community perspectives helped inform development of the LCAP.
Principals/Administrators	Silver Valley Unified School District used a structured and collaborative process to engage principals and administrators in development of the LCAP. The district began this work through the District Strategic Planning meeting held on October 9, 2025, where principals and administrators helped identify district priorities, areas of need, and goals for improvement. In addition, each school site held strategic planning meetings throughout the year to gather site-level input and align school needs with district priorities. District and site administrators also participated in monthly leadership meetings from August 2025 through May 2026, which provided ongoing opportunities to review initiatives, discuss challenges, and support continuous improvement across the district. Principals and administrators also contributed to the LCAP process through District Advisory Council and District English Learner Advisory Council meetings held on October 27, 2025, January 12, 2026, March 16, 2026, and May 4, 2026, as well as through School Site Council meetings held from October 2025 through May 2026. These forums supported regular collaboration among school leaders, families, and district staff and gave administrators multiple opportunities to provide feedback on programs, services, and student needs. Through this ongoing engagement, principal and administrator input helped inform development of the LCAP.
Silver Valley USD Governing Board	Silver Valley Unified School District used an ongoing process to keep the Governing Board informed and involved during development of the LCAP. Board members participated in the District Strategic Planning meeting on October 9, 2025, which helped establish district priorities, areas of need, and goals for improvement. Board members

Educational Partner(s)	Process for Engagement
	also received input from school sites through strategic planning meetings held throughout the year, which provided added perspective on site needs and school-level priorities. During regular Board meetings, principals and district leaders shared updates on student achievement, attendance, behavior, programs, and budget priorities so the Board could review progress and consider district needs as the plan developed. The Superintendent also maintained regular communication with the Governing Board throughout the year to provide updates on district initiatives, student needs, and planning efforts connected to the LCAP. In addition, the Board received formal updates on the LCAP process, including opportunities to review progress and provide feedback before final adoption. This ongoing communication and review process supported active Governing Board involvement in development of the LCAP and helped ensure that the final plan reflected district priorities and student needs. The Mid-year update of the LCAP was presented to the Board of Trustees on February 17, 2026. The public hearing for the LCAP was held at the June 9, 2026 meeting with final approval of the LCAP at the June 16, 2026 meeting.
Calico Continuation High School Equity Multiplier Goal	Calico Continuation High School used a collaborative process to guide planning for its Equity Multiplier funds. This process included regularly scheduled staff meetings with the principal engaging the staff members and during Site Strategic Planning meeting on April 22, 2026, where staff, students, and families shared input on school needs and priorities. The 2025 California School Dashboard identified Socioeconomically Disadvantaged students as Red for suspensions. As such the school community identified a continued need to focus on reducing suspension rates for Socioeconomically Disadvantaged students and improve student achievement in English and math based on local data and CAASPP results. To gather broader educational partner input, the school distributed surveys between March and April 2026 and used that feedback to help shape funding priorities. CCHS also held School Site Council

Educational Partner(s)	Process for Engagement
	and staff meetings from October through May 2026 to review feedback, discuss student needs, and refine the plan. Through this process, the school worked to ensure that Equity Multiplier funds supported the most relevant needs of CCHS students.
Newberry Elementary School Equity Multiplier Goal	Newberry Springs Elementary School used a collaborative planning process to determine how to use its Equity Multiplier funds. Throughout the school year at staff meetings and during their Site Strategic Planning meeting on February 27, 2026, where educational partners discussed school needs, priorities, and possible uses for the funding. The school also collected input through surveys distributed to parents, staff, and community members to gather a range of perspectives between March and April of 2026. The school then reviewed this feedback through the School Site Council and staff meetings held from October 2025 through May 2026. These discussions helped refine the plan and ensure that funding decisions aligned with the needs of students and the school community. Through this process, Newberry Springs Elementary identified key priorities that included reducing chronic absenteeism for all students, with added attention to Homeless students. The team also decided it was important to continue to address and monitor the chronic absenteeism rates for All students, Hispanic, SED and Students with Disabilities since they were still on the high end.
Silver Valley Academy Equity Multiplier Goal	Based on educational partner input and data from the California School Dashboard, SVA will focus on reducing suspension rates for Socioeconomically Disadvantaged students, all student groups and chronic absenteeism for all students as well as improving student achievement. Silver Valley Academy used a collaborative planning process to determine how to use it Equity Multiplier funds. Strategic planning held on April 22, 2026, where educational partners discussed school needs, priorities and possible uses for the funding. The school also collected input through surveys distributed to parents, staff, students and community members to gather a range of perspectives between March and April of 2026. The school reviewed the feedback through School Site Council and staff meetings held from October 2025 through May 2026. These discussions helped refine the plan and ensure that funding decisions aligned with the

Educational Partner(s)	Process for Engagement
	needs of students and the school community. Based on this input and collaboration with educational partners, Silver Valley Academy will provide an additional teacher to support student learning, increase access to instruction, and improve student engagement. This action will support efforts to reduce chronic absenteeism and suspension rates while improving academic achievement. Additionally, Silver Valley Academy will provide additional hours to the school day to increase instructional time and academic support for students. This action will support improved attendance, reduced suspensions, and increased academic achievement.
Desert/Mountain SELPA	SVUSD shared its draft 26-27 LCAP with the Desert/Mountain SELPA for them to review and was approved by them on June 3, 2026

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, and staff. This inclusive process was supported through annual surveys and other engagement opportunities designed to gather meaningful feedback on the programs, services, and supports needed by students and staff. The survey results provided the district with valuable insight into areas of strength as well as areas where continued growth and support are needed. This feedback helped the district identify priorities and align actions and services within the LCAP to better meet the needs of the school community.

Feedback from students in grades 3–5 revealed several consistent themes and priorities. Elementary students reported strong levels of academic support, engagement, and high expectations, including favorable ratings in learning behaviors, school engagement, and rigorous expectations. At the same time, survey results indicated a continued need to strengthen school climate, school fit, and school safety. This input aligned with the district's continued support for Response to Intervention (RTI) services (Action 1.3) and high-quality instruction and professional development (Action 1.1), while also reinforcing the importance of Positive Behavioral Interventions and Supports (PBIS) (Action 3.1), counseling services (Action 3.3), and Social Emotional Learning supports (Action 3.5). Overall, elementary student feedback emphasized the importance of maintaining strong academic supports while continuing to improve students' sense of belonging, safety, and connection at school.

Feedback from students in grades 6–12 highlighted several key priorities related to academic support, student engagement, and school connectedness. Secondary students indicated a need to strengthen school fit, school climate, school belonging, and overall engagement in learning. Survey responses also showed that students value receiving help when they struggle academically and continue to want relevant and meaningful learning opportunities. This input aligned with continued support for Response to Intervention (RTI) services (Action 1.3) and before- and after-school programs (Action 1.8), which provide additional academic assistance and enrichment opportunities. Students also expressed needs that aligned with PBIS (Action 3.1), counseling services (Action 3.3), and Social Emotional Learning supports (Action 3.5), particularly in the areas of safety, trusted adult relationships, and emotional support. In addition, student feedback supported the continuation

of Career Technical Education opportunities (Action 1.5), AVID (Action 1.7), and California Cadet Corps (Action 3.2), reflecting a desire for more engaging, hands-on, and college- and career-connected learning experiences.

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 educational opportunities across the district. Parent survey feedback highlighted strong support for family engagement, school leadership, and school safety, while also pointing to a continued need for increased student engagement, more hands-on learning opportunities, and greater student comfort in asking adults for help. Their feedback aligned with the need for intervention and academic support through RTI (Action 1.3) and before- and after-school opportunities (Action 1.8), as well as PBIS (Action 3.1), counseling services (Action 3.3), and Social Emotional Learning supports (Action 3.5). Parent input also reflected support for increased course offerings and more relevant learning opportunities through Career Technical Education (Action 1.5), AVID (Action 1.7), and California Cadet Corps (Action 3.2). Overall, parent feedback underscored the importance of access, support, communication, and engaging learning experiences for students.

Feedback from staff, collected through the district survey process, revealed several important themes related to instructional support, professional learning, collaboration, and staff retention. Staff responses showed strong ratings in school climate, school leadership, professional learning, and belonging, indicating that staff generally feel supported in their work. At the same time, the results pointed to a continued need for growth in feedback and coaching, instructional support, and student engagement. This input aligned with ongoing professional development efforts to improve student achievement (Action 1.1) and teacher professional development for English language acquisition (Action 1.10). Staff feedback also reinforced the importance of maintaining technology support specialists (Action 2.1) and the 1:1 Chromebook/Laptop initiative (Action 2.2) to support instruction, student access, and communication. In addition, staff emphasized the importance of leadership development (Action 4.1), teacher induction (Action 4.2), teacher recruitment (Action 4.3), and teacher longevity efforts (Action 4.4) to build staff capacity, support new teachers, and retain experienced employees. Overall, staff input highlighted a strong commitment to continuous improvement, student success, and sustaining a high-quality workforce across the district.

Overall, the comprehensive engagement of SVUSD's educational partners through surveys and other input opportunities ensured that the LCAP remained a well-rounded and inclusive document, reflecting the diverse needs and priorities of the entire school community. This collaborative process helped confirm the importance of continuing academic interventions, strengthening counseling and social-emotional supports, improving school connectedness and engagement, maintaining access to technology, and investing in staff development and retention. The feedback provided by students, parents, and staff directly influenced the district's decision to continue and refine actions across Goals 1 through 4 in support of improved student outcomes and districtwide success.

Feedback from principals and site administrators centered on the importance of maintaining strong core supports while also responding to emerging student needs across campuses. Administrators emphasized the value of preserving key programs and personnel such as Response to Intervention (RTI) teachers (Action 1.3), before- and after-school opportunities (Action 1.8), technology support specialists (Action 2.1), and counseling services for students (Action 3.3). They also identified a growing need for additional support in addressing student behavior, particularly at the elementary level, and called for continued training and implementation of Positive Behavioral Interventions and Supports (PBIS) and Integrated Multi-Tiered System of Supports (I-MTSS) through Actions 3.1 and 3.5. Their input underscored the importance of strengthening site-level systems, building staff capacity, and ensuring schools are equipped to respond to both academic and social-emotional needs. Through the active involvement of principals and administrators, the LCAP remained grounded in site-based perspectives and responsive to both districtwide priorities and the unique needs of individual schools.

Input from the Governing Board underscored the district's responsibility to prioritize student achievement by sustaining the instructional conditions and support systems necessary for academic success. Board members emphasized the importance of recruiting and retaining highly qualified teachers (Actions 4.3 & 4.4), recognizing that stable, effective staffing is essential to strong classroom instruction and improved student outcomes. They also supported the continuation of intervention and enrichment opportunities (Actions 1.3 & 1.8) to ensure students receive individualized academic assistance and expanded learning experiences needed to meet diverse learning needs. In addition, the Board highlighted the value of ongoing professional development for both certificated and classified staff (Actions 1.1 & 1.10) to strengthen instructional practice, improve service delivery, and better support student learning. Maintaining small class sizes (Action 1.6) remained another key priority, as Board members recognized that more individualized attention can increase student engagement, improve instruction, and contribute to higher levels of achievement. Overall, Board feedback reinforced the importance of investing in the people, programs, and structures that most directly support student learning and long-term academic success.

In partnership with educational partners, Calico Continuation High School reviewed student outcome data to guide the use of Equity Multiplier funds and determine the actions included in Goal 5. Educational partner feedback directly influenced the revision of Goal 5 by supporting the removal of previously considered actions for supplemental counseling services and an instructional aide, and prioritizing available budgetary resources toward one focused action: providing an additional teacher under Action 5.1. Educational partners identified the need for increased instructional capacity, greater access to instruction, more targeted academic support, and improved student engagement as the highest priorities for addressing student needs. This feedback, along with a review of student outcome data, informed the decision to allocate resources to an additional teaching position. The need for continued support is reflected in the suspension rate for Socioeconomically Disadvantaged students, which increased from 8.1% in 2023–24 to 10.4% in 2024–25. Academic data also indicate the need to continue strengthening instruction and intervention, even as CAASPP ELA Distance from Standard improved from -84.4 in 2023–24 to -54.2 in 2024–25 and CAASPP Math Distance from Standard improved from -173.9 in 2022–23 to -167.5 in 2024–25. Action 5.1 will provide an additional teacher to support student learning, increase access to instruction, and improve student engagement. This action is intended to reduce chronic absenteeism and suspension rates while improving academic achievement as measured by M5.1–M5.3.

In collaboration with educational partners, Newberry Springs Elementary School reviewed current attendance and academic data to guide the use of Equity Multiplier funds and identify the supports students need most. The school saw improvement in chronic absenteeism from 2023–24 to 2024–25, with rates decreasing from 27.8% to 21.1% for All students, from 29.2% to 23.5% for Socioeconomically Disadvantaged students, from 28.6% to 23.3% for Hispanic students, and from 28.1% to 24.0% for Students with Disabilities. Academic results also showed progress in English Language Arts, with CAASPP ELA Distance from Standard improving from -8.7 to +2.6. At the same time, K–5 i-Ready Diagnostic #2 results showed mixed performance across grade levels in both ELA and Math, with some grades improving and others declining, which highlighted the need for continued targeted academic support. In response to these results, educational partners supported the use of Equity Multiplier funds to provide academic interventions that address learning gaps, strengthen student achievement, and support improved attendance through increased student engagement and school success.

In collaboration with educational partners, Silver Valley Academy identified a need to strengthen student support through additional staffing and expanded learning time. Based on local data, educational partners supported Action 7.1, which provides an additional teacher to increase access to instruction, strengthen student learning, and improve student engagement. This action aligns with current outcomes showing a 22.6% chronic absenteeism rate under M7.1, a 4.7% suspension rate under M7.2, and mixed academic performance on M7.3 i-Ready Diagnostic #3, with stronger results in some grade levels and continued need for support in others. Educational partners also

supported Action 7.2, which adds hours to the school day to provide more instructional time and academic support for students. Together, these actions reflect the school community's shared priority to improve attendance, reduce suspensions, and strengthen academic achievement at Silver Valley Academy.

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	2024-25 All -8.1 DFS LI -27 DFS EL -39.5 DFS FY Not significant student group	All -6 DFS LI -30 DFS EL -35 DFS FY Not significant student group	All +12.9 LI +26.6 EL +23.1 FY Not significant student group
1.2	CAASPP ELA – School and Student Group	2022-23 Yermo Elementary All -71.9 DFS LI -79 DFS	2023-24 Yermo Elementary All -59.6 DFS LI -70.6 DFS	2024-25 Yermo Elementary All -40.6 DFS LI -51.3 DFS	Yermo Elementary All -60 LI -67 SWD -130	Yermo Elementary All +31.3 LI +27.7 SWD +45.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Distance from Standard/Source: CA School Dashboard	SWD -146.1 DFS HI -80.2 DFS	SWD -148.7 DFS HI -70.7 DFS	SWD -100.2 DFS HI -50 DFS	HI -68	HI +30.2
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	2024-25 All -50.5 DFS LI -68.3 DFS EL -79.4 DFS FY Not significant student group	All -39 DFS LI -60 DFS EL -65 DFS FY Not significant student group	All +4.3 LI +12.1 EL +7.3 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	2024-25 Yermo Elementary LI -91.3 DFS SWD -152.7 DFS	Yermo Elementary LI -85 SWD -140	Yermo Elementary LI +5.9 SWD +3.6
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%	2024-25 EL students: 39.4% LTEL students: 50%	EL: 60% LTEL: 35%	EL:-9.9% LTEL: +3.4%
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% FY Not significant student group 2024-25 Homeless 29.9%	2023-24 All 16.4% AA 9.6% LI 23% EL 20.2% FY Not significant student group	2024-25 All 15.9% AA 17.2% LI 20.8% EL 16.3% FY Not significant student group 2024-25 Homeless 29.9%	All 9% AA 10% LI 15% EL 11% FY Not significant student group Homeless 20%	All -4.4% AA -1.9% LI -6.7% EL -6.9% FY Not significant student group Homeless N/A
1.7	Chronic Absenteeism Rate - % of students identified as absent 10%	2022-23 Elementary Lewis	2023-24 Elementary Lewis	2024-25 Elementary Lewis	Elementary Lewis All 18%	Elementary Lewis All -5.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	or more - School and Student Group Source: CA School Dashboard	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%	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%	All 16.7% LI 22.2% HI 21.5% Newberry Springs All 21.1% LI 23.5% HI 23.3% Middle Ft. Irwin SWD 19.4% HI 19.5%	LI 26% HI 25% Newberry Springs All 20% LI 18.2% HI 17.3% Middle Ft. Irwin SWD 18% HI 19%	LI -10.3% HI -9.6% Newberry Springs All -5.1% LI -4.6% HI +0.2% Middle Ft. Irwin SWD -4.3% HI -6.2%
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	2024-25 All 99% LI 98.7% 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 +4.1% LI+2.3% 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 FY Not significant student group	2023-24 All 40.2% LI 35.2% EL Not significant student group FY Not significant student group	2024-25 All 39.8% LI 32.5% EL Not significant student group FY Not significant student group	All 41% LI 35% EL Not significant student group FY Not significant student group	All +12% LI +11.1% EL 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%	2024-25 EL students: 6.7% LTEL students: 3.8%	EL: 30% LTEL:40%	EL students: +5.7% LTEL students: +3.8%
1.11	Students Ready/Cond. Ready ELA EAP --	2022-23 All 61.4%	2023-24 All 57.3%	2024-25 All 55.2%	All 68% LI 62%	All -6.2% LI -2.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	District Source:11th Gr. CAASPP Data	LI 50.9% EL Not significant student group FY Not significant student group	LI 47.6% EL Not significant student group FY Not significant student group	LI 48.6% 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
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	2024-25 All 25.4% LI 23.6% 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 +0.4% LI +5.6% 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 Implementation of Standards: Avg. Score 5 Engagement of School Leadership: Avg. Score 5	2023-24: Professional Development: Avg. Score 5 Instructional Materials: Avg. Score 5 Policy & Program Support: Avg. Score 5 Implementation of Standards: Avg. Score 5 Engagement of School Leadership: Avg. Score 5	2024-25: Professional Development: Avg. Score 5 Instructional Materials: Avg. Score 5 Policy & Program Support: Avg. Score 5 Implementation of Standards: Avg. Score 5 Engagement of School Leadership: Avg. Score 5	Professional Development: Avg. Score 5 Instructional Materials: Avg. Score 5 Policy & Program Support: Avg. Score 5 Implementation of Standards: Avg. Score 5 Engagement of School Leadership: Avg. Score 5	Professional Development: 0 Instructional Materials: 0 Policy & Program Support: 0 Implementation of Standards: 0 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	2024-25 All 38.4% LI 26.9% 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 +14.3% LI +7.3% 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
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	2024-25: All 23.2% LI 24.4% 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 +8.0% LI +6.5% 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	2024-25 All 8.1% LI 5.1% 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 +1.8% LI -0.3% 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% EL Not significant student group FY Not significant student group	2023-24 All 50% LI 23% EL Not significant student group FY Not significant student group	2024-25 All 55% LI 14.3% EL Not significant student group FY Not significant student group	All: 70% LI 50% EL Not significant student group FY Not significant student group	All: +6% LI -6.7% EL 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%	2024-25: 5th Gr: 28.8% 8th Gr: 34.5% HS: 24.5% District: 29.7%	5th Gr: 32% 8th Gr: 30% HS: 28% District: 30%	5th Gr: +3.8% 8th Gr: +12.5% HS: +2.5% District: +6.7%
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%	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%	2025-26 ELA Math G. K: 27% 28% G. 1: 18% 9% G. 2: 33% 16% G. 3: 49% 21% G. 4: 32% 31% G. 5: 43% 35% G. 6: 29% 37% G. 7: 33% 18%	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%	ELA Math G. K: -7% +1% G. 1: -6% -10% G. 2: 0% -4% G. 3: -13% -10% G. 4: -7% -4% G. 5: -5% +10% G. 6: +5% +20% G. 7: +1% +3% G. 8: +3% +6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		G. 8: 32% 25% G. 11: 35% 14%	G. 8: 42% 15% G. 11: 35% 14%	G. 8: 35% 31% G. 11: 37% 6%	G. 11: 40% 21%	G. 11: +2% -8%

Goal Analysis [2025-26]

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 aims to raise student achievement by strengthening instruction, providing targeted academic support, and increasing learning opportunities for students. To support this goal, the district provides staff training, summer school, Response to Intervention (RTI) services, smaller class sizes in the early grades, and additional instructional time for TK and Kindergarten. The district also offers Career Technical Education (CTE), AVID, and before- and after-school programs to help students prepare for college and careers. In addition, transportation services support student attendance, and focused services for English Learners (ELs) and Long-Term English Learners (LTELs) help improve language development and academic progress.

Planned Actions v. Actual Implementation

The district fully implemented all Goal 1 actions with the exceptions of Action 1.3. Under Action 1.3, the district hired two categorical aides for Tiefort View Intermediate School and two categorical aides for Yermo School to help provide student support. Later in the year, the two aides at Yermo left their positions, and the district did not replace them.Also, the district expanded intervention periods at FIMS and SVHS . Staff provided professional development to strengthen instruction and student achievement under Action 1.1, and the district offered summer school through Action 1.2 to address credit recovery, learning loss, and extended school year needs. Action 1.4 gave TK and Kindergarten students additional instructional minutes to support early learning. Under Action 1.5, the district continued Career Technical Education pathways for high school students, and Action 1.6 reduced class sizes in the early grades at identified school sites to allow for more individualized instruction. Action 1.7 supported students through the AVID program to build college and career readiness, and Action 1.8 provided before- and after-school intervention and enrichment opportunities. Through Action 1.9, the district provided transportation services to support attendance, and Action 1.10 delivered professional development and supplemental curriculum to improve English language acquisition for English Learners and Long-Term English Learners. Together, these actions strengthened instruction, expanded support services, and increased opportunities for student success, although staffing challenges affected full implementation of Action 1.3 at Yermo School.

Challenges and Success

Implementation of Goal 1 resulted in several successes and some challenges. The district fully implemented the actions and continued to provide a wide range of academic and support services, including professional development, summer school, expanded learning opportunities, class size reduction, transportation, college and career readiness programs, and English Learner supports. These actions strengthened access to instruction, intervention, enrichment, and student support services across the district. The primary challenge involved

Action 1.3, the two aides assigned to Yermo later left their positions and the district was not able replace them. As a result, staffing challenges affected full implementation of intervention services at those sites. Despite this challenge, the district continued to carry out the remaining actions and provide support for student achievement.

Overall Implementation

The district implemented Goal 1 with a strong focus on improving student achievement through instruction, intervention, expanded learning, and college and career readiness. Staff carried out the planned actions in professional development, summer school, extended learning time, class size reduction, CTE, AVID, before- and after-school programs, transportation, and English Learner supports. The district fully implemented most actions and maintained services that gave students access to academic support and enrichment opportunities across grade levels. The main challenge involved Action 1.3, as the district was not able to hire intervention teachers at Yermo and Tiefort View Intermediate School. To respond to this need, the district worked with the school sites and hired categorical aides, although staffing changes at Yermo affected continued support. Also, there were substantive differences in spending for a few actions. Action 1.4 had increased expenses due to the district hiring additional TK-K teachers as a result of increased enrollment. Also, Action 1.5 due to the district purchasing additional CTE equipment and expanding CTE programs beyond what was originally planned. Action 1.6 also had substantive difference in expenses due to adding additional teachers to cover increased enrollment. Overall, the district continued to provide the core services and programs connected to Goal 1 and remained focused on strengthening student outcomes.

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 Action 1.1, expenditures were higher than budgeted due to staff attending additional conferences to support student achievement

For Action 1.3, expenditures were higher than budgeted due to the expansion of intervention periods at Fort Irwin Middle School and Silver Valley High School. This adjustment was made to provide additional targeted academic support and address ongoing learning gaps identified through student performance data.

For Action 1.5, there was a substantive difference in expenditures due to additional CTEIG funds received during this school year and the district purchasing new equipment for CTE programs district-wide

For Action 1.4, There was a substantive difference in expenditures as the district increased the number of TK–K classrooms at Lewis beyond what was originally planned.This increase supported reduced class sizes and improved early learning conditions, aligning with the district’s focus on foundational skill development.

For Action 1.6, expenditures exceeded the budget due to the addition of four teachers across grades 4–8, including two at Yermo School and two at Fort Irwin Middle School. This increase was due to an increase in enrollment at those school sites.

For Action 1.7, expenditures were higher than budgeted due to the increase of principals participating in AVID and also paying a percentage of the principals' salaries with these funds as well.

Additionally, for Action 1.8, the district implemented intervention and enrichment opportunities for English Learners, Foster Youth, and Low Income students before and/or after school using Expanded Learning Opportunities Program (ELOP) funds in place of Supplemental and Concentration funds. This strategic use of ELOP funding allowed the district to continue providing targeted academic support and enrichment opportunities aligned with the intent of the action, supporting increased student achievement for unduplicated pupil groups.

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

Action 1.1 – Student Achievement
Action 1.1 showed some effectiveness. District ELA performance improved on M1.1 CAASPP ELA – District for All students, from -14.5 DFS in 2023-24 to -8.1 DFS in 2024-25, and for Low-Income students, from -42.3 DFS to -27 DFS. However, English Learners declined from -34.7 DFS to -39.5 DFS. District math results on M1.3 CAASPP Math – District declined for all reported groups, including All students, from -41.7 DFS to -50.5 DFS, Low-Income students, from -65.2 DFS to -68.3 DFS, and English Learners, from -68.5 DFS to -79.4 DFS. The district maintained full implementation of standards on M1.13 Implementation of State Standards, with all areas scoring 5 in both 2023-24 and 2024-25. Science results on M1.18 CAST showed mixed outcomes, with the district declining from 35% in 2023-24 to 29.7% in 2024-25, while 8th grade improved from 33% to 34.5%. On M1.19 i-Ready Diagnostic #2, some grades improved, such as Grade 6 Math, from 21% in 2024-25 to 37% in 2025-26, while others declined, such as Grade 1 ELA, from 24% to 18%. Overall, this action strengthened instructional systems, but student academic outcomes remained uneven.

Action 1.2 – Summer School
Action 1.2 showed some effectiveness in supporting student learning, although results remained mixed. On M1.1 CAASPP ELA – District, results improved for All students, from -14.5 DFS in 2023-24 to -8.1 DFS in 2024-25, and for Low-Income students, from -42.3 DFS to -27 DFS. At the same time, M1.3 CAASPP Math – District showed declines for All students, from -41.7 DFS to -50.5 DFS. On M1.19 i-Ready Diagnostic #2, some grade levels improved, including Grade 5 Math, from 31% in 2024-25 to 35% in 2025-26, and Grade 3 ELA, from 47% to 49%, while other grade levels declined, including Grade 8 ELA, from 42% to 35%, and Grade 11 Math, from 14% to 6%. These results show that summer school addressed some learning needs, but the impact did not reach all grade levels and subject areas.

Action 1.3 – Response to Intervention
Action 1.3 showed limited effectiveness because the district did not fully staff intervention services at all sites. On M1.1 CAASPP ELA – District, All students improved from -14.5 DFS in 2023-24 to -8.1 DFS in 2024-25, and Low-Income students improved from -42.3 DFS to -27 DFS, but English Learners declined from -34.7 DFS to -39.5 DFS. M1.2, CAASPP ELA –Yermo School All students, the Distance from Standard increased by 19 points, moving from -59.6 DFS in 2023-24 to -40.6 DFS in 2024-25. For Low-Income students, the score increased by 19.3 points, improving from -70.6 DFS to -51.3 DFS. For Students with Disabilities, the score increased by 48.5 points, improving from -148.7 DFS to -100.2 DFS. For Hispanic students, the score increased by 20.7 points, improving from -70.7 DFS to -50 DFS. On M1.3 (CAASPP Math) saw all students go from -41.7 pts. distance from standard in 23-24 to -50.5 pts. distance from standard in 24-25 (decrease of -8.8 pts.); our LI students went from -65.2 pts. distance from standard in 23-24 to -68.3 pts. distance from standard in 24-25 (slight decrease of -3.1 pts.); our EL students went from -68.5 pts. distance from standard in 23-24 to -79.4 pts. distance from standard in 24-25 (decrease of -10.9 pts). At Yermo Elementary, M1.4 CAASPP Math – School and Student Group showed Low-Income students declining from -80.6 DFS in 2023-24 to -91.3 DFS in 2024-25, while Students with Disabilities improved from -166.3 DFS to -152.7 DFS, though they remained far below standard. On M1.19 i-Ready Diagnostic #2, the district saw gains in some grades, such as Grade 6 Math, from 21% to 37%, but other grades declined, such as Grade 4 ELA, from 42% to 32%.

Action 1.4 produced mixed results in student achievement for early learners. This action aimed to improve outcomes through expanded TK and Kindergarten instructional time, as measured by M1.19. On M1.19 i-Ready Diagnostic #2, Kindergarten Math increased slightly from 27% in 2024-25 to 28% in 2025-26, while Kindergarten ELA decreased from 34% to 27%. These results show limited growth in math and a decline in ELA, which suggests that the district needs to continue strengthening support for early literacy.

Action 1.5 – Career Technical Education
Action 1.5 showed moderate effectiveness in supporting career readiness and graduation outcomes. On M1.15 CTE Pathway Completion, results held mostly steady, with All students moving from 23.5% in 2023-24 to 23.2% in 2024-25, and Low-Income students moving from 25.6% to 24.4%. On M1.16 UC/CSU Requirements and CTE Pathway Completion, All students improved from 6.7% to 8.1%, while Low-Income students declined from 6.7% to 5.1%. Graduation rates on M1.8 High School Graduation Rate improved significantly, with All students increasing from 93.3% in 2023-24 to 99% in 2024-25, and Low-Income students increasing from 93.3% to 98.7%. These results show that CTE gave students meaningful opportunities and the district will continue to examine the results and adjust its actions to support Low-Income students.

Action 1.6 – Class Size Reduction
Action 1.6 showed some effectiveness in supporting student learning through more individualized instruction, but academic results remained mixed. On M1.19 i-Ready Diagnostic #2, some elementary grades improved, including Grade 5 ELA, from 35% in 2024-25 to 43% in 2025-26, and Grade 5 Math, from 31% to 35%. Other grades declined, including Grade 4 ELA, from 42% to 32%. At Yermo Elementary, M1.4 CAASPP Math – School and Student Group showed Low-Income students declining from -80.6 DFS in 2023-24 to -91.3 DFS in 2024-25, while Students with Disabilities improved from -166.3 DFS to -152.7 DFS. These results suggest that smaller class sizes supported instruction, but the district did not see consistent achievement gains across all groups.

Action 1.7 – AVID
Action 1.7 showed mixed effectiveness in improving college and career readiness. M1.8, High School Graduation Rate – District, showed improvement from 2023-24 to 2024-25. The graduation rate for All students increased from 93.3% in 2023-24 to 99% in 2024-25, a gain of 5.7 percentage points. The graduation rate for Low-Income students increased from 93.3% to 98.7%, a gain of 5.4 percentage points. On M1.9 College and Career Indicator, All students declined slightly from 40.2% in 2023-24 to 39.8% in 2024-25, and Low-Income students declined from 35.2% to 32.5%. On M1.11 ELA EAP, All students declined from 57.3% to 55.2%, while Low-Income students improved from 47.6% to 48.6%. On M1.12 Math EAP, All students declined from 30.2% to 25.4%, while Low-Income students improved from 22.2% to 23.6%. On M1.14 UC/CSU Requirements, All students improved from 36.1% to 38.4%, but Low-Income students declined from 32.2% to 26.9%. On M1.17 AP Exams with a score of 3 or higher, All students improved from 50% in 2023-24 to 55% in 2024-25, while Low-Income students declined from 23% to 14.3%. These results show that AVID supported some gains for all students, but Low-Income student outcomes remained inconsistent.
Action 1.8 – Before/After School Programs

Action 1.8 showed mixed effectiveness in supporting academic growth. On M1.1 CAASPP ELA – District, results improved for All students, from -14.5 DFS in 2023-24 to -8.1 DFS in 2024-25, and for Low-Income students, from -42.3 DFS to -27 DFS and English Learners declined from -34.7 DFS to -39.5 DFS. M1.2, CAASPP ELA – Yermo School, showed improvement across all reported student groups from 2023-24 to 2024-25. All students improved by 19 points, moving from -59.6 DFS to -40.6 DFS. Low-Income students improved by 19.3 points, moving

from -70.6 DFS to -51.3 DFS. Students with Disabilities improved by 48.5 points, moving from -148.7 DFS to -100.2 DFS. Hispanic students improved by 20.7 points, moving from -70.7 DFS to -50 DFS.However, on M1.3 CAASPP Math – District, results declined for All students, from -41.7 DFS to -50.5 DFS, Low-Income students, from -65.2 DFS to -68.3 DFS, and English Learners, from -68.5 DFS to -79.4 DFS. At Yermo Elementary, M1.4 CAASPP Math – School and Student Group showed Low-Income students declining from -80.6 DFS in 2023-24 to -91.3 DFS in 2024-25, while Students with Disabilities improved from -166.3 DFS to -152.7 DFS, though they remained far below standard. On M1.19 i-Ready Diagnostic #2, some grade levels improved, including Grade 2 Math, from 14% in 2024-25 to 16% in 2025-26, and Grade 7 ELA, from 32% to 33%, while other grades declined, including Grade 8 ELA, from 42% to 35%. These results show that before- and after-school opportunities helped some students, but results varied by grade level and subject.

Action 1.9 – Transportation Services
Action 1.9 showed strong effectiveness in supporting attendance. On M1.6 Chronic Absenteeism Rate – District, rates improved for All students, from 16.4% in 2023-24 to 15.9% in 2024-25, Low-Income students, from 23% to 20.8%, and English Learners, from 20.2% to 16.3%. African American students increased from 9.6% to 17.2%, which shows a need for continued attention. On M1.7 Chronic Absenteeism Rate – School and Student Group, Lewis Elementary improved for All students, from 17.2% to 16.7%, Low-Income students, from 24.7% to 22.2%, and Hispanic students, from 23.9% to 21.5%. Newberry Springs improved for All students, from 27.8% to 21.1%, Low-Income students, from 29.2% to 23.5%, and Hispanic students, from 28.6% to 23.3%. At Fort Irwin Middle School, Hispanic students improved from 19.8% to 19.5%, while Students with Disabilities increased from 15.4% to 19.4%. Overall, transportation services helped many student groups and school sites improve attendance.

Action 1.10 – Teacher Professional Development for English Acquisition
Action 1.10 showed limited effectiveness based on English Learner outcomes. On M1.5 ELPI, English Learners declined from 49.3% in 22-23 to 39.4% in 2024-25, while Long-Term English Learners improved from 46.6% to 50%. On M1.10 Reclassification Rate, both groups improved, with English Learners going from 1% to 6.7% and Long-Term English Learners improving from 0% to 3.8%. Academic performance for English Learners also declined. On M1.1 CAASPP ELA – District, English Learners moved from -62.6 DFS to -39.5 DFS, and on M1.3 CAASPP Math – District, English Learners moved from --86.7 DFS to -79.4 DFS. The district has determined that there has been improvement for our EL students but continued implementation is needed to continue to improve outcomes for English Learners

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 reflection on prior practice, the district will continue Goal 1 and its focus on improving student achievement, while making adjustments based on implementation data and student outcomes. The district saw growth in districtwide ELA performance, improved chronic absenteeism rates for several student groups, strong graduation rates, and progress in some college and career readiness indicators. These areas of growth show that the district's actions continue to support student learning and engagement. At the same time, the district identified ongoing needs in math achievement, English Learner outcomes, and intervention services at some school sites. Based on the 2025 Dashboard, Homeless Youth Chronic Absenteeism will be added to M1.6. Also, Action 1.8 will now be funded using ELOP funds instead of Supplemental and Concentration funds. The district will continue to monitor these goals.

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 and M1.19.	$100,000.00	No
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.	$1,760,169.00	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.	$800,000.00	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	$800,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		student achievement for Low Income, Foster Youth and English Learners. This action will be measured by M1.19.		
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.	$165,000.00	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 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.	$135,000.00	No
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.	$650,000.00	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	2025-26: 98% of teachers report they regularly use technology for communication with parents	Greater than 97%	-1%
2.2	Staff Survey: % of teachers feel supported	2023-24:	2024-25:	2025-26:	Greater than 97%	-1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	by Technology Services Department	95% of teachers feel supported by Technology Services Department	96% of teachers feel supported by Technology Services Department	94% of teachers feel supported by Technology Services Department		
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	2025-26: 87% of teachers report student use of technology in their classroom is integral to teaching and learning	100%	-9%
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	2025-26: 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	2025-26: 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 FY Not significant student group	2023-24 All -14.5 DFS LI -42.3 DFS EL -34.7 DFS FY Not significant student group	2024-25 All -8.1 DFS LI -27 DFS EL -39.5 DFS FY Not significant student group	All -6 DFS LI -38 DFS EL -47 DFS FY Not significant student group	All +12.9 LI +26.6 EL +23.1 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	2023-24 Yermo Elementary All -59.6 DFS LI -70.6 DFS SWD -148.7 DFS	2024-25 Yermo Elementary All -40.6 DFS LI -51.3 DFS SWD -100.2 DFS	Yermo Elementary All -60 LI -67 SWD -130 HI -68	Yermo Elementary All +31.3 LI +27.7 SWD +45.9 HI +30.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI -80.2 DFS	HI -70.7 DFS	HI -50 DFS		
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	2024-25 All -50.5 DFS LI -68.3 DFS EL -79.4 DFS FY Not significant student group	All -39 DFS LI -60 DFS EL -65 DFS FY Not significant student group	All +4.3 LI +12.1 EL +7.3 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	2024-25 Yermo Elementary LI -91.3 DFS SWD -152.7 DFS	Yermo Elementary LI -85 SWD -140	Yermo Elementary LI +5.9 SWD +3.6
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%	2025-26 ELA Math G. K: 27% 28% G. 1: 18% 9% G. 2: 33% 16% G. 3: 49% 21% G. 4: 32% 31% G. 5: 43% 35% G. 6: 29% 37% G. 7: 33% 18% G. 8: 35% 31% G. 11: 37% 6%	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: -7% +1% G. 1: -6% -10% G. 2: 0% -4% G. 3: -13% -10% G. 4: -7% -4% G. 5: -5% +10% G. 6: +5% +20% G. 7: +1% +3% G. 8: +3% +6% G. 11: +2% -8%

Goal Analysis [2025-26]

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 focuses on using technology to strengthen teaching, learning, and communication. To carry out this goal, the district implemented two actions: continuing to provide two Technology Support Specialists (Action 2.1) and providing a Chromebook or laptop for every student (Action 2.2). The Technology Support Specialists supported staff by helping teachers set up devices and software, troubleshooting tech issues, training teachers on classroom tools and digital programs, and assisting teachers in using student data (like i-Ready) to monitor progress and adjust instruction. The student device program improved access to online learning at school and at home, but how consistently devices and programs were used in classrooms varied by grade level and site. These differences in day-to-day use and

follow-up may help explain why reading results improved more steadily than math, and why some student groups and grades showed stronger gains than others.

Planned Actions vs. Actual Implementation

The district put two major technology supports in place to improve learning for students that were both fully implemented. The district continued to provide two Technology Support Specialists (Action 2.1) to help teachers use devices and software more effectively during instruction, so students—including low-income students, foster youth, and English learners—can fully benefit from technology in the classroom. Second, through the Chromebook/Laptop Initiative (Action 2.2), the district provided every student with a Chromebook or laptop so they can use digital learning tools both at school and at home. By improving technology support for staff and making sure students have reliable devices, the district strengthened access to learning and helped students be more successful.

Challenges and Success

The district experienced success with Goal 2 action 2. The Technology Support Specialists continue to provide essential support to the teachers and students at the school sites making sure technology is working, staying connected to the Internet, testing AI tools and sharing those with staff and monitoring the network. One challenge this year is the aging of our laptop fleet district-wide. Our current Chromebooks were purchased during COVID and many are starting to reach the end of their lifecycle. Keeping up with repairs and replacements has been challenging at times.

Overall Implementation

Our district is committed to helping every student succeed by using technology in a smart and meaningful way. We make sure students have reliable devices and digital learning tools that support their learning at school and at home. We also train and support teachers so they can use technology to strengthen lessons, monitor student progress, and share information more clearly with families and staff. These steps help create classrooms that are more engaging, organized, and supportive 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.

Action 2.2 expenditures were higher than planned as a result of the District purchasing new Chromebooks district-wide to replace an aging fleet of laptops purchased during COVID.

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

Action 2.1 (Technology Support Specialists) and Action 2.2 (Chromebook/Laptop Initiative) helped improve reading results, but math results remain a challenge, and progress is uneven across groups and grade levels.

Metric 2.6 – CAASPP ELA Distance from Standard (District): From 2023–24 to 2024–25, the district improved for All students (-14.5 to -8.1 DFS) and Low-Income students (-42.3 to -27 DFS), showing better reading performance with stronger access to devices and teacher tech

support. However, English Learners declined (-34.7 to -39.5 DFS), showing that EL students may need additional supports to benefit fully from the technology.

Metric 2.7 – CAASPP ELA Distance from Standard (School/Student Group – Yermo Elementary): Yermo improved in reading for All students (-59.6 to -40.6 DFS) and Low-Income students (-70.6 to -51.3 DFS). Students with Disabilities also improved (-148.7 to -100.2 DFS), suggesting that consistent device access (Action 2.2) and classroom technology support (Action 2.1) helped teachers provide more targeted practice and monitor learning more often.

Metric 2.8 – CAASPP Math Distance from Standard (District): In math, district results declined from 2023–24 to 2024–25 for All students (-41.7 to -50.5 DFS), Low-Income students (-65.2 to -68.3 DFS), and English Learners (-68.5 to -79.4 DFS). This shows that even with devices and support in place, technology use in math instruction has not been consistent or strong enough to improve outcomes.

Metric 2.9 – CAASPP Math Distance from Standard (School/Student Group – Yermo Elementary): Yermo's math data shows very large gaps for Low-Income students (-80.6 DFS) and Students with Disabilities (-152.7 DFS) in 2024-25, and the continued focus on math remains important moving forward as part of Goal 2 supports.

Metric 2.10 – Local Metric: i-Ready Diagnostic Assessment Data: i-Ready results show mixed progress from 2024–25 to 2025–26. Some grades improved (for example, ELA Grade 3 47% to 49%, Grade 5 35% to 43%, Grade 11 35% to 37%; and Math Grade 6 21% to 37%, Grade 8 15% to 31%), but other grades declined (for example, ELA Kindergarten 34% to 27%, Grade 4 42% to 32%; and Math Grade 1 19% to 9%, Grade 11 14% to 6%). This suggests that while Actions 2.1 and 2.2 improved access and support, the district still needs more consistent classroom use of the tools and stronger follow-up based on student data—especially in math and for English learners.

In classrooms, Actions 2.1 and 2.2 strengthened technology access and support by increasing student device availability and helping teachers use digital programs more effectively for instruction and progress monitoring. As a result, many teachers were better able to assign online learning activities, troubleshoot issues quickly, and review student data (such as i-Ready) to adjust instruction and provide targeted practice—especially in ELA. However, the declines in math results and the district's EL outcomes suggest that technology-supported math instruction and language supports are not being implemented consistently across classrooms. Moving forward, the district will establish clearer expectations for how often and how well programs are used, along with regular follow-up to ensure teachers are using the tools in ways that directly strengthen math instruction and support English learners.

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 our prior work and the most recent student data, the district will keep Goal 2 and continue Actions 2.1 and 2.2, but we will make implementation refinements to better match the mixed results.For the 2026-27 school year, the Technology Support Specialists (Action 2.1) will provide more targeted coaching to strengthen technology-supported instruction in math and direct teachers to English learner language supports when using digital programs. The district will also set clearer expectations for consistent use of devices and learning tools across classrooms, including expected minutes/usage and regular teacher follow-through using program reports. In addition, the district will hold regular interim data check-ins (such as i-Ready progress reviews) to monitor student growth during the year, identify students who need

extra support, and adjust instruction more quickly. These refinements keep the original goal and actions in place while improving how consistently and effectively the technology is used to support learning for all students—especially in math and for English learners.

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.	$307,500.00	Yes
2.2	1:1 Chromebook/Laptop Initiative	SVUSD will provide a laptop or Chromebooks 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.	$100,000.00	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	2024-25: All 93.8% LI 92.6% EL 91.7% FY Not significant student group	All >96% LI >96% EL >92% FY Not significant student group	All +0.84% LI +0.22% EL +6.2% 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%	2024-25: All 15.9% LI 20.8% EL 16.3%	All 9% LI 15% EL 11% FY Not significant student group	All -4.4% LI -6.7% EL -6.9% FY Not significant student group

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 2024-25 Homeless 29.9%	FY Not significant student group	FY Not significant student group Homeless: 29.9%	Homeless 20%	Homeless N/A
3.3	Chronic Absenteeism Rate - % of students identified as absent 10% or more - School and Student Group Source: 2023 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%	2024-25 Elementary Lewis All 16.7% LI 22.2% HI 21.5% Newberry Springs All 21.1% LI 23.5% HI 23.3% Middle Ft. Irwin SWD 19.4% HI 19.5%	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 -5.7% LI -10.3% HI -9.6% Newberry Springs All -5.1% LI -4.6% HI +0.2% Middle Ft. Irwin SWD -4.3% HI -6.2%
3.4	Middle School Dropout Rate - % of MS students who dropped out. District Source: District SIS	2022-23: All 0% LI 0% EL Not significant student group FY Not significant student group	2023-24: All 0.1% LI 0% EL Not significant student group FY Not significant student group	2024-25: All 0% LI 0% EL Not significant student group FY Not significant student group	All 0% LI 0% EL Not significant student group FY Not significant student group	All 0% LI 0% EL Not significant student group FY Not significant student group
3.5	High School Dropout Rate - District Source: DataQuest	2022-23: All 1.25% LI 0% EL Not significant student group	2023-24: All 0% LI 0% EL Not significant student group	2024-25: All 1.1% LI 1.2%	All At or below 1% LI At or below 1% EL Not significant student group	All -.15% LI +1.2% EL 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	EL Not significant student group FY Not significant student group	FY 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	2024-25 All 99% LI 98.7% 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 +4.1% LI+2.3% 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 2024-25 Homeless 9.2%	2023-24 All 2.1% LI 3.1% EL 2.5% FY Not significant student group	2024-25: All 2.7% LI 3.3% EL 0.8% FY Not significant student group Homeless 9.2%	All 1.5% or below LI 2.0% or below EL 2.0% or below FY Not significant student group Homeless 3.5% or below	All +0.3% LI +0.2% EL -1.9% FY Not significant student group Homeless N/A
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%	2024-25: Elementary Yermo 2 or More 0% High Silver Valley High AA 12.2% Calico LI 10.4%	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 +1.3% Calico LI -1%

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	2024-25: All 0.04% 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 +.04% 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%	2024-25: 100%	All: 100%	0%
3.11	% of teachers/staff report their school is a safe place for learning	2023-24 94%	2024-25: 94%	2025-26: 96%	All: 100%	+2%

Goal Analysis [2025-26]

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 3 focused on helping staff and families build the skills and support they need to meet students' academic, social-emotional, and physical needs. The district identified five actions that were fully implemented to guide this work. Over the year, staff made progress in several areas and also faced some challenges.

Planned Actions v. Actual Implementation

Goal 3 continued to support the district's ongoing efforts to increase the ability of staff and families to meet students' academic, social-emotional, and physical needs. The district continued implementation of all five actions aligned to this goal. Action 3.1 continued implementation of Positive Behavior Interventions and Supports (PBIS) to strengthen school climate and promote positive student behavior. Action 3.2 continued the California Cadet Corps program at Silver Valley High School to provide students with leadership development, structure, and opportunities to build responsibility and confidence. Action 3.3 continued counseling services to support students' academic progress and social-emotional well-being. Action 3.4 continued strategic planning processes that used data to guide district decision-making and improve student outcomes. Action 3.5 continued Social-Emotional Learning (SEL) supports to help students build skills in self-regulation, relationship building, and overall wellness.

Challenges and Success

The District was able to fully implement all actions in Goal 3 with success in hiring a new counselor and two social workers to support student needs. There were no implementation challenges for Goal 3.

Overall Implementation

The district made strong progress in continuing Goal 3 and in implementing the ongoing actions that support students' academic, social-emotional, and physical needs. Continued implementation of PBIS helped schools maintain a positive climate and strengthen student behavior and engagement. Ongoing counseling services, supported through grants and partnerships, provided students with continued access to social-emotional and academic support and contributed to improved attendance and fewer suspensions. The district also continued the California Cadet Corps program at Silver Valley High School to build student leadership, confidence, and responsibility. At the same time, the district continued to use strategic planning and data review to guide decisions and improve services. By continuing to integrate social-emotional learning into classrooms and provide support for students and families, the district strengthened a more inclusive and supportive school environment. These continuing actions supported student wellness, connection to school, and overall 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.

A material difference between Budgeted Expenditures and Estimated Actual Expenditures occurred in Action 3.1 where expenditures were higher than budgeted due to an increase in PBIS incentives across all school sites. For Action 3.3, the increase is attributed to higher-than-anticipated salary costs, including step and column adjustments and negotiated compensation increases. These adjustments were necessary to maintain staffing levels and ensure the continued provision of counseling and mental health services to support student social-emotional well-being. Action 3.5 expenditures were higher than budgeted due to the increase in costs for conference attendance.

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

Action 3.1:
Action 3.1 was partially effective in supporting progress toward Goal 3. Metric 3.1 (Attendance Rate) showed a slight improvement for All students, increasing from 93.4% in 2023-24 to 93.8% in 2024-25, but results were mixed for unduplicated student groups, with Low-Income students decreasing from 92.8% to 92.6% and English Learners decreasing from 93.3% to 91.7%. Metric 3.2 (District Chronic Absenteeism Rate) showed modest improvement for All students, declining from 16.4% to 15.9%, but 2024-25 rates remained elevated for Low-Income students (20.8%), African American students (17.2%), and English Learners (16.3%). Metric 3.5 (High School Dropout Rate) increased slightly from 0% in 2023-24 to 1.1% in 2024-25 for All students and to 1.2% for Low-Income students.This increase translates to 1 student being classified as a dropout. Metric 3.6 (High School Graduation Rate) improved substantially, increasing from 93.3% to 99% for All students and from 93.3% to 98.7% for Low-Income students. Metric 3.7 (District Suspension Rate) showed mixed results, with the rate for All students increasing slightly from 2.1% to 2.7% and for Low-Income students increasing from 3.1% to 3.3%, while English Learners improved from 2.5% to 0.8%. Metric 3.8 (School-Level Suspension Rate) identified African American students at Silver Valley High increasing from 4.1% to 12.2%, and Low-Income students at Calico increasing from 8.1% to 10.4%. Metric 3.9 (Student Expulsion Rate) remained very low, changing from 0% in 2023-24 to 0.04% in 2024-25 for All students, while remaining at 0% for Low-Income students and English Learners. Overall, PBIS supported improvement in attendance for All students, chronic absenteeism, graduation rates, and maintenance of very low expulsion rates, but mixed subgroup attendance outcomes and increases in dropout and suspension rates indicate that the District will continue to monitor suspensions and behavioral interventions throughout the district.

Action 3.2
Action 3.2 was partially effective in supporting progress toward Goal 3. Metric 3.1 (Attendance Rate) showed a slight improvement for All students, increasing from 93.4% in 2023-24 to 93.8% in 2024-25. Attendance declined slightly for Low-Income students from 92.8% to 92.6% and for English Learners from 93.3% to 91.7%. Metric 3.2 (District Chronic Absenteeism Rate) showed improvement for All students, decreasing from 16.4% to 15.9%, and also improved for Low-Income students, from 23.0% to 20.8%, and for English Learners, from 20.2% to 16.3%. Metric 3.6 (High School Graduation Rate) improved substantially, increasing from 93.3% to 99% for All students and from 93.3% to 98.7% for Low-Income students. Metric 3.7 (District Suspension Rate) showed mixed results, with the rate for All students increasing from 2.1% to 2.7% and for Low-Income students increasing from 3.1% to 3.3%, while English Learners improved from 2.5% to 0.8%. Metric 3.8 (School-Level Suspension Rate) identified the suspension rate for African American students at Silver Valley High School increased from 4.1% to 12.2%. Metric 3.9 (Student Expulsion Rate) remained very low, changing from 0% in 2023-24 to 0.04% in 2024-25 for All students, while remaining at 0% for Low-Income students and English Learners. Overall, the California Cadet Corps Program supported improvement in chronic absenteeism, graduation rates, and low expulsion outcomes, but mixed attendance and suspension trends indicate that the action was only partially effective and that additional targeted supports are needed for unduplicated student groups.

Action 3.3
Action 3.3 was partially effective in promoting student wellness and social-emotional learning for at-risk students. Metric 3.1 (Attendance Rate) showed mixed results, with overall attendance improving from 93.4% to 93.8%. LI declined slightly from 92.8% to 92.6% and EL declined from 93.3% to 91.7%. Metric 3.2 (District Chronic Absenteeism Rate) showed improvement overall from 16.4% to 15.9%, with gains for LI from 23.0% to 20.8% and EL from 20.2% to 16.3%. Metric 3.3 (School-Level Chronic Absenteeism) also showed improvement at Lewis and Newberry Springs for All, LI, and HI student groups, while Ft. Irwin was mixed, with SWD increasing from 15.4% to 19.4%. Metric 3.5 (High School Dropout Rate) increased from 0% to 1.1% overall and to 1.2% for LI students. This increase translates to 1 student being classified as a dropout. Metric 3.6 (High School Graduation Rate) improved significantly from 93.3% to 99% overall and from 93.3% to 98.7% for LI students. Metric 3.7 (District Suspension Rate) was mixed, increasing overall from 2.1% to 2.7% and for LI from 3.1% to 3.3%, but improving for EL from 2.5% to 0.8%. Metric 3.8 (School-Level Suspension Rate) showed Silver Valley High African American students increasing from 4.1% to 12.2% and Calico LI students increasing from 8.1% to 10.4%. Metric 3.9 (Expulsion Rate) remained very low, changing only from 0% to 0.04% overall, while remaining at 0% for LI and EL students. Overall, counseling services have supported improvement in chronic absenteeism, graduation, and low expulsion rates, but mixed attendance results and increases in dropout and suspension rates.

Action 3.4
Action 3.4 was partially effective in supporting progress toward Goal 3. Metric 3.1 (Attendance Rate) showed a slight improvement for All students, increasing from 93.4% in 2023-24 to 93.8% in 2024-25, but attendance declined slightly for Low-Income students from 92.8% to 92.6% and for English Learners from 93.3% to 91.7%. Metric 3.2 (District Chronic Absenteeism Rate) showed improvement for All students, decreasing from 16.4% to 15.9%, and also improved for Low-Income students, from 23.0% to 20.8%, and for English Learners, from 20.2% to 16.3%; however, chronic absenteeism remained relatively high in 2024-25 for African American students (17.2%), Low-Income students (20.8%), and English Learners (16.3%). Metric 3.5 (High School Dropout Rate) increased from 0% in 2023-24 to 1.1% in 2024-25 for All students and to 1.2% for Low-Income students. This increase translates to 1 student being classified as a dropout. Metric 3.6 (High School Graduation Rate) improved substantially, increasing from 93.3% to 99% for All students and from 93.3% to 98.7% for Low-Income students. Metric 3.7 (District Suspension Rate) showed mixed results, with the rate for All students increasing from 2.1% to 2.7% and for Low-Income

students increasing from 3.1% to 3.3%, while English Learners improved from 2.5% to 0.8%. Metric 3.8 (School-Level Suspension Rate) identified African American students at Silver Valley High increasing from 4.1% to 12.2% and Low-Income students at Calico increasing from 8.1% to 10.4%. Metric 3.9 (Student Expulsion Rate) remained very low, changing from 0% in 2023-24 to 0.04% in 2024-25 for All students, while remaining at 0% for Low-Income students and English Learners. Overall, Site Strategic Planning has supported improvement in chronic absenteeism, graduation, and low expulsion outcomes, but mixed attendance results and increases in dropout and suspension rates indicate that the action was only partially effective. The district will continue to monitor these data points to ensure improvement in student achievement.

Action 3.5
Action 3.5 was partially effective in supporting progress toward Goal 3. Metric 3.1 (Attendance Rate) showed a slight improvement for All students, increasing from 93.4% in 2023-24 to 93.8% in 2024-25, but attendance declined slightly for Low-Income students from 92.8% to 92.6% and for English Learners from 93.3% to 91.7%. Metric 3.2 (District Chronic Absenteeism Rate) showed improvement for All students, decreasing from 16.4% to 15.9%, and also improved for Low-Income students from 23.0% to 20.8% and for English Learners from 20.2% to 16.3%. Metric 3.3 (School-Level Chronic Absenteeism Rate) showed improvement at Lewis Elementary for All students from 17.2% to 16.7%, Low-Income students from 24.7% to 22.2%, and Hispanic students from 23.9% to 21.5%; at Newberry Springs, rates improved for All students from 27.8% to 21.1%, Low-Income students from 29.2% to 23.5%, and Hispanic students from 28.6% to 23.3%; however, Ft. Irwin Middle School showed mixed results, with Students with Disabilities increasing from 15.4% to 19.4% while Hispanic students slightly improved from 19.8% to 19.5%. Metric 3.5 (High School Dropout Rate) increased from 0% in 2023-24 to 1.1% in 2024-25 for All students and to 1.2% for Low-Income students. This increase translates to 1 student being classified as a dropout. Metric 3.6 (High School Graduation Rate) improved substantially, increasing from 93.3% to 99% for All students and from 93.3% to 98.7% for Low-Income students. Metric 3.7 (District Suspension Rate) showed mixed results, with the rate for All students increasing from 2.1% to 2.7% and for Low-Income students increasing from 3.1% to 3.3%, while English Learners improved from 2.5% to 0.8%. Metric 3.8 (School-Level Suspension Rate) identified African American students at Silver Valley High increasing from 4.1% to 12.2% and Low-Income students at Calico increasing from 8.1% to 10.4%. Metric 3.9 (Student Expulsion Rate) remained very low, changing from 0% in 2023-24 to 0.04% in 2024-25 for All students, while remaining at 0% for Low-Income students and English Learners. Overall, Social Emotional Learning supported improvement in chronic absenteeism, graduation, and low expulsion outcomes, but mixed attendance trends and increases in dropout and suspension rates indicate that the action was only partially effective and that the District will continue to monitor these data points and subgroups to ensure student achievement.

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

Homeless Youth was added to M3.2 for chronic absenteeism and M3.7 for suspension

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.	$738,861.00	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
3.5	Social Emotional Learning	The district will provide Social Emotional Learning supports through classroom lessons, staff training, counseling services, and targeted small-group interventions. SEL will focus on emotional regulation, relationship skills, conflict resolution, and school connectedness. 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%	25-26: 100%	100%	0%
4.2	% of student access to instructional materials - District Source: Williams Data	2023-24: 100%	2024-25: 100%	25-26: 100%	100%	0%
4.3	Compliance with facilities in good repair - District Source: Williams Data	2023-24: 100%	2024-25: 100%	25-26: 100%	100%	0%
4.4	% of teachers holding a "Clear" Credential -	2021-22:	2022-23:	24-25:	93%	-1.7%

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%	73.3%		
4.5	Access to a Broad Course of Study - District Source: CA School Dashboard	2022-23: 100%	2023-24: 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	2024-25 All -8.1 DFS LI -27 DFS EL -39.5 DFS FY Not significant student group	All -6 DFS LI -38 DFS EL -47 DFS FY Not significant student group	All +12.9 LI +26.6 EL +23.1 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	2024-25 All -50.5 DFS LI -68.3 DFS EL -79.4 DFS FY Not significant student group	All -39 DFS LI -60 DFS EL -65 DFS FY Not significant student group	All +4.3 LI +12.1 EL +7.3 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%	2024-25 EL students: 39.4% LTEL students: 50%	EL: 60% making progress LTEL: 70% making progress	EL:-9.9% LTEL: +3.4%
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% 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%	2025-26 ELA Math G. K: 27% 28% G. 1: 18% 9% G. 2: 33% 16% G. 3: 49% 21% G. 4: 32% 31% G. 5: 43% 35% G. 6: 29% 37% G. 7: 33% 18% G. 8: 35% 31% G. 11: 37% 6%	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: -7% +1% G. 1: -6% -10% G. 2: 0% -4% G. 3: -13% -10% G. 4: -7% -4% G. 5: -5% +10% G. 6: +5% +20% G. 7: +1% +3%

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

Goal Analysis [2025-26]

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 is centered on creating the conditions necessary for student achievement by providing effective educators, skilled staff, quality learning materials, and school environments that are safe and in good repair. All actions were fully implemented. Through continued attention to these foundational areas, the district strengthens instructional capacity, promotes shared responsibility, and supports a climate of continuous growth and leadership development. Regular review of performance indicators will guide ongoing improvement and help ensure these supports remain in place for all students.

Planned Actions v. Actual Implementation

The district successfully implemented all planned actions under Goal 4 during the year. Action 4.1 was carried out by providing leadership opportunities for teacher, classified, and management staff to strengthen district stability and support student achievement. Action 4.2 was implemented through a fully funded induction program for beginning teachers to support appropriate teacher assignment and increase the number of teachers earning a Clear Credential. Action 4.3 was implemented through the development and use of a recruitment schedule designed to attract and hire qualified teachers each year to promote district stability and improved student outcomes. This action was implemented differently than originally planned due to fewer out-of-state recruiting events. Action 4.4 was also fully implemented through the payment of longevity stipends to certificated and classified employees to retain highly qualified staff and support improvement in teacher credentials, CAASPP performance, English Learner progress, and student achievement outcomes. Overall, actual implementation aligned with the actions as planned, and the district continued all Goal 4 actions as intended.

Challenges and Success

Goal 4 was implemented with positive results, especially through expanded training and leadership opportunities for classified, certificated, and administrative staff, which helped strengthen instructional practice, leadership capacity, and district stability. At the same time, recruitment and retention remained an area of need. The district continued hiring efforts by attending a few out-of-state recruiting fairs where it has had success in the past, while also recruiting closer to the region to attract both certificated and classified employees. Staffing challenges continue at the Fort Irwin schools because military spouse relocations create frequent turnover every two to three years. For the second year in a row, the district had to replace an 8th grade math teacher at Fort Irwin Middle School in the fall, which is expected to affect student achievement data.

Overall Implementation

Overall, Goal 4 was implemented successfully, and the district was able to carry out the planned actions to support leadership development, staff capacity, and strong instructional conditions across schools. Efforts to provide leadership opportunities, support new teachers through induction, strengthen recruitment practices, and retain staff through longevity incentives helped maintain the systems and supports needed for student learning and district stability.
The district saw success in several foundational areas connected to this goal, including maintaining access to qualified staff, instructional materials, safe facilities, and a broad course of study. Overall, the goal remains relevant, and implementation has helped support a culture of professional growth, accountability, and continuous improvement.

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

A material difference between Budgeted Expenditures and Estimated Actual Expenditures occurred in Action 4.4, where expenditures were higher than budgeted. This increase is attributed to higher-than-anticipated costs related to negotiated salary increases. Another material difference where expenditures were lower than those budgeted were for action 4.3, Teacher Recruitment. The District reduced the number of out-of-state recruiting events and personnel attending recruiting events due to candidates wanting to stay closer to home.

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

Action 4.1 was partially effective in making progress toward Goal 4. The district provided leadership opportunities for teacher, classified, and management staff, and results show success in maintaining key foundational conditions, including Metric 4.2 (student access to instructional materials) at 100%, Metric 4.5 (access to a broad course of study) at 100%, and improvement in Metric 4.6 (CAASPP ELA) for All students and Low-Income students over time. Metric 4.7 (CAASPP Math) also showed overall improvement, although performance remained below standard, and Metric 4.8 (ELPI) showed mixed results, with progress for LTEL students but a decline for EL students in 2024-25. Overall, the action supported district stability and student access, but mixed academic outcomes indicate it was only partially effective and the district will continue to monitor the action.

Action 4.2 was effective in supporting progress toward Goal 4. Through the fully paid induction program for beginning teachers, the district maintained Metric 4.1 (teachers appropriately assigned) at 100% and improved Metric 4.4 (teachers holding a Clear Credential) from 71.1% to 73.3%. While the percentage of teachers with a Clear Credential remains below the long-term target, the district sustained full appropriate assignment of teachers and showed incremental growth in credential attainment. These results indicate that the induction program is supporting teacher development and credential advancement.

Action 4.3 was partially effective in making progress toward Goal 4. The district implemented its recruitment schedule and maintained strong outcomes in Metric 4.1 (teachers appropriately assigned) at 100% and Metric 4.2 (student access to instructional materials) at 100%. Academic measures showed improvement in Metric 4.6 (CAASPP ELA) and Metric 4.7 (CAASPP Math) over time, suggesting a positive impact on student achievement, while Metric 4.8 (ELPI) showed mixed results. Although the district was successful in filling positions and

maintaining core instructional supports, challenges in recruiting and retaining highly qualified staff, especially in hard-to-staff settings, suggest that this action was only partially effective and needs to continue.

Action 4.4 was partially effective in supporting progress toward Goal 4. The district implemented longevity stipends for certificated and classified employees to retain highly qualified staff, and results show success in maintaining Metric 4.1 (teachers appropriately assigned) at 100% and improving Metric 4.4 (teachers holding a Clear Credential) from 71.1% to 73.3%. Student outcomes also showed improvement in Metric 4.6 (CAASPP ELA) as All students went from -14.5 pts. distance from standard to -8.1 (increase of 6.4 pts); our LI students went from -42.3 pts. distance from standard in 23-24 to -27 pts. distance from standard in 24-25 (increase of 15.3 pts.); our EL students went from -34.7 pts. distance from standard in 23-24 to -39.5 pts. distance from standard in 24-25 (slight decrease of -4.7pts). Metric 4.7 (CAASPP Math) saw all students go from -41.7 pts. distance from standard in 23-24 to -50.5 pts. distance from standard in 24-25 (decrease of -8.8 pts.); our LI students went from -65.2 pts. distance from standard in 23-24 to -68.3 pts. distance from standard in 24-25 (slight decrease of -3.1 pts.); our EL students went from -68.5 pts. distance from standard in 23-24 to -79.4 pts. distance from standard in 24-25 (decrease of -10.9 pts). Metric 4.8 (ELPI) showed mixed results. The percentage of EL students making progress in 23-24 was 52.5% and that went down to 39.4% in 24-25 (decrease of 13.1%) while our LTEL students showed improvement moving from 44.1% making progress in 23-24 to 50% in 24-25 (increase of 5.9%). This action can also be considered successful because the district has continued to fill 100% of its teaching positions, which is especially important in a district with a high number of military-connected teachers. Although staff turnover remains a reality due to military relocations, district stability is supported by the fact that positions are filled each year and newly hired teachers are placed on a path toward clearing their credentials. Overall, the action supported staffing stability and credential growth, but because the percentage of teachers with Clear Credentials remains below target and student outcome data are mixed, the action was only partially effective.

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 reflection on prior practice and review of the available data, no changes were made to Goal 4, its metrics, target outcomes, or actions for the coming year. The district determined that the goal continues to address the core priorities of staffing, leadership development, recruitment, retention, and instructional capacity. Data show that the district maintained success in key foundational areas, including appropriate teacher assignment, access to instructional materials, facilities in good repair, and access to a broad course of study, while also continuing to make progress in selected academic measures.

Although some outcomes remained mixed, particularly in the areas of teacher clear credentials, English Learner progress, and some student achievement measures, the district concluded that these needs can be addressed through continued implementation of the current actions rather than by revising the goal or its measures. As a result, the district will continue the existing actions, including leadership development, teacher induction, recruitment efforts, and retention supports, while refining implementation based on ongoing review of student and staff data.

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.	$150,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Calico Continuation High School will decrease suspension rates for Socioeconomically Disadvantaged (SED) students 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.

In partnership with educational partners, Calico Continuation High School reviewed student outcome data and implementation needs for Goal 5, including the need to reduce suspension rates. Educational partner feedback influenced the removal of the prior supplemental counseling and instructional aide actions and the decision to prioritize available Equity Multiplier resources toward one focused action: providing an additional teacher under Action 5.1. This revision was made because educational partners identified that many student behavior concerns were connected to disengagement, limited access to timely instructional support, incomplete work, frustration with academic progress, and the need for stronger daily adult-student relationships. The suspension rate for Socioeconomically Disadvantaged students increased from 8.1% in 2023–24 to 10.4% in 2024–25, demonstrating the continued need for a targeted action that supports both engagement and behavior. The school also decided to continue supporting student academic achievement because the 2024–25 CAASPP Distance from Standard results for both ELA (-54.2 points) and Math (-167.5 points) indicate a continued need for improvement.

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%	2024-25: SED: 10.4%	SED: 7%	-1%
5.2	CAASPP ELA -- School Distance from Standard Source: CA School Dashboard	2022-23: All: DFS -182.89	2023-24: All: DFS -84.4	2024-25: All: DFS -54.2	All: DFS -150	+128.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	CAASPP Math -- School Distance from Standard Source: CA School Dashboard	2022-23: All: DFS -182.11	2023-24: All: DFS -173.9	2024-25: All: DFS -167.5	All: DFS -150	+14.61

Goal Analysis [2025-26]

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.

To support this goal, the school provides supplemental counseling services to help students build positive behavior, strengthen decision-making, and improve school success. The school also includes targeted support for Socioeconomically Disadvantaged students to help lower suspension rates. In addition, an instructional aide provides small-group and one-on-one academic support to help students strengthen their learning and improve academic performance.

Planned Actions v. Actual Implementation

Calico Continuation High School fully implemented the actions connected to Goal 5, which focuses on lowering suspension rates for Socioeconomically Disadvantaged students and improving academic achievement for all students. Under Action 5.1, the school ended its contract with Wellness Together for counseling services and hired a full-time social worker to provide students with a higher level of direct support. This change strengthened the school's ability to respond to student social-emotional and behavioral needs and to provide targeted support for SED students. Under Action 5.2, the school hired an instructional aide to deliver both small-group and one-on-one academic support for students. Through these actions, Calico Continuation High School continued to focus on equitable support for students in both behavior and academics.

Challenges and Success
Goal 5 shows both a clear strength and an ongoing challenge. A key success is that the school continued to prioritize student support through counseling and academic assistance. Moving from a contracted counseling model to a full-time social worker gave students more direct and consistent support, and the instructional aide added another layer of help for students who need academic intervention.
At the same time, the school continues to face challenges in reducing suspensions for Socioeconomically Disadvantaged students. Overall, the school has built stronger supports for students, but it still needs to continue refining those supports to improve behavioral outcomes.

Overall Implementation

The District carried out Goal 5 closely in line with the planned actions and saw progress in academic achievement, however the suspension rate did increase slightly. This slight increase in suspension rate. The district will continue to implement and monitor these actions to ensure student academic achievement and reduce suspensions .

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 Goal 5 at Calico Continuation High School. The district used funds as planned to support actions aimed at reducing suspension rates for Socioeconomically Disadvantaged students and improving academic achievement for all students. Overall, expenditures remained closely aligned with the actions and services described in the adopted LCAP.

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

Action 5.1 – Supplemental Counseling Services

Action 5.1 showed little to no effectiveness in reducing suspension rates for Socioeconomically Disadvantaged students. According to M5.1 Suspension Rate – School and Student Group, the suspension rate for SED students increased from 8.1% in 2023-24 to 10.4% in 2024-25, an increase of 2.3 percentage points. Suspensions for this group went from 6 suspension in 23-24 to 8 suspensions in 24-25. This data shows that the school did not yet make progress toward lowering suspensions for SED students through this action.

Action 5.2 – Instructional Aide for Academic Support

Action 5.2 showed some effectiveness in supporting academic achievement. As measured by M5.2 CAASPP ELA – School Distance from Standard, the school improved from -84.4 DFS in 2023-24 to -54.2 DFS in 2024-25, a gain of 30.2 points. As measured by M5.3 CAASPP Math – School Distance from Standard, the school improved from -173.9 DFS in 2022-23 to -167.5 DFS in 2024-25, a gain of 6.4 points. These results show stronger improvement in ELA and modest improvement in math. Overall, the instructional aide provided added academic support for students, and the data shows progress in academic performance, especially in ELA

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 input and feedback from CCHS educational partners, the school has decided to no longer fund counseling services, Action 5.1. Those services will be moved to Goal 7 to support Silver Valley Academy. The school site, through their comprehensive needs assessment, also decided to use its EM funding to pay for an additional teacher at the school site. Action 5.2, Instructional Aide Support will be moved to goal 7 for Silver Valley Academy's Equity Multiplier funds to support their program.

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	Additional Teacher	CCHS will provide an additional teacher to support student learning, increase access to instruction, and improve student engagement. This action will support efforts to reduce chronic absenteeism and suspension rates while improving academic achievement as measured by M5.1-M5.3.	$92,299.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	By June 2027 Newberry Elementary School will decrease chronic absenteeism rates, for all students, including Socioeconomically Disadvantaged (SED) students' Hispanic students, Students with Disabilities. Also, Homeless students will be added to this list based on the release of the 2025 School Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Newberry Springs Elementary School (NES) is designated to receive Equity Multiplier funds due to having an non-stability rate greater than 25% and having greater than 70% of its students identified as socially and economically disadvantaged (SED). Based on the 2025 Dashboard NES will use it's EM funds to improve Homeless Youth chronic absenteeism of 34.3%. Based on the 2025 Dashboard the school will continue to monitor chronic absenteeism rates for All students (21.1%), SED (23.5%), Hispanic (23.3%) and Students with Disabilities (24%) as well due to having a higher chronic absenteeism rate despite their improvement. The planning process began with a Site Strategic Planning meeting on February 27, 2026, during which educational partners identified priorities and discussed strategies to support student success. During the meeting, educational partners were informed that Homeless Youth had been added as a student group that would be monitored and supported through the next funding cycle. From March to May, the school site continued to hold School Site Council meetings to further refine its plans based on survey results and input. This collaboration ensured the Equity Multiplier funds would be used to affect the greatest impact for their students. Based on the feedback and input from Newberry's educational partners the school will use it's funds to have an intervention teacher on campus to support student achievement.

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	2023-24 All: 27.8% SED: 29.2% Hispanic: 28.6% SWD: 28.1%	2024-25 All: 21.1% SED: 23.5% Hispanic: 23.3% SWD: 24%	All: 20% SED: 25% Hispanic: 24% SWD: 20% Homeless: 25%	All:-5.1% SED: -9% Hispanic:-7.8% SWD:-4.1% Homeless: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 28.1% 2024-25 Homeless 34.3%		Homeless: 34.3%		
6.2	CAASPP ELA School Distance from Standard Source: CA School Dashboard	2022-23 All: -42.1 DFS	2023-24 All: -8.7 DFS	2024-25 All: +2.6 DFS	All: -28 DFS	All: +44.7 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	2024-25 All: -4.0 DFS	All: -30 DFS	All: +40.3 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%	2025-26 ELA Math Gr. K 31% 15% Gr. 1 17% 6% Gr. 2 17% 18% Gr. 3 30% 4% Gr. 4 38% 18% Gr. 5 36% 28%	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 +3% +7% Gr. 1 -3% -24% Gr. 2 -20% -12% Gr. 3 -20% -40% Gr. 4 +20% -17% Gr. 5 -6% -5%

Goal Analysis [2025-26]

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 6 focused on improving student attendance by providing academic interventions that help students close learning gaps, build confidence, and stay engaged in school.. Overall, Goal 6 showed encouraging progress in both attendance and academic outcomes.

Planned Actions v. Actual Implementation

Newberry Elementary School implemented Goal 6 action as described in the LCAP. Staff provided academic interventions throughout the year to address learning gaps, support student achievement, and encourage stronger attendance. The school followed the planned approach and did not make any substantive changes to the action during implementation.

Challenges and Success

Newberry Elementary School implemented Goal 6 successfully and saw positive outcomes from the action. Academic interventions supported student learning, strengthened foundational skills, and increased student engagement in the classroom. The school also made progress in attendance through strategies that supported students and families and encouraged more consistent school participation. Overall, staff carried out the action effectively and did not encounter major challenges during this reporting period. There were no implementation challenges.

Overall Implementation

Overall, the school carried out the planned actions as described in the LCAP and did not make any substantive changes. Although reducing absenteeism for all students remains an ongoing need, the school made encouraging progress in academic performance and in attendance for key student groups, which shows positive movement 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.

There were no material differences between budgeted expenditures and the estimated actual expenditures for this action.

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

Action 6.1 showed overall effectiveness in improving attendance and academic outcomes. According to M6.1, chronic absenteeism improved for all reported student groups from 2023-24 to 2024-25. The rate for All students decreased from 27.8% to 21.1%, the rate for Socioeconomically Disadvantaged students decreased from 29.2% to 23.5%, the rate for Hispanic students decreased from 28.6% to 23.3%, and the rate for Students with Disabilities decreased from 28.1% to 24.0%. Academic results also improved. According to M6.2, CAASPP ELA School Distance from Standard improved from -8.7 DFS in 2023-24 to +2.6 DFS in 2024-25. According to M6.3, CAASPP Math School Distance from Standard improved from -15.9 DFS to -4.0 DFS. M6.4 i-Ready Diagnostic #2 results showed mixed performance across grade levels. In ELA, Grade 4 improved from 33% in 2024-25 to 38% in 2025-26, and Grade 5 improved from 34% to 36%, while Grades K, 1, 2, and 3 declined. In Math, Grade 2 improved from 10% to 18%, while Grades K, 1, 3, 4, and 5 declined. Overall, the action showed positive results in chronic absenteeism, ELA, and math on CAASPP, while i-Ready results show that early literacy and math performance remained uneven across grade levels.

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

The goal description has changed due to the addition of the Homeless Youth student group. The description for action 6.1 has been updated to: NES staff will provide targeted academic interventions for students who need additional support in order to address learning gaps, increase academic confidence, improve student engagement, and reduce barriers that may contribute to inconsistent attendance. By providing personalized support, students will be better able to access instruction, experience academic success, and feel more motivated to attend school regularly. The effectiveness of this action will be measured by M6.1–M6.4.

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	NES staff will provide targeted academic interventions for students who need additional support in order to address learning gaps, increase academic confidence, improve student engagement, and reduce barriers that may contribute to inconsistent attendance. By providing personalized support, students will be better able to access instruction, experience academic success, and feel more motivated to attend school regularly. The effectiveness of this action will be measured by M6.1–M6.4.	$152,350.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	By June 2027, Silver Valley Academy will reduce suspension rates and chronic absenteeism for all students and improve student achievement as measured by i-Ready assessment results.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Silver Valley Academy (SVA) is designated to receive Equity Multiplier funds due to having an non-stability rate greater than 25% and having greater than 70% of its students identified as socioeconomically disadvantaged (SED). Based on educational partner input and data from the California School Dashboard, SVA will focus on reducing suspension rates and chronic absenteeism for all students as well as improving student achievement as measured by i-Ready achievement scores of those grade levels tested. In the Metrics table "**" represents no students were tested in that grade level. The 2025 School Dashboard showed the Suspension Rate for all students was 4.7% and the Chronic Absenteeism rate for all students was 22.6%.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Chronic Absenteeism Rate - % of students identified as absent 10% or more School Source: CA School Dashboard	24-25 All: 22.6%	Not Applicable	24-25 All: 22.6%	All: 19.5%	Not Applicable
7.2	Suspension Rate - % of students suspended at least 1 day School Source: CA School Dashboard	24-25 All: 4.7%	Not Applicable	24-25 All: 4.7%	All: 2.5%	Not Applicable
7.3	i-Ready Data: Diagnostic #3 % On Grade-level	24-25	Not Applicable	24-25	ELA Math G. K: 60% 60%	Not Applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Metric	ELA Math G. K: 50% 50% G. 1: ** ** G. 2: ** ** G. 3: ** ** G. 4: 100% 0% G. 5: ** ** G. 6: 100% 100% G. 7: 76% 66% G. 8: 75% 75% G. 9: 36% 36% G. 10: 54% 27% G. 11: 42% 30%		ELA Math G. K: 50% 50% G. 1: ** ** G. 2: ** ** G. 3: ** ** G. 4: 100% 0% G. 5: ** ** G. 6: 100% 100% G. 7: 76% 66% G. 8: 75% 75% G. 9: 36% 36% G. 10: 54% 27% G. 11: 42% 30%	G. 1: ** ** G. 2: ** ** G. 3: ** ** G. 4: 100% 33% G. 5: ** ** G. 6: 100% 100% G. 7: 80% 70% G. 8: 80% 80% G. 9: 43% 43% G. 10: 63% 35% G. 11: 50% 40%	

Goal Analysis [2025-26]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Additional Teacher	Silver Valley Academy will provide an additional teacher to support student learning, increase access to instruction, and improve student engagement. This action will support efforts to reduce chronic absenteeism and suspension rates while improving academic achievement. This action will be measured by M7.1, M7.2, and M7.3.	$35,290.00	No
7.2	Intervention	Silver Valley Academy will utilize IXL to provide intervention and additional instructional time in English Language Arts and mathematics to address learning gaps and improve student achievement as measured by M7.3.	$6,500.00	No
7.3	Counseling Services	SVA will provide additional supplemental counseling services for all students to lower the percentage of students suspended at least one day as measured by M7.2	$27,374.00	No
7.4	Instructional Aide Support	An additional 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 M7.3.	$27,472.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$5,097,001	$422,239

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
20.125%	0.000%	$0.00	20.125%

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	**Action:** Response to Intervention **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	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	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
	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 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. 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	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. 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. 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,	

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
	accelerate learning in English language acquisition and core academic skills, directly impacting their ELPI and CAASPP scores positively. 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. **Scope:** LEA-wide	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.	
1.4	**Action:** TK-K Extended Instructional Minutes **Need:**	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 and English Learner (EL) students by providing	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
	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 **Scope:** Schoolwide	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. 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. 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 to all TK/K students fosters a cohesive learning	

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		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.	
1.6	**Action:** Class Size Reduction **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. 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 concern is echoed by students themselves, who have noted that smaller class sizes would	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. With smaller class sizes, teachers can implement more small group and one-on-one instruction, allowing for differentiated teaching strategies that cater to diverse learning styles and needs. This approach not only helps in closing achievement	This action will be measured by the metrics identified in the action description.

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	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. 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. **Scope:** Schoolwide	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. 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	
1.7	**Action:** Advancement Via Individual Determination (AVID)	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	This action will be measured by the metrics identified in the action description.

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	Need: 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. 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. 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	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. 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. While A.V.I.D. is particularly beneficial for low-income and EL students, the district is implementing the program school-wide to promote	

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	provides students with consistent, scaffolded support to improve their chances of graduating on time and completing A-G requirements for UC/CSU schools. **Scope:** Schoolwide	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. 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. 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	

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		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. 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.	
1.9	**Action:** Transportation Services **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, and public transportation may be unreliable, unaffordable, or unsafe. This challenge is	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, regardless of their socioeconomic status or language proficiency, can attend school regularly.	This action will be measured by the metrics identified in the action description.

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	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 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. The impact of transportation services on school attendance is clearly measurable and profound. Schools that have implemented transportation solutions often see a marked improvement in attendance rates among their	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. 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. 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 attendance rates, we anticipate a positive impact on academic performance, as students will have	

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	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. **Scope:** LEA-wide	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.	
2.1	**Action:** Technology Support Specialist **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. This gap in digital access can lead to lower academic performance, as evidenced by their California Assessment of Student Performance and Progress (CAASPP) scores,	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 necessary assistance to utilize technology effectively. For example, these specialists can help troubleshoot device issues, manage software updates, and maintain infrastructure, thereby	This action will be measured by the metrics identified in the action description.

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	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. 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. 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	minimizing disruptions and maximizing instructional time. 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. 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 commitment to fostering an equitable learning environment where all students can thrive academically.	

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	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. 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. **Scope:** LEA-wide	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.	
3.2	**Action:** California Cadet Corps	The California Cadet Corps at Silver Valley High School is a vital initiative that addresses the unique needs of low-income and English Learner	This action will be measured by the metrics

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	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%. The California Cadet Corps addresses these needs by offering a comprehensive program focused on building leadership, enhancing citizenship, and promoting health and	(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. 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, and making strategic decisions, thereby enhancing their readiness for future college and career endeavors.	identified in the action description.

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	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. **Scope:** Schoolwide	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.	
3.3	**Action:** Counseling Services **Need:** 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	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 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	This action will be measured by the metrics identified in the action description.

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	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. 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 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	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. 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. 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	

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	students' ability to attend school regularly and engage positively in their education. 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. **Scope:** LEA-wide	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. 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 inclusive school environment where every student can thrive.	
4.4	**Action:** Teacher Longevity **Need:**	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	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
	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 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 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,	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. 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 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.	

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
	who highlighted the importance of retaining our most veteran teachers to avoid high turnover rates. 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. 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 and excel. Through this investment, districts affirm their commitment to high-quality education for every student, regardless of background. **Scope:**	While the primary goal of the longevity stipends is to support low-income and EL students, the district is implementing this initiative district-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. 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 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	

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	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.	

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
1.10	**Action:** Teacher Professional Development for English Acquisition **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 (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: 46.6% and our	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. 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	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	reclassification rates were: EL students: 1% and LTEL students: 0% 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. The rationale for this approach is supported by data from ELPI (English Learner Progress Indicator) which often show that EL students 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	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. 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.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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. **Scope:** Limited to Unduplicated Student Group(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.

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.

Silver Valley Unified School District received additional Concentration Grant Add-On funding to increase direct services and supports for students at school sites with the highest concentrations of unduplicated pupils, including Low Income students, English Learners, and Foster Youth. During the 2025–26 LCAP engagement process, educational partners identified a continued need for additional academic intervention, reduced class sizes, literacy support, and expanded social-emotional and counseling services at these school sites.

To address these identified needs, the district utilized additional concentration grant funding to implement Actions 1.3, 1.4, 1.6, 3.3, and 4.4. Through these actions, the district increased staffing by adding reading intervention teachers and expanded intervention opportunities to provide targeted literacy and academic support for unduplicated students (Action 1.3); added additional Transitional Kindergarten and Kindergarten teachers to support foundational learning and reduce class sizes (Action 1.4); added upper elementary and middle school teachers to provide more individualized instruction and academic support (Action 1.6); expanded counseling and mental health services for students (Action 3.3); and increased additional direct student support services through classified and support staff (Action 4.4).

These staffing increases provide more personalized academic and social-emotional support for unduplicated students and are intended to accelerate learning, improve student engagement, and support improved outcomes across the district's highest-need schools.

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 : 21.2	1 : 17.4
Staff-to-student ratio of certificated staff providing direct services to students	1 : 15.9	1 : 14.9

2026-27 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	$25,326,121	5,097,001	20.125%	0.000%	20.125%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,492,001.00	$1,008,285.00	$0.00	$531,456.00	$7,031,742.00	$5,033,775.00	$1,997,967.00

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	$1,509,696.00	$250,473.00	$1,395,640.00			$364,529.00	$1,760,169.00	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	$800,000.00	$0.00	$800,000.00				$800,000.00	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	$800,000.00	$0.00	$800,000.00				$800,000.00	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	$50,000.00	$115,000.00	$165,000.00				$165,000.00	0%
1	1.8	Before & After School Programs	All	No			All Schools	Ongoing	$45,718.00	$89,282.00		$135,000.00			$135,000.00	
1	1.9	Transportation Services	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$650,000.00	$650,000.00				$650,000.00	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	$307,500.00	$0.00	$307,500.00				$307,500.00	0%
2	2.2	1:1 Chromebook/Laptop Initiative	All	No				Ongoing	$0.00	$100,000.00		$100,000.00			$100,000.00	
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 Low Income	Specific Schools: Silver Valley High	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
							School									
3	3.3	Counseling Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$597,284.00	$141,577.00	$723,861.00			$15,000.00	$738,861.00	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	English Learners Foster Youth Low Income	All Schools	Ongoing	$150,000.00	$0.00	$150,000.00				$150,000.00	0%
5	5.1	Additional Teacher	All	No				June 2026	$0.00	$92,299.00		$92,299.00			$92,299.00	
6	6.1	Response to Intervention	All	No				June 2026	$152,350.00	$0.00		$152,350.00			$152,350.00	
7	7.1	Additional Teacher	All	No				June 2027	$0.00	$35,290.00		$35,290.00			$35,290.00	
7	7.2	Intervention	All	No				June 2027	$0.00	$6,500.00		$6,500.00			$6,500.00	
7	7.3	Counseling Services	All	No				June 2027	$0.00	$27,374.00		$27,374.00			$27,374.00	
7	7.4	Instructional Aide Support	All	No				June 2027	$0.00	$27,472.00		$27,472.00			$27,472.00	

2026-27 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
$25,326,121	5,097,001	20.125%	0.000%	20.125%	$5,097,001.00	0.000%	20.125 %	**Total:**	$5,097,001.00
								LEA-wide Total:	$3,227,001.00
								Limited Total:	$25,000.00
								Schoolwide Total:	$1,845,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Response to Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,395,640.00	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	$800,000.00	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	$800,000.00	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	$165,000.00	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	1.9	Transportation Services	Yes	LEA-wide	Low Income	All Schools	$650,000.00	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	$307,500.00	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	$723,861.00	0%
4	4.4	Teacher Longevity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	0%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,934,563.00	$7,701,474.00

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	$370,927.00	$455,559.00
1	**1.2**	Summer School	No	$100,000.00	$100,000.00
1	**1.3**	Response to Intervention	Yes	$1,570,711.00	$1,892,560.00
1	**1.4**	TK-K Extended Instructional Minutes	Yes	$626,708.00	$823,052.00
1	**1.5**	Career Technical Education	No	$350,000.00	$489,287.00
1	**1.6**	Class Size Reduction	Yes	$535,000.00	$984,193.00
1	**1.7**	Advancement Via Individual Determination (AVID)	Yes	$150,000.00	$193,651.00
1	**1.8**	Before/After School Programs	No	$135,000.00	$156,897.00
1	**1.9**	Transportation Services	Yes	$550,000.00	$550,000.00
1	**1.10**	Teacher Professional Development for English Acquisition	Yes	$25,000.00	$25,000.00
2	**2.1**	Technology Support Specialist	Yes	$260,000.00	$284,785.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	1:1 Chromebook/Laptop Initiative	No	$75,000.000	$437,221.00
3	3.1	Positive Behaviors Interventions and Supports (PBIS)	No	$20,000.00	$26,749.00
3	3.2	California Cadet Corps	Yes	$80,000.00	$80,000.00
3	3.3	Counseling Services	Yes	$643,217.00	$714,689.00
3	3.4	Strategic Planning	No	$5,000.00	$5,250.00
3	3.5	Social Emotional Learning	No	$10,000.00	$11,482.00
4	4.1	Leadership Development	No	$28,000.00	$30,456.00
4	4.2	Teacher Induction	No	$80,000.00	$86,560.00
4	4.3	Teacher Recruitment	No	$15,000.00	$4,943.00
4	4.4	Teacher Longevity	Yes	$115,000.00	$143,375.00
5	5.1	Counseling Services	No	$41,262.00	$41,262.00
5	5.2	Instructional Aide Support	No	$23,738.00	$26,583.00
6	6.1	Response to Intervention	No	$125,000.00	$137,920.00

2025-26 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)
$4,590,009	$4,109,102.00	$5,232,585.00	($1,123,483.00)	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	$1,139,177.00	$1,477,902.00	0%	
1	1.4	TK-K Extended Instructional Minutes	Yes	$626,708.00	$823,052.00	0%	
1	1.6	Class Size Reduction	Yes	$535,000.00	$984,193.00	0%	
1	1.7	Advancement Via Individual Determination (AVID)	Yes	$150,000.00	$164,625.00	0%	
1	1.9	Transportation Services	Yes	$550,000.00	$550,000.00	0%	
1	1.10	Teacher Professional Development for English Acquisition	Yes	$25,000.00	$25,000.00	0%	
2	2.1	Technology Support Specialist	Yes	$260,000.00	$284,785.00	0%	
3	3.2	California Cadet Corps	Yes	$80,000.00	$80,000.00	0%	
3	3.3	Counseling Services	Yes	$628,217.00	$699,653.00	0%	
4	4.4	Teacher Longevity	Yes	$115,000.00	$143,375.00	0%	

2025-26 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)
$24,416,295	$4,590,009	0	18.799%	$5,232,585.00	0.000%	21.431%	$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, Statues 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 2026-27, 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 32627(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 32627(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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 #

- 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 32627(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 32627(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 32627(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:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on 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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