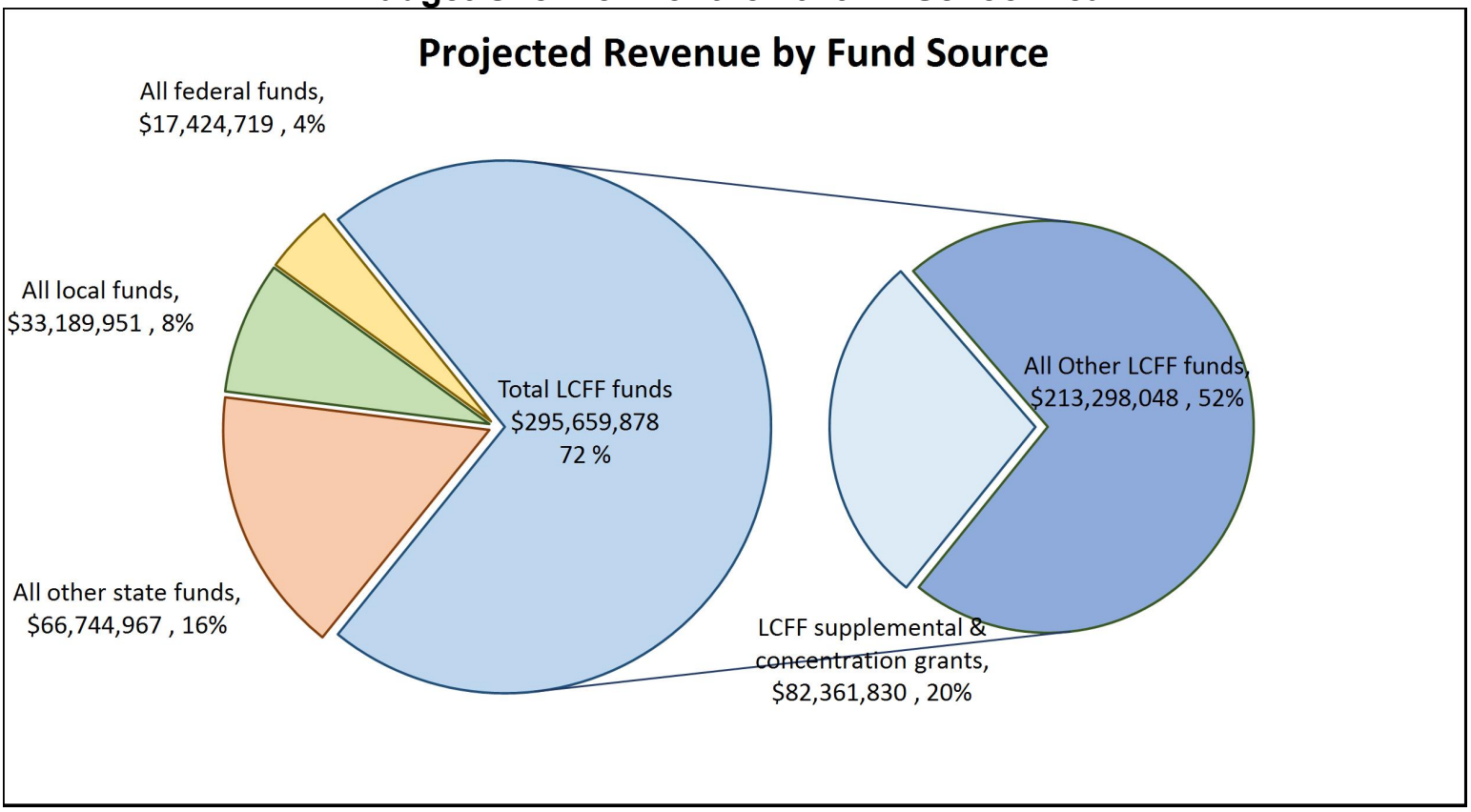
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Val Verde Unified School District
CDS Code: 33 75242 0000000
School Year: 2026-27
LEA contact information:
Dr. Gordon Amerson
Superintendent
gamerson@valverde.edu
(951) 940-6100

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

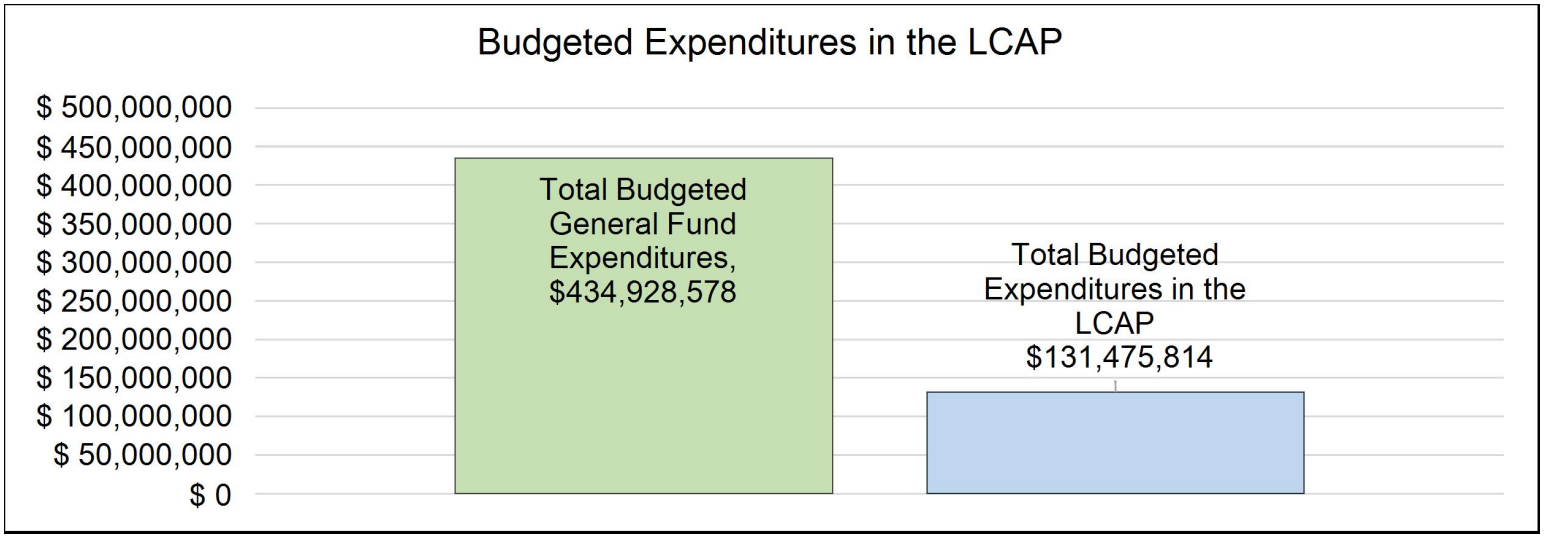


This chart shows the total general purpose revenue Val Verde Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Val Verde Unified School District is $413,019,515, of which $295,659,878 is Local Control Funding Formula (LCFF), $66,744,967 is other state funds, $33,189,951 is local funds, and $17,424,719 is federal funds. Of the $295,659,878 in LCFF Funds, $82,361,830 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 Val Verde 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: Val Verde Unified School District plans to spend $434,928,578 for the 2026-27 school year. Of that amount, $131,475,814 is tied to actions/services in the LCAP and $303,452,764 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

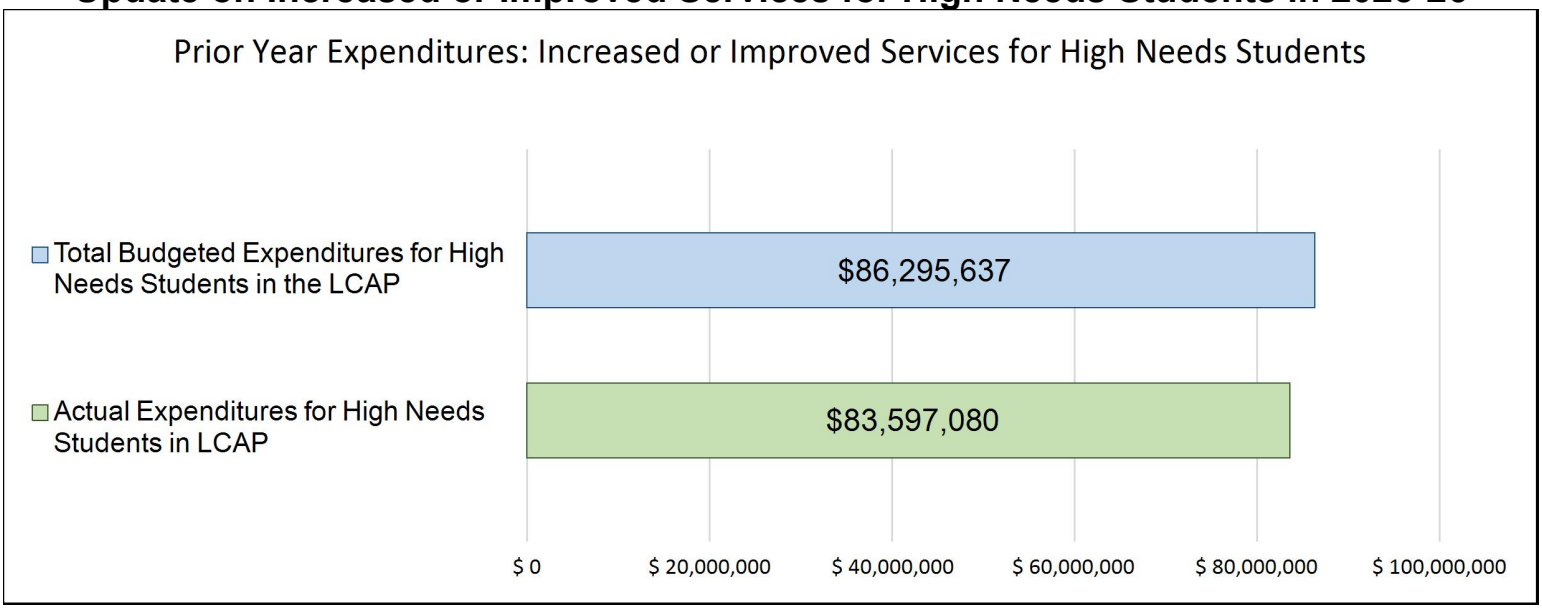
General Fund expenditures not included in the LCAP represent the broad operational costs required to run the district and maintain the educational program for all students. These expenditures include employee salaries and benefits for staff whose roles are not directly tied to LCAP-funded actions, such as general education teachers, site and district administrators, classified support staff, and facilities and maintenance personnel. Additional non-LCAP General Fund expenditures include utilities, insurance, transportation, food services, technology infrastructure, facility maintenance and operations, debt service, and other general administrative costs necessary to keep schools safe, clean, and functioning on a daily basis. While these expenditures are not captured within the LCAP, they form the foundation upon which all LCAP-funded programs and services are built, ensuring that students have access to a safe, well-maintained, and fully operational learning environment every day.

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

In 2026-27, Val Verde Unified School District is projecting it will receive $82,361,830 based on the enrollment of foster youth, English learner, and low-income students. Val Verde Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Val Verde Unified School District plans to spend $90,865,552 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 Val Verde 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 Val Verde 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, Val Verde Unified School District's LCAP budgeted $86,295,637 for planned actions to increase or improve services for high needs students. Val Verde Unified School District actually spent $83,597,080 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $2,698,557 had the following impact on Val Verde Unified School District’s ability to increase or improve services for high needs students:

Val Verde Unified School District planned to spend approximately $86.3 million in 2025–26 to support students, specifically our English Learners, Foster Youth, and Socioeconomically Disadvantaged students. The actual amount spent was close to $83.6 million, reflecting a difference of approximately$2.7 million from the original plan.

While funds were not fully expended as planned, services and supports for our high-needs students were implemented with fidelity. Variances were primarily driven by staffing vacancies in targeted programs and site-level implementation decisions — not reductions in the level of service provided to students. Additionally, the district strategically utilized expiring grant funds designated for building educator capacity, which were required to be spent down by June 2026. The intentional use of these grant funds to support professional development and instructional capacity building alleviated financial strain on LCFF funds, resulting in a lower draw on LCAP-budgeted resources than originally anticipated. The district remained focused on ensuring high-needs students received the support necessary to achieve positive outcomes, and the 2024-25 CA Dashboard data reflects meaningful progress across multiple indicators, including improvements in ELA and Math DFS, a first-ever Green rating on the ELPI, and significant growth in College/Career Readiness. We continue to refine our planning processes to ensure resources are fully and effectively utilized in support of every student's success.

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
Val Verde Unified School District	Dr. Gordon Amerson Superintendent	gamerson@valverde.edu (951) 940-6100

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.

Val Verde Unified School District is located at the heart of the Inland Empire and is a mixture of suburban and rural. The local economy includes large-scale logistical warehouses and trade manufacturing. The district consists of 12 elementary schools, 4 middle schools, 3 comprehensive high schools, 1 opportunity school, 1 continuation high school, and 1 blended online school. The communities within the district's boundaries reflect the total spectrum of socioeconomic levels and many different backgrounds. In the 2024-2025 school year 88.6% of the district's 19,080 students were unduplicated, qualifying as low-income (87.7%), foster youth (1.0%), or English learner pupils (20.5%). The demographic breakdown of students is: American Indian: 0.2%; Asian: 1.4%; Pacific Islander: 0.2%; Filipino: 1.1%; Hispanic: 80.4%; African American: 10.6%; White: 3.5%; Two or More Races: 2.1%. The district experienced a slight decrease in enrollment.

The district serves the students of our community by offering exceptional academic opportunities that are both rigorous and relevant. We persistently grow and adapt to meet the needs of our students and our community through the great initiatives and programs in the district. Through a collaborative process that involved receiving input from representatives of all of our educational partners, we have identified four areas on which we focus to ensure sustained academic progress:

- College and career readiness
- Family engagement
- Positive school environments
- Maintenance and modernization of school district facilities and technology

These goals are consistent with the District's Portrait of a Graduate. The Portrait of a Graduate serves as a north star, guiding the

development of skills and knowledge required for students to succeed in the global workforce. The "Portrait of a Graduate" for Val Verde Unified is a vision that outlines the key attributes and characteristics that graduates need to be college and career-ready. It emphasizes critical thinking, flexibility, creativity, communication, and collaboration. This vision aligns with the district's commitment to 21st-century learning and is part of the Local Control and Accountability Plan (LCAP), which aims to provide a high-quality educational experience tailored to the needs of the community and students.

Val Verde USD had two schools identified as Equity Multiplier Schools: Val Verde High School and Val Verde Student Success Academy

Reflections: Annual Performance

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

2024-2025 Annual Performance Data and Reflections

The graduation rate for the class of 2025 was 95.1% overall, as reported by the California School Dashboard. This status resulted in a performance level of Blue. We had one additional student group result in a Blue performance level in graduation rate (African American 95.7%). In addition, we have six student groups result in a Green performance level (English Learners 87.9%, Hispanic 94.9%, Long-term English Learners 90.5%, Low-Income 94.9%, Students with Disabilities 85.2%, and White 94.4%). One student group (Homeless 88.5%) received a Yellow performance level. These outcomes indicate that current actions and services supporting graduation are largely effective and should be maintained. Continued focus will be necessary to sustain high performance and further improve outcomes for all student groups, particularly those not yet meeting the highest performance levels.

For the class of 2025, the district earned a performance level of Green for the College/Career Readiness with 57.4% prepared. Four student groups received a performance level of Green (African American 53%, Hispanic 57.7%, Homeless Youth 36.8%, and Low-Income 56.5%). Three student groups received a performance level of Yellow (English Learners, 29.8%, Long-term English Learners 30.8%, and Students with Disabilities 17.7%). In addition, two student groups (Foster Youth 10.3% and White 46.3%) received a performance level of Orange. These results indicate that while overall actions and services are supporting college and career readiness for many students, targeted improvements are needed to address disparities among specific student groups.

The overall A-G completion rate has increased from 54% for the class of 2018 to 60.2% for the class of 2025. English Learner students (32% class of 2023 to 38.8% class of 2025), African American students (59% class of 2023 to 60% for class of 2025), and Homeless students (37% for the class of 2023 to 46.3% for the class of 2025) have increased. Our Low-Income student group's A-G completion rates were fairly stagnant, demonstrating minimal movement (59% class of 2023 to 59.3% for class of 2025). We saw a decrease in A-G completion rates for our Foster Youth students (32% class of 2023 to 21.1% for class of 2025) and Students with Disabilities (28% class of 2023 to 20.4% for class of 2025).

In 2024-2025, the students’ performance on the state’s assessment in ELA for grades 3-8 and 11 was 25.8 points below standard, an increase of 8.3 from the prior year. Based on these results, the District was assigned a performance level of Yellow on the California School Dashboard. The students’ performance on the state’s assessment in Math for grades 3-8 and 11 was 79.9 points below standard, an increase of 8.7 from the prior year. Based on these results, the District was assigned a performance level of Yellow on the California School

Dashboard. 46.3% of English Learner students made progress towards English language proficiency in 2024-2025, with our 47.3% of our Long Term English Learners demonstrating progress. This was an increase of 2.7% for our English Learners and 5.1% overall for our Long-term English Learners from the prior year. Based on these results, the District was assigned a performance level of Green on the California School Dashboard for the English Learner Progress Indicator.

Early Literacy efforts continue to prove effective in improving the percentage of K - 2 students scoring at or above the benchmark on their middle-of-year Acadience Reading Benchmark Assessment. This has been especially true for Low-income (40% in 20-21 to 51% in 24-25), English Learner (32% in 20-21 to 39% in 24-25), and Foster Youth (19% in 20-21 to 38% in 24-25) student groups.

The Reclassification Rate of English Learner students Has increased significantly from 8.6% in 2023-24 to 18.1% in the 24-25 school year. The dropout rate of EL students was reduced from 16% in 2020 to 9% in 2025. The English learner Progress Indicator (ELPI) increased from 43% in 2022-23 to 46.3% in 2024-2025 (English Learners 46.3% and LTELS 47.3%).

Participation in the family classes and events increased with 23,860 participants engaging during the 2024-2025 school year. This is an increase 5,490 participants from the 2023-2024 school year (18,370 participants).

The Suspension Rate has dropped from 3.5% overall, 7.4% for African American students in 2022-2023, to rates of 2.7% overall for the district and 6.0% for African American students in 2024-2025. However, the suspension rates have slightly increased from 2023-2024 (20.6% overall, 5.9% for African American) demonstrating a need to ensure appropriate tiered behavior supports are in place and consistently implemented.

The Chronic Absenteeism Rate dropped from 35% in 2021-2022 to 23.9% in 2023-2024. There was a slight increase in Chronic Absenteeism during the 2024-2025 school year resulting in 24.1% rate.

All schools received a rating of Good or Exemplary on the Facilities Inspection Tool in 2024-25.

Based on the 2024-2025 California School Dashboard data, Val Verde Unified School District has been identified for Differentiated Assistance (DA) for Foster Youth due to the Foster Youth student group performing in the lowest performance level (Red) three priority areas and for Two or More Races due to the Two ore More Races student group performing in the lowest performance level (Red) in two priority areas. The Foster Youth student group scored in the Red in Mathematics (-119.4 DFS, -6.8 DFS change), Red in Suspension Rate (13%, +3.4% change), Red in Chronic Absenteeism (32.8%, +12.5% change), and Red in Graduation Rate (66.7%, -7.1% change). The Two or More Race student group scored Red in Suspension Rate (5.1%, +2.6% change) and Red in Chronic Absenteeism (30.8%, 0% change). Through actions in Val Verde USD's LCAP Foster Youth students will be provided additional targeted support in Mathematics, behavior and SEL supports to assist with Suspension Rates, Chronic Absenteeism, and Graduations Rates. In addition, actions in the Val Verde USD's LCAP will provide targeted behavior and SEL supports to assist our Two our More Race student group with addressing Suspension Rates and Chronic Absenteeism. School site leaders will continue to be provided additional support and coaching from district leaders to work on strengthening systems to support Foster Youth and Two or More Races student groups in the areas of academics, behavior, and social/emotional. Additionally, VVUSD Teachers on Special Assignment will provide coaching and support for school sites in the areas of mathematics, behavior, and social emotional learning to target the unique needs of our Foster Youth and Two or More Races student groups.

Below are the Student Groups and Schools that received Red indicators on the 2025 California School Dashboard indicators. This data indicates the District needs to continue to be more proactive in meeting students' academic and social-emotional needs and reduce the barriers to attendance. Specific actions designed to address these Student Groups, Schools, and Student Groups at schools that received Red indicators on the 2025 California School Dashboard are included in goals 1 and 3.

Schools receiving the lowest performance level on one or more state indicators on the 2025 Dashboard:
1. Lasselle Elementary - Chronic Absenteeism (22%, +0.7% change)
2. Rainbow Ridge Elementary - Chronic Absenteeism (26.8%, +0.3% change)
3. Manuel L. Real Elementary - ELPI (42%, -10.1% change)
4. Val Verde Elementary - Chronic Absenteeism (32.1%, +3.2% change)
5. Lakeside Middle - Chronic Absenteeism (30.3%, +8.9% change)
6. March Middle - Math (-111.0 DFS, +0.1 change),
7. Tomas Rivera Middle - Chronic Absenteeism (24.9%, +4.1% change)
8. Vista Verde Middle - Chronic Absenteeism (25.3%, +2.3% change)
9. Val Verde High School - ELA (-122.2 DFS, -10.2 change), Math (-230.0 DFS, -27.3 change), CCI (4.3%, -2.3% change)
10. Student Success Academy - Suspension Rate (29%, +15.1% change)

Student Groups at the District level receiving the lowest performance level on one or more state indicators on the 2025 Dashboard:
1. All student group - Chronic Absenteeism (24.1%, +0.2% change)
2. Long-Term English Learner student group - Math (-176.3 DFS, +1.6 change), Chronic Absenteeism (29.5%, +6% change)
3. Homeless student group - Chronic Absenteeism (35.7%, +1.6% change)
4. Foster Youth student group - Math (-119.4 DFS, -6.8 change), Suspension Rate (13%, +3.4% change), Chronic Absenteeism (32.8%, +12.5% change), Graduation Rate (66.7%, -7.1% change)
5. Low-Income student group - Chronic Absenteeism (25.4%. +0.5% change)
6. Students With Disabilities student group - Chronic Absenteeism (31.9%, +0.9% change)
7. Black/African American student group- Chronic Absenteeism (25.9%, +0.7% change)
8. Hispanic student group- Chronic Absenteeism (24.3%, +0.3% change)
9. Multiple Races/Two or More student group - Suspension Rate (5.1%, +2.6% change), Chronic Absenteeism (30.8%, 0% change)

Student Groups at the school level receiving the lowest performance level on one or more state indicators on the 2025 Dashboard:
1. African American
* Citrus Hill High - Suspension Rate (27.9%, +5.2% change)
* Lakeside Middle - ELA (-74.4 DFS, -3.2 change), Chronic Absenteeism (38.4%, +16.3% change)
* March Middle - Math (-140.4 DFS, -9.8 change), ELA (-74.8 DFS, -4.4 change)
* Orange Vista High - Math (-154.2 DFS, -19.3 change), Suspension Rate (11.7%, +1.1% change)
* Rainbow Ridge Elementary - Math (-107.1 DFS, -3.2 change), ELA (-70.5 DFS, -5 change)
* Triple Crown Elementary - Chronic Absenteeism (22.8%, +5.6% change)
* Val Verde Elementary - Chronic Absenteeism (44.4%, +16.8% change)
* Victoriano Elementary - Chronic Absenteeism (20.1%, +1.7% change)

2. Hispanic
* Lakeside Middle - Chronic Absenteeism (30.3%, +8.1% change)
* Lasselle Elementary - Chronic Absenteeism (20.9%, +0.9% change)
* March Middle - Math (-112.3 DFS, +0.6 change), Chronic Absenteeism (24.7%, +0.1 change)
* Rainbow Ridge Elementary - Chronic Absenteeism (27.6%, +0.1% change)
* Tomas Rivera Middle - Chronic Absenteeism (24.1%, +3.4% change)
* Val Verde Elementary - Chronic Absenteeism Rate (31.2%, +2.3% change)
* Val Verde High School - ELA (-124.3 DFS, -6.2 change), Math (-231.5 DFS, -24.6 change), CCI (5.1%, -0.7% change), Science (32 sp, +1.7 sp change)
* Student Success Academy - Suspension Rate (27.9%, +16.8% change)
* Vista Verde Middle - Math (-99.6 DFS, -5.7 change), Chronic Absenteeism (25%, +3.5% change)

3. White
* Lakeside Middle - Math (-108.7 DFS, -27.8 change), Chronic Absenteeism (24.2%, +2.6% change)

4. Multiple Races/Two or More
* Lakeside Middle - Chronic Absenteeism (30.2%, +20.2% change)
* Lasselle Elementary - Suspension Rate (7.5%, +7.5% change)
* Sierra Vista Elementary - Suspension Rate (10.5%, +8.4% change), Chronic Absenteeism (55.6%, +22.2% change)
* Victoriano Elementary - Chronic Absenteeism (26.3%, +4.7% change)
* Vista Verde Middle - Chronic Absenteeism (38.9%, +13.2% change)

5. Socioeconomically Disadvantaged
* Lakeside Middle - Chronic Absenteeism (32.7%, +10.2% change)
* Lasselle Elementary - Chronic Absenteeism (24%, +1.2% change)
* March Middle - Math (-116.8 DFS, 0 change)
* Rainbow Ridge - Chronic Absenteeism (28.4%, +1.1% change)
* Sierra Vista Elementary - Chronic Absenteeism (27.3%, 0% change)
* Tomas Rivera Middle - Chronic Absenteeism (25.3%, +3.7% change)
* Triple Crown Elementary - Chronic Absenteeism (20.9%, +1.7% change)
* Val Verde Elementary - Chronic Absenteeism (32.5%, +2.8% change)
* Val Verde High - ELA (-116 DFS, -3.3 change), Math (-229.3 DFS, -26.4 change), CCI (4.4%, -2.2% change)
* Student Success Academy - Suspension Rate (27.7%, +13.6% change)
* Victoriano Elementary - Chronic Absenteeism (20.3%, -0.4% change)
* Vista Verde Middle - Math (-99.3 DFS, +0.1 change), Chronic Absenteeism (26.5%, +1.6% change)

6. Foster
* Citrus Hill High - Suspension Rate (50%, +19.7% change)
* Orange Vista High - Suspension Rate (15.2%, +1.9% change)
* Rancho High - Suspension Rate (21.9%, +10.4% change)

7. Homeless
* Lakeside Middle - Chronic Absenteeism Rate (39.5%, +20.2% change)
* Lasselle Elementary - Chronic Absenteeism (37.3%, +5.6% change)
* Manuel L. Real Elementary - Chronic Absenteeism (26.2%, +0.1% change)
* Mary McLeod Bethune Elementary - Chronic Absenteeism (49.1%, +0.9% change)
* May Ranch Elementary - Chronic Absenteeism (26.8%, +5.7% change)
* Tomas Rivera Middle - Chronic Absenteeism Rate (44.2%, +13.1% change)
* Triple Crown Elementary - Chronic Absenteeism (26.2%, +6.9% change)
* Val Verde Elementary - Chronic Absenteeism (46.6%, +8.1% change)
* Val Verde High - CCI (3.6%, -4.2% change)

8. English Learner
* Columbia Elementary - ELA (-75.7 DFS, -0.5 change)
* Lakeside Middle - Chronic Absenteeism (25%, +4.4% change)
* Manuel L. Real Elementary - ELPI (42%, -10.1% change)
* March Middle - Math (-139.1 DFS, +2.4 change), Chronic Absenteeism Rate (35.2%, +2.1% change)
* Orange Vista High - Science (34.3 sp, +0.4 sp change)
* Rancho Verde High - Math (-179.4 DFS, -4.9 change)
* Sierra Vista Elementary - Chronic Absenteeism (23.7%, +0.7 change)
* Tomas Rivera Middle - Chronic Absenteeism (25.7%, +5.8 change), Science (33.6 sp, +1.4 sp change)
* Triple Crown Elementary - Chronic Absenteeism (21.8%, +3.8% change)
* Val Verde Elementary - Chronic Absenteeism (25.3%, +2.8% change)
* Val Verde High - CCI (3.6%, +0.5% change)
* Vista Verde Middle - Chronic Absenteeism (23%, +2.6% change)

9. Long-Term English Learner
* Citrus Hill High - ELA (-108.3 DFS, -10.9 change), Math (-186.2 DFS, +0.2 change)
* Lakeside Middle - Chronic Absenteeism (24.1%, +2.9% change)
* March Middle - Math (-171.7 DFS, -1.4 change), Chronic Absenteeism Rate (40.2%, +2.7% change)
* Orange Vista High - ELA (-107 DFS, +1.9 change), Math (-189.9 DFS, +0.7 change)
* Tomas Rivera Middle - Chronic Absenteeism (30.1%, +7% change)
* Vista Verde Middle - Chronic Absenteeism (23%, +2.6% change)

10. Students with Disabilities
* Citrus Hill High - ELA (-108.2 DFS, -3.4 change), Math (-185.7 DFS, -1.7 change), Suspension Rate (13.8%, +3.7% change)
* Columbia Elementary - ELA (-139.0 DFS, +2.8 change)
* Lakeside Middle - ELA (-147.4 DFS, -12.7 change), Math (-194 DFS, +0.2 change), Chronic Absenteeism (39%, +15.6% change)
* Lasselle Elementary - Math (-139.3 DFS, -16.4 change)
* March Middle - ELA (-122.4 DFS, -8.7 change), Math (-172.3 DFS, -9.5 change)

* Mary McLeod Bethune Elementary - ELA (-131.2 DFS, -6.5 change), Math (-136.2 DFS, -7.0 change)
* May Ranch Elementary - ELA (-97.6 DFS, -2.3 change)
* Orange Vista High - Math (-209.6, DFS, +2.7 change), Suspension Rate (9.4%, + 4% change), Science (34.4 sp. +1.1 sp change)
* Rainbow Ridge Elementary - Chronic Absenteeism (37%, +5.3% change)
* Rancho Verde High - ELA (-111.2 DFS, -38.3 change), Math (-203.2 DFS, -9.4 change)
* Sierra Vista Elementary - Chronic Absenteeism Rate (36.4%, +0.6% change)
* Tomas Rivera Middle - Chronic Absenteeism (35.5%, +3.3% change)
* Triple Crown Elementary - ELA (-91.3 DFS, -2.4 change), Chronic Absenteeism (27%, +1.3% change)
* Val Verde Elementary - Chronic Absenteeism (37.6%, +6.1% change)
* Vista Verde Middle - Math (-196.5 DFS, -12.3 change), Chronic Absenteeism (40%, +9.7% change)

The District continues to take pride in the successes achieved at the culmination of students' educational experience in Val Verde Unified School District. Graduates continue to demonstrate increased levels of preparedness as measured by the College/Career Indicator (CCI), A–G completion rates, and Career Technical Education (CTE) pathway completion.

The graduation rate for the Class of 2025 was 95.1%, resulting in a Blue performance level on the California School Dashboard. Multiple student groups performed at high levels, including African American students (95.7%, Blue) and several student groups at Green, including English Learners (87.9%), Hispanic students (94.9%), Long-Term E

English Learners (90.5%), Low-Income students (94.9%), Students with Disabilities (85.2%), and White students (94.4%). While these outcomes indicate that current actions and services supporting graduation are largely effective, targeted improvement is needed for specific student groups, particularly Foster Youth, whose graduation rate remains significantly below the district average.

The District achieved a Green performance level on the College/Career Indicator, with 57.4% of students prepared, reflecting improvement from the prior year. However, disparities persist among student groups, with Foster Youth (10.3%) and Students with Disabilities (17.7%) demonstrating significantly lower levels of college and career readiness.

The overall A–G completion rate has increased steadily from 54% (Class of 2018) to 60.2% (Class of 2025). While many student groups have demonstrated growth, Foster Youth and Students with Disabilities experienced declines in A–G completion, indicating a need for more intensive academic monitoring, course access, and counseling supports to ensure college readiness for these students.

Math continues to a priority area for the Val Verde Unified School District. The 2025 California School Dashboard reflects continued growth in mathematics performance across the district, though significant gaps remain for several student groups. The districtwide Math Distance from Standard (DFS) improved by 8.7 points from the prior year, reflecting the positive impact of the district's investment in a new math curriculum and aligned professional development. Several student groups demonstrated meaningful gains, including English Learners (+10.4 dfs), Homeless Youth (+11.4 dfs), and Hispanic students (+9.2 dfs), indicating that core instructional improvements are beginning to reach historically underserved populations. However, Foster Youth (-6.8 dfs) experienced a decline, and Students with Disabilities, Long-Term English Learners, and socioeconomically disadvantaged students continue to perform at the Very Low level on the Dashboard, underscoring the need for more intensive, targeted math intervention and support for these groups. The district will continue to prioritize math achievement through strengthened Tier 1 instruction, targeted intervention, and ongoing teacher professional development to ensure all students have

access to rigorous and effective mathematics instruction.

Learning Recovery and Emergency Block Grant — Val Verde USD has unexpended LREBG funds for the 2026–27 school year. LREBG-funded actions may be found in Goal 1, Action 11.

The VVUSD needs assessment, grounded in findings from the 2024 California School Dashboard and district-level ELA performance data, identified ELA as a critical area for academic recovery. An updated review of school status levels reveals that supports being provided under Goal 1, Action 11 are proving effective. Several elementary sites improved their performance status in English Language Arts on the 2025 California Dashboard, with 7 elementary schools moving up one performance level and two elementary schools moving up two performance levels in ELA.

In addition, several student groups demonstrated growth in ELA on the 2025 California School Dashboard. The Foster Youth student group improved from Red to Orange, the Homeless student group improved from Orange to Yellow, Students with Disabilities improved from Red to Orange, and the White student group improved from Orange to Yellow. However, one student group, Black or African American students, declined from Yellow to Orange, indicating a need for continued targeted support. Overall, these trends suggest that the district's early literacy initiatives are beginning to yield positive outcomes, particularly for historically underserved student groups, by strengthening foundational reading skills and supporting improved performance in English Language Arts.

Goal 1, Action 11 of the district's plan will continue to prioritize the following areas:

- The expansion of early literacy initiatives across high-need elementary sites, including phonemic awareness, decoding strategies, and fluency development.
- The provision of targeted support services, such as small-group reading intervention, literacy coaching, and family engagement strategies to promote reading at home.

These actions align with allowable uses of LREBG and LCFF funds, particularly in the areas of literacy acceleration and instructional support for at-risk populations. By investing in early literacy development, VVUSD aims to build a strong foundation for long-term ELA success and close persistent achievement gaps for students most affected by learning loss.

2023-2024 Annual Performance Data and Reflections

The graduation rate for the class of 2024 was 94% overall, as reported by the California School Dashboard. This status resulted in a performance level of Green. In addition, we had six student groups result in a Green performance level in graduation rate (English Learners 86.5%, Hispanic 94.1%, Long-term English Learners 89.5%, Low-Income 93.9%, Students with Disabilities 84%, and White 90.8%). Three student groups (African American 94.2%, Foster Youth 73.8%, and Homeless 88.1%) received a Yellow performance level. Actions and services around graduation are working overall, but need to continue.

For the class of 2024 the district earned a performance level of Yellow for the College/Career Readiness with 48.4% prepared. Four student groups received a performance level of Orange (African American 40.3%, Foster Youth 12.2%, Homeless Youth 30.3%, and Students with

Disabilities 14.5%)

The overall A-G completion rate has increased from 54% for the class of 2018 to 59% for the class of 2024. English Learner students (32% class of 2023 to 34% class of 2024) and African American students (59% class of 2023 to 60% for class of 2024) have increased. We saw a slight decline in A-G completion rates for our low-income students (59% class of 2023 to 57% for class of 2024), Foster Youth students (32% class of 2023 to 27% for class of 2024), Hispanic students (59% class of 2023 to 57% for class of 2024), and students with disabilities (28% class of 2023 to 25% for class of 2024).

In 2023-2024, the students' performance on the state's assessment in ELA for grades 3-8 and 11 was 34.2 points below standard, an increase of 4.4 from the prior year. Based on these results, the District was assigned a performance level of Yellow on the California School Dashboard. The students' performance on the state's assessment in Math for grades 3-8 and 11 was 88.6 points below standard, an increase of 5.6 from the prior year. Based on these results, the District was assigned a performance level of Yellow on the California School Dashboard. 44% of English Learner students made progress towards English language proficiency in 2023-2024, with our 42% of our Long Term English Learners demonstrating progress. This was an increase of 0.6 overall from the prior year. Based on these results, the District was assigned a performance level of Orange on the California School Dashboard for the English Learner Progress Indicator.

Early Literacy efforts continue to prove effective in improving the percentage of K - 2 students scoring at or above the benchmark on their middle-of-year Acadience Reading Benchmark Assessment. This has been especially true for Low-income (40% in 20-21 to 51% in 24-25), English Learner (32% in 20-21 to 39% in 24-25), and Foster Youth (19% in 20-21 to 38% in 24-25) student groups.

The Reclassification Rate of English Learner students decreased slightly from 13.8% in 2022-23 to 7.6% in the 23-24 school year. The dropout rate of EL students was reduced from 16% in 2020 to 11% in 2024. The English learner Progress Indicator (ELPI) increased slightly from 43% in 2022-23 to 43.6% in 2023-2024 (English Learners 44% and LTELS 42%).

Participation in the family classes and events increased with 18,370 participants engaging during the 2023-2024 school year.

The Suspension Rate has dropped from 3.5% overall, 7.4% for African American students in 2022-2023, to rates of 2.6% overall for the district and 5.9% for African American students in 2023-2024.

The Chronic Absenteeism Rate has dropped from 35% in 2021-2022 to 23.9% in 2023-2024. We are projected to be close to 24% by the end of 2024-2025.

All schools received a rating of Good or Exemplary on the Facilities Inspection Tool in 2023-24.

This year, Val Verde had no consistently low-performing student groups or low-performing schools identified by the state. Below are the Student Groups and Schools that received Red indicators on the 2024 California School Dashboard indicators. This data indicates the District needs to continue to be more proactive in meeting students' academic and social-emotional needs and reduce the barriers to attendance. Specific actions designed to address these Student Groups, Schools, and Student Groups at schools that received Red indicators on the 2024 California School Dashboard are included in goals 1 and 3.

Schools receiving the lowest performance level on one or more state indicators on the 2024 Dashboard:
1. March Middle - Math (-111.1 DFS, -6.6 change)
2. Tomas Rivera Middle - ELA (-82.8 DFS, -18.8 change), Math (-131.3 DFS, -0.7 change)

Student Groups at the District level receiving the lowest performance level on one or more state indicators on the 2024 Dashboard:
1. Native Hawaiian or Pacific Islander student group - Suspension Rate 11.3% (+3.3% change)
2. Homeless student group - Math (-110.7 DFS, +0.4 change)
3. Foster Youth student group - ELA (-81.8 DFS, -10 change)
4. Students With Disabilities student group - ELA (-124.2 DFS, +2.4 change), Math (-162.7 DFS, -1.4 change)

Student Groups at the school level receiving the lowest performance level on one or more state indicators on the 2024 Dashboard:
1. African American
* Citrus Hill High - Suspension Rate (22.7%, +1.5% change)
* Lasselle Elementary - Chronic Absenteeism Rate (24.1%, +2.6% change), Suspension Rate (4.7%, +2.1% change)
* Lakeside Middle - Math (-158.9 DFS, +2.2 change)
* March Middle - Math (-130.6 DFS, -11.2 change), ELA (-70.4 DFS, -7.0 change)
* Mary Mcleod Bethune Elementary - Chronic Absenteeism Rate (36%, +0.1% change)
* Orange Vista High - Suspension Rate (10.6%, +0.2% change)
* Rainbow Ridge Elementary - Math (-103.8 DFS, -4.7 change)
* Sierra Vista Elementary - Math (-115.3 DFS, -3.3 change)
* Val Verde High - Suspension Rate (22.6%, +11.6% change)

2. Hispanic
* Columbia Elementary - Math (-95.5 DFS, -6.2 change)
* March Middle - Math (-112.9 DFS, -4.6 change)
* Tomas Rivera Middle - Math (-131.5 DFS, -0.8 change), ELA (-82.3 DFS, -17.7 change)
* Victoriano Elementary - Chronic Absenteeism Rate (21.5%, -0.3% change)

3. Socioeconomically Disadvantaged
* Columbia Elementary - Math (-95.3 DFS, -4.7 change)
* March Middle - Math (-116.8 DFS, -7.5 change)
* Tomas Rivera Middle - Math (-133.5 DFS, -0.2change), ELA (-86.1 DFS, -19.4 change)

4. Foster
* Citrus Hill High - Suspension Rate (30.3%, +6.5% change)
* Rancho High - Suspension Rate (11.4%, +8.7% change)
* Val Verde High - Suspension Rate (26.8%, +18.9% change)

5. Homeless
* Columbia Elementary - Chronic Absenteeism Rate (40.2%, +1.8% change)

* Sierra Vista Elementary - Chronic Absenteeism Rate (47.3%, +12.1% change)
* Tomas Rivera Middle - Chronic Absenteeism Rate (31.1%, +0.8% change)
* Vista Verde Middle - Chronic Absenteeism Rate (41.9%, +7.6% change)

6. English Learner
* Avalon Elementary - Chronic Absenteeism Rate (23.1%, +1.8% change)
* Columbia Elementary - Math (-106.3 DFS, -6.3 change)
* Lakeside Middle - ELA (-83.6 DFS, +0.3 change), ELPI (40.1%, -11.9% change)
* March Middle - Chronic Absenteeism Rate (33.1%, +1.3% change)
* May Ranch Elementary - ELPI (40.5%, -12.2% change)
* Tomas Rivera Middle - ELA (-115.2 DFS, -11.4 change), Math (-158.3 DFS, +1.6 change)
* Val Verde Academy - ELPI (32%, -3.8% change)
* Val Verde High - ELPI (26.1%, -2.3% change)

7. Long-Term English Learner
* Citrus Hill High - Math (-186.4 DFS, -0.2 change)
* Lakeside Middle - ELA (-109.5 DFS, -4.3 change), ELPI (40.3%, -12.3% change)
* March Middle - ELA (-115.6 DFS, -0.7 change), Chronic Absenteeism Rate (37.5%, +0.5% change)
* Tomas Rivera Middle - ELA (-134.9 DFS, -11.4 change)
* Val Verde Academy - ELPI (25%, -5.3% change)
* Val Verde High - ELPI (31.3%, -2.6% change)

8. Students with Disabilities
* Columbia Elementary - ELA (-141.8 DFS, -1.7 change)
* Lakeside Middle - Math (-194.1 DFS, -1.2 change)
* Lasselle Elementary - ELA (-128.2 DFS, -36.9 change), Math (-122.8 DFS, +2.6 change)
* Manuel L. Real Elementary - ELA (-104.2 DFS, -17.6 change), Math (-123.3 DFS, -20.2 change)
* March Middle - Chronic Absenteeism Rate (38.4%, +3.8% change)
* Mary McLeod Bethune Elementary - ELA (-124.7 DFS, -3.3 change), Math (-129.2 DFS, +0.3 change)
* May Ranch Elementary - Math (-134.4 DFS, -19 change)
* Orange Vista High - ELA (-130.2 DFS, +0.4 change), Math (-212.3, DFS, +0.8 change)
* Rainbow Ridge Elementary - ELA (-145.5 DFS, -17.4 change), Math (-153.4 DFS, -10.8 change)
* Rancho Verde High - Math (-193.7 DFS, +2.7 change)
* Sierra Vista Elementary - ELA (-116.7 DFS, -16.1 change), Math (-163.6 DFS, -21.5 change), Chronic Absenteeism Rate (35.7%, +0.8% change)
* Tomas Rivera Middle - ELA (-155.1 DFS, +2.1 change), Math (-207.4 DFS, -8.8 change)
* Val Verde Elementary - ELA (-141 DFS, -19.1 change), Math (-167.1 DFS, -13.6 change)
* Val Verde High - Suspension Rate (16.2%, +4% change), College/Career Indicator (0%, 0% change)
* Victoriano Elementary - Math (-119 DFS, -6.7 change)
* Vista Verde Middle - ELA (-155.4 DFS, -6.5 change)

The District continues to take pride in our successes at the end of our students' time in Val Verde. Graduates of Val Verde continue to be more prepared each and every year as measured by the College/Career Readiness Indicator, A-G completion, and CTE completion.

The graduation rate for the class of 2024 was 94% overall, as reported by the California School Dashboard. This status resulted in a performance level of Green. Three student groups (Foster Youth 73.8%, Homeless 88.1%, African American 94.2%) received a performance level of yellow for graduation rate. Six student groups (Hispanic 94.1%, Long-Term English Learners 89.5%, Socioeconomically Disadvantaged 93.9%, White 90.8%, English Learner 86.5%, and Students With Disabilities 84%) received a Green performance level. Actions and services around graduation are working overall, but need to continue, especially for Foster Youth and English learners.

For the class of 2024 the district earned a performance level of Yellow for the College/Career Readiness with 48.4% prepared.

The overall A-G completion rate has increased from 54% for the class of 2018 to 59% for the class of 2024. In addition, A-G completion rates for low-income students (53% class of 2018 to 57% for class of 2024), Foster Youth students (18% class of 2018 to 27% for class of 2024), African American students (50% class of 2018 to 60% for class of 2024), Hispanic students (55% class of 2018 to 57% for class of 2024), and students with disabilities (19% class of 2018 to 25% for class of 2024) have demonstrated historical increases with only slight fluctuations.

Learning Recovery and Emergency Block Grant - Val Verde USD has unexpended LREBG funds for the 2025-26 school year.

- LREBG-funded actions may be found in Goal 1, Action 11.

The VVUSD needs assessment, grounded in findings from the 2024 California School Dashboard and district-level ELA performance data, identifies ELA as a critical area for academic recovery. A review of school status levels reveals that multiple elementary sites have been identified as needing support due to their “Low” or “Very Low” performance in English Language Arts, signaling widespread challenges in foundational reading and comprehension.

In addition, several student groups have been disproportionately impacted. Based on performance bands and subgroup analysis, Foster Youth, Students Experiencing Homelessness, and English Learners show the greatest need for targeted interventions in ELA. These groups often enter school with limited early language exposure or face barriers to consistent academic support, which impedes the development of essential reading and writing skills.

To directly address these gaps, Goal 1, Action 11 of the district’s plan prioritize:

- The expansion of early literacy initiatives across high-need elementary sites, including phonemic awareness, decoding strategies, and fluency development.
- The provision of targeted support services, such as small-group reading intervention, literacy coaching, and family engagement strategies to promote reading at home.

These actions align with allowable uses of LREBG and LCFF funds, particularly in the areas of literacy acceleration and instructional support for at-risk populations. By investing in early literacy development, VVUSD aims to build a strong foundation for long-term ELA success and

close persistent achievement gaps for students most affected by learning loss.

2022-2023 Annual Performance Data and Reflections:

In 2022-2023, the students' performance on the state's assessment in ELA for grades 3-8 and 11 was 39 points below standard, a decrease of 5 from the prior year. Based on these results, the District was assigned a performance level of Orange on the California School Dashboard. The students' performance on the state's assessment in Math for grades 3-8 and 11 was 94 points below standard, a decrease of 2 from the prior year. Based on these results, the District was assigned a performance level of Orange on the California School Dashboard. 43% of English Learner students made progress towards English language proficiency in 2022-2023. This was a decrease of 6.8 from the prior year. Based on these results, the District was assigned a performance level of Orange on the California School Dashboard for the English Learner Progress Indicator.

Early Literacy efforts have shown to be effective in improving the percentage of K - 2 students scoring at or above the benchmark. This has been especially true for Low-income (38% in 20-21 to 48% in 23-24), English Learner (32% in 20-21 to 37% in 23-24), and Foster Youth (19% in 20-21 to 31% in 23-24) student groups.

The Reclassification Rate of English Learner students more than doubled from 6.5% in 2021-22 to 13.8% in 2022-23 and was up 12.8 points from 1% in 2020-21. The dropout rate of EL students was reduced from 16% in 2020 to 14% in 2023. The English learner Progress Indicator (ELPI) increased from 39% in 2018-19 to 43% in 2022-23.

Participation in the family classes and events increased by more than 6,000 participants compared to 2021-22.

The Suspension Rate has dropped from 9.1% overall, 18.6% for African American students in 2011-2012, to rates of 3.5% overall for the district and 7.4% for African American students in 2022-2023. The overall Suspension Rate in 2023-2024 is projected to be slightly lower (-0.5) overall and about 1 point lower for African American students than in 2022-2023. In addition, suspensions for drug/alcohol/tobacco-related incidents continue to be down by more than 100 incidents from 2021-2022.

The Chronic Absenteeism Rate has dropped from its peak in 2020-2021, with another 10-point drop projected for 2023-2024 from the 2022-2023 school year.

All schools received a rating of Good or Exemplary on the Facilities Inspection Tool in 2023-24.

This year, Val Verde had no consistently low-performing student groups or low-performing schools identified by the state. Below are the Student Groups and Schools that received Red indicators on the 2023 California School Dashboard indicators. This data indicates the District needs to continue to be more proactive in meeting the academic and social-emotional needs of students and reduce the barriers to attendance. Specific actions designed to address these Student Groups, Schools, and Student Groups at schools that received Red

indicators on the 2023 California School Dashboard are included in goals 1 and 3.

Schools receiving the lowest performance level on one or more state indicators on the 2023 Dashboard:
1. Mary McLeod Bethune Elementary - Chronic Absenteeism Rate (43.5%, +14 change)
2. Mead Valley Elementary - Chronic Absenteeism Rate (36.5%, +7 change)
3. Lakeside Middle - Math (-125.3 DFS, -8 change)
4. March Middle - Math (-104.5 DFS, -10 change), Chronic Absenteeism Rate (27.5%, 0 change)
5. Tomas Rivera Middle - Math (-130.6 DFS, -7 change)
6. Vista Verde Middle - Math (-97.2 DFS, -5 change)
7. Orange Vista High - Math (-128.9 DFS, -15 change)
8. Rancho Verde High - Math (-126.6, -23 change),
9. Val Verde High - College/Career Indicator (4.3%)

Student Groups at the District level receiving the lowest performance level on one or more state indicators on the 2023 Dashboard:
1. African American student group - Math (-109.7 DFS, +1 change)
2. Hispanic student group - Math (-96.6 DFS, -2 change)
3. Two or More Races student group - Chronic Absenteeism Rate (32.5%, 0 change)
4. Socioeconomically Disadvantaged student group - Math (-100 DFS, -1 change)
5. Foster Youth student group - ELA (-71.8 DFS, -3), Graduation Rate (66.7%, -9 change)
6. English Learner student group - ELA (-76.6 DFS, -10 change), Math (-119.1 DFS, -6 change)
7. Students With Disabilities student group - ELA (-126.6 DFS, -7 change), Math (-161.3 DFS, -1 change)

Student Groups at the school level receiving the lowest performance level on one or more state indicators on the 2023 Dashboard:
1. African American
* Citrus Hill High - Suspension Rate (21.3%, +7 change)
* Lakeside Middle - Math (-161.2 DFS, -11 change)
* March Middle - Math (-119.4 DFS, +3 change), Chronic Absenteeism Rate (27.5%, +2 change)
* Orange Vista High - ELA (-64.7 DFS, -52 change), Math (-163.0 DFS, -23 change)
* Rainbow Ridge Elementary - ELA (-76.5 DFS, -2 change), Math (-99.1 DFS, +3 change), Suspension Rate (10.5%, +4 change), Chronic Absenteeism Rate (40.8%, 0 change)
* Rancho Verde High - Math (-150.9 DFS, -24 change)
* Sierra Vista Elementary - Math (-111.9 DFS, -9 change)
* Tomas Rivera Middle - Suspension Rate (20.6%, +1 change)
* Val Verde High - Suspension Rate (10.9%, +3 change), College/Career Indicator (8.6%)
* Vista Verde Middle - Suspension Rate (13.5%, +1 change)

2. Hispanic
* Citrus Hill High - Math (-119.1 DFS, -17 change)
* Columbia Elementary - ELA (-70.3 DFS, -1 change)
* Lakeside Middle - Math (-126.6 DFS, -8 change)

* March Middle - Math (-108.3 DFS, -12 change), Chronic Absenteeism Rate (28.2%, +1 change)
* Mary McLeod Bethune Elementary - Chronic Absenteeism Rate (45.0%, +18 change)
* Mead Valley Elementary - Chronic Absenteeism Rate (36.3%, +6 change)
* Orange Vista High - Math (-129.9 DFS, -14 change)
* Rancho Verde High - Math (-128.2 DFS, -23 change)
* Tomas Rivera Middle - Math (-130.7 DFS, -6 change)
* Val Verde Elementary - Suspension Rate (3.7%, +2 change)
* Val Verde High - Graduation Rate (73.2%, -6 change), College/Career Indicator (3.2%)
* Vista Verde Middle - Math (-102.8 DFS, -11 change)

3. White
* Lakeside Middle - Math (-105.1DFS, -11 change)
* Lasselle Elementary - Chronic Absenteeism Rate (27.9%, +11 change)
* May Ranch Elementary - Chronic Absenteeism Rate (33.3%, +1 change)
* Vista Verde Middle - Chronic Absenteeism Rate (36.8%, +2 change)

4. Socioeconomically Disadvantaged
* Citrus Hill High - Math (-122.5DFS, -19 change)
* Columbia Elementary - ELA (-70.4 DFS, +1 change)
* Lakeside Middle - Math (-130.6 DFS, -8 change)
* March Middle - Math (-109.2 DFS, -8 change), Chronic Absenteeism Rate (28.6%, 0 change)
* Mary McLeod Bethune Elementary - Chronic Absenteeism Rate (43.6%, +13 change)
* Mead Valley Elementary - Chronic Absenteeism Rate (36.8%, +6 change)
* Orange Vista High - Math (-135.9 DFS, -16 change)
* Rancho Verde High - Math (-137.9 DFS, -22change)
* Tomas Rivera Middle - Math (-133.2 DFS, -5 change)
* Val Verde Elementary - Chronic Absenteeism Rate (46.3%, +1 change)
* Val Verde High - College/Career Indicator (4.4%)
* Vista Verde Middle - Math (-108.7 DFS, -4 change)

5. Foster
* Orange Vista High - Suspension Rate (21.3%, +16 change)

6. Homeless
* Manuel L. Real Elementary - Chronic Absenteeism Rate (57.7%, +8 change)
* Mary McLeod Bethune Elementary - Chronic Absenteeism Rate (53.4%, +17 change)
* May Ranch Elementary - Chronic Absenteeism Rate (31.1%, +1 change)
* Mead Valley Elementary - Chronic Absenteeism Rate (49.3%, +6 change)
* Orange Vista High - Suspension Rate (13.6%, +8 change)
* Val Verde High - College/Career Indicator (5.6%)

7. English Learner
* Avalon Elementary - ELPI (32.9%, -44 change)
* Citrus Hill High - ELPI (28.9%, -16 change), ELA (-120.4 DFS, -11change), Math (-183.9 DFS, -10 change)
* Columbia Elementary - ELPI (34.4%, -8 change), ELA (-83.6 DFS, 0 change)
* Lakeside Middle - ELA (-84.0 DFS, +3 change), Math (-166.0 DFS, -6 change)
* March Middle - ELA (-91.5 DFS, -14 change), Math (-151.9 DFS, -14 change)
* Mary McLeod Bethune Elementary - Chronic Absenteeism Rate (43.6%, +22 change)
* Mead Valley Elementary - ELPI (37.4%, -12 change), ELA (-85.7 DFS, -15 change), Chronic Absenteeism Rate (32.7%, +8 change)
* Orange Vista High - ELA (-127.5 DFS, -35 change), Math (-194.4 DFS, -15 change)
* Rainbow Ridge Elementary - ELA (-82.0 DFS, -32 change), Math (-99.2 DFS, -2 change)
* Rancho Verde High - ELPI (34.8%, -16 change), ELA (-143.1 DFS, -32 change), Math (-208.5 DFS, -24 change)
* Sierra Vista Elementary - Math (-119.0 DFS, -18 change)
* Tomas Rivera Middle - ELA (-103.8 DFS, -3 change), Math (-160.0 DFS, -6 change)
* Val Verde Elementary - ELPI (37.1%, -20 change), ELA (-73.0 DFS, -10 change), Suspension Rate (4.6%, +4 change)
* Val Verde High - Graduation Rate (67.8%, -2 change), College/Career Indicator (1.1%)
* Victoriano Elementary - ELPI (37.8%, -33 change)
* Vista Verde Middle - ELA (-96.9 DFS, -30 change), Math (-151.6 DFS, -19 change), Suspension Rate (12.3%, +9 change)

8. Students with Disabilities
* Avalon Elementary - ELA (81.8 DFS, +1 change)
* Citrus Hill High - ELA (-125.2 DFS, -1 change)
* Columbia Elementary - ELA (-140.0 DFS, -2 change)
* Lakeside Middle - ELA (-144.8 DFS, -8 change)
* Lasselle Elementary - Math (-125.4 DFS, +1 change)
* Manuel L. Real Elementary - ELA (-86.6 DFS, -10 change)
* March Middle - ELA (-131.3 DFS, -14 change), Math (-168.5 DFS, -9 change)
* Mary McLeod Bethune Elementary - Math (-129.5 DFS, -7 change), Chronic Absenteeism Rate (57.9%, +9 change)
* May Ranch Elementary - ELA (-107.9 DFS, -1 change)
* Mead Valley Elementary - ELA (-143.9 DFS, -20 change), Math (-160.1 DFS, -1change), Chronic Absenteeism Rate (46.4%, +16 change)
* Orange Vista High - ELA (-130.6 DFS, -9 change), Suspension Rate (12.0%, +1 change)
* Rainbow Ridge Elementary - ELA (-128.2 DFS, -12change), Math (-142.7 DFS, -1change)
* Rancho Verde High - ELA (-134.0 DFS, -41 change), Math (-196.5 DFS, -5 change)
* Sierra Vista Elementary - ELA(-100.6 DFS, -4 change), Math (-142.1 DFS, -10 change), Suspension Rate (6.7%, +4 change)
* Tomas Rivera Middle - ELA (-157.2 DFS, -2 change), Math (-198.7 DFS, +2 change)
* Triple Crown Elementary - ELA (-111.9 DFS, -31 change), Math (-122.9 DFS, -23 change)
* Val Verde High - Suspension Rate (12.2%, +5 change), College/Career Indicator (0.0%)
* Victoriano Elementary - ELA (116.9 DFS, +1 change), Suspension Rate (6.2%, +4 change)
* Vista Verde Middle - ELA (-148.9 DFS, -11 change), Math (-195.0 DFS, 0 change)

The District is most proud of our successes at the end of students' time in Val Verde. Graduates of Val Verde are more prepared each and every year as measured by the College/Career Readiness Indicator, A-G completion, and CTE completion.

The graduation rate for the class of 2023 was 93.2% overall, as reported by the California School Dashboard. This status resulted in a performance level of Green. The Foster Youth student group received a performance level of Red with a 66.7% graduation rate. Three student groups (White 88.9%, English Learner 78.8%, and Students With Disabilities 81.44%) received an Orange performance level. Actions and services around graduation are working overall, but need to continue, especially for Foster Youth and English learners.

For the class of 2023 the district earned a medium level for the College/Career Readiness with 48.6% prepared.

The overall A-G completion rate has increased from 54% for the class of 2018 to 59% for the class of 2023. In addition, A-G completion rates for low-income students (53% class of 2018 to 59% for class of 2023), Foster Youth students (18% class of 2018 to 32% for class of 2023), African American students (50% class of 2018 to 59% for class of 2023), Hispanic students (55% class of 2018 to 59% for class of 2023), and students with disabilities (19% class of 2018 to 28% for class of 2023) have increased.

DFS = Distance From Standard
ELA = English Language Arts
ELPI = English Learner Progress Indicator
LREBG = Learning Recovery Block Grant

Reflections: Technical Assistance

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

Val Verde Unified School District is eligible for Differentiated Assistance based on the 2025 CA Dashboard. It is eligible for two student groups — Foster Youth and Multiple Races/Two or More — in Suspension Rate (Priority 6) and Chronic Absenteeism (Priority 5).

The Foster Youth student group triggered Differentiated Assistance based on two indicators: a Suspension Rate of 13% (Very High, +3.4% increase from the prior year) in School Climate (Priority 6), a Chronic Absenteeism Rate of 32.8% (Very High, +12.5% increase from the prior year) and a Grad Rate of 66.7% (Very Low, -7.1%) in Pupil Engagement (Priority 5), and a -119.4 DFS in Math (Very Low, -6.8 DFS) in Pupil Achievement (Priority 4). These significant increases in Suspension Rate and Chronic Absenteeism, and deficits in Math and Grad Rate reflect that current Tier 1 and Tier 2 supports have not yet produced the level of improvement needed for this population.

The Multiple Races/Two or More student group triggered Differentiated Assistance based on a Suspension Rate of 5.1% (High, +2.6% increase from the prior year) in School Climate (Priority 6), reflecting a significant increase that indicates a need for more targeted, equity-driven behavioral supports for this population.

Summary of Work Underway as Part of Differentiated Assistance:

In response to these findings, the Val Verde Unified School District is working in partnership with the Riverside County Office of Education (RCOE) to identify and implement targeted strategies to address the needs of Foster Youth and Two or More Races students. The following work is currently underway:
The district is conducting a root cause analysis to better understand the specific factors contributing to the increases in suspension rates and chronic absenteeism for Foster Youth and Two or More Races students. This analysis is informing the development of more targeted, site-level intervention strategies for these populations.

In addition, the district is partnering with The SEED Mentorship Program to provide Foster Youth with targeted social, emotional, and educational development supports. The SEED Program facilitates sessions rooted in socio-emotional learning, empowerment, and healing, providing Foster Youth with a safe space on campus to build healthy relationships with college-educated mentors and peers. By addressing students' overall well-being and development, The SEED Program works to remove the barriers that often prevent Foster Youth from fully engaging in their educational experience, helping to unlock their academic potential and strengthen their connection to school. This partnership reflects the district's commitment to providing Foster Youth with the wraparound supports they need to beat the odds and thrive both inside and outside of the classroom.

Building on the district's existing PBIS framework — which resulted in 22 school sites achieving platinum PBIS coalition status — the district is strengthening Tier 2 and Tier 3 behavioral supports with a specific focus on equity-driven restorative practices designed to address the unique needs of Foster Youth and students who identify as Multiple Races/Two or More. This includes more structured training, coaching, and site-level monitoring to ensure restorative practices are implemented with greater fidelity, particularly at sites where disproportionalities in suspension data are most pronounced.

To address chronic absenteeism and improve average daily attendance across all student groups, the district has initiated a districtwide attendance initiative that incorporates site-based Student Attendance Review Team (SART) meetings, targeted family outreach, and individualized plans to support student reengagement. This initiative is further strengthened through the work of Attendance TOSAs, School Counselors, and PBIS Teachers who collaborate to identify and remove barriers to consistent attendance for all students. For Foster Youth and Two or More Races students specifically, these efforts include enhanced coordination with site liaisons, increased family communication, and more individualized attendance and behavioral support plans tailored to the unique circumstances and needs of these student groups across all school levels. Together, these layered supports reflect the district's commitment to ensuring that every student, particularly those who are most vulnerable and have been identified through Differentiated Assistance, has the personalized support needed to attend school consistently, remain engaged in their learning, and experience a positive and connected school environment.

The district remains committed to working collaboratively with RCOE and all educational partners to ensure that Foster Youth and Two or More Races students receive the equitable, intensive supports they need to thrive academically, behaviorally, and socially in the 2026–27 school year and beyond.

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.

No schools were identified for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

No schools were identified for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

No schools were identified for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parent Advisory Committee (PAC)	At meetings of the Parent Advisory Committee (PAC), members and guests received regular updates on the progress of the Local Control and Accountability Plan (LCAP) and were provided with opportunities to offer input and recommendations throughout the development process. The Parent Advisory Committee met monthly from October 2025 through May 2026 to review district data, discuss student needs, provide feedback on proposed actions and expenditures, and participate in the development of LCAP goals and priorities. Each school site selected one to two representatives from their School Site Council to participate on the district Parent Advisory Committee, creating a two-way communication process between school sites and the district. Representatives were responsible for bringing site-level questions, concerns, and feedback to Parent Advisory Committee meetings and then sharing district information, updates, and discussion items back with their school communities to gather additional input. This process was designed to promote transparency, ongoing communication, and meaningful educational partner engagement throughout the LCAP development timeline. In addition to PAC meetings, all parents and guardians were invited to provide input through the annual LCAP survey, which gathered feedback regarding district priorities, student needs, programs, services, and areas for continued improvement.

Educational Partner(s)	Process for Engagement
	To further strengthen community involvement, the district hosted three large-scale LCAP Community Engagement Nights, offering families and stakeholders meaningful opportunities to engage in dialogue, ask questions, and provide feedback to inform the development and refinement of the LCAP.
District English Learner Parent Advisory Committee (DELAC)	At meetings of the District English Learner Advisory Committee (DELAC), members and guests received regular updates on the implementation and progress of the Local Control and Accountability Plan (LCAP). These meetings provided a structured forum for participants to ask questions, share insights, and offer input on how the LCAP addresses the needs of English Learner (EL) students and their families. DELAC meetings were held regularly throughout the 2025-2026 school year, beginning in August 2025 and continuing through May 2026, allowing educational partners to review district data, discuss student needs, provide feedback on proposed actions and expenditures, and participate in the development of LCAP goals and priorities. Each school site's English Learner Advisory Committee (ELAC) selected representatives to participate in DELAC at the district level. DELAC representatives served as liaisons between the district and school sites by bringing site-level questions, concerns, and feedback to district meetings and then sharing district information, presentations, and discussion items back with their school site ELAC groups to gather additional input. This process was designed to ensure ongoing communication, transparency, and meaningful participation of English Learner families throughout the LCAP development timeline. In addition to DELAC meetings, all parents and guardians were invited to provide input through the annual LCAP survey in both English and Spanish, which gathered feedback regarding district priorities, student needs, programs, services, and areas for continued improvement. Meeting agendas, presentations, minutes, and supporting documents were made available in both English and Spanish to increase

Educational Partner(s)	Process for Engagement
	accessibility and support meaningful engagement for multilingual families. In addition to DELAC meetings, families of English Learners were invited to participate in district surveys, parent meetings, and family engagement opportunities to provide additional feedback regarding district priorities, programs, services, and supports for English Learner students.
Student Advisory Committee (SAC)	To elevate student voice and inform districtwide planning, students were surveyed on key topics including Social-Emotional Learning, Climate of Academic Support, Sense of Belonging, and Campus Safety. A total of 12,544 students participated in the survey, providing critical insights into their experiences and perceptions across school sites. Following the survey, student leaders from at each high school were convened at each high school to engage in structured discussions about the findings. These sessions offered students the opportunity to reflect on their own experiences, interpret the survey results, and provide meaningful feedback to guide future efforts in improving school climate and student well-being.
African American Parent Advisory Committee (AAPAC)	At meetings of the Val Verde African American Parent Advisory Committee (AAPACC), members and guests received timely updates on the development and progress of the Local Control and Accountability Plan (LCAP). These meetings served as a platform for stakeholders to engage in meaningful dialogue, ask questions, and provide feedback to ensure that the needs and perspectives of African American students and families are reflected in district priorities and actions. The AAPACC met five times throughout the 2025-2026 school year, providing ongoing opportunities for educational partners to review district data, discuss student needs, provide feedback on proposed actions and expenditures, and participate in the development of LCAP goals and priorities. Committee members were provided the opportunity to share concerns, recommendations, and site-level feedback related to academic achievement, school connectedness, student engagement, college and career readiness, school climate,

Educational Partner(s)	Process for Engagement
	and equitable access to programs and opportunities for African American students. The committee structure supported a continuous two-way communication process between families, school sites, and district leadership. Through these meetings, families were able to provide direct input regarding district initiatives while also receiving information and updates to share with their school communities. This process was intended to promote transparency, collaboration, and meaningful educational partner engagement.
Local Bargaining Units	Negotiations and other communications with bargaining units (CSEA and VVTA) were held throughout the year to collaborate on ideas and collect feedback.
Teachers and Other School Personnel	Teachers and other school personnel were actively engaged in the development of the Local Control and Accountability Plan (LCAP) through multiple feedback opportunities. Staff were invited to complete the annual staff survey, which gathered valuable input on district goals, instructional initiatives, and areas for growth. Additionally, employees were encouraged to participate in three large-scale LCAP Community Engagement Nights, where they collaborated with families, students, and community members to share insights and help shape district priorities. To further strengthen alignment between instructional practice and district planning, the Val Verde USD Curriculum Council was also invited to review and provide targeted feedback on current LCAP goals and actions, ensuring that the plan reflects the needs and expertise of educators across all grade levels.
Principals and Administrators	Administrators—including principals, assistant principals, and district office leaders—met regularly throughout the year to engage in collaborative discussions centered on the California School Dashboard and other local performance data. These meetings served as a vital forum for analyzing student outcomes, identifying areas of need, and aligning site-level practices with districtwide goals.

Educational Partner(s)	Process for Engagement
	Through this ongoing dialogue, administrators provided meaningful input on the development and refinement of LCAP goals and actions, while also discussing strategies for effective implementation at school sites. This collaborative process ensured coherence between district planning and site-based execution, ultimately supporting more responsive and targeted improvements in teaching and learning.
Equity Multiplier School Sites - Val Verde High School, Student Success Academy	The school administration and School Site Councils at each alternative education campus were actively consulted to assess the needs of students and families and to support development of goals aligned to the California School Dashboard and local performance data. As part of this process, school teams reviewed state and local data indicators, including academic achievement, suspension rates, chronic absenteeism, College and Career Readiness, graduation rates, and teacher credentialing data to identify areas requiring focused intervention and support. At Val Verde High School, data identified a need to improve academic achievement in English Language Arts, Mathematics, and Science, while increasing College and Career Readiness outcomes for English Learner, Homeless, Socioeconomically Disadvantaged, and Hispanic students. Site teams also identified the need to improve graduation outcomes and strengthen student engagement through expanded academic, behavioral, and social-emotional supports. Through additional data analysis, the site determined that increasing access to academic counseling, targeted interventions, mentoring, postsecondary planning, and social-emotional supports — particularly for students experiencing instability, including Foster Youth and students residing in group homes — would help improve graduation outcomes, academic achievement, attendance, and student connectedness. While Val Verde Academy is no longer identified as an Equity Multiplier School, the school administration and School Site Council reviewed the California Dashboard and local data to identify how to expend the remaining Equity Multiplier funds. The team identified a significant need to improve Mathematics achievement outcomes for all students, including Socioeconomically Disadvantaged, Hispanic,

Educational Partner(s)	Process for Engagement
	and English Learner student groups, while also reducing suspension rates for Socioeconomically Disadvantaged, Students with Disabilities, African American, and Hispanic student groups. Through root cause analysis, the site identified a need to strengthen academic intervention systems, improve student engagement and attendance, expand social-emotional and behavioral supports, and provide more individualized instruction aligned to student needs. At Val Verde Student Success Academy, state and local data identified a need to reduce suspension rates and chronic absenteeism while improving academic achievement and school connectedness for Socioeconomically Disadvantaged, Hispanic, and African American students. Additional data analysis identified student disengagement, behavioral challenges, inconsistent attendance, and unmet social-emotional needs as contributing factors impacting student outcomes. Site teams determined that expanding behavioral intervention supports, increasing mental health and counseling services, strengthening attendance interventions, and improving student engagement through relationship-based supports and individualized academic intervention would be critical to improving outcomes for students.
Board of Education	At meetings of the Board of Education, reviews of the California School Dashboard and other local data were ongoing throughout the year to update members and gather feedback on priorities for the district. In addition, our Mid-Year LCAP Update was presented to the Board of Education on February 10, 2026.
Special Education Local Plan Area (SELPA)	The District consulted with the Special Education Local Plan Area (SELPA) on ways to meet the needs of Students with Disabilities and ensure their inclusion within the LCAP. In addition, the special education department regularly collaborates with general education to ensure students with disabilities are considered in all other actions.

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

Three common themes emerged from engagement with educational partners:
1. The need to continue to address barriers to students' academic success through students' social-emotional learning and mental health resources. Goal 3

2. The need to continue to address the academic needs of students through smaller class sizes, additional support staff and supplemental materials and supplies. Goals 1 and 4
3. The need to continue to support families with resources to allow full participation as educational partners in their students' academic achievement. Goal 2

Results and comments from family surveys were reviewed and discussed in PAC, DELAC, and AAPAC. Families continued to indicate a need to prioritize the district's capacity to address students' social-emotional health as part of efforts to ensure all students receive a high-quality, enriching education on their way to graduating college/career-ready.

The LCAP was reviewed by and written comments were collected from the Parent Advisory Committee on 5/21/2025
The Parent Advisory Committee (PAC) reviewed the 2026–2027 Local Control and Accountability Plan (LCAP) and expressed appreciation for the district's continued focus on supporting the whole child through academics, mental health, student engagement, and school connectedness. Parents identified early literacy, mathematics achievement, attendance, and student engagement as important priorities and shared support for reading intervention, tutoring, mentoring, counseling services, PBIS, and other academic and social-emotional supports that help students feel safe, connected, and ready to learn. Families also expressed appreciation for athletics, arts, clubs, enrichment opportunities, family engagement efforts, technology access, and community resource supports that help families remain informed and involved in their child's education. Parents identified continued areas of need related to attendance support, academic intervention, mental health services, and college and career readiness opportunities. The Parent Advisory Committe would like to express their appreciation to for the district's transparency throughout the LCAP process and thank the district staff for valuing parent input and making the information easy to understand.

The LCAP was reviewed by and written comments were collected from the District English Language Advisory Committee on 5/18/2026.
DELAC parents continue to express appreciation for the district's ongoing commitment to supporting English Learners and families through academic, behavioral, and family engagement supports. Parents emphasized the importance of maintaining strong funding for school sites, ongoing professional development for teachers, positive behavior support systems, and early literacy supports as key components of student success. Families also highlighted the importance of ensuring classrooms are equipped with appropriate instructional materials and technology resources to support student learning and teacher effectiveness. Parents identified mental health and social-emotional supports as an important area requiring continued attention and future support, particularly for students needing additional behavioral and emotional assistance. DELAC members also emphasized the importance of family engagement opportunities and expressed appreciation for programs that strengthen communication and partnerships between schools and families. Additionally, families expressed concerns regarding school safety and school facilities, specifically requesting increased campus safety measures and secure learning environments for students. Parents emphasized that safe, supportive, and well-maintained campuses contribute to stronger student engagement and overall student success. DELAC members continue to support district efforts focused on improving educational opportunities and outcomes for English Learners and all students. Parents value the district's willingness to engage educational partners in the LCAP development process and look forward to continued collaboration in future planning efforts.

Response from Superintendent, Dr. Gordon Amerson, to comments received from PAC and DELAC:
On behalf of the Val Verde Unified School District, I would like to sincerely thank both the Parent Advisory Committee (PAC) and the District English Learner Advisory Committee (DELAC) for your thoughtful feedback, partnership, and continued commitment to supporting the success and well-being of all students. Your active participation throughout the Local Control and Accountability Plan (LCAP) process plays

an essential role in helping the district better understand the needs, priorities, and perspectives of our families and community. We deeply appreciate your continued support of our whole-child approach to education, including the district's focus on early literacy, mathematics achievement, student engagement, attendance, mental health, and school connectedness. Your feedback affirming the importance of reading intervention, tutoring, mentoring, counseling services, PBIS, and social-emotional supports reinforces the district's commitment to ensuring students feel safe, supported, connected, and prepared for success both inside and outside the classroom. We are also grateful for your recognition of the value of athletics, enrichment opportunities, family engagement programs, community resource supports, and access to technology and instructional materials. These opportunities are critical in helping students remain engaged in school while also strengthening meaningful partnerships between families and schools. Our DELAC members provided especially valuable feedback regarding the continued importance of strong supports for English Learners and multilingual families, including professional development for teachers, positive behavior supports, family engagement opportunities, instructional resources, and safe learning environments. We appreciate your advocacy for increased campus safety measures, secure and welcoming school facilities, and continued efforts to strengthen communication and collaboration between schools and families. Your input helps ensure that our district continues to build equitable systems of support that meet the needs of English Learners and all students. We also acknowledge your continued emphasis on attendance intervention, academic support, college and career readiness, and expanded mental health and wellness services. These priorities directly inform our ongoing work and help guide future planning efforts as we continue refining district programs and supports. Finally, we sincerely appreciate your recognition of the district's transparency throughout the LCAP process and your partnership in reviewing student data, survey results, and district priorities. Your willingness to share your experiences, perspectives, and recommendations strengthens our ability to make informed decisions that positively impact students and families across the district. Val Verde Unified School District remains committed to continued collaboration, meaningful educational partner engagement, and ongoing improvement as we work together to ensure every student has access to a safe, supportive, and high-quality educational experience. Thank you again for your continued partnership, advocacy, and support of our students, schools, and community.

Student voice feedback this year emphasized the importance of school connectedness, student engagement, safety, mental health supports, and meaningful learning experiences. Students expressed appreciation for supportive teachers, positive relationships with staff, smaller learning environments, clubs, athletics, ASB activities, and opportunities for involvement that help students feel connected to school. Students also identified a need for more hands-on instruction, expanded CTE and life skills courses, field trips, and opportunities that better prepare students for life after high school. School safety, campus climate, and mental health supports were recurring themes in student discussions. Students emphasized the importance of positive relationships with adults on campus, increased communication, consistent enforcement of school expectations, and improved access to counseling and trusted adults. Students also expressed a desire for equitable access to programs, extracurricular activities, leadership opportunities, and continued opportunities to share their voice and collaborate with district leadership.

Bargaining units, teachers, and other school personnel feedback continued to emphasize the importance of supportive working environments, professional growth opportunities, staff well-being, school safety, and strong relationships among staff, students, and families. Survey results indicated that staff generally view schools as supportive and inviting places for students to learn, with 94% favorable responses related to academic support for students and 91% favorable responses indicating that schools are supportive and inviting places for staff to work. Staff identified ongoing needs related to relevant professional development, increased input into professional learning opportunities, workload balance, school safety, student behavior support, and communication with families. Staff also emphasized the importance of maintaining positive school climates, strong collegial relationships, and access to resources that support both student success and staff well-being. Survey feedback highlighted continued interest in equity-focused professional learning, culturally responsive practices,

and strategies to better support students with diverse academic, behavioral, and social-emotional needs. Additionally, staff expressed appreciation for collaborative work environments and meaningful relationships with colleagues while identifying continued opportunities to strengthen communication, belonging, professional support systems, and staff participation in decision-making processes. Overall, staff feedback reflected a strong commitment to student success and a desire for continued investment in professional learning, safety, mental health supports, equity initiatives, and positive working conditions that support both students and staff.

School administrators emphasized the need to support students' social-emotional well-being, enhance systems for improving attendance, and foster engaging, high-quality classroom instruction through targeted professional development. They also underscored the importance of maintaining clean, safe, and functional school facilities.

The SELPA provided feedback on several key actions, including Action 1.2 (Multi-Tiered System of Support for Academics), Action 1.7 (Teachers on Special Assignment), Action 3.1 (Multi-Tiered System of Support for Climate and Culture), and Action 3.4 (Social-Emotional Learning Supports for Students with Disabilities). It was noted that Actions 1.2 and 3.1 continue to provide a proactive, tiered framework designed to support all students, including students with disabilities, by addressing both academic and behavioral needs. These actions emphasize strong Tier I instruction and universal supports, with additional targeted interventions provided when student needs are not met through core instruction. Given current data trends, including persistent gaps in mathematics performance and elevated rates of chronic absenteeism among students with disabilities, there is a need to strengthen the consistency and effectiveness of Tier I implementation, as well as improve the identification and delivery of Tier II and Tier III supports. Actions 1.7 and 3.4 are designed to provide more targeted and specialized support for students with disabilities. Action 1.7 supports instructional staff through coaching and professional learning focused on Universal Design for Learning (UDL), differentiation, and access to grade-level content. Action 3.4 provides targeted social-emotional learning supports, including strategies aligned to students' individualized needs, to reduce suspension rates and improve engagement and school connectedness. In alignment with the District's identification for Differentiated Assistance and ongoing performance data, VVUSD is seeking to strengthen integration across academic, behavioral, and social-emotional systems to ensure students with disabilities receive timely, coordinated, and effective supports.

Goal 5 was developed through educational partner feedback and data analysis at Val Verde High School, an Equity Multiplier school. Educational partners identified a need to improve academic achievement, graduation rates, College and Career Readiness outcomes, and student engagement for English Learner, Homeless, Socioeconomically Disadvantaged, and Hispanic students. As a result, the district will provide additional staffing (Action 5.1) and targeted academic, counseling, and social-emotional supports (Action 5.2) designed to improve graduation outcomes, increase academic achievement in ELA, Math, and Science, reduce suspension rates, and strengthen postsecondary readiness for students most at risk.

Goal 6 was developed through educational partner feedback and review of state and local data at Val Verde Academy, an Equity Multiplier school. Educational partners identified a need to strengthen academic intervention systems, improve Mathematics achievement, reduce suspension rates, and increase individualized support for Socioeconomically Disadvantaged, Hispanic, English Learner, African American, and Students with Disabilities student groups. As a result, the district will provide additional staffing (Action 6.1) and targeted academic, behavioral, and intervention supports (Action 6.2) designed to improve student engagement, increase academic achievement, and reduce behavioral incidents.

Goal 7 was developed through educational partner feedback and data analysis at Val Verde Student Success Academy, an Equity Multiplier school. Educational partners identified a need to improve student engagement, reduce chronic absenteeism and suspension rates, strengthen behavioral and mental health supports, and improve academic outcomes for Socioeconomically Disadvantaged, Hispanic, and African American students. As a result, the district will provide additional instructional and intervention support (Action 7.2), including an impact substitute position (Action 7.1), to increase student engagement, provide targeted academic assistance, and support relationship-based interventions designed to improve attendance, behavior, and academic achievement.

The Board of Education echoed the feedback of educational partners and identified four key priorities: improving English Language Arts achievement, increasing Mathematics achievement, reducing chronic absenteeism, and strengthening student wellness and social-emotional learning (SEL), emphasizing the importance of targeted interventions, family engagement, attendance supports, culturally relevant practices, and expanded mental health services to improve outcomes for all students, particularly student groups performing at the lowest levels on state indicators.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	College and Career Ready: Students graduating from the Val Verde Unified School District will possess the academic and technical skills required to pursue college and career options of their choosing.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The metrics listed under Goal 1 were used to develop the goal statement and a set of actions to increase and improve academic services for LI, EL, and FY students. Various needs have been identified, leading to a set of actions designed to provide high-quality instruction and intervention programs, opportunities for professional development and coaching in effective instructional strategies for improving outcomes for high-needs students, and preparing students for college and career opportunities.

The graduation rate for the class of 2023 was 93.2% overall, as reported by the California School Dashboard. This status resulted in a performance level of Green. The Foster Youth student group received a performance level of Red with a 66.7% graduation rate. Three student groups (White 88.9%, English Learner 78.8%, and Students With Disabilities 81.44%) received a performance level of Orange. In 2024, the graduation rate was 94% overall, as the California School Dashboard reported. This status resulted in a performance level of Green. Six student groups resulted in a Green performance level in graduation rate (English Learners 86.5%, Hispanic 94.1%, Long-term English Learners 89.5%, Low-Income 93.9%, Students with Disabilities 84%, and White 90.8%). Three student groups (African American 94.2%, Foster Youth 73.8%, and Homeless 88.1%) received a Yellow performance level. In 2025, the graduation rate was 95.1% overall, as reported by the California School Dashboard. The Foster Youth student group received a performance level of Red with a 66.7% graduation rate. One student group (Homeless 88.5%) received a performance level of yellow, 6 student groups (English Learners 87.9%, Hispanic 94.9%, Long-term English Learners 90.5%, Socioeconomically Disadvantaged 94.9%, Students with Disabilities 85.2%, and White 94.4%) received a performance level of Green, and one student group (African American 95.7%) received a performance level of Blue. Actions and services around graduation are working overall, but need to continue, especially for Foster Youth, Homeless, and English Learner student groups.

For the class of 2023 the district earned a medium level for the College/Career Readiness with 48.6% prepared. For the class of 2024 the

district earned a performance level of Yellow for the College/Career Readiness with 48.4% prepared. Four student groups received a performance level of Orange (African American 40.3%, Foster Youth 12.2%, Homeless Youth 30.3%, and Students with Disabilities 14.5%). For the class of 2025 the district earned a performance level of Green for the College/Career Readiness Indicator with 57.4% prepared. Two student groups received a performance level of Orange (Foster Youth 10.3% and White 46.3%) and three student groups received a performance color of Yellow (English Learners 29.8%, Long-term English Learners 30.8%, Students with Disabilities 17.7%). Actions and services around College/Career Readiness are working helping us maintain consistency, but additional work needs to take place, especially for Foster Youth, English Learners, Long-term English Learners, and our Students with Disabilities student groups.

The overall A-G completion rate has increased from 54% for the class of 2018 to 60% for the class of 2025. In addition, A-G completion rates for English Learner students (32% class of 2023 to 39% class of 2025), African American students (59% class of 2023 to 60% for class of 2025), and our Homeless student group (37% in 2023 to 46% in 2025) have increased. We saw a decline in A-G completion rates for our Foster Youth students (32% class of 2023 to 21% for class of 2025), White students (63% class of 2023 to 51% for class of 2025), and students with disabilities (28% class of 2023 to 20% for class of 2025) demonstrating a need to identify current barriers inhibiting the ability of these students to take courses that will support their efforts to complete their A-G classes.

In 2022-2023, the students' performance on the state's assessment in ELA for grades 3-8 and 11 was 39 points below standard, a decrease of 5 from the prior year. Based on these results, the District was assigned a performance level of Orange on the California School Dashboard. In 2023-2024, the students' performance on the state's assessment in ELA for grades 3-8 and 11 was 34.2 points below standard, an increase of 4.4 from the prior year. In 2024-2025, the students' performance on the state's assessment in ELA for grades 3-8 and 11 was 25.8 points below standard. Based on these results, the District was assigned a performance level of Yellow on the California School Dashboard. The students' performance on the state's assessment in Math on the 2022-2023 state assessment for grades 3-8 and 11 was 94 points below standard, a decrease of 2 from the prior year. Based on these results, the District was assigned a performance level of Orange on the California School Dashboard. The students' performance on the state's assessment in Math for grades 3-8 and 11 in 2023-2024 was 88.6 points below standard, an increase of 5.6 from the prior year. Based on these results, the District was assigned a performance level of Yellow on the California School Dashboard. In 2024-2025, the students' performance on the state's assessment in Math for grades 3-8 and 11 was 79.9 points below standard, an increase of 8.7 points from the prior year. 43% of English Learner students made progress towards English language proficiency in 2022-2023. This was a decrease of 6.8 from the prior year. Based on these results, the District was assigned a performance level of Orange on the California School Dashboard for the English Learner Progress Indicator. 44% of English Learner students made progress towards English language proficiency in 2023-2024, with our 42% of our Long Term English Learners demonstrating progress. This was an increase of 0.6 overall from the prior year. Based on these results, the District was assigned a performance level of Orange on the California School Dashboard for the English Learner Progress Indicator. In 2024-2025, 46.3% of English Learner students made progress towards English language proficiency per the English Learner Progress Indicator, with our 47.3% of our Long Term English Learners demonstrating progress. This was an increase of 2.7% overall from the prior year. Based on these results, the District was assigned a performance level of Green on the California School Dashboard for the English Learner Progress Indicator. Actions and services around academic performance are proving themselves to be effective and will continue.

Below are the Student Groups and Schools that received Red indicators on the 2023 California School Dashboard for ELA, Math, ELPI, Graduation Rate, and/or College/Career Readiness.
This data indicates the District needs to continue to be proactive in meeting the academic needs of students and reduce the barriers to

learning. Specific actions designed to address these Student Groups, Schools, and Student Groups at schools that received Red indicators on the 2023 California School Dashboard are indicated following the indicator.

Student Groups at the District level receiving the lowest performance level on one or more state indicators on the 2023 Dashboard:

- African American student group - Math (-109.7 DFS, +1 change) action 1.2
- Hispanic student group - Math (-96.6 DFS, -2 change) action 1.2
- Socioeconomically Disadvantaged student group - Math (-100 DFS, -1 change) action 1.2
- Foster Youth student group - ELA (-71.8 DFS, -3) actions 1.2, 1.4, Graduation Rate (66.7%, -9 change) actions 1.2, 1.3, 1.4
- Students with Disabilities student group - ELA (-126.6 DFS, -7.3) actions 1.2, 1.7, Math (-161.3 DFS, -0.7 change) action 1.2, 1.7
- English Learner student group - ELA (-76.6 DFS, -10) actions 1.2, 1.5, 1.6, Math (-119.1 DFS, -5.6 change) action 1.2, 1.5, 1.6

Schools receiving the lowest performance level on one or more state indicators on the 2023 Dashboard:

- Avalon - ELPI (32.9%, -43.9 change) actions 1.2, 1.5, 1.6
- Columbia - ELPI (34.4%, -7.9 change) actions 1.2, 1.5, 1.6
- Mead Valley Elementary - ELPI (37.4%, -1.9 change) actions 1.2, 1.5, 1.6
- Val Verde Elementary - ELPI (37.1%, -20 change) actions 1.2, 1.5, 1.6
- Victoriano Elementary - ELPI (37.8%, -32.7 change) actions 1.2, 1.5, 1.6
- Lakeside Middle - Math (-125.3 DFS, -8 change) action 1.2
- March Middle - Math (-104.5 DFS, -10 change) action 1.2
- Tomas Rivera Middle - Math (-130.6 DFS, -7 change) action 1.2
- Vista Verde Middle - Math (-97.2 DFS, -5 change) action 1.2
- Citrus Hill High - ELPI (28.9%, -15.5 change) actions 1.2, 1.5, 1.6
- Orange Vista High - Math (-128.9 DFS, -15 change) action 1.2
- Racho Verde High - Math (-126.6, -23 change) action 1.2, ELPI (34.8%, -16.3 change) actions 1.2, 1.5, 1.6
- Val Verde High - College/Career Indicator (4.3%) action 1.3

Student Groups at the school level receiving the lowest performance level on one or more state indicators on the 2023 Dashboard:
1. African American
* Lakeside Middle - Math (-161.2 DFS, -11 change) action 1.2
* March Middle - Math (-119.4 DFS, +3 change) action 1.2
* Orange Vista High - ELA (-64.7 DFS, -52 change) action 1.2, Math (-163.0 DFS, -23 change) action 1.2
* Rainbow Ridge Elementary - ELA (-76.5 DFS, -2 change) action 1.2, Math (-99.1 DFS, +3 change) action 1.2
* Rancho Verde High - Math (-150.9 DFS, -24 change) action 1.2
* Sierra Vista Elementary - Math (-111.9 DFS, -9 change) action 1.2
* Val Verde High - College/Career Indicator (8.6%) action 1.3

2. Hispanic
* Citrus Hill High - Math (-119.1 DFS, -17 change) action 1.2
* Columbia Elementary - ELA (-70.3 DFS, -1 change) action 1.2
* Lakeside Middle - Math (-126.6 DFS, -8 change) action 1.2

* March Middle - Math (-108.3 DFS, -12 change) action 1.2
* Orange Vista High - Math (-129.9 DFS, -14 change) action 1.2
* Rancho Verde High - Math (-128.2 DFS, -23 change) action 1.2
* Tomas Rivera Middle - Math (-130.7 DFS, -6 change) action 1.2
* Val Verde High - Graduation Rate (73.2%, -6 change) actions 1.2, 1.3, College/Career Indicator (3.2%) action 1.3
* Vista Verde Middle - Math (-102.8 DFS, -11 change) action 1.2

3. White
* Lakeside Middle - Math (-105.1DFS, -11 change) action 1.2

4. Socioeconomically Disadvantaged
* Citrus Hill High - Math (-122.5DFS, -19 change) action 1.2
* Columbia Elementary - ELA (-70.4 DFS, +1 change) action 1.2
* Lakeside Middle - Math (-130.6 DFS, -8 change) action 1.2
* March Middle - Math (-109.2 DFS, -8 change) action 1.2
* Orange Vista High - Math (-135.9 DFS, -16 change) action 1.2
* Rancho Verde High - Math (-137.9 DFS, -22change) action 1.2
* Tomas Rivera Middle - Math (-133.2 DFS, -5 change) action 1.2
* Val Verde High - College/Career Indicator (4.4%) action 1.2
* Vista Verde Middle - Math (-108.7 DFS, -4 change) action 1.2

5. Foster
* None

6. Homeless
* Val Verde High - College/Career Indicator (5.6%) action 1.3

7. English Learner
* Avalon Elementary - ELPI (32.9%, -44 change) actions 1.2, 1.5, 1.6
* Citrus Hill High - ELPI (28.9%, -16 change) actions 1.2, 1.5, 1.6, ELA (-120.4 DFS, -11 change) action 1.2, Math (-183.9 DFS, -10 change) action 1.2
* Columbia Elementary - ELPI (34.4%, -8 change) actions 1.2, 1.5, 1.6, ELA (-83.6 DFS, 0 change)
* Lakeside Middle - ELA (-84.0 DFS, +3 change) action 1.2, Math (-166.0 DFS, -6 change) action 1.2
* March Middle - ELA (-91.5 DFS, -14 change) action 1.2, Math (-151.9 DFS, -14 change) action 1.2
* Mead Valley Elementary - ELPI (37.4%, -12 change) actions 1.2, 1.5, 1.6, ELA (-85.7 DFS, -15 change)
* Orange Vista High - ELA (-127.5 DFS, -35 change) action 1.2, Math (-194.4 DFS, -15 change) action 1.2
* Rainbow Ridge Elementary - ELA (-82.0 DFS, -32 change) action 1.2, Math (-99.2 DFS, -2 change) action 1.2
* Rancho Verde High - ELPI (34.8%, -16 change) actions 1.2, 1.5, 1.6, ELA (-143.1 DFS, -32 change) action 1.2, Math (-208.5 DFS, -24 change) action 1.2
* Sierra Vista Elementary - Math (-119.0 DFS, -18 change) action 1.2

* Tomas Rivera Middle - ELA (-103.8 DFS, -3 change) action 1.2, Math (-160.0 DFS, -6 change) action 1.2
* Val Verde Elementary - ELPI (37.1%, -20 change) actions 1.2, 1.5, 1.6, ELA (-73.0 DFS, -10 change) action 1.2
* Val Verde High - Graduation Rate (67.8%, -2 change) actions 1.2, 1.3, College/Career Indicator (1.1%) action 1.3
* Victoriano Elementary - ELPI (37.8%, -33 change) actions 1.2, 1.5, 1.6
* Vista Verde Middle - ELA (-96.9 DFS, -30 change) action 1.2, Math (-151.6 DFS, -19 change) action 1.2

8. Students with Disabilities
* Avalon Elementary - ELA (81.8 DFS, +1 change) actions 1.2, 1.7
* Citrus Hill High - ELA (-125.2 DFS, -1 change) actions 1.2, 1.7
* Columbia Elementary - ELA (-140.0 DFS, -2 change) actions 1.2, 1.7
* Lakeside Middle - ELA (-144.8 DFS, -8 change) actions 1.2, 1.7
* Lasselle Elementary - Math (-125.4 DFS, +1 change) actions 1.2, 1.7
* Manuel L. Real Elementary - ELA (-86.6 DFS, -1410 change) actions 1.2, 1.7
* March Middle - ELA (-131.3 DFS, -14 change) actions 1.2, 1.7, Math (-168.5 DFS, -9 change) actions 1.2, 1.7
* Mary McLeod Bethune Elementary - Math (-129.5 DFS, -7 change) actions 1.2, 1.7
* May Ranch Elementary - ELA (-107.9 DFS, -1 change) actions 1.2, 1.7
* Mead Valley Elementary - ELA (-143.9 DFS, -20 change) actions 1.2, 1.7, Math (-160.1 DFS, -1 change) actions 1.2, 1.7
* Orange Vista High - ELA (-130.6 DFS, -9 change) action 1.2
* Rainbow Ridge Elementary - ELA (-128.2 DFS, -12change) actions 1.2, 1.7, Math (-142.7 DFS, -1change) actions 1.2, 1.7
* Rancho Verde High - ELA (-134.0 DFS, -41 change) actions 1.2, 1.7, Math (-196.5 DFS, -5 change) actions 1.2, 1.7
* Sierra Vista Elementary - ELA (-100.6 DFS, -4 change) actions 1.2, 1.7, Math (-142.1 DFS, -10 change) action 1.2
* Tomas Rivera Middle - ELA (-157.2 DFS, -2 change) actions 1.2, 1.7, Math (-198.7 DFS, +2 change) actions 1.2, 1.7
* Triple Crown Elementary - ELA (-111.9 DFS, -31 change) actions 1.2, 1.7, Math (-122.9 DFS, -23 change) actions 1.2, 1.7
* Val Verde High - College/Career Indicator (0.0%) actions 1.3, 1.7
* Victoriano Elementary - ELA (116.9 DFS, +1 change) actions 1.2, 1.7
* Vista Verde Middle - ELA (-148.9 DFS, -11 change) actions 1.2, 1.7, Math (-195.0 DFS, 0 change) actions 1.2, 1.7

Below are the Student Groups and Schools that received Red indicators on the 2024 California School Dashboard for ELA, Math, ELPI, Graduation Rate, and/or College/Career Readiness.
This data indicates the District needs to continue to be proactive in meeting the academic needs of students and reducing the barriers to learning. Specific actions designed to address these Student Groups, Schools, and Student Groups at schools that received Red indicators on the 2024 California School Dashboard are indicated following the indicator.

Student Groups at the District level receiving the lowest performance level on one or more state indicators on the 2024 Dashboard:
- Students with Disabilities student group - ELA (-124.2 DFS, +2.4 change), Math (-162.7 DFS, -1.4 change) actions 1.2, 1.7
- Foster Youth student group - ELA (-81.8 DFS, -10) actions 1.2, 1.4
- Homeless Youth student group - Math (-110.7 DFS, +0.4) actions 1.1, 1.2, 1.3

Schools receiving the lowest performance level on one or more state indicators on the 2024 Dashboard:

- March Middle - Math (-111.1 DFS, -6.6 change) action 1.2
- Tomas Rivera Middle- Math (-131.3 DFS, -0.7 change) action 1.2; ELA (-82.8 DFS, -18.8 change) action 1.2

Student Groups at the school level receiving the lowest performance level on one or more state indicators on the 2024 Dashboard:

1. African American

* Lakeside Middle - Math (-158.9 DFS, +2.2 change) action 1.2
* March Middle - Math (-130.6 DFS, -11.2 change) action 1.2, ELA (-70.4 DFS, -7.0 change) action 1.2
* Rainbow Ridge Elementary - Math (-103.8 DFS, -4.7 change) action 1.2
* Sierra Vista Elementary - Math (-115.3 DFS, -9 change) action 1.2

2. Hispanic

* Columbia Elementary - Math (-95.5 DFS, -6.2 change) action 1.2
* March Middle - Math (-112.9 DFS, -4.6 change) action 1.2
* Tomas Rivera Middle - Math (-131.5 DFS, -0.8 change) action 1.2

3. Socioeconomically Disadvantaged

* Columbia Elementary - Math (-95.3 DFS, -4.7 change) action 1.2
* March Middle - Math (-116.8 DFS, -7.5 change) action 1.
* Tomas Rivera Middle - Math (-133.5 DFS, -0.2 change) action 1.2, ELA (-86.1 DFS, -19.4 change) action 1.2

5. Foster

* None

6. Homeless

* None

7. English Learner

* Columbia Elementary - Math (-106.3 DFS, -6.3 change) actions 1.2, 1.5, 1.6
* Lakeside Middle - ELA (-83.6 DFS, +0.3 change) action 1.2, ELPI (40.1%, -11.9% change) action 1.2, 1.5, 1.6
* May Ranch Elementary - ELPI (40.5%, -12.2% change) actions 1.2, 1.5, 1.6
* Tomas Rivera Middle - ELA (-115.2 DFS, -11.4 change) action 1.2, Math (-158.3 DFS, +1.6 change) action 1.2, 1.5, 1.6
* Val Verde Academy - ELPI (32.0%, -3.8% change) actions 1.2, 1.5, 1.6, 1.8
* Val Verde High - ELPI (26.1%, -2.3% change) actions 1.2, 1.5, 1.6

8. Long-Term English Learner

* Citrus Hill High - Math (-186.4 DFS, -0.2 change) actions 1.2, 1.5, 1.6
* Lakeside Middle - ELA (-109.5 DFS, -4.3 change), ELPI (40.3%, -12.3% change) action 1.2, 1.5, 1.6
* March Middle - ELA (-115.6 DFS, -0.7 change) actions 1.2, 1.5, 1.6

* Tomas Rivera Middle - ELA (-134.9 DFS, -11.4 change) action 1.2, 1.5, 1.6
* Val Verde Academy - ELPI (25%, -5.3% change) actions 1.2, 1.5, 1.6, 1.8
* Val Verde High - ELPI (31.3%, -2.6% change) actions 1.2, 1.5, 1.6

9. Students with Disabilities
* Columbia Elementary - ELA (-141.8 DFS, -1.7 change) actions 1.1, 1.2, 1.7
* Lakeside Middle - Math (-194.1 DFS, -1.2 change) actions 1.2, 1.7
* Lasselle Elementary - ELA (-128.2 DFS, -36.9 change) actions 1.1, 1.2, 1.7, Math (-123.3 DFS, -20.2 change) actions 1.2, 1.7
* Manuel L. Real Elementary - ELA (-104.2 DFS, -17.6 change) actions 1.1, 1.2, 1.7, Math (-129.2 DFS, +0.3 change) actions 1.2, 1.7
* Mary McLeod Bethune Elementary - ELA (-124.7 DFS, -3.3 change) actions 1.1, 1.2, 1.7, Math (-129.2 DFS, +0.3 change) actions 1.2, 1.7
* Orange Vista High - ELA (-130.2 DFS, +0.4 change) action 1.2, Math (-212.3 DFS, +0.8 change) action 1.2
* Rainbow Ridge Elementary - - ELA (-145.5 DFS, -17.4 change) actions 1.1, 1.2, 1.7, Math (-153.4 DFS, -10.8 change) actions 1.2, 1.7
* Rancho Verde High - Math (-193.7 DFS, +2.7 change) actions 1.2, 1.7
* Sierra Vista Elementary - ELA (-116.7 DFS, -16.1 change) actions 1.1, 1.2, 1.7, Math (-163.6 DFS, -21.5 change) action 1.2
* Tomas Rivera Middle - ELA (-155.1 DFS, +2.1 change) actions 1.2, 1.7, Math (-207.4 DFS, -8.8 change) actions 1.2, 1.7
* Val Verde Elementary - ELA (-141 DFS, -19.1 change), actions 1.1, 1.2, 1.7, Math (-167.1 DFS, -13.6 change) actions 1.2, 1.7
* Val Verde High - College/Career Indicator (0%, 0% change) actions 1.3, 1.7
* Victoriano Elementary - Math (-119 DFS, -6.7 change) actions 1.2, 1.7
* Vista Verde Middle - ELA (-155.4 DFS, -6.5 change) actions 1.2, 1.7

Below are the Student Groups and Schools that received Red indicators on the 2025 California School Dashboard for ELA, Math, ELPI, Graduation Rate, and/or College/Career Readiness.
This data indicates the District needs to continue to be proactive in meeting the academic needs of students and reducing the barriers to learning. Specific actions designed to address these Student Groups, Schools, and Student Groups at schools that received Red indicators on the 2025 California School Dashboard are indicated following the indicator.

Student Groups at the District level receiving the lowest performance level on one or more state indicators on the 2025 Dashboard:
- Long-term English Learners student group - Math (-162.7 DFS, -1.4 change) actions 1.2, 1.7; Science (32.4 sp, +0.6 sp change) actions 1.2, 1.3, 1.5, 1.6
- Students with Disabilities student group - Science (34 sp, +1.55 sp change) actions 1.2,1.3,1.7
- Foster Youth student group - Math (-119.4 DFS, -6.8 change); Graduation Rate (66.7%, -7.1% change) actions 1.2, 1.4

Schools receiving the lowest performance level on one or more state indicators on the 2025 Dashboard:
- Manuel L. Real Elementary - ELPI (42%, -10.1% change) action 1.2,1.5
- March Middle - Math (-111 DFS, +0.1 change) action 1.2
- Val Verde High- Math (-230.0 DFS, -27.3 change) action 1.2; ELA (-122.2 DFS, -10.2 change) action 1.2, College/Career Readiness (4.3%, -2.3% change) action 1.2, 1.3

Student Groups at the school level receiving the lowest performance level on one or more state indicators on the 2025 Dashboard:
1. African American
* Lakeside Middle - ELA (-74.4 DFS, -3,2 change) action 1.2
* March Middle - Math (-140.4 DFS, -9.8 change) action 1.2, ELA (-74.8 DFS, -4.4 change) action 1.2
* Orange Vista High - Math (-154.2 DFS, -19.3 change) action 1.2
* Rainbow Ridge Elementary - Math (-107.1 DFS, -3.2 change), ELA (-70.5 DFS, -5.0 change) action 1.2

2. Hispanic
* March Middle - Math (-112.3 DFS, +0.6 change) action 1.2
* Val Verde High - Math (-231.5 DFS, -24.6 change), ELA (-124.3, -6.2 change), Science (32 sp, +1.7 sp change), College/Career Readiness (5.1%, -0.7% change) action 1.2, 1.3
* Vista Verde Middle - Math (-99.6 DFS, -9.7 change) action 1.2

3. Socioeconomically Disadvantaged
* March Middle - Math (-116.8 DFS, 0 change) action 1.2
* Val Verde High - Math (-229.3 DFS, -26.4 change), ELA (-116.0, -3.3 change), College/Career Readiness (4.4%, -2.2% change) action 1.2, 1.3
* Vista Verde Middle - Math (-99.3 DFS, +0.1 change) action 1.2

5. Foster
* None

6. Homeless
* Val Verde High - College/Career Readiness (3.6%, -4.2% change) action 1.2, 1.3

7. English Learner
* Columbia Elementary - ELA (-75.7 DFS, -0.5 change) actions 1.2, 1.5, 1.6
* Manuel L. Real Elementary - ELPI (42%, -10.1% change) 1.2, 1.5, 1.6
* March Middle - Math (-139.1 DFS, +2.4 change) actions 1.2, 1.5
* Orange Vista High - Science (34.3 sp, +0.4 change) actions 1.2, 1.3, 1.5
* Rancho Verde High - Math (-179.4 DFS, -4.9 change) action 1.2, 1.5
* Val Verde High - College/Career Readiness (3.6%, +0.5% change) actions 1.2, 1.3, 1.5

8. Long-Term English Learner
* Citrus Hill High - Math (-186.2 DFS, +0.2 change), ELA (-108.3 DFS, -10.9 change) actions 1.2, 1.5, 1.6
* March Middle - Math (-171.7 DFS, -1.4 change) actions 1.2, 1.5, 1.6
* Tomas Rivera Middle - ELA (-134.9 DFS, -11.4 change) action 1.2, 1.5, 1.6
* Orange Vista High - Math (-189.9 DFS, +0.7 change), ELA (-107.0 DFS, +1.9 change) actions 1.2, 1.5, 1.6

9. Students with Disabilities
* Citrus Hill High - Math (-185.7 DFS, -1.7 change), ELA (-108.2 DFS, -3.4 change) actions 1.2, 1.5, 1.6
* Columbia Elementary - ELA (-139.0 DFS, +2.8 change) actions 1.1, 1.2, 1.7
* Lakeside Middle - Math (-194.0 DFS, +0.2 change), ELA (-147.4 DFS, -12.7 change) actions 1.2, 1.7
* Lasselle Elementary - Math (-139.3 DFS, -16.4 change) actions 1.2, 1.7
* March Middle - ELA (-122.4 DFS, -8.7 change), Math (-172.3 DFS, -9.5 change) actions 1.2, 1.7
* Mary McLeod Bethune Elementary - ELA (-131.2 DFS, -6.5 change) actions 1.1, 1.2, 1.7, Math (-136.2 DFS, -7.0 change) actions 1.2, 1.7
* May Ranch Elementary - ELA (-97.6 DFS, -2.3 change) actions 1.1,1.2, 1.7
* Orange Vista High - Math (-209.6 DFS, +2.7 change), Science (33.3 sp, +1.1 change) action 1.2, 1.3, 1.7
* Rancho Verde High - ELA (-111.2 DFS, -38.3 change), Math (-203.2 DFS, -9.4 change) actions 1.2, 1.7
* Triple Crown Elementary - ELA (-91.3 DFS, -2.4 change) actions 1.1, 1.2, 1.7
* Vista Verde Middle - Math (-196.5 DFS, -12.3 change) actions 1.2, 1.7

By designing programs with the final goal in mind, programs are vertically articulated to ensure essential knowledge and skills are backward mapped from graduation back to preschool. The district believes that by implementing the following actions, we will achieve college/career readiness for all students. The metrics below include performance and student outcome data at all stages of a student's academic career that help the district monitor and evaluate progress toward this goal. The actions and services have been chosen to be directed at and primarily effective for unduplicated students to graduate high school with options for their future.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	College/Career Readiness Rate (California School Dashboard)	Class of 2023 All 49% AA 42% Hisp 49% Wht 53% LI 48% EL 18% SWD15% FY 19% HY 33%	Class of 2024 All 48% AA 40% Hisp 49% Wht 55% LI 47% EL 22% SWD15% FY 12% HY 30%	Class of 2025 All 57% AA 53% Hisp 58% Wht 46% LI 57% EL 30% SWD 18% FY 10% HY 37%	Class of 2026 All at least 60% AA at least 60% Hisp at least 60% Wht at least 60% LI at least 60% EL at least 60% SWD at least 50% FY 3-year average of at least 45% HY at least 60%	All - Increase of 8% AA - Increase of 11% Hisp - Increase of 9% Wht - Decrease of 7% LI - Increase of 9% EL - Increase of 12% SWD - Increase of 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						FY - Decrease of 9% HY - Increase of 4%
1.2	High School Graduation Rate (California School Dashboard)	Class of 2023 All 93% AA 95% Hisp 93% Wht 86% LI 93% EL 79% SWD 81% FY 67% HY 89%	Class of 2024 All 94% AA 94% Hisp 94% Wht 92% LI 94% EL 87% SWD 85% FY 73% HY 88%	Class of 2025 All 95% AA 96% Hisp 95% Wht 94% LI 95% EL 88% SWD 85% FY 67% HY 88%	Class of 2026 All at least 95% AA at least 95% Hisp at least 95% Wht at least 95% LI at least 95% EL at least 95% SWD at least 95% FY 3-year average of at least 90% HY at least 95%	All - Increase of 2% AA - Increase of 1% Hisp - Increase of 2% Wht - Increase of 8% LI - Increase of 2% EL - Increase of 9% SWD - Increase of 4% FY - Maintained - 0 change HY - Decrease of 1%
1.3	A-G Completion Rate (Dataquest)	Class of 2023 All 59% AA 59% Hisp 59% Wht 63% LI 59% EL 32% SWD 28% FY 32% HY 37%	Class of 2024 All 59% AA 60% Hisp 57% Wht 65% LI 57% EL 34% SWD 25% FY 28% HY 36%	Class of 2025 All 60% AA 60% Hisp 60% Wht 51% LI 59% EL 39% SWD 20% FY 21% HY 46%	Class of 2026 All at least 65% AA at least 65% Hisp at least 65% Wht at least 65% LI at least 65% EL at least 65% SWD at least 65% FY 3-year average of at least 45% HY at least 65%	All - Increase of 1% AA - Increase of 1% Hisp - Increase of 1% Wht - Decrease of 12% LI - Maintained - 0 change EL - Increase of 7% SWD - Decrease of 8% FY - Decrease of 11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						HY - Increase of 9%
1.4	CTE Pathway Completion Rate (CALPADS)	Class of 2023 All 45% AA 33% Hisp 47% Wht 45% LI 45% EL 31% SWD 31% FY 24% HY 38%	Class of 2024 All 50% AA 37% Hisp 53% Wht 44% LI 51% EL 44% SWD 43% FY 24% HY 37%	Class of 2025 All 50% AA 45% Hisp 51% Wht 48% LI 50% EL 42% SWD 40% FY 13% HY 33%	Class of 2026 All at least 65% AA at least 65% Hisp at least 65% Wht at least 65% LI at least 65% EL at least 65% SWD at least 65% FY 3-year average of at least 45% HY at least 65%	All - Increase of 5% AA - Increase of 12% Hisp - Increase of 4% Wht - Increase of 3% LI - Increase of 5% EL - Increase of 11% SWD - Increase of 9% FY - Decrease of 11% HY - Decrease of 5%
1.5	A-G and CTE Pathway Completion (California School Dashboard Additional Report)	Class of 2023 All 27% AA 22% Hisp 28% Wht 24% LI 27% EL 10% SWD 8% FY 8% HY 19%	Class of 2024 All 29% AA 24% Hisp 31% Wht 26% LI 29% EL 15% SWD 10% FY 7% HY 16%	Class of 2025 All 32% AA 25% Hisp 33% Wht 26% LI 31% EL 21% SWD 10% FY 7% HY 21%	Class of 2026 All at least 50% AA at least 50% Hisp at least 50% Wht at least 50% LI at least 50% EL at least 50% SWD at least 50% FY 3-year average of at least 40% HY at least 50%	All - Increase of 5% AA - Increase of 3% Hisp - Increase of 5% Wht - Increase of 2% LI - Increase of 4% EL - Increase of 11% SWD - Increase of 2% FY - Decrease of 1% HY - Increase of 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	“COLLEGE READY” Percent Exceeded in 11th-grade in English Language Arts (CAASPP Test Results)	2022-2023 School Year (Class of 2024) All 13% AA 8% Hisp 12% Wht 26% LI 11% EL 0% SWD 0% FY 6% HY 6%	2023-2024 School Year (Class of 2025) All 18% AA 13% Hisp 17% Wht 22% LI 17% EL 0% SWD 3% FY 0% HY 15%	2024-2025 School Year (Class of 2026) All 18% AA 13% Hisp 18% Wht 28% LI 17% EL 0% SWD 4% FY 6% HY 14%	2025-2026 School Year (Class of 2027) All 35% AA at least 35% Hisp at least 35% Wht at least 35% LI at least 35% EL at least 20% SWD at least 20% FY at least 25% HY at least 35%	All - Increase of 5% AA - Increase of 5% Hisp - Increase of 6% Wht - Increase of 2% LI - Increase of 6% EL - No change - 0% SWD - Increase of 4% FY - Decrease of 6% HY - Increase of 8%
1.7	“COLLEGE READY” Percent Exceeded in 11th-grade in Math (CAASPP Test Results)	2022-2023 School Year (Class of 2024) All 2% AA 1% Hisp 1% Wht 7% LI 1% EL 0% SWD 0% FY 0% HY 2%	2023-2024 School Year (Class of 2025) All 2% AA 1% Hisp 2% Wht 6% LI 2% EL 0% SWD 0% FY 0% HY 0%	2024-2025 School Year (Class of 2026) All 3% AA 0% Hisp 3% Wht 11% LI 3% EL 0% SWD 0% FY 0% HY 0%	2025-2026 School Year (Class of 2027) All 35% AA at least 35% Hisp at least 35% Wht at least 35% LI at least 35% EL at least 20% SWD at least 20% FY at least 25% HY at least 35%	All - Increase of 2% AA - Decrease of 1% Hisp - Increase of 2% Wht - Increase of 4% LI - Increase of 2% EL - No change - 0% SWD - No change - 0% FY - No change - 0% HY - Decrease of 2%
1.8	English Language Arts - Distance From Standard (DFS)	2022-2023 School Year All -39 DFS AA -52 DFS	2023-2024 School Year All -34 DFS	2024-2025 School Year All -25.8 DFS	2025-2026 School Year All +5 DFS	All - Increase +13.2 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(California School Dashboard)	Hisp -41 DFS Wht -17 DFS LI -44 DFS EL -77 DFS SWD -127 DFS FY -72 DFS HY -58 DFS	AA -43 DFS Hisp -36 DFS Wht -15 DFS Hisp -41 DFS LI -40 DFS EL -69 DFS SWD -124 DFS FY -82 DFS HY -63 DFS	AA -40.3 DFS Hisp -27.2 DFS Wht -7.5 DFS LI -31.2 DFS EL -55.9 DFS SWD -121.2 DFS FY -74.7 DFS HY -50.8 DFS	AA +5 DFS Hisp +5 DFS Wht +5 DFS LI +5 DFS EL +5 DFS SWD +5 DFS FY +5 DFS HY+5 DFS	AA - Increase +11.7 DFS Hisp - Increase +13.8 DFS Wht - Increase +9.5 DFS LI - Increase +12.8 DFS EL - Increase +21.1 DFS SWD - Increase +5.8 DFS FY - Decrease -2.7 DFS HY - Increase +7.2 DFS
1.9	Math - Distance From Standard (DFS) (California School Dashboard)	2022-2023 School Year All -94 DFS AA -110 DFS Hisp -97 DFS Wht -68 DFS LI -100 DFS EL -119 DFS SWD -161 DFS FY -124 DFS HY -111 DFS	2023-2024 School Year All -89 DFS AA -102 DFS Hisp -91 DFS Wht -72 DFS LI -94 DFS EL -111 DFS SWD -163 DFS FY -113 DFS HY -111 DFS	2024-2025 School Year All -79.9 DFS AA -97.2 DFS Hisp -81.5 DFS Wht -51.3 DFS LI -85.6 DFS EL -101 DFS SWD -157.5 DFS FY -119.4 DFS HY -99.3 DFS	2025-2026 School Year All -5 DFS AA -5 DFS Hisp -5 DFS Wht -5 DFS LI -5 DFS EL -5 DFS SWD -5 DFS FY -5 DFS HY-5 DFS	All - Increase +14.1 DFS AA - Increase +12.8 DFS Hisp - Increase +15.5 DFS Wht - Increase +16.7 DFS LI - Increase +14.4 DFS EL - Increase +18 DFS SWD - Increase +3.5 DFS FY - Increase +4.6 DFS HY - Increase +11.7 DFS
1.10	Percent At or Above Benchmark for Early Literacy in Grades K - 2	2023-2024 School Year All 56% AA 62%	2024-2025 School Year All 58%	2025-2026 School Year All: 57%	2026-2027 School Year All at least 65%	All - Increase of 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Acadience End-of-Year Report)	Hisp 55% Wht 58% LI 55% EL 45% SWD 13% FY 53% HY 45%	AA 67% Hisp 56% Wht 70% LI 57% EL 43% SWD 13% FY 58% HY 49%	AA: 60% Hisp: 56% Wht: 62% LI: 56% EL: 39% SWD: 11% FY: 54% HY: 47%	AA at least 65% Hisp at least 65% Wht at least 65% LI at least 65% EL at least 65% SWD at least 45% FY at least 65% HY at least 65%	AA - Decrease of 2% Hisp - Increase of 1% Wht - Increase of 4% LI - Increase of 1% EL - Decrease of 6% SWD -Decrease of 2% FY - Increase of 1% HY - Increase of 2%
1.11	Percent of students who passed at least one of the Advanced Placement Exams with a score of 3 or higher (College Board)	2022-2023 School Year All 38% AA 32% Hisp 37% Wht 49% LI 36% EL 43% SWD 28% FY 0% HY	2023-2024 School Year All - 45% AA - 32% Hisp - 44% Wht - 57% LI - 43% EL - 41% SWD - 21% FY - 3% HY - No Data	2024-2025 School Year All - 48% AA - 33% Hisp - 46% Wht - 61% LI - 46% EL - 63% SWD - 18% FY - 0% HY - No Data	2025-2026 School Year All at least 50% AA at least 50% Hisp at least 50% Wht at least 50% LI at least 50% EL at least 50% SWD at least 50% FY at least 50% HY at least 50%	All - Increase of 10% AA - Increase of 1% Hisp - Increase of 9% Wht - Increase of 12% LI - Increase of 10% EL - Increase of 20% SWD - Decrease of 10% FY - Decrease of 3% HY - No Data
1.12	CTE/Military Science Course Participation Rate grades 9 - 12 (Student Information System)	2023-2024 School Year All 56% AA 53% Hisp 57% Wht 56%	2024-2025 School Year All 61% AA 56% Hisp 62%	2025-2026 School Year All 63% AA 59% Hisp 64%	2026-2027 School Year All at least 50% AA at least 50% Hisp at least 50%	All - Increase of 7% AA - Increase of 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LI 57% EL 47% SWD 50% FY 41% HY 33%	Wht 64% LI 61% EL 48% SWD 55% FY 49% HY 56%	Wht 65% LI 63% EL 50% SWD 52% FY 62% HY 51%	Wht at least 50% LI at least 50% EL at least 50% SWD at least 50% FY at least 50% HY at least 50%	Hisp - Increase of 7% Wht - Increase of 9% LI - Increase of 6% EL - Increase of 3% SWD - Increase of 2% FY - Increase of 21% HY - Increase of 18%
1.13	University of California Honors Credit Course Participation Rate (Includes AP & IB) (Student Information System)	2023-2024 School Year All 30% AA 23% Hisp 29% Wht 36% LI 28% EL 7% SWD 6% FY 7% HY 9%	2024-2025 School Year All 29% AA 22% Hisp 29% Wht 31% LI 28% EL 6% SWD 6% FY 7% HY 11%	2025-2026 School Year All 32% AA 28% Hisp 32% Wht 33% LI 31% EL 6% SWD 5% FY 9% HY 14%	2026-2027 School Year All at least 20% AA at least 20% Hisp at least 20% Wht at least 20% LI at least 20%% EL at least 5% SWD at least 5% FY at least 10% HY at least 20%	All - Increase of 2% AA - Increase of 5% Hisp - Increase of 3% Wht - Decrease of 3% LI - Increase of 3% EL - Decrease of 1% SWD - Decrease of 1% FY -Increase of 1% HY - Increase of 5%
1.14	Visual & Performing Arts Course Participation Rate grades 9 - 12 (Student Information System)	2023-2024 School Year All 49% AA 51% Hisp 46% Wht 47% LI 49% EL 37%	2024-2025 School Year All 51% AA 52% Hisp 50% Wht 52% LI 51%	2025-2026 School Year All 52% AA 52% Hisp 52% Wht 50% LI 52%	2026-2027School Year All at least 50% AA at least 50% Hisp at least 50% Wht at least 50% LI at least 50%	All - Increase of 3% AA - Increase of 2% Hisp - Increase of 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD 49% FY 52% HY 36%	EL 37% SWD 51% FY 53% HY 47%	EL 40% SWD 50% FY 58% HY 52%	EL at least 50% SWD at least 50% FY at least 50% HY at least 50%	Wht - Increase of 3% LI - Increase of 3% EL - Increase of 3% SWD - Increase of 1% FY - Increase of 6% HY - Increase of 16%
1.15	English Learner Progress Indicator (ELPI) (California School Dashboard and CAASPP-ELPAC results website)	2022-2023 School Year 43% of EL students making progress towards English language proficiency	2023-2024 School Year 44% of EL students making progress towards English language proficiency 42% of LTEL7 students making progress towards English language proficiency	2024-2025 School Year 46.3% of EL students making progress towards English language proficiency 47.3% of LTEL7 students making progress towards English language proficiency	2025-2026 School Year at least 50% of EL students making progress towards English language proficiency	ELPI Progress ELs - Increase of 3.3% LTELs - Increase of 5.3%
1.16	English Learner Reclassification Rate (DataQuest or local data)	2022-2023 School Year 13.8% of EL students reclassified as Fluent English Proficient as measured by local data.	2023-2024 School Year 8.6 % of EL students reclassified as Fluent English Proficient as measured by local data.	2024-2025 School Year 18.1% of EL students reclassified as Fluent English Proficient as measured by local data.	2025-2026 School Year 3-year average of at least 15% of EL students reclassified as Fluent English Proficient	Increase of 4.3%
1.17	High School Dropout Rate	Class of 2023 All 5% AA 3%	Class of 2024 All 5% AA 5%	Class of 2025 All 4% AA 2%	Class of 2026 All 5% or less AA 5% or less	All - Maintained 0 change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(DataQuest 4-year Cohort)	Hisp 5% Wht 7% LI 5% EL 14% SWD 6% FY 32% HY 10%	Hisp 5% Wht 5% LI 5% EL 11% SWD 8% FY 22% HY 12%	Hisp 4% Wht 6% LI 4% EL 9% SWD 5% FY 23% HY 11%	Hisp 5% or less Wht 5% or less LI 5% or less EL 5% or less SWD 5% or less FY 5% or less HY 5% or less	AA - Decrease of 1% Hisp - Decrease of 1% Wht -Decrease of 1% LI - Decrease of 1% EL - Decrease of 5% SWD - Increase of 1% FY - Decrease of 9% HY - Increase of 1%
1.18	Middle School Dropout Rate (CALPADS)	2022-2023 School Year All 0.2% AA 0.0% Hisp 0.3% Wht 0.0% LI 0.3% EL 0.8% SWD 0.7% FY 0.0% HY 0.0%	2023-2024 School Year All 0.4% AA 0.3% Hisp 0.4% Wht 0.1% LI 0.3% EL 0.9% SWD 0.4% FY 0.0% HY 0.2%	2024-2025 School Year All 0.3% AA 0.6% Hisp 0.3% Wht 0.0% LI 0.3% EL 0.5% SWD 0.0% FY 0.0% HY 0.0%	2025-2026 School Year All 1% or less AA 1% or less Hisp 1% or less Wht 1% or less LI 1% or less EL 1% or less SWD 1% or less FY 1% or less HY 1% or less	All - Increase of 0.1% AA - Increase of 0.6% Hisp - Maintained 0 change Wht - Maintained 0 change LI - Maintained 0 change EL - Decrease of 0.3% SWD Decrease of 0.7% FY - Maintained 0 change HY - Maintained 0 change
1.19	Common Core State Standards (CCSS)	2023-2024 School Year 100% of ELA Units of Study aligned to CCSS	2024-2025 School Year	2025-2026 School Year	2026-2027School Year	Maintained 100% alignment to CCSS Aligned Curriculum

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Aligned Curriculum Materials (VVUSD Units of Study for Math, ELA, and Science)	100% of Math Units of Study aligned to CCSS 100% of ELA Units of Study are aligned with ELD standards 100% of Science Units of Study aligned to NGSS	100% of ELA Units of Study aligned to CCSS 100% of Math Units of Study aligned to CCSS 100% of ELA Units of Study are aligned with ELD standards 100% of Science Units of Study aligned to NGSS	100% of ELA Units of Study aligned to CCSS 100% of Math Units of Study aligned to CCSS 100% of ELA Units of Study are aligned with ELD standards 100% of Science Units of Study aligned to NGSS	100% of ELA Units of Study aligned to CCSS 100% of Math Units of Study aligned to CCSS 100% of ELA Units of Study are aligned with ELD standards 100% of Science Units of Study aligned to NGSS	
1.20	Sufficient Access to Instructional Materials Williams Act Reports on the SARC	2023-2024 School Year Maintain stock of standards aligned instructional materials to ensure every pupil has sufficient access. Resolution adopted by the Board of Education	2024-2025 School Year Maintain stock of standards aligned instructional materials to ensure every pupil has sufficient access. Resolution adopted by the Board of Education	2025-2026 School Year Maintain stock of standards aligned instructional materials to ensure every pupil has sufficient access. Resolution adopted by the Board of Education	2026-2027 School Year Maintain stock of standards aligned instructional materials to ensure every pupil has sufficient access.	Maintained stock of standards aligned instructional materials to ensure every pupil has sufficient access. Resolution adopted by the Board of Education
1.21	Teachers Fully Credentialed for Subject and Student Placement (DataQuest)	2021-2022 School Year 86%	2022-2023 School Year 88%	2023-2024 School Year 86%	2025-2026 School Year 95%	Maintained 0 change
1.22	Broad Course of Study (Student Information System and Dashboard Local Indicator)	2023-2024 School Year 100% of students in grades 1 - 6 have access to instruction in	2024-2025 School Year 100% of students in grades 1 - 6	2025-2026 School Year 100% of students in grades 1 - 6	2026-2027 School Year 100% of students in grades 1 - 6	Maintained 100% student access to a broad course of study.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education. 100% of students in grades 7 - 12 have access to instruction in English, Social Science, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education.	have access to instruction in English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education. 100% of students in grades 7 - 12 have access to instruction in English, Social Science, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education.	have access to instruction in English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education. 100% of students in grades 7 - 12 have access to instruction in English, Social Science, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education.	have access to instruction in English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education. 100% of students in grades 7 - 12 have access to instruction in English, Social Science, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education.	
1.23	Percent At or Above Benchmark for Early Literacy Preschool (PELI - Acadience End-of-Year Report)	2023-2024 School Year All 53% AA 55% Hisp 52% Wht 57% LI 52% EL 37% SWD 7% FY 39%	2024-2025 School Year All 56% AA 60% Hisp 54% Wht 62% LI 55% EL 37% SWD 8%	2025-2026 School Year All 55% AA 57% Hisp 55% Wht 58% LI 55% EL 36% SWD 10%	2026-2027 School Year All at least 65% AA at least 65% Hisp at least 65% Wht at least 65% LI at least 65% EL at least 65% SWD at least 45%	All Increased by 2% AA Increased by 2% Hisp Increased by 3% Wht Increased by 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HY 39%	FY 45% HY 44%	FY 46% HY 43%	FY at least 65% HY at least 65%	LI Increased by 3% EL Decreased by 1% SWD Increased by 3% FY Increased by 7% HY Increased by 4%
1.24	Percent of preschool families reporting positive perceptions related to school readiness, communication, family engagement, and student development on the California Desired Results Parent Survey (DRPS Survey)	2023-2024 School Year 95% Favorable	2024-2025 School Year 95% Favorable	2025-2026 School Year 90% Favorable	2026-2027 At least 98% Favorable	Decreased by 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.

During the 2025–26 school year, Val Verde Unified School District implemented most Goal 1 actions as planned, with a continued emphasis on improving instructional quality, early literacy, and postsecondary readiness. While the overarching goals remained consistent, several adjustments were made during the year based on site-level decisions, staffing realities, and evolving student needs, and the district saw meaningful progress across several key metrics.

One area of success was in Early Literacy (Action 1.1). The Walk-to-Intervention model continued to provide structured, small-group literacy instruction in grades K–2 under Action 1.1, and the End-of-year Acadience data continued to show consistent outcomes in early literacy achievement. Overall, the percentage of students in grades K–2 performing at or above benchmark increased from 56% in 2023-2024 to 57% in 2025-2026. Most student groups demonstrated some increase from the baseline year, except for English Learners (decreased by 6%), African American (decreased by 2%), and Students with Disabilities (decreased by 2%). While overall there has been a positive impact

on our sustained early literacy investment, targeted intervention support, and structured small-group instruction, additional tiered support will need to be provided for our English Learners, African American students, and Students with Disabilities. Professional development participation in optional literacy training sessions continued to present an implementation challenge, as site teams prioritized implementation of the new K–8 math adoption during the school year.

Multi-Tiered Systems of Support (MTSS) under Action 1.2 remained a centerpiece of districtwide instructional improvement. Professional development in Universal Design for Learning (UDL), the Writing Rope framework, Keys to Content Literacy, the Science of Reading, and the Concrete Representational Abstract (CRA) framework continued to strengthen first-best instruction across all schools. Math TOSAs played a critical role in supporting teachers in implementing the newly adopted K–8 math curriculum with fidelity during its first full year of districtwide rollout. The impact of these sustained efforts is reflected in the 2024–25 CA Dashboard, where districtwide ELA DFS improved from -34.2 DFS to -25.8 DFS (an increase of +8.3 DFS) and Math DFS improved from -88.6 DFS to -79.9 DFS (an increase of +8.7 DFS), with All Students earning a Yellow performance level on both indicators — an improvement from Orange in the prior year. Gains were seen across nearly all student groups in both ELA and Math, including English Learners (-55.9 DFS, +13.5 change in DFS in ELA, -101 DFS, +10.4 DFS change in Math), Socioeconomically Disadvantaged (-31.2 DFS, +8.3 change in DFS in ELA, -85.6 DFS, +8.2 change in DFS in Math), and Students with Disabilities (-121.2 DFS, +3 change in DFS in ELA, -157.5 DFS, +5.2 change in DFS in Math). Foster Youth, while showing improvement in ELA (-74.7 DFS, +7.1 change in DFS), continued to show a decline in Math (-119.4 DFS, -6.8 change in DFS), and their Graduation Rate declined from 73.8% to 66.7%, resulting in the district re-entering Differentiated Assistance for this group — underscoring the continued need for intensified, targeted support.

College and Career Readiness supports under Action 1.3 showed strong results. The district's CCI performance improved significantly, with All Students rising from 48.4% to 57.4% — earning a Green performance level on the 2025 Dashboard — and the overall A-G completion rate reaching 60% for the Class of 2025, up from 54% for the Class of 2018. Elementary and middle school STEAM teachers are extending college and career readiness pathways to younger students, laying the groundwork for continued CCI improvement. English Learners made notable gains in CCI (from 22% to 29.8%), and CTE/Military Science course participation increased across nearly all student groups, with particularly strong growth for Foster Youth (+21%) and Homeless Youth (+18%). However, Foster Youth CCI (10.3%) and SWD CCI (17.7%) remain below district targets, indicating a continued need for more direct and targeted postsecondary planning supports for these groups.

Foster Youth supports under Action 1.4 continued to provide mentoring, tutoring, attendance support, and transition services. While Math DFS for Foster Youth declined (-119 DFS, -6.8 change in DFS) and the Graduation Rate decreased to 66.7% — the lowest among all student groups — the district's investment in responsive and adaptive services reflects a commitment to this population. The high mobility of Foster Youth continued to present implementation challenges, and the district is working in partnership with RCOE to improve identification accuracy in the student information system to strengthen the fidelity of support delivery.

English Learner and Long-Term English Learner supports under Actions 1.5 and 1.6 continued through the Dual Language Immersion program, bilingual aide support, mentoring, tutoring, and integrated and designated ELD instruction. The districtwide ELPI improved from 44% to 46.3% for EL students and from 42% to 47.3% for LTEL students, with the district earning a Green performance level on the ELPI for the first time — an encouraging indicator that language development strategies are gaining traction. Additionally, the EL reclassification rate increased significantly to 18.1%, up from 8.6% in the prior year. Professional development participation in optional ELD and DLI training sessions presented a challenge, as participation was lower than expected. In addition, planned conferences/travel did not take place, and

funding set aside for the training was not utilized. Plans for professional development in ELD will be reevaluated for the upcoming school year.

Special Education TOSAs under Action 1.7 continued to provide essential coaching, training in Universal Design for Learning, and support for students with exceptional needs in the least restrictive environment. While Students with Disabilities continued to show gains in both ELA (-121.2 DFS, +3 change in DFS) and Math (-157.5 DFS, +5.2 change in DFS), performance levels remain at Very Low (Red), and CCI for this group (17.7%) — while improving — remains significantly below district targets. The sustained investment in this action reflects the district's recognition that closing gaps for Students with Disabilities requires long-term, consistent, specialized support.

Alternative Options programs under Action 1.8, including Val Verde Academy, Student Success Academy, and Mary McLeod Bethune Independent Studies Program, continued to provide flexible, non-traditional learning pathways for low-income students and families. These programs continued to demonstrate lower chronic absenteeism and reduced suspension rates relative to comparable student groups in traditional settings, reflecting the positive impact of flexible, student-centered programming. While these programs proved beneficial to the community, the district made the difficult choice to close the Mary McLeod Bethune Independent Studies Program due to low enrollment; thus, Action 1.8 will only reflect Val Verde Academy and Student Success Academy.

Action 1.9, Preschool, continued to provide early childhood education services designed to support school readiness, language development, literacy acquisition, and social-emotional growth for Low-Income, Foster Youth, and English Learner students. While preschool enrollment has declined from prior years following the end of the state hold harmless provision, parent survey data continues to demonstrate strong family satisfaction with the program and highlights the importance of preschool access for student development, family engagement, and kindergarten readiness. To maintain equitable access to high-quality early learning opportunities, the district allocated funds to support unreimbursed program costs and sustain services for unduplicated student groups. The district is also continuing efforts to strengthen program implementation through additional staff training, improved instructional programming, enhanced family communication, and expanded outreach efforts with the goal of increasing enrollment and continuing to improve preschool services for students and families.

Class Size Reduction under Action 1.10 was implemented as planned, with class sizes reduced in grades 4–12 and combination classes minimized in TK–2, supporting more individualized instruction for unduplicated students.

Action 1.11: The Literacy Intervention and Support initiative continued to provide targeted literacy intervention and supplemental reading support for students through the use of Impact Substitutes and Reading Tutors. These supports allowed school sites to increase small-group and individualized literacy instruction focused on foundational reading skills, phonemic awareness, fluency, comprehension, and vocabulary development for students identified as needing additional intervention. Implementation of this action supported broader district academic goals reflected in Metrics 1.8 and 1.10, which monitor student academic performance in English Language Arts and Mathematics. District ELA performance demonstrated continued improvement, with the DFS in ELA improving by 8.2 points, from -34 DFS to -25.8 DFS, indicating meaningful academic growth. In addition, early literacy benchmark data remained stable, with 57% of students performing At or Above Benchmark in reading, demonstrating consistent foundational literacy performance across the district. Increased intervention staffing and reduced student-to-adult ratios provided more opportunities for individualized instruction, progress monitoring, and differentiated support, particularly for Socioeconomically Disadvantaged students and other student groups requiring additional academic assistance. Site feedback and ongoing assessment data indicated that students receiving targeted literacy support demonstrated improved engagement in reading instruction and increased access to intervention aligned to identified learning needs.

Overall, Goal 1 actions were implemented broadly across the district and produced meaningful academic gains, particularly in ELA, Math, ELPI, and College/Career Readiness. The most notable successes include districtwide improvement in ELA and Math DFS, the district's first Green ELPI rating, and a significant jump in CCI to 57.4%. Key areas requiring continued focus include Foster Youth outcomes across multiple indicators, closing achievement gaps for Students with Disabilities, and strengthening the academic trajectory at Val Verde High School, where ELA, Math, and CCI performance levels remain at Red.

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.

In 2025–26, Val Verde Unified School District continued its commitment to ensuring students are prepared for college and career success through a wide range of strategic actions. These efforts yielded notable progress in early literacy, academic achievement, English language proficiency, and postsecondary readiness. At the same time, the district encountered some challenges related to staff vacancies and site-level implementation decisions that contributed to differences between planned and actual expenditures in certain actions.

Early Literacy (Action 1.1):
The district’s early literacy efforts continued to center on the Walk-to-Intervention model, providing targeted, small-group instruction for students in grades K–2. Professional development participation in optional literacy training sessions was limited as school sites prioritized implementation of the new K–8 mathematics adoption and related instructional initiatives during the 2025-2026 school year. As a result, actual expenditures ($811,823) came in significantly below the planned budget ($1,727,710), with the variance driven primarily by lower-than-expected substitute usage and reduced professional development costs associated with early literacy training. Additionally, when early literacy professional development opportunities were provided during the school year, the district strategically utilized alternative grant funding that were scheduled to expire at the end of the 25-26 school year in order to maximize available resources and preserve LCAP funds for other instructional priorities and student supports.

Academic MTSS (Action 1.2):
Professional development in UDL, the Writing Rope framework, Keys to Content Literacy, the Science of Reading, and the CRA framework continued to strengthen Tier 1 instruction districtwide. Math TOSAs played a critical role in supporting teachers during the first full year of implementation of the newly adopted K–8 math curriculum. Unlike the prior year — where curriculum adoption costs created a significant budget overrun — the 2025–26 implementation proceeded more smoothly, with actual expenditures ($26,842,352) slightly exceeding the planned budget ($25,558,191). This overage reflects the increased investment in professional development and instructional support needed to implement the new curriculum with fidelity across all school sites.

College and Career Readiness (Action 1.3):
The district continued to expand college and career readiness supports for elementary and middle school STEAM teachers, sustained CTE pathway development, expanded dual enrollment opportunities, and continued to eliminate AP, PSAT, and SAT exam fees to remove financial barriers for students. A notable addition this year was the engagement of consultants to support strategic master scheduling work across high school sites, with a specific focus on removing structural barriers that have historically limited student access to A-G and CTE courses. This work is designed to increase the number of students who can access and complete the coursework necessary to meet college and career readiness requirements. Collectively, these efforts contributed to a significant improvement in the district's College/Career

Readiness Indicator, rising from 48.4% to 57.4% — earning a Green performance level on the 2025 CA Dashboard for the first time. Actual expenditures ($12,429,735) came in below the planned budget ($13,103,743), reflecting some variation in CTE staffing needs, consistent with prior year patterns.

Foster Youth Supports (Action 1.4):
Foster Youth students continued to receive enhanced mentoring, tutoring, attendance support, transition services, and individualized case management supports designed to improve academic achievement, school stability, and student engagement. The high mobility of this student population continued to create implementation challenges and increased service needs throughout the school year. Actual expenditures ($326,025) exceeded the planned budget ($290,750) due to increased transportation costs for Foster Youth students who moved outside district boundaries but remained enrolled in their school of origin to minimize disruption to their educational environment and maintain school connectedness and academic continuity. Additional expenditures also reflected expanded mentorship services and increased student participation in mentoring supports during the school year. These additional investments demonstrate the district's continued commitment to providing responsive, stability-focused supports for Foster Youth students, particularly following the district's re-entry into Differentiated Assistance for Foster Youth on the 2025 California School Dashboard.

English Learner Supports (Action 1.5):
The district continued implementation and expansion of supports for English Learner students, including Dual Language Immersion (DLI), bilingual aide support, mentoring, tutoring, integrated and designated ELD instruction, and supplemental academic interventions designed to improve language acquisition and academic achievement. However, several implementation and operational factors contributed to a material difference between planned ($12,047,708) and actual ($10,498,405) expenditures. Staffing vacancies, including an unfilled English Learner Teacher on Special Assignment (TOSA) position, reduced personnel expenditures during the school year. Additionally, one planned classroom section was not opened due to lower-than-anticipated enrollment, resulting in lower staffing and operational costs than originally budgeted. Planned curriculum purchases and instructional material expenditures were also delayed into the following fiscal year as the district continued evaluating instructional resources aligned to evolving program needs and implementation priorities. Furthermore, when professional development opportunities related to English Learner supports and instructional strategies were provided during the year, the district strategically utilized alternative grant funding sources that were scheduled to expire at the end of the fiscal year. This allowed the district to maximize available funding resources while preserving LCAP funds for ongoing student services and instructional supports. These combined factors resulted in lower actual expenditures while the district continued implementing core English Learner services and supports throughout the school year.

Long-Term English Learner Supports (Action 1.6):
LTEL mentoring programs, supplemental curriculum supports, and targeted enrichment opportunities continued to be implemented during the school year, building upon the strong student and family feedback received in prior years regarding relationship-based supports and individualized academic assistance. Actual expenditures ($48,380) came in below the planned budget ($72,888). While planned instructional materials and supplies were purchased as anticipated, some additional extra duty opportunities intended to provide supplemental tutoring, mentoring, and academic support for LTEL students were utilized at lower levels than originally projected during the school year. Additionally, when professional development opportunities related to supporting Long-Term English Learners were provided, the district strategically utilized alternative grant funding sources that were scheduled to expire at the end of the fiscal year. This approach allowed the district to maximize available funding resources while preserving LCAP funds for direct student supports and ongoing program implementation.

Special Education TOSAs (Action 1.7):
Special Education TOSAs continued to provide essential coaching and training in UDL and least restrictive environment practices in response to an ongoing increase in students qualifying for special education services. Actual expenditures ($2,346,263) slightly exceeded the planned budget ($2,270,708), reflecting the sustained and growing demand for specialized instructional support districtwide..

Literacy Intervention and Support — LREBG (Action 1.11):
The Literacy Intervention and Support initiative continued to provide Impact Substitutes and Reading Tutors at school sites to deliver targeted literacy intervention and small-group support for students needing additional reading assistance. Actual expenditures ($3,639,990) exceeded the planned budget ($2,963,247) due primarily to the district's expanded investment in literacy intervention staffing throughout the school year in response to ongoing student academic needs and site requests for additional intervention support. As literacy and foundational reading needs were identified through assessment data and site-level progress monitoring, the district increased the number of Impact Substitute positions to provide additional targeted intervention, small-group instruction, and classroom support for struggling readers across elementary school sites. The district maintained and expanded intervention supports to ensure students continued receiving supplemental literacy instruction and targeted academic assistance aligned to early literacy goals and identified student needs.

Overall, Goal 1 actions led to clear academic gains and stronger instructional systems, particularly in early literacy, math, English language proficiency, and postsecondary readiness. Differences between planned and actual expenditures were primarily driven by staffing vacancies, professional development participation patterns and changes in funding sources, and site-level implementation decisions. Moving forward, the district will continue to use these insights to improve fiscal planning and ensure resources are fully and effectively leveraged in support of its highest-need students.

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

The implementation and effectiveness of Goal 1 actions revealed both areas of strong impact and areas needing continued refinement. Metrics from the LCAP "Metrics to Monitor Effectiveness" were used to evaluate progress, and in several cases, helped illuminate where implementation succeeded and where barriers remain.

Action 1.1: Early Literacy efforts continued to support the district's focus on building consistent, coherent foundational literacy practices across grades K–2. Implementation of the Walk-to-Intervention model, expanded literacy intervention supports, and the use of common instructional practices and assessment tools helped strengthen alignment and consistency in early literacy instruction across elementary sites. End-of-year Acadience data (Metric 1.10) remained relatively stable overall, with 57% of students meeting or exceeding benchmark compared to 58% in the prior year. Several student groups maintained or demonstrated continued positive outcomes, including Hispanic (56% to 56%) and Homeless Youth (49% to 47%), while African American students declined from 67% to 60%, Foster Youth declined from 58% to 54%, and English Learner students declined from 43% to 39%, indicating a continued need for targeted literacy intervention. While large overall gains were not observed during the 2025-2026 school year, the district continued strengthening implementation fidelity, instructional alignment, and system coherence in early literacy practices districtwide. Professional development participation in optional literacy training sessions remained below expectations, as site teams continued prioritizing implementation of the new K–8 mathematics adoption and related instructional initiatives.

Action 1.2: Multi-Tiered System of Support (MTSS) showed positive results across multiple metrics, with improvements in both ELA and Math CAASPP results (Metrics 1.8; 1.9) and continued growth in graduation rates (Metric 1.2). According to the 2024-25 ELA CAASPP Assessment (Metric 1.8), DFS improved by +8.3 for All Students, with gains across nearly every student group including English Learners (-55.9DFS, +13.5 change in DFS), Socioeconomically Disadvantaged (-31.2 DFS, +8.3 change in DFS), Hispanic (-27.2 DFS, +9 change in DFS), and African American (-40.3, +2.3 change in DFS). Foster Youth showed improvement in ELA (-74.7 DFS, +7.1 change in DFS) but continued to decline in Math (-119.4 DFS, -6.8 change in DFS), underscoring the need for intensified academic intervention for this group. Math DFS (Metric 1.9) improved by +8.7 overall, with gains for English Learners (-101DFS, +10.4 change in DFS), Socioeconomically Disadvantaged (-85.6 DFS, +8.2 change in DFS), Hispanic (-81.5 DFS, +9.2 change in DFS), and Students with Disabilities (-157.5 DFS, +5.2 change in DFS). The first full year of the newly adopted K–8 math curriculum, supported by Math TOSAs and professional development in the CRA framework, appears to be contributing to these positive trends. However, Long-Term English Learners remain at the Very Low performance level in Math (-176.3 DFS), and Val Verde High School's ELA (-122.2 DFS, Red) and Math (-230 DFS, Red) performance levels indicate a significant and urgent need for intensified academic intervention at the high school level.

Action 1.3: College and Career Readiness Supports produced strong results this year. The district's CCI improved significantly from 48.4% to 57.4%, earning a Green performance level on the 2025 Dashboard (Metric 1.1). A-G completion rates increased to 60% for the Class of 2025 (Metric 1.3), and CTE/Military Science course participation grew to 61% overall, with particularly strong gains among Foster Youth (+21%) and Homeless Youth (+18%) (Metric 1.12). AP exam performance also improved, with 48% of students scoring a 3 or higher on at least one AP exam, up from 38% at baseline (Metric 1.11). The strategic master scheduling work undertaken this year to remove structural barriers to A-G and CTE access is expected to produce further gains in CCI outcomes in the coming year. However, Foster Youth (10.3%) and Students with Disabilities (17.7%) remain well below district targets for CCI, and A-G completion rates for Foster Youth (21%) and SWD (20%) declined from prior years, indicating a continued need for more direct and targeted postsecondary planning supports for these groups (Metrics 1.1; 1.3; 1.5).

Action 1.4: Foster Youth Supports reflected continued effort in a challenging area.While the Graduation Rate for Foster Youth declined from 73.8% to 66.7% — the lowest among all student groups and resulting in re-entry into Differentiated Assistance — the district continued providing mentoring, tutoring, attendance support, and transition services throughout the school year. The high mobility and instability often experienced by Foster Youth students continued to present significant barriers to consistent implementation of supports, continuity of instruction, credit accrual, and sustained school engagement. The district also identified ongoing challenges with accurate and timely identification of Foster Youth students within the student information system and continues to collaborate with the Riverside County Office of Education (RCOE) to strengthen identification processes, improve data accuracy, and ensure students are connected to services more quickly. The decline in Graduation Rate, along with persistent gaps in Mathematics and English Language Arts achievement, demonstrates the need for more intensive and coordinated interventions for Foster Youth students. Moving into the new school year, the district will utilize specified staff to increase its focus on early identification, individualized graduation and credit monitoring, targeted academic intervention, attendance support, relationship-based mentoring, and postsecondary transition planning to improve academic outcomes and graduation success for Foster Youth students.

Actions 1.5 and 1.6: English Learner and Long-Term English Learner Supports demonstrated meaningful progress this year. The districtwide ELPI improved from 44% to 46.3% for EL students and from 42% to 47.3% for LTEL students, with the district earning a Green performance level on the ELPI for the first time (Metric 1.15). The EL reclassification rate increased significantly to 18.1%, up from 8.6% in the prior year (Metric 1.16), reflecting the positive impact of sustained language development supports. EL students also showed significant gains in ELA

DFS (-55.9 DFS, +13.5 change in DFS) and Math DFS (-101 DFS, +10.4 change in DFS), indicating that integrated and designated ELD instruction, bilingual aide support, and the Dual Language Immersion program are contributing to improved academic outcomes. However, LTEL students remain at the Very Low performance level in both ELA (-108.8 DFS) and Math (-176.3 DFS), and staffing vacancies in EL support positions continued to present implementation challenges, underscoring the need for continued and intensified focus on this subgroup.

Action 1.7: Special Education TOSAs continued to provide essential coaching and support in Universal Design for Learning and least restrictive environment practices. Students with Disabilities showed gains in both ELA (-121.2 DFS, +3 change in DFS) and Math (157.5 DFS, +5.2 change in DFS), and the Graduation Rate for this group improved to 85.2% (Metric 1.2). However, performance levels in ELA (-121.2 DFS, Very Low) and Math (-157.5 DFS, Very Low) remain significantly below district targets, and CCI for Students with Disabilities (17.7%) — while improving — continues to lag behind other student groups. The sustained investment in this action reflects the district's recognition that closing gaps for Students with Disabilities requires long-term, consistent, specialized support.

Actions 1.8 through 1.11, including Alternative Options, Preschool, Class Size Reduction, and Literacy Intervention and Support, were implemented as planned and contributed to districtwide improvement. Alternative Options schools continued to support student progress toward graduation, with the overall Graduation Rate improving to 95.1% districtwide (Metric 1.2). Class size reductions in TK–2 continued to support more individualized instruction, contributing to consistent outcomes in Acadience data (Metric 1.10). The LREBG Literacy Intervention program continued to expand its reach through Impact Substitutes and Reading Tutors

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

Reflecting on the outcomes of the 2024–2025 and 2025–2026 school years, Val Verde Unified School District is planning several strategic adjustments for 2026–2027 to better meet the needs of all students.

Action 1.1: Early Literacy — There are no planned adjustments to this action, as the district will continue to focus on strengthening core instruction in grades K–2 to support early literacy development. Professional development will continue to build teacher capacity in Science of Reading-aligned practices, early literacy assessment administration, and Walk-to-Intervention protocols. The Literacy TOSA will continue to provide site-level coaching and support, and additional materials and supplies will be provided to sustain high-quality tier I instruction. End-of-year Acadience data will be used to evaluate the impact of current implementation and inform any targeted adjustments for the coming year, particularly for English Learner students, who showed a slight decline in mid-benchmark performance.

Action 1.2: Multi-Tiered System of Support (MTSS) — Plans for this action will continue, as there is an ongoing need to provide tiered academic support for all students, specifically low-income, English Learner, and Foster Youth populations. High school math teachers will implement a new math curriculum, with intensive professional development support from the math curriculum publisher and our Math TOSAs. We are optimistic about the impact of the recently adopted K–8 math curriculum on districtwide Math DFS outcomes, and our Math TOSAs will continue to play a critical role in supporting our K-8 teachers as the continue to implement the curriculum with fidelity and effectiveness. Professional development plans have been further refined to align with site-level instructional priorities, with a particular focus on closing persistent gaps for Long-Term English Learners in Math (-176.3 DFS, Very Low), as well as the academic needs of our Socioeconomically Disadvantaged students, and Foster Youth.

Action 1.3: College and Career Readiness — Plans for this action will largely continue into the upcoming school year. The strategic master scheduling work initiated in 2025–26 to remove structural barriers to A-G and CTE course access will continue, with the goal of increasing the percentage of students — particularly Foster Youth, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities — who can access and complete college and career readiness coursework. STEAM teachers at the elementary and middle school level will continue to strengthen early exposure to college and career readiness skills. Additional support will be provided through continued course access expansion, targeted professional development, and outreach to students and families. These efforts are designed to sustain the significant CCI gains achieved in 2024–25 (57.4%, Green) and drive continued improvement toward the district's target of 60% for the Class of 2026, particularly for Foster Youth (10.3%) and Students with Disabilities (17.7%), whose CCI rates remain well below district targets.

Action 1.4: Foster Youth Supports — In response to the decline in the Foster Youth Graduation Rate to 66.7% and the district's re-entry into Differentiated Assistance for this student group, the district will renew its focus on providing more intensive and targeted academic, transitional, and social-emotional supports for Foster Youth students. While no major structural changes are being made to this action, the budget has been adjusted to more accurately reflect actual expenditures and the level of responsive investment needed to address the compounding challenges facing this population. The district will also continue its partnership with RCOE to improve the accuracy of Foster Youth identification in the student information system to strengthen the fidelity of support delivery.

Actions 1.5 and 1.6: English Learner and Long-Term English Learner Supports — While no major changes are being made to the overall goals or metrics, reflections on implementation and student performance have informed important adjustments. The 2026–27 budget has been revised to more accurately reflect actual expenditure patterns, addressing unfilled positions and accounting for overestimated costs. Building on the positive momentum of the district's first Green ELPI rating and a significant increase in the EL reclassification rate (18.1%), the district will maintain its focus on expanding targeted language development supports and strengthening integrated and designated ELD instruction. Given that LTEL students continue to perform at the Very Low level in both ELA (-108.8 DFS) and Math (-176.3 DFS), more personalized and intensive programming will be prioritized for this subgroup entering into the new school year. The district's Dual Language Immersion Program continues to grow. In 2026–27, the program will be accessible at five school sites, serving students from Kindergarten through 11th grade and providing an increasingly robust, vertically articulated pathway for students to develop bilingualism, biliteracy, and academic proficiency in both English and Spanish.

Action 1.7: Special Education TOSAs — There are no changes to the planned goal or metrics for this action. The budget has been sustained to reflect the ongoing level of investment needed to address the continued performance gaps for Students with Disabilities, who remain at the Very Low performance level in both ELA and Math. TOSAs will continue to provide essential coaching and professional development in Universal Design for Learning and least restrictive environment practices, with a focus on accelerating academic progress for this high-need group.

Actions 1.8 (Alternative Options) and 1.10 (Class Size Reduction) — Plans for these actions will continue with no major changes predicted. Alternative Options schools will continue to provide flexible, non-traditional learning pathways for low-income students and families, and class size reductions in grades 4–12 and combination class elimination in grades TK–2 will be sustained to support more individualized instruction for unduplicated students.

Action 1.9 (Preschool) — The district will fund Action 1.9 through the LCAP to support unreimbursed preschool program costs and maintain equitable access to high-quality early childhood education services for Low-Income, Foster Youth, and English Learner students. This funding reflects the district's commitment to closing opportunity gaps prior to kindergarten entry by supporting early literacy, oral language development, school readiness, social-emotional learning, and family engagement opportunities for unduplicated student groups. For 2026-2027, the district is adding Metric 1.23 — Acadience PELI (Preschool Early Literacy Indicators) and Metric 1.24 — California Desired Results (DR) Parent Survey to strengthen monitoring of preschool program effectiveness. The PELI is a validated assessment for children ages 3 to 5 designed to measure pre-literacy and oral language skills, including oral language, phonological awareness, vocabulary, comprehension, and print knowledge. Metric 1.24 (DRPS) will monitor parent perceptions related to program quality, school readiness, communication, family engagement, and student development through the California Desired Results Parent Survey. Together, these metrics reflect the district's commitment to using both student outcome data and family feedback to evaluate preschool effectiveness, identify areas for continuous improvement, and ensure students receive strong early learning experiences prior to transitioning to Transitional Kindergarten or Kindergarten.

Action 1.11: Literacy Intervention and Support (LREBG) — This action will continue into 2026–27, funded through Learning Recovery Emergency Block Grant funds. Site Reading Tutor allocations will be adjusted from 107 to 88 to more accurately align with actual school site needs and deployment patterns. Site Impact Substitutes allocation will remain in place to continue delivering targeted tiered literacy intervention for students. Progress will continue to be monitored using Metrics 1.8 and 1.10.

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	Early Literacy	Increase and improve staff and resources to continue to develop teachers' effectiveness in the classroom and provide additional learning opportunities and supports to meet the needs of unduplicated students in achieving grade-level reading proficiency by 3rd grade • Staff development for teachers, support staff, and administrators in areas of first-best instruction in the Science of Reading. • Acadience assessments • 95% Group intervention materials and Walk-To-Intervention protocols Staff includes: • Teacher on Special Assignment (TOSA)	$823,342.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Multi-Tiered System of Support for Academics	Staff throughout the district will collaborate with educational partners to continue to develop and refine a Multi-Tiered System of Support. This system aims to support staff and students in best first instruction in the classroom. In addition, tier 2 and tier 3 support will be provided and refined to ensure the success of all students. • Staff development for counselors, teachers, support staff, and administrators in areas of academic development. • Staff development for counselors, teachers, support staff, and administrators in areas of first-best instruction. • Staff development for counselors, teachers, support staff, and administrators in strategies to reduce Math Anxiety. • Implementation of the Writing Rope framework. • Implementation of the Keys to Content Literacy. • Implementation of The Science of Reading. • Implementation of Universal Design for Learning (UDL) and other evidence-based best practices with fidelity. • Implementation of cooperative learning strategies with fidelity. • Implementation of Concrete Representational Abstract (CRA) framework in Math. • Implementation of newly adopted math curriculum (K-8). • Implementation of a full array of assessments (screeners, diagnostics, formative, summative). • Extention activities like field trips, Spelling Bee, History Day, and Science Fair. • Academic support programs and interventions. • Supplemental materials and supplies to create engaging lessons and learning environments. • Refine, strengthen, and monitor the effective use of curriculum aligned with culturally relevant sustaining practices and trauma-informed practices. Staff includes: • Teachers on Special Assignment (TOSA) • Staff Development Days + 5 minutes/day for teachers (equivalent to 2 additional days). • Directors • Coordinators • Manager	$30,572,908.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Specialist • Library Staff • Clerical support This action addresses the lowest-performing groups and schools, as noted above in the Goal Explanation section, including Foster Youth, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities.		
1.3	College and Career Readiness Supports	Increase support for students to access courses and opportunities to produce life-long learners who will become responsible, contributing citizens able to function in a culturally diverse society. • Increase access and provide support for success in A-G courses with additional course sections and professional development for teachers. • Increase access and provide support for success in Career Technical Education (CTE) courses and pathways with additional course sections and professional development for teachers. • Increase access and provide support for success in college-level coursework (Dual Enrollment, Middle College Program) with additional sections and professional development for teachers. • Reduce barriers to Advanced Placement courses and exams by paying for exam fees, AP Readiness programs, and professional development for teachers • Pay for college assessments like PSAT and SAT. • Maintain opportunities for students to participate in college/career readiness activities. • Professional development for counselors, teachers, support staff, and administrators in areas of college and career readiness. • Outreach to students and families through targeted training and workshops in areas of academic development, and college and career readiness. • Career events to promote CTE pathways. • Create/Maintain college and career partnerships with local organizations, universities, and colleges. • Build post-secondary academic plans with students.	$15,029,274.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Staff includes: • Director • Guidance Techs • ROCP/CTE teachers • Teachers On Special Assignment (TOSA) • elementary/middle school STEAM teachers • elementary Music teachers • middle school choir teachers • high school World Language teachers (ASL) • middle school World Language teachers (Spanish) • Counselor on Special Assignment (COSA) This action addresses the lowest-performing groups and schools, as noted above in the Goal Explanation section.		
1.4	Foster Youth Supports	Val Verde will monitor and support the academic achievement, engagement, attendance, and graduation outcomes of our Foster Youth population through the following integrated supports: • Academic intervention and math tutoring aligned to individual student needs • Mentoring and case management support • Attendance monitoring and chronic absenteeism interventions • Behavioral and social-emotional supports aimed at reducing suspension rates • Transition support for students entering the district • Postsecondary planning and transition supports for students preparing for life after high school • Ongoing progress monitoring of graduation status, credit completion, and academic performance indicators Val Verde was identified for Differentiated Assistance based on the performance of our Foster Youth student group on the 2025 California School Dashboard, including indicators in Mathematics, Suspension Rate, Chronic Absenteeism, and Graduation Rate. The district will continue to work with RCOE to improve the accuracy of identifying Foster Youth in the	$344,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		student information system, which will improve the fidelity of support implementation.This action addresses the lowest-performing groups and schools, as noted above in the Goal Explanation section.		
1.5	English Learner Students Supports	EL support to improve the implementation of English language development (ELD) standards and improve English Learner Progress Indicator (ELPI) Resources and supports include: • English learner support personnel. • Professional development specific to the implementation of programs for ELs. • Designated and integrated ELD. • Direct support for students. Dual Language Immersion Newcomer Academy Mentors for ELs Tutoring/intervention Other Support Services for ELs • Family and community engagement for supporting ELs. • Supplemental instructional materials Staff includes: • Director • Coordinator • Teacher on Special Assignment (TOSA) • DLI Teachers • High school ELD/ELA teachers • Language Assessment Center Supervisor • Bilingual Assessment techs • Bilingual aides • Staff Development Day This action addresses the lowest-performing groups and schools, as noted above in the Goal Explanation section.	$11,602,856.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Long Term English Learner Students Supports	In addition to action 1.5, specific supports for LTEL students include: • One-on-one mentorship sessions through goal-setting and empathy interviews • Increased opportunities to engage with the language one-on-one • LTEL supplemental curriculum • Enrichment opportunities and support for LTELs • Professional development specific to supporting the specialized academic, linguistic, and engagement needs of LTELs This action addresses the lowest-performing groups and schools, as noted above in the Goal Explanation section.	$60,212.00	Yes
1.7	Special Education Teachers on Special Assignment	Personnel whose primary objective is to support the implementation of Universal Design for Learning (UDL) for students with exceptional needs in the least restrictive environment, including Preschool Least Restrictive Environment–Separate Setting. Staff includes: • Special Education Teachers on Special Assignment (TOSA) This action addresses the lowest-performing groups and schools, as noted above in the Goal Explanation section.	$3,085,750.00	No
1.8	Alternative Options	Provide diverse and accessible educational alternatives for students and families to tailor their educational experiences. This includes personnel, substitutes, extra duty, professional development, professional services, utilities, materials, and supplies for alternative school settings. These settings offer a non-traditional educational environment that provides additional options for low-income students and families. • Val Verde Academy • Student Success Academy Staff includes: • Teachers	$2,776,146.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Assistant Principals • Counseling Therapist • Clerical support		
1.9	Preschool	Provide funding to cover the cost of any unreimbursed costs of the preschool program to ensure consistent high-quality teachers and access for low-income and Foster Youth students, inclusive of students with exceptional needs and English Learner students.	$983,924.00	Yes
1.10	Class Size Reduction	Additional teachers to reduce class sizes for grades 4-12. • Grades 4-5 from 34 to 30 • Grades 6-12 from 37 to 35 for academic classes • Grades 6-12 from 54 to 50 for physical education classes and other applicable classes Additional teachers to reduce/eliminate combination classes in grades TK-2. Services directed and primarily effective for unduplicated students include morning meetings for social-emotional support, designated ELD time, and universal access.	$7,127,428.00	Yes
1.11	Literacy Intervention and Support	LREBG Action Provide additional instructional support through the use of substitute teachers and reading tutors at the elementary level to deliver targeted early literacy intervention for students in grades K–2. These supports will assist in implementing small-group and individualized reading instruction for students who are not meeting early literacy benchmarks. Research indicates that early intervention in foundational literacy skills is critical for long-term academic success, particularly for students in underserved populations. Providing dedicated personnel for early literacy allows classroom teachers to focus on Tier 1 instruction while intervention	$3,365,078.00	No

Action #	Title	Description	Total Funds	Contributing
		staff provide Tier 2 and Tier 3 supports aligned to student needs. These supports are designed to improve reading fluency, phonemic awareness, comprehension, and vocabulary development during the critical early years of literacy acquisition. Staff Includes: • 45 Impact Substitutes • 88 Reading Tutors Metric being used to monitor the action: Metric 1.8, 1.10 LREBG Funds supporting this action: $3,365,078.00 for the 26-27 school year		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Family Engagement: Val Verde Unified School District is committed to embracing a collaborative culture for students, families, teachers, staff, and the community that sustains exceptional family involvement and promotes the social, emotional, and academic growth of our students.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The goal emphasizes the district's commitment to fostering a collaborative culture that sustains exceptional family engagement and promotes the social, emotional, and academic growth of students. The family survey results indicate that families feel connected to schools, underscoring this goal's importance.

The district recognizes the ongoing need to support families in engaging with school sites. This includes offering classes to help families build their capacity to support students and collaborate as integral members of the school community. The actions in place, which have been effective in achieving high levels of family engagement, aim to reduce barriers to participation, sustain opportunities for families to learn about the district and additional community resources, and provide feedback on how the district might better serve students and families as measured by the included metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% Favorable School Connectedness (Annual LCAP Family Survey inclusive of families of students with exceptional needs and unduplicated student groups)	2023-2024 School Year All 93% AA 93% Hisp 94% Wht 91% LI 94% EL 96% SWD 93% FY 96%	2024-2025 School Year All 93% AA 94% Hisp 94% Wht 92% LI 94% EL 95% SWD 93% FY 85%	2025-2026 School Year All 94% AA 92% Hisp 95% Wht 92% LI 96% EL 96% SWD 95% FY 92%	2026-2027 School Year All at least 95% AA at least 95% Hisp at least 95% Wht at least 95% LI at least 95% EL at least 95% SWD at least 95% FY at least 95%	All - Increase of 1% AA - Decrease of 1% Hisp - Increase of 1% Wht - Increase of 1% LI - Increase of 2% EL - Maintained 0 change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						SWD - Increase of 2% FY - Decrease of 4%
2.2	# of Responses (Annual LCAP Family Survey inclusive of families of students with exceptional needs and unduplicated student groups)	2023-2024 School Year All 1,876 AA 164 responses Hisp 1,228 responses Wht 125 responses LI 1,487 responses EL 331 responses SWD 226 responses FY 32 responses	2024-2025 School Year All 1,084 AA 107 responses Hisp 744 responses Wht 75 responses LI 838 responses EL 188 responses SWD 143 responses FY 20 responses	2025-2026 School Year All 1,960 AA 148 responses Hisp 1,328 responses Wht 125 responses LI 1,540 responses EL 340 responses SWD 239 responses FY 36 responses	2026-2027 School Year All at least 4,000 responses AA at least 480 responses Hisp at least 3,120 responses Wht at least 150 responses LI at least 1,330 responses EL at least 780 responses SWD at least 470 responses FY at least 50 response	All - Increase of 84 AA - Decrease of 16 Hisp - Increase of 100 Wht - Maintained 0 change LI - Increase of 53 EL - Increase of 9 SWD - Increase of 13 FY - Increase of 4
2.3	Number of Family Engagement Courses/Events/Offerings (Family Engagement Center Sign-In Sheets)	2023-2024 School Year 308 courses/events/offerings • 308 supported families of Low-income students • 97 supported families of English Learner students	2024-2025 School Year 332 courses/events/offerings • 332 supported families of Low-income students • 72 supported families of English	2025-2026 School Year • 1,118 courses/events/offerings • 1,118 supported families of Low-income students • 285 supported families of	2026-2027 School Year At least 200 courses/events/offerings	• Increase of 810 Courses/Events/Offerings • Increase of 810 Support Families of Low-Income Students • Increase of 188 Supported Families

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 10 supported families of Foster Youth	Learner students • 12 supported families of Foster Youth	English Learner students • 15 supported families of Foster Youth		of English Learner Students • Increase of 5 Supported Families of Foster Youth
2.4	Number of Participants in Family Engagement Courses/Events/Offerings (Family Engagement Center Sign-In Sheets)	2023-2024 School Year 18,370 participants	2024-2025 School Year 23,860 participants	2025-2026 School Year 59,867 participants	2026-2027 School Year At least 10,000 participants	Increase of 41,497
2.5	Building Relationships Between School Staff and Families (Priority 3 Self-Reflection)	2023-2024 School Year Full Implementation and Sustainability	2024-2025 School Year Full Implementation and Sustainability	2025-2026 School Year Full Implementation and Sustainability	2026-2027 School Year Full Implementation and Sustainability	Maintained 0 change
2.6	Building Partnerships for Student Outcomes (Priority 3 Self-Reflection)	2023-2024 School Year Full Implementation and Sustainability	2024-2025 School Year Full Implementation and Sustainability	2025-2026 School Year Full Implementation and Sustainability	2026-2027 School Year Full Implementation and Sustainability	Maintained 0 change
2.7	Seeking Input for Decision-Making (Priority 3 Self-Reflection)	2023-2024 School Year Full Implementation and Sustainability	2024-2025 School Year Full Implementation and Sustainability	2025-2026 School Year Full Implementation and Sustainability	2026-2027 School Year Full Implementation and Sustainability	Maintained 0 change

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.

During the 2025–26 school year, Val Verde Unified School District continued to implement its family engagement strategies as planned, maintaining full operations of the Family Engagement Center and districtwide interpretation and translation services. The district maintained "Full Implementation and Sustainability" across all Priority 3 Self-Reflection tools (Metrics 2.5–2.7), reflecting the continued strength of the district's internal family engagement systems and infrastructure.

One of the most notable successes this year was the significant expansion in family engagement opportunities. The number of courses, events, and offerings grew from 332 to 1,118 (Metric 2.3), and total participation increased dramatically from 23,860 to 59,867 participants (Metric 2.4) — an increase of more than 36,000 participants over the prior year. This growth reflects a deliberate and sustained effort to increase the accessibility and reach of family engagement programming across all school sites, with continued focus on supporting families of low-income students, English Learners, and Foster Youth. The expansion of offerings represents a substantive positive shift in how the district is engaging its school community and signals that families are responding to more frequent and varied opportunities to connect with their schools.

In addition to the significant growth in event participation, family survey response rates (Metric 2.2) improved. Total responses district-wide increased from 1,084 to 1,960 — with several key subgroups seeing notable increases, including English Learners (188 to 340 responses) and Socioeconomically Disadvantaged (838 to 1,540 responses), both of which remain above the district's targets. This pattern suggests that families are actively attending more events and engaging with more programming, converting that engagement into formal survey participation. The district will continue to leverage this participation, strengthening outreach strategies and making the survey process more accessible and culturally responsive will be a priority in the coming year.

School connectedness data (Metric 2.1) also presented a mixed picture. While most family groups maintained or improved their connectedness levels — including Hispanic family groups (95%), Socioeconomically Disadvantaged family groups (96%), and English Learners (96%) — African American family group connectedness declined to 92%, a decrease of 7% from the prior year. This decline is particularly concerning given the expanded programming available and suggests that more targeted, relationship-based outreach and support may need to be provided in the upcoming year. The high mobility of the Foster Youth population continues to be a structural challenge that impacts the consistency and depth of family connection for this group.

Overall, the 2025–26 school year reflected meaningful progress in expanding the reach and volume of family engagement opportunities, highlighting increased family participation in parent involvement in both community events and district surveys.

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.

Goal 2 actions were implemented with strong alignment between budgeted and actual expenditures, with no material differences to report.

Family Engagement Center (Action 2.1): The Family Engagement Center continued to operate as planned, providing a full range of family engagement courses, events, cultural programming, wellness workshops, and outreach services for low-income, English Learner, and Foster Youth families. Actual expenditures ($3,957,261) came in slightly below the planned budget ($4,122,999), reflecting minor variations in staffing and programming costs. The delivery of services was not impacted, as the full scope of Family Engagement Center programming was carried out as intended throughout the year, contributing to the significant increase in participation and events documented under Metrics 2.3 and 2.4, as well as increases in survey participation as documented under Metric 2.2.

Interpretation and Translation Services (Action 2.2):
Districtwide interpretation and translation services continued to be provided as planned, ensuring that non-English-speaking families, particularly English Learner families, had equitable access to school communications, meetings, events, educational resources, and district services. Interpretation and translation support remained critical to promoting meaningful family engagement, increasing access to information, and reducing communication barriers between schools and multilingual families across the district. Actual expenditures ($2,499,676) came in below the planned budget ($2,813,812), reflecting variations in staffing utilization, vacancies, and fluctuations in the volume and type of translation and interpretation requests throughout the school year. The district also continued identifying and implementing more cost-effective methods for providing interpretation and translation services, including increased utilization of multilingual staff, streamlined translation processes, expanded use of technology-based translation supports, and improved coordination of districtwide interpretation services. These operational efficiencies helped reduce expenditures while maintaining consistent service levels for families. Despite the expenditure variance, interpretation and translation services continued to be delivered with fidelity throughout the year, and families did not experience any reduction in access to language support services, translated materials, or interpretation assistance during school meetings, events, or communications.

Overall, Goal 2 actions were implemented as intended, and the differences between planned and actual expenditures were not the result of reductions in service; rather, they reflect natural variations in staffing and operational costs. The district remains committed to ensuring that all families, particularly those from historically underrepresented groups, have equitable access to the engagement opportunities and language support services they need to be active partners in their children's education.

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

The actions under Goal 2 yielded strong results this year, with meaningful growth across nearly all family engagement metrics.

Family Engagement Center (Action 2.1): Family Engagement Center demonstrated exceptional effectiveness in expanding the reach and impact of family engagement programming districtwide. The number of courses, events, and offerings grew significantly from 332 to 1,118 — an increase of 810 offerings (Metric 2.3) — and total participation surged from 23,860 to 59,867 participants (Metric 2.4), an increase of over 41,000 participants from the baseline. Families supported through low-income programming increased by 810, English Learner families supported increased by 1, and Foster Youth families supported increased by 4 (Metric 2.3). School connectedness (Metric 2.1) remained high or improved across most student groups, with All Students increasing to 94% (+1%), Hispanic families increasing to 95% (+1%), White families increasing to 92% (+2%), Low-Income families maintaining at 96%, and Students with Disabilities increasing to 95% (+2%). Survey response rates (Metric 2.2) also showed broad improvement, with All Students increasing by 84 responses, Hispanic families increasing by 100 responses, Low-Income families increasing by 53, English Learners increasing by 9, and Students with Disabilities increasing by 13, and Foster Youth increasing by 4%, all positive trends from the prior year. The one area of continued focus remains Foster Youth connectedness,

which declined to 92%, a decrease of 4% from the baseline, suggesting that despite the overall growth in programming and participation, more targeted and relationship-based outreach is still needed to ensure Foster Youth families feel consistently connected to their school communities.

Interpretation and Translation Services (Action 2.2): Interpretation and Translation Services continued to serve as a critical foundation for equitable family engagement across the district. By ensuring that non-English-speaking families have consistent access to school communications, events, and services in their home language, this action directly supports the connectedness gains seen among English Learner families (Metric 2.1) and contributed to the increase in English Learner survey responses (Metric 2.2). The sustained high connectedness among English Learner families reflects the ongoing impact of removing language barriers as a precondition for meaningful family engagement.

Overall, Goal 2 actions reflect a highly successful year of family engagement implementation. The dramatic growth in programming offerings, total participation, and survey responses across most student groups demonstrates that the district's investment in the Family Engagement Center and interpretation and translation services is producing meaningful results. Families are taking advantage of district-provided workshops, courses, and classes, providing feedback and input via surveys, and becoming true partners with the district.

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

Reflecting on the significant progress made during the 2025–26 school year, Val Verde Unified School District will build on its momentum while implementing targeted refinements to further strengthen family engagement in the upcoming school year. The dramatic growth in courses and events (from 332 to 1,118 events), total participation (from 23,860 to 59,867 participants), and improved survey response rates across most student groups provides a strong foundation from which to continue expanding and deepening family engagement districtwide.

The Family Engagement Center (Action 2.1) will continue to deliver high-quality, culturally responsive programming for families of low-income students, English Learners, Foster Youth, and Students with Disabilities. Building on the success of this year's expanded offerings, the center will maintain its commitment to providing flexible, accessible programming that reflects the diverse schedules, interests, and lived experiences of the district's community. Continued collaboration with community partners and the expanded use of digital communication tools will help sustain and grow the high participation levels achieved this year. A renewed focus will be placed on further increasing survey participation, particularly among English Learner and Foster Youth families, as response rates for these groups — while improving — remain below district targets. The district will explore more intentional strategies for embedding survey opportunities within existing engagement activities to make participation more accessible and natural for families.

Special attention will continue to be given to Foster Youth families, whose school connectedness declined by 4% from baseline despite the overall growth in programming and participation. The district recognizes that the high mobility and unique circumstances of Foster Youth families require more targeted, relationship-based outreach that goes beyond traditional event-based engagement. Community liaisons will play an expanded role in building consistent, trust-based relationships with Foster Youth families, and transition supports will be strengthened to ensure newly enrolled Foster Youth students and their families are connected to the school community as quickly as possible.

Interpretation and Translation Services (Action 2.2) will continue to serve as a critical foundation for equitable family engagement, ensuring that language is never a barrier to family participation or school connectedness. The high connectedness levels maintained among English Learner families reflect the ongoing impact of this action, and the district will continue to invest in bilingual clerks, interpreters, and translated communications to sustain these gains.

While the overarching goal, metrics, and targets for Goal 2 remain unchanged, the district's approach will continue to evolve in response to data and family feedback. The adjustments planned for the upcoming school reflect a continued commitment to ensuring that every family, particularly those who have historically been hardest to reach, feels welcomed, empowered, and genuinely connected to their child's educational journey.

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	Family Engagement Center	Family engagement plays a pivotal role in our district, fostering a sense of connectedness and community that is invaluable to both students and educators. By prioritizing relationships between families, schools, and the broader educational community, our district not only enhances students' learning experiences but also strengthens the support system around them. Initiatives aimed at increasing family engagement, such as classes, events, and workshops, are instrumental in achieving this goal. Events and workshops further enrich the tapestry of family engagement within the district. From cultural celebrations to literacy nights and STEAM fairs, these gatherings provide opportunities for families to connect with one another and with educators in a relaxed and informative setting. Workshops focusing on digital literacy, mental health, and college and career readiness equip families with critical information and resources. Each of these initiatives underscores the district's commitment to building a community where education is a shared responsibility, and where every family feels valued, understood, and connected. Staff includes: • Family Engagement Specialist • Community Liaisons • Teacher on Special Assignment (TOSA) • Student Services Technician	$4,033,165.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Student Services Assistant Manager • Communications Technician • Family Engagement Center Manager • Clerical support		
2.2	Interpretation and Translation Services	Bilingual Clerks and interpretation and translation services will be provided at school sites and in departments as needed to facilitate and encourage engagement of the families of English Learner students.	$2,746,525.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Positive School Climate: The Val Verde Unified School District will maintain safe and effective learning environments where students develop positive social relationships and a sense of school connectedness.	Broad 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.

For the 2022-2023 school year, the District's Suspension Rate reported through the California School Dashboard places the District's status of 3.5% as medium with a decrease of 0.3 from the prior year. For the 2023-2024 school year, the District's Suspension rate reported through the California School Dashboard was 2.6%, a decrease of 0.9% from the previous year. During the 2024-2025 school year, the District's Suspension rate reported through the California School Dashboard was 2.7%, an increase of 0.1% from the previous year, resulting in a Yellow performance level overall for the district.

The District's Chronic Absenteeism Rate reported through the 2023 California School Dashboard placed the District's status of 30.4% as very high with a decrease of 4.7 from the prior year. The District's Chronic Absenteeism Rate reported through the 2024 California Dashboard was 23.9%, a decrease of 6.4% from the previous year. During the 2024-2025 school year, the District's Chronic Absenteeism Rate reported through the 2025 California School Dashboard was 24.1% an increase of 0.2% and places the district in the Red performance level.

Below are the Student Groups and Schools that received Red indicators on the 2023 California School Dashboard for Suspension Rate and/or Chronic Absenteeism Rate.
This data indicates the District needs to continue to be more proactive in meeting the social-emotional needs of students and reduce the barriers to attendance. All actions below are designed to specifically address these Student Groups, Schools, and Student Groups at schools that received Red indicators on the 2023 California School Dashboard. Specific actions designed to address these Student Groups, Schools, and Student Groups at schools that received Red indicators on the 2023 California School Dashboard are indicated following the indicator.

Student Groups at the District level receiving the lowest performance level on one or more state indicators on the 2023 Dashboard:

- Two or More Races student group - Chronic Absenteeism Rate (32.5%, 0 change)

Schools receiving the lowest performance level on one or more state indicators on the 2023 Dashboard:

- Mary McLeod Bethune Elementary - Chronic Absenteeism Rate (43.5%, +14 change) 3.1, 3.2, 3.5
- March Middle - Chronic Absenteeism Rate (27.5%, 0 change) 3.1, 3.2, 3.5

- Mead Valley Elementary - Chronic Absenteeism Rate (36.6%, +6.7% change) 3.1, 3.2, 3.5

Student Groups at the school level receiving the lowest performance level on one or more state indicators on the 2023 Dashboard:

1. African American
   - Citrus Hill High - Suspension Rate (21.3%, +7 change) action 3.1
   - March Middle - Chronic Absenteeism Rate (27.5%, +2 change) actions 3.1, 3.2, 3.5
   - Rainbow Ridge Elementary - Suspension Rate (10.5%, +4 change) actions 3.1, 3.3, Chronic Absenteeism Rate (40.8%, 0 change) actions 3.1, 3.2, 3.5
   - Tomas Rivera Middle - Suspension Rate (20.6%, +1 change) action 3.1
   - Val Verde High - Suspension Rate (10.9%, +3 change) action 3.1
   - Vista Verde Middle - Suspension Rate (13.5%, +1 change) action 3.1
2. Hispanic
   - March Middle - Chronic Absenteeism Rate (28.2%, +1 change) actions 3.1, 3.2, 3.5
   - Mary McLeod Bethune Elementary - Chronic Absenteeism Rate (45.0%, +18 change) actions 3.1, 3.2, 3.5
   - Mead Valley Elementary - Chronic Absenteeism Rate (36.3%, +6 change) actions 3.1, 3.2, 3.5
   - Val Verde Elementary - Suspension Rate (3.7%, +2 change) actions 3.1, 3.3
3. White
   - Lasselle Elementary - Chronic Absenteeism Rate (27.9%, +11 change) actions 3.1, 3.2, 3.5
   - May Ranch Elementary - Chronic Absenteeism Rate (33.3%, +1 change) actions 3.1, 3.2, 3.5
   - Vista Verde Middle - Chronic Absenteeism Rate (36.8%, +2 change) actions 3.1, 3.2, 3.5
4. Socioeconomically Disadvantaged
   - March Middle - Chronic Absenteeism Rate (28.6%, 0 change) actions 3.1, 3.2, 3.5
   - Mary McLeod Bethune Elementary - Chronic Absenteeism Rate (43.6%, +13 change) actions 3.1, 3.2, 3.5
   - Mead Valley Elementary - Chronic Absenteeism Rate (36.8%, +6 change) actions 3.1, 3.2, 3.5
   - Val Verde Elementary - Chronic Absenteeism Rate (46.3%, +1 change) actions 3.1, 3.2, 3.5
5. Foster
   - Orange Vista High - Suspension Rate (21.3%, +16 change) action 3.1
6. Homeless
   - Manuel L. Real Elementary - Chronic Absenteeism Rate (57.7%, +8 change) actions 3.1, 3.2, 3.5
   - Mary McLeod Bethune Elementary - Chronic Absenteeism Rate (53.4%, +17 change) actions 3.1, 3.2, 3.5
   - May Ranch Elementary - Chronic Absenteeism Rate (31.1%, +1 change) actions 3.1, 3.2, 3.5
   - Mead Valley Elementary - Chronic Absenteeism Rate (49.3%, +6 change) actions 3.1, 3.2, 3.5
   - Orange Vista High - Suspension Rate (13.6%, +8 change) action 3.1
7. English Learner
   - Mary McLeod Bethune Elementary - Chronic Absenteeism Rate (43.6%, +22 change) actions 3.1, 3.2, 3.5
   - Mead Valley Elementary - Chronic Absenteeism Rate (32.7%, +8 change) actions 3.1, 3.2, 3.5
   - Val Verde Elementary - Suspension Rate (4.6%, +4 change) action 3.1, 3.3
   - Vista Verde Middle - Suspension Rate (12.3%, +9 change) action 3.1
8. Students with Disabilities
   - Mary McLeod Bethune Elementary - Chronic Absenteeism Rate (57.9%, +9 change) actions 3.1, 3.2, 3.5

- Mead Valley Elementary - Chronic Absenteeism Rate (46.4%, +16 change) actions 3.1, 3.2, 3.5
- Orange Vista High - Suspension Rate (12.0%, +1 change) actions 3.1, 3.4
- Sierra Vista Elementary - Suspension Rate (6.7%, +4 change) actions 3.1, 3.4
- Val Verde High - Suspension Rate (12.2%, +5 change) actions 3.1, 3.4
- Victoriano Elementary - Suspension Rate (6.2%, +4 change) actions 3.1, 3.3, 3.4

Below are the Student Groups and Schools that received Red indicators on the 2024 California School Dashboard for Suspension Rate and/or Chronic Absenteeism Rate.
This data indicates the District needs to continue to be more proactive in meeting the social-emotional needs of students and reduce the barriers to attendance. All actions below are designed to specifically address these Student Groups, Schools, and Student Groups at schools that received Red indicators on the 2024 California School Dashboard. Specific actions designed to address these Student Groups, Schools, and Student Groups at schools that received Red indicators on the 2024 California School Dashboard are indicated following the indicator.

Student Groups at the District level receiving the lowest performance level on one or more state indicators on the 2024 Dashboard:
- Pacific Islander - Suspension Rate (11.3%, +3.3% change) actions 3.1, 3.2, 3.5

Schools receiving the lowest performance level on one or more state indicators on the 2024 Dashboard:
- None

Student Groups at the school level receiving the lowest performance level on one or more state indicators on the 2024 Dashboard:
1. African American
   - Citrus Hill High - Suspension Rate (22.7%, +1.5% change) action 3.1
   - Lasselle Elementary - Chronic Absenteeism Rate (24.1%, +2.6% change) actions 3.1, 3.2, 3.5, Suspension Rate (4.7%, +2.1% change) actions 3.1, 3.3
   - Mary McLeod Bethune Elementary - Chronic Absenteeism Rate (36%, +0.1 change) actions 3.1, 3.2, 3.5
   - Orange Vista High - Suspension Rate (10.6%, +0.2% change) action 3.1
   - Val Verde High - Suspension Rate (22.6%, +11.6% change) action 3.1
2. Hispanic
   - Victoriano Elementary - Chronic Absenteeism Rate (21.5%, +0.3% change) actions 3.1, 3.2, 3.5
3. White
   - None
4. Two or More Races
   - Vista Verde Middle - Chronic Absenteeism Rate (25.7%, +15.7% change) actions 3.1, 3.2, 3.5
5. Socioeconomically Disadvantaged
   - None
6. Foster
   - Citrus Hill High - Suspension Rate (30.3%, +6.5% change) action 3.1
   - Rancho Verde High - Suspension Rate (11.4%, +8.7% change) action 3.1

- Val Verde High - Suspension Rate (26.8%, +18.9% change) actions 3.1, 3.4

7. Homeless
   - Columbia Elementary - Chronic Absenteeism Rate (40.2%, +1.8% change) actions 3.1, 3.2, 3.5
   - Sierra Vista Elementary - Chronic Absenteeism Rate (47.3%, +12.1% change) actions 3.1, 3.2, 3.5
   - Tomas Rivera Middle - Chronic Absenteeism Rate (31.1%, +0.8% change) actions 3.1, 3.2, 3.5
   - Vista Verde Middle - Chronic Absenteeism Rate (41.9%, +9.6% change) actions 3.1, 3.2, 3.5
8. English Learner
   - Avalon Elementary - Chronic Absenteeism Rate (23.1%, +1.8% change) actions 3.1, 3.2, 3.5
   - March Middle - Chronic Absenteeism Rate (33.1%%, +1.3% change) actions 3.1, 3.2, 3.5
9. Long-term English Learners
   - March Middle - Chronic Absenteeism Rate (37.5%, +0.5% change) actions 3.1, 3.2, 3.5
10. Students with Disabilities
   - March Middle - Chronic Absenteeism Rate (38.4%%, +3.8% change) actions 3.1, 3.2, 3.5
   - Sierra Vista Elementary - Chronic Absenteeism Rate (35.7%, + 0.8% change) actions 3.1, 3.2, 3.5
   - Val Verde High - Suspension Rate (16.2%, +4% change) actions 3.1, 3.4

**Below are the Student Groups and Schools that received Red indicators on the 2025 California School Dashboard for Suspension Rate and/or Chronic Absenteeism Rate.
This data indicates the District needs to continue to be more proactive in meeting the social-emotional needs of students and reduce the barriers to attendance. All actions below are designed to specifically address these Student Groups, Schools, and Student Groups at schools that received Red indicators on the 2025 California School Dashboard. Specific actions designed to address these Student Groups, Schools, and Student Groups at schools that received Red indicators on the 2025 California School Dashboard are indicated following the indicator.

Student Groups at the District level receiving the lowest performance level on one or more state indicators on the 2025 Dashboard:
- All Students - Chronic Absenteeism Rate (24.1%, +0.2% change) actions 3.1, 3.2, 3.5
- Long-term English Learners - Chronic Absenteeism (29.5%, +6.9% change) actions 3.1, 3.2, 3.5
- Foster Youth - Suspension Rate (13%, +3.4% change), Chronic Absenteeism (32.8%, +12.5% change) actions 3.1, 3.2, 3.5
- Pacific Islander - Suspension Rate (11.3%, +3.3% change) actions 3.1, 3.2, 3.5
- Homeless - Chronic Absenteeism Rate (35.7%, +1.6% change) actions 3.1, 3.2, 3.5
- Socioeconomically Disadvantaged - Chronic Absenteeism Rate (25.4%, +0.5% change) actions 3.1, 3.2, 3.5
- Students with Disabilities - Chronic Absenteeism Rate (31.9%, +0.9% change) actions 3.1, 3.2, 3.5
- Black/African American - Chronic Absenteeism Rate (25.9%, +0.7% change) actions 3.1, 3.2, 3.5
- Hispanic - Chronic Absenteeism Rate (24.3%, +0.3% change) actions 3.1, 3.2, 3.5
- Two or More Races - Chronic Absenteeism Rate (30.8%, 0% change) actions 3.1, 3.2, 3.5

Schools receiving the lowest performance level on one or more state indicators on the 2025 Dashboard:
- Rainbow Ridge Elementary - Chronic Absenteeism (26.8%, +0.3% change) actions 3.1, 3.2, 3.5
- Tomas Rivera Middle - Chronic Absenteeism Rate (24.9%, +4.1% change) actions 3.1, 3.2, 3.5
- Val Verde Elementary - Chronic Absenteeism (32.1%, +3.2% change) actions 3.1, 3.2, 3.5

- Val Verde High - Suspension Rate (29%, +15.1% change) actions 3.1, 3.2
- Vista Verde Middle - Chronic Absenteeism (25.3%, +2.3% change) actions 3.1, 3.2, 3.5

Student Groups at the school level receiving the lowest performance level on one or more state indicators on the 2025 Dashboard:

1. African American
   - Citrus Hill High - Suspension Rate (27.9%, +5.2% change) action 3.1
   - Lakeside Middle - Chronic Absenteeism (38.4%, +16.3% change) actions 3.1, 3.2, 3.5
   - Orange Vista High - Suspension Rate (11.7%, +1.1% change) action 3.1
   - Triple Crown Elementary - Chronic Absenteeism (22.8%, +5.6% change) actions 3.1, 3.2, 3.5
   - Val Verde Elementary - Chronic Absenteeism (44.4%, +16.8% change) actions 3.1, 3.2, 3.5
   - Victoriano Elementary - Chronic Absenteeism (20.1%, +1.7% change) actions 3.1, 3.2, 3.5
2. Hispanic
   - Lakeside Middle - Chronic Absenteeism (30.3%, +8.1% change) actions 3.1, 3.2, 3.5
   - Lasselle Elementary - Chronic Absenteeism (20.9%, +0.9% change) actions 3.1, 3.2, 3.5
   - March Middle - Chronic Absenteeism (24.7%, +0.1% change) actions 3.1, 3.2, 3.5
   - Rainbow Ridge Elementary - Chronic Absenteeism (27.6%, +0.1% change) actions 3.1, 3.2, 3.5
   - Tomas Rivera Middle - Chronic Absenteeism (24.1%, +3.4% change) actions 3.1, 3.2, 3.5
   - Val Verde Elementary - Chronic Absenteeism (31.2%, +2.3% change) actions 3.1, 3.2, 3.5
   - Val Verde Student Success Academy - Suspension Rate (27.9%, +16.8% change) actions 3.1, 3.2
   - Victoriano Elementary - Chronic Absenteeism Rate (25%, +3.5% change) actions 3.1, 3.2, 3.5
3. White
   - Lakeside Middle - Chronic Absenteeism (24.2%, +2.6% change) actions 3.1, 3.2, 3.5
4. Two or More Races
   - Lakeside Middle - Chronic Absenteeism (30.2%, +20.2% change) actions 3.1, 3.2, 3.5
   - Lasselle Elementary - Suspension Rate (7.5%, +7.5% change) actions 3.1, 3.2
   - Sierra Vista Elementary - Suspension Rate (10.5%, +8.4% change), Chronic Absenteeism (55.6%, +22.2% change) actions 3.1, 3.2, 3.5
   - Victoriano Elementary - Chronic Absenteeism (26.3%, +4.7% change) actions 3.1, 3.2, 3.5
   - Vista Verde Middle - Chronic Absenteeism Rate (38.9%, +13.2% change) actions 3.1, 3.2, 3.5
5. Socioeconomically Disadvantaged
   - Lakeside Middle - Chronic Absenteeism (32.7%, +10.2% change) actions 3.1, 3.2, 3.5
   - Lasselle Elementary - Chronic Absenteeism (24%, +1.2% change) actions 3.1, 3.2, 3.5
   - Rainbow Ridge Elementary- Chronic Absenteeism (28.4%, +1.1% change) actions 3.1, 3.2, 3.5
   - Sierra Vista Elementary - Chronic Absenteeism (27.3%, +0% change) actions 3.1, 3.2, 3.5
   - Tomas Rivera Middle - Chronic Absenteeism (25.3%, +3.7% change) actions 3.1, 3.2, 3.5
   - Triple Crown Elementary - Chronic Absenteeism (20.9%, +1.7% change) actions 3.1, 3.2, 3.5
   - Val Verde Elementary - Chronic Absenteeism (32.5%, +2.8% change) actions 3.1, 3.2, 3.5
   - Val Verde Student Success Academy - Suspension Rate (27.7%, +13.6% change) actions 3.1, 3.2
   - Victoriano Elementary - Chronic Absenteeism (20.3%, -0.4%% change) actions 3.1, 3.2, 3.5
   - Vista Verde Middle - Chronic Absenteeism (26.5%, +1.6% change) actions 3.1, 3.2, 3.5

6. Foster
    - Citrus Hill High - Suspension Rate (50%, +19.7% change) action 3.1
    - Orange Vista High - Suspension Rate (15.2%, +1.9% change) actions 3.1
    - Rancho Verde High - Suspension Rate (21.9%, +10.4% change) action 3.1
7. Homeless
    - Lakeside Middle - Chronic Absenteeism Rate (39.5%, +20.2% change) actions 3.1, 3.2, 3.5
    - Lasselle Elementary - Chronic Absenteeism (37.3%, +5.6% change) actions 3.1, 3.2, 3.5
    - Manuel L. Real Elementary - Chronic Absenteeism (26.2%, +0.1% change) actions 3.1, 3.2, 3.5
    - Mary McLeod Bethune Elementary - Chronic Absenteeism (49.1%, +0.9% change) actions 3.1, 3.2, 3.5
    - May Ranch Elementary - Chronic Absenteeism (26.8%, +5.7% change) actions 3.1, 3.2, 3.5
    - Tomas Rivera Middle - Chronic Absenteeism Rate (44.2%, +13.1% change) actions 3.1, 3.2, 3.5
    - Triple Crown Elementary - Chronic Absenteeism (26.2%, +6.9% change) actions 3.1, 3.2, 3.5
    - Val Verde Elementary - Chronic Absenteeism (46.6%, +8.1% change) actions 3.1, 3.2, 3.5
8. English Learner
    - Lakeside Middle - Chronic Absenteeism Rate (25%, +4.4% change) actions 3.1, 3.2, 3.5
    - March Middle - Chronic Absenteeism Rate (35.2%%, +2.1% change) actions 3.1, 3.2, 3.5
    - Sierra Vista Middle - Chronic Absenteeism (23.7%, +0.7% change) actions 3.1, 3.2, 3.5
    - Tomas Rivera Middle - Chronic Absenteeism (25.7%, +5.8% change) actions 3.1, 3.2, 3.5
    - Triple Crown Elementary - Chronic Absenteeism (21.8%, +3.8% change) actions 3.1, 3.2, 3.5
    - Val Verde Elementary - Chronic Absenteeism (25.3%, +2.8% change) actions 3.1, 3.2, 3.5
    - Vista Verde Middle - Chronic Absenteeism (23%, +2.6% change) actions 3.1, 3.2, 3.5
9. Long-term English Learners
    - Lakeside Middle - Chronic Absenteeism (24.1%, +2.9% change) actions 3.1, 3.2, 3.5
    - March Middle - Chronic Absenteeism Rate (40.2%, +2.7% change) actions 3.1, 3.2, 3.5
    - Tomas Rivera Middle - Chronic Absenteeism (30.1%, +7% change) actions 3.1, 3.2, 3.5
    - Vista Verde Middle - Chronic Absenteeism (27.7%, +6.4% change) actions 3.1, 3.2, 3.5
10. Students with Disabilities
    - Citrus Hill High - Suspension Rate (13.8%, +3.7% change) actions 3.1, 3.2
    - Lakeside Middle - Chronic Absenteeism (39%, +15.6% change) actions 3.1, 3.2, 3.5
    - Orange Vista High - Suspension Rate (9.4%%, +4% change) actions 3.1, 3.2
    - Rainbow Ridge Elementary - Chronic Absenteeism (37%, +5.3% change) actions 3.1, 3.2, 3.5
    - Sierra Vista Elementary - Chronic Absenteeism Rate (36.4%, + 0.6% change) actions 3.1, 3.2, 3.5
    - Tomas Rivera Middle - Chronic Absenteeism (35.5%, +3.3% change) actions 3.1, 3.2, 3.5
    - Triple Crown Elementary - Chronic Absenteeism (27%, +1.3% change) actions 3.1, 3.2, 3.5
    - Val Verde Elementary - Chronic Absenteeism (37.6%, +6.1% change) actions 3.1, 3.2, 3.5
    - Vista Verde Middle - Chronic Absenteeism (40%, +9.7% change) actions 3.1, 3.2, 3.5

The metrics below include measurements of student perceptions, discipline, and attendance data that help the district monitor and evaluate progress toward this goal. The actions included are meant to increase the number of caring adults on campuses to improve students' sense of safety and respond to their social-emotional needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension Rate Indicator (California School Dashboard)	2022-2023 School Year All 3.5% AA 7.4% Hisp 3.0% Wht 3.2% LI 3.7% EL 3.0% SWD 6.5% FY 12.2% HY 3.3% 2+ 4.0%	2023-2024 School Year All 2.6% AA 5.9% Hisp 2.2% Wht 2.3% LI 2.8% EL 2.0% SWD 4.3% FY 9.6% HY 2.1% 2+ 2.5%	2024-2025 School Year All 2.7% AA 6.0% Hisp 2.2% Wht 1.7% LI 2.8% EL 2.0% SWD 4.5% FY 13.0% HY 2.3% 2+ 5.1%	2025-2026 School Year All 4.0% or less AA 4.5% or less Hisp 4.5% or less Wht 4.5% or less LI 4.5% or less EL 4.5% or less SWD 4.5% or less FY 4.5% or less HY 4.5% or less 2+ 4.5% or less	All - Decrease of 0.8% AA - Decrease of 1.4% Hisp Decrease of 0.8% Wht - Decrease of 1.5% LI - Decrease of 0.9% EL - Decrease of 1.0% SWD - Decrease of 2.0% FY - Increase of 0.8% HY - Decrease of 1.0% 2+ - Increase of 1.1%
3.2	Expulsion Rate (DataQuest)	2022-2023 School Year All 0% AA 0% Hisp 0% Wht 0% LI 0% EL 0% SWD 0% FY 0% HY 0%	2023-2024 School Year All 0.01% AA 0.01% Hisp 0.01% Wht 0% LI 0% EL 0% SWD 0% FY 0% HY 0%	2024-2025 School Year All 0.0% AA 0.1% Hisp 0.0% Wht 0.0% LI 0.0% EL 0.0% SWD 0.1% FY 0.0% HY 0.1%	2025-2026 School Year All less than 0.5% AA less than 0.5% Hisp less than 0.5% Wht less than 0.5% LI less than 0.5% EL less than 0.5% SWD less than 0.5% FY less than 0.5% HY less than 0.5%	All - Maintained 0 change AA - Increase of 0.01% Hisp -Maintained 0 change Wht - Maintained 0 change LI - Maintained 0 change EL - Increase of 0.01% SWD - Increase of 0.01%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						FY - Maintained 0 change HY - Increase of 0.01%
3.3	% Favorable School Connectedness (Annual LCAP Student Climate Survey Grades 3-5)	2023-2024 School Year All 77% AA 72% Hisp 77% Wht 77% LI 76% EL 76% SWD 71% FY 72% HY 74% 2+ 76%	2024-2025 School Year All 78% AA 71% Hisp 80% Wht 80% LI 78% EL 78% SWD 73% FY 73% HY 78% 2+ 76%	2025-2026 School Year All 74% AA 67% Hisp 75% Wht 74% LI 74% EL 74% SWD 69% FY 74% HY 73% 2+ 67%	2026-2027 School Year All at least 80% AA at least 80% Hisp at least 80% Wht at least 80% LI at least 80% EL at least 80% SWD at least 80% FY at least 80% HY at least 80% 2+ at least 80%	All - Decrease of 3% AA - Decrease of 5% Hisp - Decrease of 2% Wht - Decrease of 3% LI - Decrease of 2% EL - Decrease of 2% SWD - Decrease of 2% FY - Increase of 2% HY - Decrease of 1% 2+ - Decrease of 7%
3.4	% Favorable School Connectedness (Annual LCAP Student Climate Survey Grades 6-12)	2023-2024 School Year All 57% AA 53% Hisp 56% Wht 59% LI 56% EL 56% SWD 56% FY 58% HY 56% 2+ 55%	2024-2025 School Year All 57% AA 55% Hisp 57% Wht 56% LI 57% EL 57% SWD 56% FY 57% HY 56% 2+ 56%	2025-2026 School Year All 58% AA 54% Hisp 59% Wht 58% LI 58% EL 58% SWD 56% FY 58% HY 57% 2+ 56%	2026-2027 School Year All at least 70% AA at least 70% Hisp at least 70% Wht at least 70% LI at least 70% EL at least 70% SWD at least 70% FY at least 70% HY at least 70% 2+ at least 70%	All - Increase of 1% AA - Increase of 1% Hisp - Increase of 3% Wht - Decrease of 1% LI - Increase of 2% EL - Increase of 2% SWD - Maintained 0 change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						FY - Maintained 0 change HY - Increase of 1% 2+ - Increase of 1%
3.5	Attendance Rate (Student Information System)	2023-2024 School Year (P-2) All 93.3% AA 93.1% Hisp 93.2% Wht 93.3% LI 93.1% EL 93.4% SWD 91.0% FY 92.8% HY 91.3%	2024-2025 School Year (P-2) All 92.9% AA 92.9% Hisp 92.8% Wht 93.2% LI 92.7% EL 93.2% SWD 90.1% FY 91.1% HY 90.9%	2025-2026 School Year All 94.2% AA 94.1% Hisp 94.2% Wht 94.8% LI 94.1% EL 94.5% SWD 92.8% FY 91.9% HY 91.9%	2026-2027 School Year (P-2) All at least 95% AA at least 95% Hisp at least 95% Wht at least 95% LI at least 95% EL at least 95% SWD at least 95% FY at least 95% HY at least 95%	All Increase of 0.8% AA Increase of 1.0% Hisp Increase of 1.0% Wht Increase of 1.5% LI Increase of 1.0% EL Increase of 1.1% SWD Increase of 1.8% FY Decrease of 0.9% HY Increase of 0.6%
3.6	Chronic Absenteeism Rate (California School Dashboard and CALPADS)	2022-2023 School Year All 30% AA 31% Hisp 31% Wht 30% LI 32% EL 29% SWD 40% FY 33% HY 42.6% 2+ 32.5%	2023-2024 School Year All 23.9% AA 25.2% Hisp 24% Wht 23.4% LI 25% EL 21.5% SWD 31% FY 20.3% HY 34.1% 2+ 30.8%	2025-2026 School Year All 24.1% AA 25.9% Hisp 24.3% Wht 18.3% LI 25.4% EL 21.0% SWD 31.9% FY 32.8% HY 35.7% 2+ 30.8%	2026-2027 School Year All 10% or less AA 10% or less Hisp 10% or less Wht 10% or less LI 10% or less EL 10% or less SWD 10% or less FY 10% or less HY 10% or less 2+ 10% or less	All - Decrease of 5.9% AA - Decrease of 5.1% Hisp Decrease of 6.7% Wht - Decrease of 11.7% LI - Decrease of 6.6% EL - Decrease of 8.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						SWD - Decrease of 8.1% FY - Decrease of 0.2% HY - Decrease of 6.9% 2+ - Decrease of 1.7%
3.7	% Favorable VVUSD Police (Annual VVUSD Police Survey)	2023-2024 School Year All 79% AA 73% Hisp 80% Wht 77% LI 78% EL 79% SWD 77% FY 70% HY 78%	2024-2025 School Year All 79% AA 74% Hisp 78% Wht 80% LI 79% EL 79% SWD 78% FY 72% HY 78%	2025-2026 School Year Metric has been discontinued.	2026-2027 School Year All at least 80% AA at least 80% Hisp at least 80% Wht at least 80% LI at least 80% EL at least 80% SWD at least 80% FY at least 80% HY at least 80%	All - Maintained 0 change AA - Increase of 1% Hisp - Decrease of 2% Wht - Increase of 3% LI - Increase of 1% EL - Maintained 0 change SWD - Increase of 1% FY - Increase of 2% HY Maintained 0 change
3.8	% Favorable VVUSD Safety (Annual LCAP Student Climate Survey Grades 3-8)	2023-2024 School Year All 69% AA 59% Hisp 70% Wht 60% LI 67% EL 67% SWD 62% FY 59% HY 66% 2+ 66%	2024-2025 School Year All 67% AA 59%% Hisp 68% Wht 66%% LI 68% EL 66% SWD 61% FY 58% HY 65% 2+ 67%	2025-2026 School Year All 69% AA 60% Hisp 70% Wht 77% LI 71% EL 67% SWD 63% FY 61% HY 68% 2+ 63%	2026-2027 School Year All at least 70% AA at least 70% Hisp at least 70% Wht at least 70% LI at least 70% EL at least 70% SWD at least 70% FY at least 70% HY at least 70% 2+ at least 70%	All - Maintained 0 change AA - Increase of 1% Hisp - Maintained 0 change Wht - Increase of 7% LI - Increase of 4% EL - Maintained 0 change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						SWD - Increase of 1% FY - Increase of 2% HY Increase of 2% 2+ Decrease of 3%
3.9	% Favorable VVUSD Safety (Annual LCAP Student Climate Survey Grades 9-12)	2023-2024 School Year All 66% AA 60% Hisp 67% Wht 63% LI 65% EL 61% SWD 63% FY 64% HY 64% 2+ 61%	2024-2025 School Year All 67% AA 58% Hisp 67% Wht 66% LI 66% EL 63% SWD 62% FY 59% HY 66% 2+ 61%	2025-2026 School Year All 70% AA 62% Hisp 71% Wht 70% LI 69% EL 66% SWD 66% FY 63% HY 69% 2+ 64%	2023-2024 School Year All at least 80% AA at least 80% Hisp at least 80% Wht at least 80% LI at least 80% EL at least 80% SWD at least 80% FY at least 80% HY at least 80% 2+ at least 80%	All - Increase of 4% AA - Increase of 2% Hisp - Increase of 4% Wht - Increase of 7% LI - Increase of 4% EL - Increase of 4% SWD - Increase of 3% FY - Decrease of 1% HY Increase of 5% 2+ Increase of 3%

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.

During the 2025–26 school year, Val Verde Unified School District continued its commitment to fostering safe, inclusive, and supportive learning environments through the full implementation of all six actions on goal 3. The district deployed a comprehensive range of supports, including Social-Emotional Learning (SEL) instruction, expanded counseling services, restorative practices, attendance improvement initiatives, mental health intern services, and community-based resources, to address student engagement and school climate challenges, particularly for unduplicated pupils and student groups with historically lower performance outcomes. Overall, the implementation of Goal 3 actions aligned with the district's adopted plan.

Action 3.1 – Multi-Tiered System of Support for Climate and Culture was implemented as planned, district-wide. A significant success this year was the achievement of platinum PBIS coalition status by 22 school sites, reflecting the strong partnership between the Psychologist on Special Assignment and site-based PBIS Teachers. This recognition demonstrates meaningful fidelity in the implementation of positive behavioral frameworks. The districtwide suspension rate remained below the 3.5% baseline at 2.7% (Metric 3.1), with continued low rates for English Learners (2.0%) and Hispanic students (2.2%). However, the district experienced two significant challenges: Foster Youth suspension rates increased by 3.4% to 13%, and Two or More Races students increased by 2.6% to 5.1%, resulting in the district entering Differentiated Assistance for both groups on the 2025 CA Dashboard. These results indicate that current Tier 1 and Tier 2 supports have not yet produced sufficient improvement for these populations, and more targeted, equity-driven behavioral supports and restorative practices are needed.

Action 3.2 – Community Resource and Learning Center was implemented as planned and continued to serve as a critical support for low-income students. The Center provided access to basic healthcare, mental health resources, laundry facilities, food, and clothing, effectively removing non-academic barriers to attendance for socioeconomically disadvantaged families.

Action 3.3 – Mental Health Interns was implemented as planned, with fifteen university-based mental health interns providing Tier II mental health services to low-income and Foster Youth students at TK–5 sites across the district at no direct cost to the district.

Action 3.4 – SEL Supports for Students with Disabilities was implemented as planned. Counseling Therapists and Supervisors continued to provide individualized and group therapy, restorative practices intervention, and family communication support for students with disabilities across all school sites.

Action 3.5 – Elementary and Middle School Sports continued to be a major driver of attendance improvement for TK–8 students during the 2025–26 school year. Overall attendance increased from 92.9% to 94.2% for All Students (Metric 3.5), with gains seen across most student groups, reflecting the positive impact of expanded student engagement opportunities on daily attendance. While Action 3.5 was implemented as intended, a substantive budget difference occurred during the year. As district-wide participation in the program grew and student interest data was taken into account, the district made the decision to reallocate a portion of Action 3.5 funds to support interest-based academies that more closely aligned with the engagement needs and preferences of students at specific sites. This reallocation represents a material difference between budgeted and actual expenditures for this action; however, the redirected funds remained in service of the same underlying goal, increasing student engagement and improving attendance, and the outcomes data affirms that this approach contributed positively to the attendance gains observed during 2025–26.

Action 3.6 – Police Department services were implemented as planned. The district's police department continued to support campus safety and foster positive student-officer relationships through community engagement activities, school site collaboration, safety education, and positive citation programs across all school sites. The district discontinued Metric 3.7 (VVUSD Police Survey) for 2025-2026; however, the district added Metrics 3.8 and 3.9 (Safety Survey) to better measure student perceptions of safety and support for school resource officers on campus. The district also experienced an increase in law enforcement activity during the school year, with the police department reporting 133 arrests during the 2024-2025 school year and 197 arrests during the 2025-2026 school year to date. This increase further demonstrates the ongoing need for campus and community safety supports, student intervention services, relationship-based policing practices, and continued collaboration between school staff, students, families, and district safety personnel to maintain safe and supportive learning environments across the district.

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

While most of the Goal 3 actions were implemented as planned, there was a material difference between budgeted and actual expenditures for Action 3.5 (Elementary & Middle School Sports). As district-wide participation in the program grew and student interest data was analyzed, the district made a deliberate, data-informed decision to reallocate a portion of Action 3.5 funds to support interest-based academies that more closely aligned with the engagement needs and preferences of students at specific sites. This reallocation represents a material difference between budgeted and actual expenditures for this action; however, the redirected funds remained in service of the same underlying goal of increasing student engagement and improving attendance.

Action 3.1 (Multi-Tiered System of Support for Climate and Culture) also reflects a material difference between budgeted and actual expenditures. A portion of the professional development and substitute funding originally allocated to this action was reallocated to a separate expiring grant in order to maximize the use of those grant funds prior to their June 30 expiration date. This was a deliberate, fiscally responsible decision to fully utilize time-limited grant resources before they were lost. As a result, approximately $700,000 in Action 3.1 funds remained unspent at the end of the year. This reallocation did not impact the delivery of core services under this action, as SEL instruction, counseling supports, PBIS implementation, and attendance interventions continued to be provided as planned across all school sites.

Action 3.5 (Elementary and Middle School Sports) continued to support student engagement and attendance improvement for TK–8 students during the 2025-2026 school year. Overall attendance increased from 92.9% to 94.2% for All Students (Metric 3.5), with gains observed across most student groups, reflecting the positive impact of expanded extracurricular and engagement opportunities on daily attendance and school connectedness. A material difference occurred between budgeted expenditures ($1,546,961) and estimated actual expenditures ($1,038,036) for this action. While a portion of the variance was due in part to overplanning during the budgeting process, a significant portion of the funds was intentionally redirected to support additional student engagement opportunities outside of traditional athletics based on student interest and site-level feedback. Throughout the school year, students expressed interest in expanded enrichment opportunities such as folklórico, art, fashion design, and other interest-based academies designed to increase school connectedness and student participation. As a result, the district adjusted expenditures to support these alternative engagement opportunities while continuing to advance the underlying goal of improving attendance, increasing student engagement, and strengthening school connectedness for unduplicated pupil groups. Although actual expenditures were lower than originally budgeted for sports programming specifically, the district maintained the planned level of improved services by expanding access to a broader range of student-centered enrichment and engagement opportunities aligned to student interests and needs.

All other Goal 3 actions — including Action 3.2 (Community Resource and Learning Center), Action 3.3 (Mental Health Interns), Action 3.4 (SEL Supports for Students with Disabilities), and Action 3.6 (Police Department) — were implemented as planned with expenditures aligned to budgeted amounts. Core services such as SEL instruction, wellness supports, counseling, and attendance interventions were effectively delivered districtwide, supporting improved outcomes in suspension rates, attendance, and chronic absenteeism across most student groups. As a result, the estimated actual percentage of improved services for Goal 3 overall remained consistent with what was planned.

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

Specific actions under Goal 3 demonstrated strong effectiveness in building engagement and improving school climate:

Action 3.1: Multi-Tiered Systems of Support for Climate and Culture: Investment in SEL curricula and a robust MTSS framework continued to foster positive student behavior and emotional regulation. Twenty-two school sites achieved platinum PBIS coalition status, reflecting high fidelity implementation districtwide. This work contributed to the districtwide suspension rate remaining below the 3.5% baseline at 2.7% (Metric 3.1), with continued improvements for English Learners (2.0%) and Hispanic students (2.2%). However, additional targeted work is needed for Foster Youth (13%, +3.4%) and Two or More Races students (5.1%, +2.6%) in suspension rates, as both groups entered Differentiated Assistance on the 2025 CA Dashboard. Chronic absenteeism (Metric 3.6) also remains a significant area of concern for these same populations, with Foster Youth chronic absenteeism increasing sharply to 32.8% (+12.5%) and Two or More Races students remaining elevated at 30.8% (Metric 3.6). These trends reinforce the need for more intensive, equity-driven supports that go beyond current Tier 1 and Tier 2 interventions to more meaningfully address the attendance and behavioral needs of Foster Youth and Two or More Races students. School counselors and PBIS Teachers continued to strengthen school connectedness, contributing to attendance improvements across most student groups (Metric 3.5). The district will continue to strengthen tiered supports, with a particular focus on restorative practices and targeted attendance interventions for these disproportionately impacted student groups entering into the upcoming school year.

Action 3.2: Community Resource and Learning Center: The Community Resource and Learning Center continued to prove highly effective in removing barriers to attendance for Socioeconomically Disadvantaged students by providing access to basic healthcare, mental health resources, laundry facilities, food, and clothing. These integrated supports have contributed to reductions in chronic absenteeism for low-income students (Metric 3.6) and have reinforced the district's commitment to addressing students' basic needs so they can focus on their academic and social-emotional development.

Action 3.3: Mental Health Interns: Our 15 mental health interns continued to provide Tier II mental health services to Socioeconomically Disadvantaged and Foster Youth students. This support has proven effective, with suspension rates for Socioeconomically Disadvantaged students decreasing by 0.9% (Metric 3.1), school connectedness increasing by 2% for elementary students and 2% for secondary students (Metrics 3.3, 3.4), and chronic absenteeism decreasing by 6.6% for low-income students (Metric 3.6) from the baseline year. The district will continue to utilize mental health interns as a critical resource for our Socioeconomically Disadvantaged student population in the upcoming year.

Action 3.4: SEL Supports for Students with Disabilities: Continued investment in SEL supports for Students with Disabilities has proven effective, with suspension rates for SWD decreasing by 2% (Metric 3.1) and chronic absenteeism for SWD decreasing by 8.1% from baseline (Metric 3.6). Restorative practices, group and individual therapy, and ongoing family communication have supported sites in reducing suspensions and improving student conflict resolution for students with disabilities. This action will continue as planned.

Action 3.5: Elementary and Middle School Sports: The expansion and refinement of the elementary and middle school sports program, along with the strategic reallocation of funds to support interest-based academies, contributed to meaningful attendance improvements districtwide. Overall attendance increased from 92.9% to 94.2% for All Students (Metric 3.5) in the 2024-2025 school year, with gains across most student groups, including African American students (94.1%, +1%), Hispanic students (94.2%, +1%), Low-Income students (94.1%, +1.8%), and Students with Disabilities (92.8%, +0.9%) from baseline. These outcomes affirm that expanded, interest-driven engagement opportunities are positively impacting student attendance and connectedness. This action will continue as planned.

Action 3.6: Police Department: The Val Verde Police Department continued to ensure safe and secure learning environments across all school sites. Students engaged in positive interactions with officers through community events, positive citations, and campus presence. While Metric 3.7 (VVUSD Police Survey) has been discontinued for 2025-26, prior year data reflected maintained overall favorability, with noted increases in favorability among Foster Youth and Students with Disabilities. This action will continue to be implemented as planned in the upcoming school year.

Together, the actions under Goal 3 reflect a comprehensive and impactful approach to improving student engagement, well-being, and school climate. From targeted social-emotional learning supports to expanded community resources, mental health services, and interest-based engagement opportunities, the district has made measurable progress in maintaining low suspension rates (Metric 3.1), sustaining near-zero expulsion rates (Metric 3.2), improving attendance (Metric 3.5), and reducing chronic absenteeism from baseline across most student groups (Metric 3.6). While Foster Youth and Homeless Youth chronic absenteeism and declines in elementary school connectedness for some groups remain areas requiring focused attention, the outcomes affirm that the district's multi-tiered systems of support and whole-child strategies are fostering safer, more supportive, and more engaging learning environments. The district remains committed to deepening and refining these efforts in the upcoming school year to ensure every student feels valued, connected, and ready to succeed.

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.

Reflections on implementation during the 2025–26 school year have informed targeted adjustments to Goal 3 actions and metrics for 2026–27, though the overall goal and target outcomes will remain unchanged.

To strengthen Tier 1 PBIS implementation at the elementary level, Action 3.1 (Multi-Tiered System of Support for Climate and Culture) will be expanded to include six additional Supervision Aides across three elementary school sites. This addition directly responds to data showing persistent challenges in suspension rates and chronic absenteeism for Foster Youth and Two or More Races students, as well as declines in elementary school connectedness for several student groups. The additional Supervision Aides will work alongside PBIS Teachers, School Counselors, and the Psychologist on Special Assignment to strengthen Tier 1 supports, increase positive adult-student interactions, and create safer and more connected campus environments at the elementary level. This staffing addition is intended to provide more consistent, proactive behavioral support throughout the school day, reducing the conditions that contribute to disciplinary incidents and chronic absenteeism for the district's most vulnerable student populations.

Additionally, two metric changes are being made under Goal 3 for 2026–27. Metric 3.7 (% Favorable VVUSD Police Survey) is being discontinued, as this data source has been discontinued for the 2025–26 school year. In its place, the district is adding Metric 3.8 (% Favorable VVUSD Safety Survey), which will provide a broader and more meaningful measure of students' perceptions of safety and well-being across all school sites. This new metric more directly aligns with the district's focus on school climate and will allow for more actionable data to inform ongoing improvements to campus safety and student connectedness. The introduction of Metrics 3.8 and 3.9 also strengthens the monitoring framework for Action 3.6 (Police Department), as the Val Verde Police Department plays a central role in creating and maintaining safe school environments. By shifting from a survey focused specifically on police favorability to a broader safety perception survey, the district will be better positioned to capture the full impact of the Police Department's presence and community engagement efforts

on students' overall sense of safety and well-being across all campuses. This change ensures that Action 3.6 continues to be evaluated through meaningful, student-centered data that reflects the district's commitment to safe, inclusive, and supportive learning environments.

Together, these changes reflect a more intentional, data-informed approach to strengthening school climate, improving attendance, and ensuring that all students — particularly Foster Youth, Homeless Youth, and Two or More Races students — have access to the consistent, high-quality Tier 1 supports they need to feel safe, connected, and engaged in their learning.

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	Multi-Tiered System of Support for Climate and Culture	Staff throughout the district will collaborate with educational partners to develop a Multi-Tiered System of Support. This system aims to foster a school climate and culture that nurtures student well-being and tackles various factors that may impact students' ability to learn. • Provide classroom lessons on SEL and PBIS support for students • Build positive attitudes, self-understanding, and self-reliance in students • Communicate with families to maximize students' attendance • Assist families in understanding child development and ways to improve behavior • Provide individual, group, and family therapy and social rehabilitative services • Support Positive Behavior Support Plans for schools • Provide teacher and staff training on topics related to mental health and social-emotional wellness • Collaborate with school personnel to support students who express challenging behaviors • Provide Restorative Practices intervention and Substance Abuse Education • Communicate with families to overcome barriers to attendance • Collaborate with educational partners to continue to develop the mental health and social-emotional learning systems of support in our MTSS plan. • Maintain data systems to monitor and improve student behavior, attendance, engagement, and achievement.	$18,438,381.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Staff includes: • Counseling Therapist Supervisors • Counseling Therapists • Psychologist on Special Assignment • Positive Behavioral Interventions & Supports (PBIS) Teachers • high school Intervention Counselors • elementary school Counselors • elementary school Assistant Principals • supervision aides • middle school Assistant Principals • Attendance TOSAs This action addresses the lowest-performing student groups and schools, including Foster Youth and Two or More Races students currently identified for Differentiated Assistance, as noted above in the Goal Explanation section.		
3.2	Community Resource and Learning Center	Provide integrated student supports to address other barriers to learning, such as health, counseling, or mental health services or referrals for support for family or student needs, to improve attendance and increase academic achievement of low-income students. • Laundry facilities • Community closet • Community pantry • Educational opportunities for families • Health services Staff includes: • Field Supervisor • Clerical support • Custodial support This action addresses the lowest-performing groups and schools, as noted above in the Goal Explanation section.	$466,786.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Mental Health Interns	Interns who are completing university programs in mental health will be serving low-income students with mental health services at the Tier II level. The district is partnering with institutions of higher learning to provide this support at no cost to the district. This is a limited action intended to improve services for low-income and Foster Youth students. Based on fifteen interns, the equivalent staffing cost of Mental Health Therapists to provide similar services would be $840,000 (6 positions x $140,000 salary and benefits), resulting in a 0.42% improvement in services as a limited action for low-income students in the district ($840,000 value/$202,650,069 base grant funding). This action addresses the lowest-performing groups and schools, including Foster Youth and Two or More Races students currently identified for Differentiated Assistance, as noted above in the Goal Explanation section.	$0.00	Yes
3.4	SEL Supports for SWD	Additional staff throughout the district will collaborate with students and staff to support students with disabilities in a Multi-Tiered System of Support. • Build positive attitudes, self-understanding, and self-reliance in students • Communicate with families to maximize students' social and academic adjustment • Assist families in understanding child development • Provide individual, group, and family therapy and social rehabilitative services • Support Positive Behavior Support Plans for students • Provide teacher and staff training on topics related to mental health and social-emotional wellness • Collaborate with school personnel to support students who express challenging behaviors • Provide Restorative Practices intervention and Substance Abuse Education Staff includes: • Counseling Therapist Supervisors • Counseling Therapists	$1,295,277.00	No

Action #	Title	Description	Total Funds	Contributing
		This action addresses the lowest-performing groups and schools, as noted above in the Goal Explanation section.		
3.5	Elementary & Middle School Sports	Personnel, substitutes, extra duty, professional development, professional services, materials, and supplies to train staff, implement, and monitor for effectiveness sports programs for low-income, Foster Youth, and English Learner students inclusive of students with exceptional needs. This action addresses the lowest-performing groups and schools, as noted above in the Goal Explanation section.	$1,013,820.00	No
3.6	Police Department	Personnel, substitutes, extra duty, professional development, professional services, materials, and supplies to train staff, implement, and monitor for effectiveness the Val Verde Police Department. Staff includes: • Chief of Police • Sergeants • Police Officers • Clerical support	$2,096,066.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Maintain and Modernize Facilities: The Val Verde Unified School District will offer safe, clean, and well-maintained schools that are technology enriched.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The District has maintained all sites in "Exemplary" or "Good" status, with no sites being graded "Fair" or "Poor" over the past eleven years. The community identifies the school sites as a source of pride, and continuing to maintain them at the highest levels continues to be a priority.

Our annual surveys of the teachers, staff, students, and families indicated strong support to continue our programs focused on technology in the classroom and 1:1 devices for students in grades 3-12. Families indicate that without the support of these actions, students would be at a disadvantage in completing assignments and participating in intervention and extension activities beyond the regular school day. The transition to distance learning during the pandemic emphasized that supports for low-income, English Learner, and Foster Youth students around technology need to continue.

The actions below have been in place and have been shown to maintain the high levels of facilities and technology the educational partners expect.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	All Sites "Good" or "Exemplary" (Annual Facilities Inspection Tool)	2022-2023 School Year 8 Exemplary 13 Good 0 Fair 0 Poor	2023-2024 School Year 2 Exemplary 19 Good 0 Fair 0 Poor	2024-2025 School Year 3 Exemplary 19 Good 0 Fair 0 Poor	2025-2026 School Year At least 6 Exemplary 15 or more Good 0 Fair 0 Poor	Exemplary - Decrease by 5 Good - Increase by 6 Fair - Maintained - 0 change Poor - Maintained - 0 change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	1.0 device per student	2022-2023 School Year 1.0 device per student	2023-2024 School Year 1.0 device per student	2024-2025 School Year .76 device per student	2025-2026 School Year 1.0 device per student	Decrease .24 devices per student
4.3	Level Of Access to Technology Devices	2022-2023 School Year Exemplary	2023-2024 School Year Exemplary	2024-2025 School Year Exemplary	2025-2026 School Year Exemplary	Maintained - 0 change
4.4	Level of Technology Skill	2022-2023 School Year Advanced	2023-2024 School Year Advanced	2024-2025 School Year Advanced	2025-2026 School Year Advanced	Maintained - 0 change
4.5	Level of Student Digital Citizenship	2022-2023 School Year Proficient	2023-2024 School Year Proficient	2024-2025 School Year Proficient	2025-2026 School Year Advanced	Maintained - 0 change

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.

During the 2025–26 school year, Val Verde Unified School District continued its implementation of actions under Goal 4 to maintain safe, clean, and technology-enriched school environments. Key initiatives included regular maintenance and operations (Action 4.1), support for technology infrastructure (Action 4.2), and supplemental custodial services (Action 4.3). These actions ensured that all sites continued to meet or exceed facility standards, with results from the Annual Facilities Inspection Tool reflecting that all schools maintained a "Good" or "Exemplary" rating (Metric 4.1). Notably, one site increased from "Good" to "Exemplary" from the prior year, reflecting continued investment in facility upkeep and the ongoing commitment of maintenance and operations staff to provide clean, safe, and welcoming learning environments for all students.

Technology implementation under Action 4.2 reflected one substantive difference from the adopted plan. The student-to-device ratio decreased from 1.0 to 0.76 devices per student (Metric 4.2), representing a decrease from the prior year'd. This shift was the result of a deliberate decision to move away from individual take-home device assignments for grades Kindergarten, 1st, and 2nd, based on updated research, device lifecycle data, and feedback from educational partners regarding age-appropriate technology use. Devices are still fully accessible to all students during the instructional day, and the reduction in the overall ratio reflects a more intentional, shared-use model rather than a reduction in student access to technology. Despite this change in the device ratio, the Level of Access to Technology Devices continued to be rated Exemplary (Metric 4.3), and the Level of Technology Skill among students remained at Advanced (Metric 4.4), affirming that meaningful access and skill development were not negatively impacted. The Level of Student Digital Citizenship has sustained at Proficient (Metric 4.5), reflecting the district's ongoing efforts to integrate responsible technology use into the instructional program across all grade levels.

Overall, the district's physical and technological learning environments has remained strong. Facilities were well-maintained across all sites, technology access and skills continued to meet or exceed targets, and the intentional adjustment to the device distribution model did not diminish the quality of the technology-enriched learning experience for students. The district will continue to monitor facility ratings and digital literacy growth to ensure all students learn in environments that are safe, functional, and equipped to support 21st century learning.

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

While the majority of Goal 4 expenditures aligned with budgeted plans, there were a couple of key material differences to note.

Action 4.1 (Maintenance and Operations): Expenditures exceeded the budgeted amount, with estimated actual costs of approximately $14.3 million compared to the budgeted $13.9 million. This increase was driven by a higher volume of district-wide events throughout the 2025–26 school year, which resulted in additional operational demands including staffing, facility preparation, and site support costs. These expenditures reflect the district's commitment to maintaining clean, safe, and well-functioning facilities while also supporting an expanded calendar of student and community engagement activities.

Action 4.2 (Information and Instructional Technology): The student-to-device ratio shifted from 1.0 to 0.76 devices per student as a result of a deliberate decision to move away from individual take-home device assignments for certain grade levels. This change was informed by updated research, device lifecycle data, and educational partner feedback regarding age-appropriate technology use. As a result, funds originally allocated for individual device assignments were redirected toward classroom-based infrastructure and shared-use technology solutions, altering specific line-item spending without reducing the overall quality or availability of technology support provided to students during the instructional day.

Despite this adjustment, the estimated actual percentage of improved services remained consistent with what was planned. All students continued to have full access to technology during instructional time. The level of Access to Technology Devices remained Exemplary (Metric 4.3), Technology Skill levels remained at Advanced (Metric 4.4), and Student Digital Citizenship remained at Proficient (Metric 4.5), affirming that the shift in device distribution did not negatively impact student learning outcomes related to technology.

All other planned actions under Goal 4 were implemented with fidelity, and facilities across the district remained clean, safe, and well-maintained (Metric 4.1), continuing to support an effective and welcoming learning environment for all students.

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

Overall, the actions implemented under Goal 4 were effective in maintaining high-quality facilities and access to instructional technology, with continued progress across all facility and technology metrics.

Action 4.1 (Maintenance and Operations) proved highly effective in maintaining safe, clean, and well-functioning learning environments across all district sites. All schools continued to receive a "Good" or "Exemplary" rating on the Annual Facilities Inspection Tool (Metric 4.1), with 19 sites rating "Good" and 3 sites rating "Exemplary." Despite increased operational demands driven by a higher volume of district-wide events throughout the year, the maintenance and operations team successfully maintained facility quality across all campuses, reflecting the

dedication and responsiveness of district facilities staff. These well-maintained environments continue to support student safety, connectedness, and engagement across all schools.

Action 4.2 (Information and Instructional Technology) remained effective in ensuring students had meaningful access to technology throughout the instructional day. While the student-to-device ratio shifted from 1.0 to 0.76 devices per student (Metric 4.2) as a result of the district's intentional move toward a shared-use model for certain grade levels, student outcomes related to technology were not negatively impacted. The Level of Access to Technology Devices remained Exemplary (Metric 4.3), Technology Skill levels remained at Advanced (Metric 4.4), and Student Digital Citizenship advanced from Proficient to Advanced (Metric 4.5), demonstrating that the quality and effectiveness of technology integration improved even as the individual device ratio was adjusted. The district will continue to monitor technology skill development, particularly for younger students, to ensure age-appropriate digital literacy remains a priority across all grade levels.

Action 4.3 (Supplemental Custodial Support) continued to play a key role in maintaining clean and safe learning environments, particularly in expanded instructional spaces such as STEAM, VAPA, and CTE labs. Clean, well-maintained environments are known to promote a sense of safety and belonging among students, and this action continued to contribute to the broader conditions that support student connectedness (Metrics 3.3 and 3.4) and attendance (Metric 3.5). The modest attendance improvements observed districtwide in 2024–25, with overall attendance increasing from 92.9% to 94.2% (Metric 3.5), reflect the cumulative impact of safe, welcoming, and well-maintained school environments working in concert with engagement and climate supports.

In summary, the actions under Goal 4 have been effective in achieving their intended impact on facilities quality, technology access, and supportive learning environments. These conditions continue to positively contribute to broader outcomes in student engagement, attendance, and school connectedness, and the district remains committed to sustaining and strengthening these foundational supports in the upcoming school year.

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.

Reflections on implementation during the 2025–26 school year have informed targeted refinements to Goal 4 actions for 2026–27, though the overall goal structure and associated metrics will remain unchanged.

Action 4.1 (Maintenance and Operations) will continue as planned, with an increased focus on proactive facility maintenance and timely site-level responsiveness. Given the growth in district-wide events and the corresponding increase in operational demands experienced in 2025–26, the district will work to ensure that staffing and resource planning for facilities adequately accounts for expanded event calendars and extracurricular activities. The district will also continue to work closely with school sites to address facility needs promptly, reinforcing high standards and striving to increase the number of schools rated "Exemplary" on the Annual Facilities Inspection Tool (Metric 4.1).

Action 4.2 (Information and Instructional Technology) will continue with the shared-use device model established in 2025–26. The District will continue to develop Student Digital Citizenship (Metric 4.5), and will enhance professional development for teachers to support more effective technology integration into classroom instruction, with a focus on digital citizenship, age-appropriate technology use, and student

engagement strategies. The district will continue to monitor device access and technology skill development closely, particularly for younger students, to ensure all grade levels are progressing toward strong digital literacy outcomes (Metrics 4.3, 4.4, 4.5).

Action 4.3 (Supplemental Custodial Support) will continue as planned, maintaining clean, safe, and well-functioning learning environments across all school sites, including expanded instructional spaces such as STEAM, VAPA, and CTE labs.

All efforts under Goal 4 will continue to prioritize equity, ensuring that English Learners, Foster Youth, and Low-Income students have full access to safe, modern, and technology-rich environments that support both academic success and overall well-being. The overall structure of the goal and associated metrics will remain the same, reflecting Val Verde USD's deep commitment to providing high-quality educational settings for every student.

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	Maintenance and Operations	Personnel, substitutes, extra duty, professional development, professional services, materials, and supplies to maintain facilities. Staff Includes: • Director • Assistant Managers • Maintenance Utility • Custodians • Grounds • Mechanics • Field Supervisors • Clerical support	$14,338,000.00	No
4.2	Information and Instructional Technology	Additional personnel, substitutes, extra duty, professional development, professional services, materials, and supplies to develop and maintain information and instructional technology to support low-income, Foster Youth, and English Learner students. Staff Includes: • Database Engineers • Network Engineers	$9,103,189.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Systems & Operations Engineers • Data Specialist • Technicians		
4.3	Supplemental Custodial Support	Provide additional custodial support to clean and maintain in good condition the additional spaces provided to support low-income, English Learner, and Foster Youth students.	$1,089,320.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By June 2027, Val Verde High School will improve outcomes for all student groups currently performing at the lowest performance level on one or more state indicators, with a particular focus on English Learner, Homeless, Socioeconomically Disadvantaged, and Hispanic students. This goal prioritizes increasing academic achievement in ELA, Math, and Science for all students — with emphasis on Socioeconomically Disadvantaged and Hispanic students — and improving College and Career Readiness, as measured by the CCI, for all students — with emphasis on English Learner, Homeless, Socioeconomically Disadvantaged, and Hispanic students. No student group will receive the lowest performance level on any state indicator by June 2027. The district also acknowledges an underlying and worsening credentialing concern at Val Verde High School, where only 67% of teachers hold clear credentials and 25.1% are teaching out-of-field as of 2023-24 — a trend that has declined each of the past three years. The district will continue to address this through targeted recruitment, credentialing support, and ongoing monitoring with a goal of 90% clear credentialing.	Equity Multiplier Focus 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 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal addresses the statutory requirement for schools receiving Equity Multiplier funding.

After reviewing the California School Dashboard in consultation with educational partners at Val Verde High School as part of a comprehensive needs analysis, it was determined that the Equity Multiplier funding would best be used to address Academic Achievement, College/Career Readiness Rate, and ELPI indicators.

2022-2023 Metrics
Val Verde High's Graduation Rate for Hispanic (73.2%) and English learner (67.8%) student groups are Red and below the All student group (74.4%) and below the district's goal of 90.5%. The College/Career Readiness Rate for All (4.3%), African American (8.6%), Hispanic (3.2%), low-income (4.4%), English learner (1.1%), Students with Disabilities (0.0%), and homeless youth (5.6%) student groups are at the lowest status and below the district's goal of 25%. The Suspension Rate for African American (6.8%) and Students with Disabilities (12.2%) student groups are Red and above the All Student group (6.8%) as well as above the district's goal of 4.5%.

2023-2024 Metrics
Val Verde High School has multiple student groups performing at the lowest (Red) performance level on state indicators. On the Suspension Rate Indicator, Foster Youth (26.8%), Students with Disabilities (16.2%), and African American students (22.6%) are all in the Red performance level, well above the district's target of 4.5% or lower (5.5). On the College/Career Indicator (CCI), Students with Disabilities remain in the Red performance level at 0.0% (5.2). Additionally, both English Learners and Long-Term English Learners (LTELs) are in the Red performance level on the English Learner Progress Indicator (ELPI) (5.7), indicating continued difficulty in meeting annual language development expectations.

2024-2025 Metrics
Val Verde High School experienced great success this year in the area of suspension, with every student group improving their performance level by at least one: English Learners (2.5%, Orange to Green), Long-term English Learners (4%, Orange to Green), Foster Youth (13.5%, Red to Orange), Homeless (0%, Yellow to Blue), Socioeconomically Disadvantaged (3.5%, Orange to Green), Students with Disabilities (5.2%, Red to Green), African American (8%, Red to Yellow), and Hispanic (3.6%, Yellow to Green). Several student groups performed at the lowest (Red) performance level in ELA, Math, and CCI, indicating a need for a renewed focus on first-best instruction in the classroom and tiered interventions to ensure all students receive the support they need.

Although the Graduation Rate continues to improve overall from 2023 to 2025, with the overall student group (85.4%) moving to Green and Socioeconomically Disadvantaged (85.1%), Students with Disabilities (89.5%), and English Learner (80%) student groups in Green, all but the African American student group (90.5%) remain below the district's goal of 90.5%, indicating the continued need for focused intervention (5.1).

Staffing challenges continue to be addressed. During the 2023-2024 school year, only 71.7% of teachers held a Clear Credential, while 24.3% were teaching out of field, up from 18.9% the 2022-2023 school year (5.6); however, during the 23-24 school year, onlt 67% of teachers held a Clear Credential, 25.1% of teachers were teaching out of field, 4% were identified as ineffective, and 4% were interns. The district is actively addressing this through targeted recruitment of fully credentialed teachers, support for current staff pursuing clear credentials, and ongoing monitoring of teaching assignments. These efforts are reflected in the goal of reaching 90% clear credentialing by the end of the three-year LCAP cycle, as identified in Metric 5.6.

These indicators underscore the need for targeted support, improved instructional quality, and systemwide strategies to close gaps in academic achievement, engagement, and postsecondary readiness for the most underserved student groups at Val Verde High School.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	High School Graduation Rate (California School Dashboard)	Class of 2023 Val Verde High School All 74.4% - Orange AA 80.0% - Green Hisp 73.2% - Red Wht NA LI 74.1% - Orange EL 67.8% - Red SWD 73.9% - Orange FY 42.1% - No Color HY 74.1% - Yellow	Class of 2024 Val Verde High School All 79.1% - Yellow AA 90.3% - Green Hisp 78% - Yellow Wht 75% - No Color LI 79.3% - Yellow EL 74.8% - Yellow SWD 83.3% - Green FY 72.7% - No Color HY 77.3% - Yellow	Class of 2025 Val Verde High School All 85.4% - Green AA 90.5% - No Color Hisp 84.8% - Green Wht NA LI 85.1% - Green EL 80.0% - Green SWD 89.5% - Green FY NA HY 78.6% - Yellow	Class of 2026 Val Verde High School All at least 90.5% AA at least 90.5% Hisp at least 90.5% Wht at least 90.5% LI at least 90.5% EL at least 90.5% SWD at least 90.5% FY 3-year average of at least 90.5% HY at least 90.5%	Val Verde High School All - Increase of 11% AA - Increase of 10.5% Hisp - Increase of 11.6% Wht - NA LI - Increase of 11% EL - Increase of 12.2% SWD - Increase of 15.6% FY - NA HY - Increase of 4.5%
5.2	College/Career Readiness Rate (California School Dashboard)	Class of 2023 Val Verde High School All 4.3% AA 8.6% Hisp 3.2% Wht NA LI 4.4% EL 1.1% SWD 0.0% FY NA HY 5.6%	Class of 2024 Val Verde High School All 8.7% - Orange AA 13.8% - No Color Hisp 7.9% - Orange Wht 8.3%- No Color LI 8.7%- Orange EL 5.1% - Orange SWD 0.0% - Red FY 0.0% HY 10.9% - Yellow	Class of 2025 Val Verde High School All 4.3% - Red AA 0.0% - No Color Hisp 5.1% - Red Wht NA LI 4.4% - Red EL 3.6% - Red SWD 2.9% - Orange FY NA HY 3.6% - Red	Class of 2026 Val Verde High School All at least 25% AA at least 25% Hisp at least 25% Wht at least 25% LI at least 25% EL at least 25% SWD at least 20% FY 3-year average of at least 25% HY at least 25%	Val Verde High School All - Maintained - 0 change AA - Decrease of 8.6% Hisp - Increase of 1.9% Wht - NA LI - Maintained - 0 change EL - Increase of 2.5% SWD - Increase of 2.9% FY - NA HY - Decrease of 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	English Language Arts - Distance From Standard (DFS) (California School Dashboard)	2022-2023 School Year Val Verde High School All -145 DFS - No Color AA NA Hisp -146 DFS - No Color Wht NA LI -145 DFS - No Color EL -150 DFS - No Color SWD NA FY NA HY NA	2023-2024 School Year Val Verde High School All -112 DFS - Orange AA NA Hisp -118 DFS - Orange Wht NA LI -113 DFS - Orange EL -182 DFS - No Color SWD NA FY NA HY NA	2024 - 2025 Val Verde High School All -122.2 DFS - Red AA NA Hisp -124.3 DFS - Red Wht NA LI -116.0 DFS - Red EL -166.4 DFS - No Color SWD NA FY NA HY NA	2025-2026 School Year Val Verde High School All -5 DFS AA -5 DFS Hisp -5 DFS Wht -5 DFS LI -5 DFS EL -5 DFS SWD -5 DFS FY -5 DFS HY-5 DFS	Val Verde High School All - Increase of 22.8 pts. AA - NA Hisp - Increase of 21.7 pts. Wht - NA LI - Increase of 29 pts. EL - Decrease of 16.4 pts SWD - NA FY - NA HY - NA
5.4	Math - Distance From Standard (DFS) (California School Dashboard)	2022-2023 School Year Val Verde High School All -262 DFS - No Color AA NA Hisp -264 DFS - No Color Wht NA LI -264 DFS - No Color EL -285 DFS - No Color SWD NA FY NA HY NA	2023-2024 School Year Val Verde High School All -203 DFS - Orange AA NA Hisp -207 DFS - Orange Wht NA LI -203 DFS - Orange EL -229 DFS - No Color SWD NA FY NA HY NA	2024 - 2025 Val Verde High School All -230 DFS - Red AA NA Hisp -231.5 DFS - Red Wht NA LI -229.3 DFS - Red EL -243.6 DFS - No Color SWD NA FY NA HY NA	2025-2026 School Year Val Verde High School All -5 DFS AA -5 DFS Hisp -5 DFS Wht -5 DFS LI -5 DFS EL -5 DFS SWD -5 DFS FY -5 DFS HY-5 DFS	Val Verde High School All - Increase of 32 pts AA - NA Hisp - Increase of 32.5 pts. Wht - NA LI - Increase of 34.7 pts. EL - Increase of 41.4 pts. SWD - NA FY - NA HY - NA
5.5	Suspension Rate Indicator	2022-2023 School Year Val Verde High School All 6.8% - Orange	2023-2024 School Year	2024-2025 Val Verde High School All 3.8% - Green	2025-2026 School Year	Val Verde High School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(California School Dashboard)	AA 10.9% - Red Hisp 6.0% - Orange Wht 10.5% - No Color LI 7.3% - Orange EL 3.7% - Orange SWD 12.2% - Red FY 7.9% - Yellow HY 13.5% - No Color	Val Verde High School All 8.1% - Orange AA 22.6% - Red Hisp 5.9% - Yellow Wht 16.7% - No Color LI 8.2% - Orange EL 4.9% - Orange SWD 16.2% - Red FY 26.8% - Red HY 6.4% - Yellow	AA 8.0% - Yellow Hisp 3.6% - Green Wht 0% - No Color LI 3.5% - Green EL 2.5% - Green SWD 5.2% Green FY 13.5% - Orange HY 0% - Blue	Val Verde High School All 4.0% or less AA 4.5% or less Hisp 4.5% or less Wht 4.5% or less LI 4.5% or less EL 4.5% or less SWD 4.5% or less FY 4.5% or less HY 4.5% or less	All - Decrease of 3% AA - Decrease of 2.9% Hisp - Decrease of 2.4% Wht - Decrease of 10.5% LI - Decrease of 3.8% EL - Decrease of 1.2% SWD - Decrease of 7.0% FY - Increase of 5.6% HY - Decrease of 13.5%
5.6	Teaching Assignment Monitoring Outcomes (Dataquest)	2021-2022 School Year Val Verde High School 74.5% Clear 18.9% Out-of-Field 4.1% Intern 0.0% Ineffective 1.4% Incomplete 1.1% Unknown 0.0% N/A	2022-2023 School Year Val Verde High School 71.7% Clear 24.3% Out-of-Field 4.0% Intern 0.0% Ineffective 0.0% Incomplete 0.0% Unknown 0.0% N/A	2023-2024 School Year Val Verde High School 67.0% Clear 25.1% Out-of-Field 4.0% Intern 4.0% Ineffective 0.0% Incomplete 0.0% Unknown 0.0% N/A	2025-2026 School Year Val Verde High School 90.0% Clear 10.0% Out-of-Field 0.0% Intern 0.0% Ineffective 0.0% Incomplete 0.0% Unknown 0.0% N/A	Val Verde High School -7.5% Clear +6.2% Out-of-Field +0.1% Intern -4.1% Ineffective -1.4% Incomplete -1.1% Unknown 0.0% N/A
5.7	English Learner Progress Indicator (ELPI) (California School Dashboard and CAASPP-ELPAC results website)	2022-2023 School Year Val Verde High School 28.4% of EL students making progress towards English language proficiency - Orange	2023-2024 School Year Val Verde High School 26.1% of EL students making progress towards	2024-2025 School Year Val Verde High School 33.3% of EL students making progress towards	2025-2026 School Year at least 50% of EL and LTEL students making progress towards English language proficiency	Val Verde High School ELs - Increase of 4.9% LTELS - Increase of 10.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			English language proficiency - Red 31.3% of LTEL7 students making progress towards English language proficiency - Red	English language proficiency - Orange 41.4% of LTEL students making progress towards English language proficiency - Yellow		

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.

In the 2025–26 school year, Val Verde High School continued to implement its Equity Multiplier plan with a focus on improving English language proficiency for English Learner (EL) and Long-Term English Learner (LTEL) students, as measured by the English Language Proficiency Indicator (ELPI), and reducing suspension rates across all student groups — particularly for low-income, EL, and Foster Youth students. Two primary actions supported this work: Action 5.1, which continued to fund an additional School Counselor and Guidance Technician to provide targeted student supports, and Action 5.2, which provided supplemental materials and training to address pupil trauma, social-emotional learning, and academic acceleration.

For Action 5.1, the School Counselor and Guidance Technician continued to deliver individualized counseling, coordinate mental health resources, support students experiencing trauma, and facilitate social-emotional learning programs. Their work served as a critical connection point for students and families, helping to remove barriers to learning and reduce the behavioral and engagement challenges that contribute to elevated suspension rates — particularly for Foster Youth, Students with Disabilities, and African American students. Notably, an additional Impact Substitute was also deployed under this action to provide supplemental in-class instructional support, representing a substantive shift in implementation to more directly address academic intervention needs alongside the counseling and guidance services originally planned.

For Action 5.2, supplemental materials and professional development were utilized to support trauma-informed instruction, SEL strategies, and English language development. These resources were designed to strengthen staff capacity to support EL and LTEL students and address the behavioral and engagement barriers that contribute to disproportionate suspension rates among key student groups.

The 2024–25 CA Dashboard data reflects remarkable progress in the area of suspension, with every student group improving by at least one performance level — including English Learners (Orange to Green), Long-Term English Learners (Orange to Green), Foster Youth (Red to

Orange), Students with Disabilities (Red to Green), and Homeless Youth (Yellow to Blue). ELPI also showed positive movement, with EL students improving from Red to Orange (33.3%) and LTEL students improving from Red to Yellow (41.4%), indicating that the supports put in place are beginning to yield measurable gains in English language proficiency. However, both the ELA (-122.2 DFS - Red) and Math (-230 DFS - Red) indicator, as well as the CCI (4.3% - Red) indicator demonstrate a need to ensure there is a continued, intentional focus on academics, language development, and access for students as we enter into the new school year.

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

In 2025–26, Goal 5 actions were partially implemented as planned, with material differences noted between budgeted and actual expenditures for both actions.

Action 5.1 (Additional Support Personnel): The funds expended under this action were used to support the continued employment of the School Counselor and Guidance Technician, whose work focused on delivering individualized counseling, coordinating mental health resources, facilitating social-emotional learning programs, and connecting students and families to external services and supports. Additionally, an Impact Substitute was added to this action to provide supplemental in-class instructional support, directly addressing the academic intervention needs of English Learner, Long-Term English Learner, and Foster Youth students. The underspending of approximately $30,000 is not anticipated to have a significant impact on the overall delivery of services, as the core personnel supports were implemented throughout the year and the primary goals of the action were carried out as intended.

Action 5.2 (Additional Materials, Supplies, and Services): Resources allocated under this action supported supplemental materials, professional development, and trauma-informed and SEL training for staff. Staff received professional development in designated and integrated English Language Supports, instructional strategies, the Engagement Continuum, and Rigor. The district will continue to monitor expenditure pacing to ensure all allocated funds are utilized in alignment with the planned scope of services.

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

The implemented actions in 2025-2026 yielded meaningful progress in several key areas, with continued areas of need remaining.

Action 5.1: Additional Support Personnel proved effective in reducing suspension rates across all student groups, a primary target of this goal. The continued presence of the School Counselor and Guidance Technician provided students with consistent access to individualized counseling, mental health coordination, and social-emotional learning supports, which contributed to the significant suspension rate improvements seen across every student group — with English Learners moving from Orange to Green (2.5%), Long-Term English Learners from Orange to Green (4%), Students with Disabilities from Red to Green (5.2%), and Homeless Youth achieving Blue status (0%). The addition of the Impact Substitute further strengthened in-class support for EL (33.3% - Orange) and LTEL (41.4% - Yellow) students on the ELPI Indicator, contributing to improved instructional access for these groups. Additionally, the Graduation Rate continued its upward trajectory, with All Students (85.4%), Socioeconomically Disadvantaged (85.1%), Students with Disabilities (89.5%), and English Learners (80%) all achieving Green performance levels, reflecting the sustained impact of counseling and academic support services.

Action 5.2: Additional Materials, Supplies, and Services provided valuable support through professional development in Instruction (Rigor, Engagement Continuum, etc.), SEL strategies, and English language development. These resources helped build staff capacity to

proactively address behavioral barriers and support language acquisition for EL and LTEL students. The ELPI showed positive movement as a result — EL students improved from Red to Orange (33.3%) and LTEL students improved from Red to Yellow (41.4%) — suggesting that the instructional and SEL supports embedded in this action are beginning to yield measurable gains in English language proficiency. However, both groups remain below the district's goal of 50%, indicating that continued, targeted investment in language development strategies is needed.

Moreover, while suspension rates showed remarkable improvement, Foster Youth remain a concern at 13.5% (Orange), and African American students remain above the target at 8% (Yellow), underscoring the need for continued, sustained behavioral and relational supports for these student groups entering into the upcoming school year.

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.

In response to the findings from the 2025–2026 school year, Val Verde High School will implement several strategic adjustments to deepen the impact of its Equity Multiplier efforts. Most notably, the overarching goal has been revised to broaden its scope. Rather than focusing primarily on ELPI outcomes for English Learner and Long-Term English Learner students, the updated goal reflects a comprehensive commitment to improving outcomes for English Learner (EL), Long-Term English Learner (LTEL), Foster Youth, Students with Disabilities (SWD), Homeless, and Socioeconomically Disadvantaged student groups across multiple indicators — including academic achievement in ELA and Math, English language proficiency, and College/Career Readiness (CCI) — with no student group receiving the lowest performance level on any indicator. This change was driven by updated CA Dashboard data that revealed significant gaps in ELA, Math, and CCI performance across multiple student groups, requiring a more comprehensive and equity-focused response.

To address the persistent need for academic intervention, the school will maintain the push-in Impact Substitute model that provided in-class instructional support during previous school years, while expanding the scope of Action 5.1 to include a mental health therapist assigned specifically to Val Verde High School to provide direct mental health support for Foster Youth students. This addition reflects the recognition that Foster Youth face unique and compounding barriers — including trauma, instability, and social-emotional challenges — that require dedicated, on-site therapeutic support in order for academic and behavioral interventions to be effective. The School Counselor and Guidance Technician will continue their work supporting students with individualized counseling, A-G planning, and postsecondary pathway development.

To address the declining performance levels in ELA (-122.2 DFS, Red), Math (-230 DFS, Red), and CCI (4.3%, Red), the school will prioritize more intentional, first-best instruction and tiered academic intervention. Planned efforts under Action 5.2 will continue to include professional development focused on EL-specific instructional strategies, trauma-informed practices, and culturally responsive pedagogy to strengthen classroom-level support for the school's most underserved student groups.

While suspension rates showed remarkable improvement in 2024–25, Foster Youth (13.5%, Orange) and African American students (8%, Yellow) remain above the district's target, and the school will continue to reinforce restorative practices and relationship-based behavioral supports to sustain and extend these gains. The school will prioritize more intentional, data-driven decision-making, with continued monitoring of student group trends in attendance, discipline, academic performance, and language development to ensure that interventions are timely, targeted, and equitable

.
These strategic adjustments reflect the district's ongoing commitment to equity and continuous improvement, ensuring that every student — particularly those most historically underserved — receives the personalized academic, behavioral, and social-emotional supports necessary for success in school and beyond.

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 Support Personnel	An additional School Counselor, Guidance Technician, and mental health therapist will be utilized to provide academic and mental health services, integrating student supports to address other barriers to learning. Their work will focus on delivering individualized counseling, coordinating mental health resources, supporting students experiencing trauma, and facilitating social-emotional learning programs. They will also serve as a connection point for families, offering referrals to external services and ensuring students have access to the academic, behavioral, and wellness supports necessary for success."	$448,334.00	No
5.2	Additional Materials, Supplies, and Services	Supplemental materials and training to address pupil trauma and social-emotional learning, and accelerate students academic proficiency and English language proficiency.	$52,057.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	By June 2027, Val Verde Academy will improve outcomes for all student groups currently performing at the lowest performance levels on state indicators, including Socioeconomically Disadvantaged and Hispanic students. Emphasis will be placed on increasing Math academic achievement for all students, including Socioeconomically Disadvantaged, Hispanic, and English Learner student groups, and reducing suspension rates for all students, including Socioeconomically Disadvantaged, Students with Disabilities, African American, and Hispanic student groups. The district also acknowledges an underlying credentialing concern at Val Verde Academy, where 52.4% of teachers hold clear credentials with 37.3% teaching out-of-field as of 2023-24. The district will continue to address this through targeted recruitment, credentialing support, and ongoing monitoring with a goal of 90% clear credentialing. No student group will receive the lowest performance level on any state indicator by June 2027.	Equity Multiplier Focus 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 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal addresses the statutory requirement for schools receiving Equity Multiplier funding; however, the school did not qualify for Equity Multiplier funding in 2025-2026 due to decreasing non-stability rates.The District has updated the goal based on metrics and will use unexpended funds to continue to improve outcomes for all students, including our Socioeconomically Disadvantaged, Foster Youth, and English Learners.

2022-2023
After reviewing the California School Dashboard in consultation with educational partners at Val Verde Academy as part of a comprehensive needs analysis, it was determined that the Equity Multiplier funding would best be used to address ELA and Math academic indicators.
Val Verde Academy's ELA academic indicator on the 2023 CA Dashboard for low-income (-44 DFS) and English learner (-75 DFS) student groups are both below the All student group (-36) and well below the district's goal of -5 DFS. The Math academic indicator 2023 CA Dashboard for low-income (-99 DFS) and English learner (-122 DFS) student groups are both below the All student group (-96) and well below the district's goal of -5 DFS.

2023-2024
After reviewing the 2024 California School Dashboard in consultation with educational partners at Val Verde Academy as part of a comprehensive needs analysis, it was determined that Equity Multiplier funding would best be used to address the ELPI, ELA, and Math indicators.

2024-2025
Val Verde Academy did not receive Equity Multiplier funding during the 24-25 school year; however, a needs assessment was conducted through the School Site Council process. It was determined that the remainder of the Equity Multiplier funding would best be used to address Suspension Rates (2.9%) and the Math (-78.6 DFS) academic indicators.

Val Verde Academy’s ELA academic indicator on the 2024 Dashboard shows that Low-Income students scored 40.3 points below standard (DFS) and English Learners scored 68.4 points below standard, both below the All student group average of -36.2 DFS and well below the district’s goal of -5 DFS. The Math academic indicator reflects similar gaps: Low-Income students scored 91.2 points below standard and English Learners scored 113.3 points below standard, compared to the All student group average of -84.5 DFS—again, significantly under the district’s goal. These data points highlight the need for targeted academic support and confirm the strategic use of Equity Multiplier funding to accelerate achievement for the most underserved student groups.

Val Verde Academy's ELA academic indicator on the 2024 Dashboard shows that Low-Income students scored 40.3 points below standard (DFS) and English Learners scored 68.4 points below standard, both below the All student group average of -36.2 DFS and well below the district's goal of -5 DFS. The Math academic indicator reflects similar gaps: Low-Income students scored 91.2 points below standard and English Learners scored 113.3 points below standard, compared to the All student group average of -84.5 DFS—again, significantly under the district's goal. These data points highlight the need for targeted academic support and confirm the strategic use of Equity Multiplier funding to accelerate achievement for the most underserved student groups.

The 2025 California Dashboard reflects early signs of progress as a result of these targeted investments. In ELA, Val Verde Academy's All student group scored 15.8 DFS—a significant improvement of +52 DFS from the prior year—demonstrating meaningful growth. In Math, the All student group scored -78.6 DFS, an improvement of +5.9 DFS over the previous year, indicating incremental but positive movement in closing the achievement gap. These gains affirm that the strategic allocation of Equity Multiplier funding toward academic intervention and instructional support is beginning to yield measurable results for the school's most underserved student populations.However, the 2025 Dashboard also signals an area of growing concern: Val Verde Academy's suspension rate increased to 2.9% for the All student group—a rise of 2 percentage points over the prior year's rate of 0.9%—moving the indicator from Green to Orange.This demonstrates the need to strengthen behavioral supports, restorative practices, and social-emotional interventions alongside academic programming to ensure that all students—particularly those from historically underserved groups—have equitable access to a safe and supportive learning environment.

In 2023-2024, our ELPI score on the California Dashboard was 32%. Our EL student group performed at 32% on the ELPI indicator (Red Performance Color) and our LTELs performed at 25% on the ELPI indicator (Red Performance Color). In 2024-2025, the ELPI score was 58.8%, an increase of 26.8%, with our EL student group performing at 58.8% and our LTELs performing at 58.8%. This demonstrates that the supports put in place during the 24-25 school year proved effective in supporting our English Learners with gaining proficiency in the English Language.

The district also recognizes an underlying credentialing concern at Val Verde Academy. As of 2023-24, 52.4% of teachers hold clear credentials, with 37.3% teaching out-of-field and 5.2% on intern credentials. The district is actively addressing this through targeted recruitment of fully credentialed teachers, support for current staff pursuing clear credentials, and ongoing monitoring of teaching assignments. These efforts are reflected in the goal of reaching 90% clear credentialing by the end of the three-year LCAP cycle, as identified in Metric 6.8.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	High School Graduation Rate (California School Dashboard)	Class of 2023 Val Verde Academy All 100% - Blue AA - NA Hisp 100% - No Color Wht NA LI 100% - Blue EL NA SWD NA FY NA HY NA	Class of 2024 Val Verde Academy All 96.8% - Blue AA - NA Hisp 96% - No Color Wht NA LI 96.4% - No Color EL NA SWD NA FY NA HY NA	Class of 2025 Val Verde Academy All 95% - Green AA - NA Hisp 92.9% - No Color Wht - NA LI 95% - No Color EL - NA SWD - NA FY - NA HY - NA	Class of 2026 Val Verde Academy All at least 90.5% AA at least 90.5% Hisp at least 90.5% Wht at least 90.5% LI at least 90.5% EL at least 90.5% SWD at least 90.5% FY 3-year average of at least 90.5% HY at least 90.5%	Val Verde Academy All - Decrease of 5% AA - NA Hisp -Decrease of 7.1% Wht NA LI - Decrease of 5% EL NA SWD NA FY NA HY NA
6.2	College/Career Readiness Rate (California School Dashboard)	Class of 2023 Val Verde Academy All 28.6% AA - NA Hisp 25% Wht NA LI 28.2% EL NA SWD NA FY NA HY NA	Class of 2024 Val Verde Academy All 25.8% AA - NA Hisp 24% Wht NA LI 21.4% EL NA SWD NA FY NA HY NA	Class of 2025 Val Verde Academy All 35% - No Color AA - NA Hisp 35.7% - No Color Wht - NA LI 35% - No Color EL - NA SWD - NA FY - NA HY - NA	Val Verde Academy Class of 2026 All at least 55% AA at least 55% Hisp at least 55% Wht at least 55% LI at least 55% EL at least 55% SWD at least 50% FY 3-year average of at least 45% HY at least 55%	Val Verde Academy All - Increase of 6.4% AA - NA Hisp -Increase of 10.7% Wht NA LI - Increase of 6.8% EL NA SWD NA FY NA HY NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.3	English Language Arts - Distance From Standard (DFS) (California School Dashboard)	2022-2023 School Year Val Verde Academy All -36 DFS - Yellow AA NA Hisp -39 DFS - Yellow Wht NA LI -44 DFS - Yellow EL -75 DFS - Orange SWD -62 DFS - No Color FY NA HY NA	2023-2024 School Year Val Verde Academy All -36.2 DFS - Orange AA NA Hisp -42.2 DFS - Orange Wht NA LI -40.3 DFS - Yellow EL -68.4 DFS - No Color SWD NA FY NA HY NA	2024 - 2025 Val Verde Academy All 15.8 DFS - Blue AA - NA Hisp 3.2 - Green Wht - NA LI 13.2 DFS - Blue EL -2.5 DFS - No Color SWD - NA FY - NA HY - NA	2025-2026 School Year Val Verde Academy All -5 DFS AA -5 DFS Hisp -5 DFS Wht -5 DFS LI -5 DFS EL -5 DFS SWD -5 DFS FY -5 DFS HY-5 DFS	Val Verde Academy All - Increase of 51.8 DFS AA - NA Hisp - Increase of 42.2 DFS Wht NA LI - Increase of 57.2 DFS EL - Increase of 72.5 DFS SWD NA FY NA HY NA
6.4	Math - Distance From Standard (DFS) (California School Dashboard)	2022-2023 School Year Val Verde Academy All -96 DFS - Orange AA NA Hisp -102 DFS - Orange Wht NA LI -99 DFS - Orange EL -122 DFS - Orange SWD -153 DFS - No Color FY NA HY NA	2023-2024 School Year Val Verde Academy All -84.5 DFS - Yellow AA NA Hisp -90.4 DFS - Yellow Wht NA LI -91.2 DFS - Yellow EL -113.3 DFS - No Color SWD NA FY NA HY NA	2024 - 2025 Val Verde Academy All - 78.6 DFS - Yellow AA - NA Hisp -78.8 DFS - Yellow Wht - NA LI -82.8 DFS - Yellow EL -90.2 DFS - No Color SWD - NA FY - NA HY - NA	2025-2026 School Year Val Verde Academy All -5 DFS AA -5 DFS Hisp -5 DFS Wht -5 DFS LI -5 DFS EL -5 DFS SWD -5 DFS FY -5 DFS HY-5 DFS	Val Verde Academy All - Increase of 17.4 DFS AA - NA Hisp - Increase of 23.2 DFS Wht NA LI - Increase of 16.2 DFS EL - Increase of 31.8 DFS SWD NA FY NA HY NA
6.5	Suspension Rate Indicator	2022-2023 School Year Val Verde Academy All 0.4% - Blue	2023-2024 School Year	2024 - 2025 Val Verde Academy	2025-2026 School Year	Val Verde Academy

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(California School Dashboard)	AA 0.0% - Blue Hisp 0.3% - Blue Wht 0.0% - No Color LI 0.4% - Blue EL 1.1% - Green SWD 1.3% - Green FY 0.0% - No Color HY 4.3% - No Color	Val Verde Academy All 0.9% - Green AA 3.1% - Orange Hisp 0.6% - Green Wht 0.0% - No Color LI 1.0% - Green EL 1.4% - Yellow SWD 3.1% - Orange FY NA HY 0.0% - No Color	All 2.9% - Orange AA 8.7% - No Color Hisp 2.2% - Yellow Wht - NA LI 3.3% - Orange EL 3.7% - No Color SWD - 7.5% - Orange FY NA HY NA	Val Verde Academy All 1.0% or less AA 1.5% or less Hisp 1.5% or less Wht 1.5% or less LI 1.5% or less EL 1.5% or less SWD 1.5% or less FY 1.5% or less HY 1.5% or less	All - Increase of 2.5% AA - Increase of 8.7% Hisp -Increase of 1.9% Wht - NA LI - Increase of 2.9% EL - Increase of 2.9% SWD - Increase of 6.2% FY NA HY - NA
6.6	Chronic Absenteeism Rate (California School Dashboard and CALPADS)	2022-2023 School Year Val Verde Academy All 22% - Yellow AA 32% - Orange Hisp 20% - Yellow Wht NA LI 23% - Yellow EL 17% - Yellow SWD 26% - No Color FY NA HY 41% - No Color	2023-2024 School Year Val Verde Academy All 20.6% - Orange AA 41.4% - No Color Hisp 16.5% - Yellow Wht NA LI 21.9% - Orange EL 21.4% - No Color SWD NA FY NA HY NA	2024 - 2025 Val Verde Academy All 3.3% - Green AA NA Hisp 0% - No Color Wht NA LI 4% - No Color EL NA SWD NA FY - NA HY NA	2025-2026 School Year Val Verde Academy All 5% or less AA 5% or less Hisp 5% or less Wht 5% or less LI 5% or less EL 5% or less SWD 5% or less FY 5% or less HY 5% or less	Val Verde Academy All - Increase of 18.7% AA - NA Hisp -Increase of 20% Wht - NA LI - Increase of 19% EL - NA SWD - NA FY - NA HY - NA
6.7	English Learner Progress Indicator (ELPI) (California School Dashboard and	2022-2023 School Year Val Verde Academy EL 35.8% LTELS 30.3%	2023-2024 School Year Val Verde Academy EL 32% - Red LTELS 25% - Red	2024-2025 School Year Val Verde Academy EL 58.8% - No Color	2025-2026 School Year Val Verde Academy at least 50% of EL students making	Val Verde Academy EL - Increase of 23% LTELS - Increase of 28%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CAASPP-ELPAC results website)			LTELS 58.8% - No Color	progress towards English language proficiency	
6.8	Teaching Assignment Monitoring Outcomes (Dataquest)	2021-2022 School Year Val Verde Academy 63.6% Clear 29.3% Out-of-Field 0.0% Intern 0.0% Ineffective 6.8% Incomplete 0.3% Unknown 0.0% N/A	2022-2023 School Year Val Verde Academy 57.4% Clear 33.1% Out-of-Field 0.0% Intern 0.0% Ineffective 9.5% Incomplete 0.0% Unknown 0.0% N/A	2023-2024 School Year Val Verde Academy 52.4% Clear 37.3% Out-of-Field 5.2% Intern 0.0% Ineffective 5.2% Incomplete 0.0% Unknown 0.0% N/A	2025-2026 School Year Val Verde Academy 90.0% Clear 10.0% Out-of-Field 0.0% Intern 0.0% Ineffective 0.0% Incomplete 0.0% Unknown 0.0% N/A	Val Verde Academy Clear - Decrease of 11.2% Out-of-Field - Increase of 8.0% Intern - Increase of 5.2% Ineffective- Maintain 0 change Incomplete - Decrease of 1.6% Unknown- Decrease of 0.3% N/A - Maintained 0 change
6.9	% Favorable School Connectedness Student Survey (6-12 Grade)	2023-2024 School Year All 61% AA NA Hisp -68% Wht NA LI -66% EL -NA SWD -NA FY NA HY 50%	2024-2025 School Year All 63% AA 64% Hisp -67% Wht 49% LI -63% EL -73% SWD -78% FY NA HY 69%	2025-2026 School Year All 71% AA 75% Hisp -73% Wht 57% LI -72% EL -83% SWD -82% FY NA HY 72%	2026-2027 School Year All 80% or more AA 80% or more Hisp 80% or more Wht 80% or more LI 80% or more EL 80% or more SWD 80% or more FY 80% or more HY 80% or more	Val Verde Academy All Increased by 10% AA Increase by 11% Hisp Increase by 5% Wht Increase by 8% LI Increase by 6% EL Increase by 10% SWD Increase by 4% FY NA HY Increase by 22%

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.

In the 2025–26 school year, Val Verde Unified School District continued to implement targeted supports at Val Verde Academy in alignment with the requirements of the Equity Multiplier grant. The goal focused on improving English language proficiency and academic achievement for English Learners (EL), Long-Term English Learners (LTEL), and low-income students through targeted interventions in ELA and Math.

Under Action 6.1, three Impact Substitutes were deployed to push into classrooms and provide targeted, in-class intervention for students, with a particular focus on accelerating academic proficiency for EL and LTEL students. This shift from a pull-out model to a push-in model allowed for more immediate, integrated support within the instructional setting. Efforts to provide intentional academic language supports for our EL students proved to be successful as our ELPI scores increased for our English Learners and our Long-term English Learners by 26.8% from the 23-24 school year, with an overall score of 58.8%.

Under Action 6.2, funds were utilized across several complementary strategies. Extra duty pay was provided to teachers to facilitate after-hours EL tutoring sessions, offering students additional opportunities for English language acquisition and academic intervention outside of the regular school day. Professional development and training were also provided to teachers to strengthen instructional practices specifically designed for English Learners and Long-Term English Learners, including strategies aligned with culturally responsive pedagogy and language development. Additionally, supplemental programs and a partnership with an outside tutoring company were purchased to strengthen student skills and support ongoing intervention efforts.

The 2024–25 CA Dashboard data reflects meaningful progress in some areas: ELA Distance from Standard improved significantly for All Students (+51.8 dfs) and English Learners (+65.8 dfs), and Chronic Absenteeism showed a notable decrease (from 20.6% to 3.3%). However, challenges persist, particularly with Suspension Rates (2.9% - Orange) — both the Socioeconomically Disadvantaged (3.3% - Orange) and Students with Disabilities (7.5% - Orange) student groups saw an increase in behavior incidents, increasing suspension rates, indicating a continued need for targeted SEL and behavior supports entering 2026–27.

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.

In 2025–26, the actions under Goal 6 resulted in material differences between budgeted and actual expenditures for both Action 6.1 and Action 6.2.

For Action 6.1, which funded additional Impact Substitutes to provide targeted academic and language support, $163,130 was budgeted and $99,031 was spent, resulting in a material difference of $64,099. This material difference occurred as a result of the delayed hiring of a intervention substitutes. Two of the planned intervention substitutes were not brought on until later in the school year, resulting in fewer personnel expenditures than originally budgeted. The positions were later filled and services were provided; however, the delayed start meant that not all allocated funds were expended by the year's end.

For Action 6.2, $234,282 was budgeted with only $111,967 expended, resulting in a difference of $122,315. This material difference was the result of several contributing factors. First, the district identified expiring Educator Effectiveness Grant funds that needed to be utilized prior to the end of the fiscal year. As a result, much of the teacher professional development and training planned under Action 6.2 was funded through those grant funds instead, reducing the draw on Equity Multiplier resources for this purpose. In addition, the site took additional time to research and identify academic intervention programs that would be best suited to the unique needs of Val Verde Academy's student population and demographics. This deliberate process delayed implementation, and once a tutoring program was selected, made the intentional decision to allow adequate time for that program to take effect before introducing additional programs. Due to lower than expected enrollment (174 students in 24-25 to 93 students in 25-26), the site did not need to purchase as many resources and program licenses as originally planned, and program costs came in lower than expected. As a result, a significant portion of the funds allocated to Action 6.2 went unspent during the 2025-26 school year. The district has incorporated these adjustments into planning for 2026-27 school year to ensure a more consistent utilization of allocated resources.

Given the disparities in actual versus budgeted expenditures for Action 6.1 and 6.1 Action 6.2, the estimated percentage of improved services was lower than originally projected. As the district reviews the effectiveness and implementation of these actions, adjustments to planned resources, programs, and staffing will be addressed to ensure full utilization of allocated funds and greater impact on student outcomes in the upcoming year.

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

The effectiveness of Goal 6 actions demonstrated measurable progress in several academic achievement metrics, with continued areas of need remaining.

Action 6.1: Additional Support Personnel — The inclusion of three Impact Substitutes in a push-in model provided targeted, in-class intervention that correlated with significant improvements in ELA and Math DFS scores across student groups. All Students improved by +52 DFS in ELA and +5.9 DFS in Math. English Learners showed notable gains of +65.8 DFS in ELA and +23.1 DFS in Math, and Socioeconomically Disadvantaged students improved by +53.4 DFS in ELA and +8.5 DFS in Math. The push-in model allowed Impact Substitutes to work alongside classroom teachers to provide more immediate and integrated support, positively influencing instructional delivery and individualized student intervention.

Action 6.2: Additional Materials, Supplies, and Services — The use of Equity Multiplier funds to provide teacher extra duty pay for after-hours EL tutoring, professional development focused on EL and LTEL instructional strategies, and supplemental intervention programs supported a more comprehensive approach to language development and academic acceleration. These investments contributed to the academic gains noted above and helped strengthen teacher capacity to deliver EL-specific instruction. However, Suspension Rates for both Socioeconomically Disadvantaged and Students with Disabilities student groups are in the Orange performance level (3.3% and 7.5% respectively), indicating that while classroom academic metrics are trending positively, social-emotional learning and behavior intervention requires continued and intensified focus.

Despite the academic improvements that were observed, concerning increases were observed in the suspension rate for Socioeconomically Disadvantaged and Students with Disabilities. These findings highlight the need to embed SEL, behavioral, and engagement supports alongside academic interventions to sustain improvement.

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.

Following a careful review of 2025–26 outcomes, adjustments to this goal have been made to reflect the significant academic progress achieved at Val Verde Academy while redirecting focus toward areas of persistent need. The improvement in the ELA performance indicator (+52 DFS for All Students) and the substantial growth in ELPI (32% to 58.8%) are encouraging signs that the instructional strategies and support structures put in place are working. As a result, the district will maintain continued focus on academic achievement to sustain this momentum.

However, the rise in suspension rates — from 0.9% (Green) in 2023-24 to 2.9% (Orange) in 2024-25 — signals a clear area requiring purposeful action. Elevated rates persist among Students with Disabilities (7.5%, +4.4% increase, Orange), African American students (8.7%, +5.6% increase, No Color), Socioeconomically Disadvantaged students (3.3%, +2.3% increase, Orange), and Hispanic students (2.2%, +1.7% increase, Yellow). These groups will receive targeted attention in 2026-27 through strengthened supports in Social-Emotional Learning, Restorative Practices, and additional staff training.

Winter 2026 Panorama Student Survey data further informs this focus. While 91% of students responded favorably on Climate of Support for Academic Learning — well above the district average of 76% — the Sense of Belonging (School Connectedness) data reveals an important area of need. Overall, 71% of students responded favorably on school connectedness, above the district average of 58%; however, only 58% of students reported feeling close to people at school, and 74% reported feeling safe — indicating that relationship-building and a stronger sense of community remain critical priorities. These data points are directly connected to the elevated suspension rates observed across multiple student groups in 2024-25, as research consistently links low school connectedness to increased behavioral incidents and disciplinary referrals. As a result, Metric 6.9 (% Favorable School Connectedness, Student Survey) has been added to provide an annual, measurable indicator of progress on the school climate and relationship-building work being implemented through Actions 6.1 and 6.2, and to monitor whether improvements in student connectedness correlate with a reduction in suspension rates over the three-year LCAP cycle.

In response, both actions under Goal 6 will be adapted to more explicitly address school climate and behavioral supports. Under Action 6.1, Impact Substitutes will expand their role beyond academic intervention to include tiered behavioral support, focusing on relationship-building, de-escalation, and student connectedness — particularly for student groups with the highest suspension rates. This represents a deliberate shift in how the Impact Substitute model is deployed, moving from a purely academic push-in model to one that integrates social-emotional support within the classroom setting. Under Action 6.2, planned materials, supplies, and services will be refocused to include professional development for staff on restorative practices and culturally responsive pedagogy, equipping teachers with proactive tools to address behavioral concerns before they escalate to suspensions. The after-hours EL tutoring program will continue, as evidence from 2024-25 demonstrates its effectiveness in supporting language acquisition and reclassification progress, and will be expanded to include math intervention to address the academic needs identified in Metric 6.4.

The district remains committed to monitoring progress across all student groups — including Socioeconomically Disadvantaged students, Students with Disabilities, Hispanic, and African American students — ensuring that decision-making is grounded in actionable data and reflects the full range of student experiences at Val Verde Academy.

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	Additional Support Personnel	Additional Impact Substitutes will be deployed at Val Verde Academy to provide targeted support in both academic intervention and school climate. Impact Substitutes will push into classrooms to deliver supplemental, in-class intervention designed to accelerate student proficiency in ELA and Math supporting all students, with a focus on Socioeconomically Disadvantaged and Hispanic student groups. In addition, Impact Substitutes will also serve as a consistent, trusted presence in the classroom, supporting tiered behavioral interventions through relationship-building, de-escalation, and restorative approaches. This dual focus is intended to directly address the rise in suspension rates — particularly for Students with Disabilities, Socioeconomically Disadvantaged, Hispanic, and African American students — by providing proactive, in-classroom support that reduces escalation and strengthens student connectedness to the learning environment.	$140,481.00	No
6.2	Additional Materials, Supplies, and Services	Supplemental materials, programs, and professional development will be utilized at Val Verde Academy to accelerate academic proficiency for all students, specifically Socioeconomically Disadvantaged and Hispanic students, and reduce suspension rates for all students, specifically for Students with Disabilities, Socioeconomically Disadvantaged, Hispanic, and African American students. Additionally, professional development in restorative practices and culturally responsive pedagogy will build staff capacity to proactively address behavioral concerns, strengthen student-teacher relationships, and reduce reliance on exclusionary discipline. Professional development and support will also be provided to out-of-field teachers to build subject matter competency as the site works toward its goal of 90% clear credentialing by the end of the three-year LCAP cycle. Materials, Supplies, Services will consist of items such as:	$367,000.00	No

Action #	Title	Description	Total Funds	Contributing
		• Tutoring • Online Programs • Training • Conferences • Materials/Supplies		

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	By June 2027, all students, including Socioeconomically Disadvantaged, Hispanic, and African American students at Val Verde Student Success Academy will demonstrate a decrease in suspension rates and chronic absenteeism, with an improvement in academic achievement, with no student groups performing in the lowest performance level. This goal specifically addresses the Suspension Rate for Hispanic students (27.9%, Red) and Socioeconomically Disadvantaged students (27.7%, Red) — the student groups performing at the lowest level on one or more state indicators on the California Dashboard, and Chronic Absenteeism for Hispanic students (61.5%) and Socioeconomically Disadvantaged students (58.8%). While all other student groups do not have a Dashboard color designation due to insufficient n-size, the district remains committed to monitoring and supporting the needs of all students, including African American, Students with Disabilities, and Foster Youth students. Additionally, the district acknowledges an underlying credentialing concern at Val Verde Student Success Academy, where 70.5% of teachers hold clear credentials and 29.5% are teaching out-of-field as of 2023-24. The district is actively addressing this through targeted recruitment, credentialing support, and ongoing monitoring, with a goal of reaching 90% clear credentialing, as identified in Metric 7.3. No student group will receive the lowest performance level on any state indicator by June 2027.	Equity Multiplier Focus 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 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal addresses the statutory requirement for schools receiving Equity Multiplier funding. After reviewing the California School Dashboard in consultation with educational partners at Val Verde Student Success Academy as part of a comprehensive needs analysis, it was determined that the Equity Multiplier funding would best be used to address chronic absenteeism and suspension rate indicators, thus positively impacting student academic achievement.

2023-2024
Val Verde Student Success Academy's data reflects that 71.2% of all students are chronically absent and an overall suspension rate of 13.9%.

2024-2025
Val Verde Student Success Academy's Chronic Absenteeism data reflects that 57.9% of all students are chronically absent. This is a decrease of 7.3% from the previous school year. The Socioeconomically Disadvantaged (58.8%) student group had a decrease of 4.8% in the Chronic Absenteeism Indicator; however, the Hispanic(61.5%) student group saw an increase of 5.3%.

Val Verde Student Success Academy's Suspension data reflects a 29% Suspension Rate. This is an increase of 15.1% from the previous school year. The Socioeconomically Disadvantaged (27.7%) student group had an increase of 13.6% in the Suspension Rate Indicator and the Hispanic(27.9%) student group saw an increase of 16.8%.

The district also recognizes an underlying credentialing concern at Val Verde Student Success Academy. As of 2023-24, 70.5% of teachers hold clear credentials, with 29.5% teaching out-of-field. The district is actively addressing this through targeted recruitment of fully credentialed teachers, support for current staff pursuing clear credentials, and ongoing monitoring of teaching assignments. These efforts are reflected in the goal of reaching 90% clear credentialing by the end of the three-year LCAP cycle, as identified in Metric 7.3

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Suspension Rate (CA Dashboard)	2023-2024 School Year All 13.9% AA 13.3% Hisp 11.1% Wht NA LI 14.1% EL NA SWD NA FY NA HY NA	2023-2024 School Year All 13.9% AA 13.3% Hisp 11.1% Wht NA LI 14.1% EL NA SWD NA FY NA HY NA	2025-2026 School Year All - 29% AA - 29.4% Hisp - 27.9% Wht - NA LI - 27.7% EL - NA SWD - NA FY - NA HY - NA	2025-2026 School Year All - 4% or less AA - 4% or less Hisp - 4% or less Wht - 4% or less LI - 4% or less EL - 4% or less SWD - 4% or less FY - 4% or less HY - 4% or less	All - Increase of 15.1% AA - Increase of 16.1% Hisp - Increase of 16.8% Wht - NA LI - Increase of 13.6% EL - NA SWD - NA FY - NA HY - NA
7.2	Chronic Absenteesim (CA Dashboard/Dataquest)	2023-2024 School Year All 65.2% AA 66.7% Hisp 70.5% Wht NA LI NA	2023-2024 School Year All 65.2% AA 66.7% Hisp 70.5% Wht NA	2024-2025 School Year All - 57.9% AA - NA Hisp - 61.5% Wht - NA	2025-2026 School Year All - 5% or less AA - 5% or less Hisp - 5% or less Wht - 5% or less	All - Decrease of 7.3% AA - NA Hisp - Decrease of 9% Wht - NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL NA SWD NA FY NA HY NA	LI NA EL NA SWD NA FY NA HY NA	LI - 58.8% EL - NA SWD - NA FY - NA HY - NA	LI - 5% or less EL - 5% or less SWD - 5% or less FY - 5% or less HY - 5% or less	LI - 58.8% is Baseline EL - NA SWD - NA FY - NA HY - NA
7.3	Teaching Assignment Monitoring Outcomes (Dataquest)	2023-2024 School Year Val Verde Student Success Academy 70.5% Clear 29.5% Out-of-Field 0.0% Intern 0.0% Ineffective 0.0% Incomplete 0.0% Unknown 0.0% N/A 2023-2024 Data Used for Baseline Year	2023-2024 School Year Val Verde Student Success Academy 70.5% Clear 29.5% Out-of-Field 0.0% Intern 0.0% Ineffective 0.0% Incomplete 0.0% Unknown 0.0% N/A 2023-2024 Data Used for Baseline Year	2023-2024 School Year Val Verde Student Success Academy 70.5% Clear 29.5% Out-of-Field 0.0% Intern 0.0% Ineffective 0.0% Incomplete 0.0% Unknown 0.0% N/A 2023-2024 Data Used for Baseline Year	2025-2026 School Year Val Verde Student Success Academy 90.0% Clear 10.0% Out-of-Field 0.0% Intern 0.0% Ineffective 0.0% Incomplete 0.0% Unknown 0.0% N/A	2023-2024 was the baseline year. Maintained
7.4	Panorama Social Emotional Learning Student Survey - Growth Mindset (Middle School)	2023-2024 School Year All 58% AA NA Hisp 30% Wht NA LI NA EL NA SWD NA FY NA HY NA 2023-2024 Data Used for Baseline Year	2024-2025 School Year All 57% AA NA Hisp NA Wht NA LI NA EL NA SWD NA FY NA HY NA *Not enough surveys to disaggregate demographic data.	2025-2026 School Year All 72% AA NA Hisp NA Wht NA LI NA EL NA SWD NA FY NA HY NA *Not enough surveys to disaggregate demographic data.	2026-2027 School Year All 80% or more AA 80% or more Hisp 80% or more Wht 80% or more LI 80% or more EL 80% or more SWD 80% or more FY 80% or more HY 80% or more	2026-2027 School Year All Increased by 14% AA NA Hisp NA Wht NA LI NA EL NA SWD NA FY NA HY NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.5	Panorama Social Emotional Learning Student Survey- Growth Mindset (High School)	2023-2024 School Year All 64% AA NA Hisp NA Wht NA LI NA EL NA SWD NA FY NA HY NA *Not enough surveys to disaggregate demographic data. 2023-2024 Data Used for Baseline Year	2024-2025 School Year All 75% AA NA Hisp NA Wht NA LI NA EL NA SWD NA FY NA HY NA *Not enough surveys to disaggregate demographic data.	2025-2026 School Year All 49% AA NA Hisp NA Wht NA LI NA EL NA SWD NA FY NA HY NA *Not enough surveys to disaggregate demographic data.	2026-2027 School Year All 70% or more AA 70% or more Hisp 70% or more Wht 70% or more LI 70% or more EL 70% or more SWD 70% or more FY 70% or more HY 70% or more	2026-2027 School Year All NA AA NA Hisp NA Wht NA LI NA EL NA SWD NA FY NA HY NA

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.

Val Verde Student Success Academy has worked to implement actions under Goal 7 using Equity Multiplier funding to address chronic absenteeism and suspension rates. Action 7.1 (Additional Support Personnel) moved forward with the deployment of an Impact Substitute; however, the position did not begin until December 2025 due to delayed hiring timelines. Additionally, release days were provided to teachers to collaborate to analyze data and align instructional practices to improve academic outcomes for students. Action 7.2 (Additional Materials, Supplies, and Services) provided funds were to contract with outside organizations to provide engagement, mentorship, and social-emotional learning supports aimed at improving student attendance and reducing behavioral incidents. These combined efforts are proving somewhat effective in the area of Chronic Absenteeism and represent the district's continued commitment to improving outcomes for all students at the site, particularly low-income, English Learner, and Foster Youth 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.

There was a material difference between budgeted and estimated actual expenditures for Goal 7 actions during the 2025-2026 school year.

For Action 7.1, actual expenditures were lower than planned because the Impact Substitute position was not filled until December 2025. As a result, personnel costs reflected approximately one semester of service rather than a full year of implementation as originally budgeted.

For Action 7.2, expenditures exceeded the original allocation as the school site team and educational partners identified a need for additional student engagement, mentorship, enrichment, and social-emotional learning opportunities intended to improve attendance, strengthen school connectedness, and reduce behavioral incidents. In response to student interest and site-level needs, the district reallocated $7,520 from Action 7.1 to Action 7.2 to expand student-centered supports and activities aligned to the goals of reducing suspension rates and chronic absenteeism.

Although there were differences between planned and actual expenditures across these actions, the district maintained the planned level of improved services for unduplicated pupils by redirecting resources toward student engagement strategies and intervention supports that aligned with identified student needs and educational partner feedback. The district will continue monitoring staffing timelines and expenditure pacing in future years to ensure Equity Multiplier funds are fully utilized in alignment with approved actions and intended student outcomes.

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

The results yielded from Actions 7.1 and 7.2 were inconsistent. While positive gains were observed in the area of Chronic Absenteeism, Suspension Rates increased significantly, demonstrating a clear need to intensify supports for student social-emotional learning and behavior. As a result, both actions will be adapted in 2026-27 to implement more targeted and structured strategies to address these persistent needs.

Action 7.1 — The delayed start of the Impact Substitute (December 2025) limited the full scope of personnel support during the first semester, limiting the intended impact of the intervention's reach during the first semester of the school year. Despite this, the second-semester presence of the Impact Substitute Teacher provided more consistent in-class support for students. In 2026-27, the district will ensure the Impact Substitute is onboarded at the start of the school year to maximize intervention time. The role will also be explicitly expanded to include both academin and tiered behavioral support, with the Impact Substitute serving as a consistent, trusted presence focused on de-escalation, relationship-building, and proactive intervention for students struggling with attendance and behavior — with particular attention to Hispanic and Socioeconomically Disadvantaged students, who are performing at the Red level on the Suspension Rate indicator.

Action 7.2 — The district, in collaboration with the school site, identified a need to provide mentorship and social-emotional learning support for students. The school site partnered with Tomorrow's Talent, an outside mentorship organization offering structured engagement activities targeting attendance and behavioral barriers. While staff reports positive outcomes with the organization, it is too early in implementation to draw definitive conclusions about its impact on suspension and chronic absenteeism rates. In 2026-27, the district will continue the mentorship partnership with Tomorrow's Talent while adding the following targeted strategies to more directly address suspension rates and chronic absenteeism: structured restorative practice circles to address behavioral incidents before they escalate to suspensions; individualized attendance intervention plans for chronically absent students, with check-in/check-out supports and family engagement components; and professional development for site staff on trauma-informed practices and de-escalation techniques to build school-wide capacity for behavioral support. The 2024–25 California Dashboard data reflects that the overall suspension rate increased to 29% (Red)

from a baseline of 13.9%, and chronic absenteeism decreased modestly to 57.9% from 65.2%, affirming that attendance supports are beginning to work while behavioral interventions require significant strengthening going into 2026-27.

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.

In reflecting on prior practice, the district has added two additional metrics to Goal 7 for 2026-27. Student survey data on growth mindset has been incorporated to provide direct student voice in support of the goal's identified needs. The district surveys students annually, and the Growth Mindset section of the Social Emotional survey asks students to respond to statements about their beliefs regarding intelligence, effort, and academic capability — including whether they believe they can change their intelligence through hard work, increase it through challenge, and succeed in subjects they find difficult. While family survey data is not available, as family members did not complete surveys, this student data underscores the need for continued investment in social-emotional learning, growth mindset development, and relationship-based supports at the site — reinforcing the rationale for the mentorship, restorative practices, and trauma-informed professional development planned under Actions 7.1 and 7.2.

Additionally, the district has aligned Goal 7 metrics to shared metrics already established in Goals 1 and 3 — specifically, Metrics 1.2, 1.3, 1.8, 1.9, 3.3, 3.4, and 3.6 — to create a more cohesive and evidence-supported picture of how alternative school programming is impacting unduplicated student groups across the district, including comparisons of chronic absenteeism and suspension rates between alternative and comprehensive school settings.

The district also updated Metric 7.3 to reflect corrected and verified credentialing and teaching assignment data. During review of prior-year reporting, the district identified inaccuracies in the previously reported percentages of teachers holding clear credentials and teachers teaching out-of-field. The revised Metric 7.3 now reflects updated and accurate teaching assignment outcomes based on corrected credentialing data, allowing for more reliable monitoring of staffing equity and credentialing trends at Val Verde Student Success Academy moving forward.

Based on the implementation experience in 2025–26, several targeted changes have been made to the planned actions for the coming year to more directly address the significant gap between current suspension rates (29%, Red) and the district's goal of 4% or less, while sustaining the modest progress made on chronic absenteeism (57.9%, down from 65.2%).

For Action 7.1, the district will ensure the Impact Substitute position is filled at the start of the school year to maximize the period of support and eliminate the first-semester gap experienced in 2025-26. The role of the Impact Substitute has been expanded beyond academic intervention to include tiered behavioral support. Specifically, the Impact Substitute will focus on academic intervention, relationship-building, and de-escalation support for students identified as chronically absent or at elevated risk of suspension — with particular emphasis on Hispanic and Socioeconomically Disadvantaged students, who are performing at the Red level on the Suspension Rate indicator.

For Action 7.2, the district will continue the partnership with Tomorrow's Talent, which provides structured mentorship and social-emotional learning supports designed to strengthen student engagement, build self-regulation skills, and reduce behavioral incidents. In addition to continuing this partnership, Action 7.2 has been updated to include the following specific strategies to address the areas of greatest need: (1) structured restorative practice circles to resolve behavioral conflicts before they escalate to suspensions; (2) individualized attendance

intervention plans for chronically absent students, incorporating family engagement components and community-based supports; and (3) professional development for site staff in trauma-informed practices and de-escalation techniques to build staff capacity for proactive behavioral support.

Together, Actions 7.1 and 7.2 will serve as the integrated foundation for Tier 1 and Tier 2 behavioral and attendance supports at Val Verde Student Success Academy in 2026-27, with progress monitored through periodic review of suspension and attendance data to allow for timely adjustments throughout the year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Additional Support Personnel	Additional Impact Substitute to provide supplemental academic support and tiered behavior interventions to accelerate students academic proficiency, support student SEL services, improve attendance, and reduce behavior incidents for all students, including Socioeconomically Disadvantaged and Hispanic students.	$35,391.00	No
7.2	Additional Materials, Supplies, and Services	Provide supplemental instructional materials, services, and professional development to accelerate students' academic achievement and implement strategies aimed at reducing chronic absenteeism and behavior incidents through increased student engagement and connection to school for all students, including Socioeconomically Disadvantaged and Hispanic students.	$40,604.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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.

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

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.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
9		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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.

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

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.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
10		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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.

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

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.

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

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
$82,361,830	$10,465,913

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
38.785%	0.000%	$0.00	38.785%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Early Literacy **Need:** Low-Income, Foster Youth and English Learner scores continue to be low on CAASPP ELA. Assessments of early literacy skills show a correlation to achievement on the state assessment in later grades. Per 25-26 Trimester 3 Acadience Reading Data - The	Increase and improve staff and resources to continue to develop teachers' effectiveness in the classroom and provide additional learning opportunities and supports to meet the needs of unduplicated students in achieving grade-level reading proficiency by 3rd grade. This is implemented LEA-wide to upgrade the entire educational program and raise the achievement of the lowest-achieving students.	1.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	low-income student group has 10.6% points fewer students achieving at or above benchmark at the end of the year for grades kinder through second (55.7% low-income vs 66.3% not low-income). 39% of English Learner Students were at or above benchmark compared to 63% of non-English Learner students. 54% of Foster students were at or above benchmark compared to 57% of non-Foster students. **Scope:** LEA-wide		
1.2	**Action:** Multi-Tiered System of Support for Academics **Need:** While efforts to improve outcomes have succeeded in raising scores for unduplicated students, gaps in achievement still remain between unduplicated students' achievement, SWD, and their peers. The latest ELA distance from standard (DFS) scores (ALL -25.8, LI -31.2, EL -55.9, FY -74.7, SWD -121.2, HY -50.8) and math DFS scores (All -79.9, LI -85.6, EL -101, FY -119.4, SWD -157.5, HY -99.3) show a need to continue to focus on Multi-Tiered Systems of Support that can more effectively support unduplicated students. Teachers and staff consistently provide feedback that professional development is needed for them to implement new pedagogies with fidelity and meet students' changing needs.	The district will continue implementing and refining a Multi-Tiered System of Supports (MTSS) framework with an emphasis on Universal Design for Learning (UDL) practices in Tier 1 instruction to increase access to grade-level standards for unduplicated student groups, including English Learners, Foster Youth, Low-Income students, and Students with Disabilities. During the 2026-2027 school year, the district will continue Year 2 implementation of the K-8 Amplify Math curriculum and begin Year 1 implementation of Amplify Math in grades 9-12 to strengthen standards-aligned mathematics instruction and improve student achievement outcomes in mathematics. Professional development and instructional coaching will support teachers in implementing research-based instructional practices embedded within the curriculum to increase student engagement, mathematical discourse, conceptual understanding, and access	1.2,1.6,1.7,1.8,1.9, 1.17

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	to rigorous grade-level content for unduplicated student groups. The district will also continue providing professional development in: -Keys to Content Literacy strategies to improve reading, writing, vocabulary development, and comprehension across content areas -Rigor-focused instructional practices designed to increase cognitive engagement and access to grade-level standards -Engagement Continuum strategies to improve student participation, school connectedness, and classroom engagement -Universal Design for Learning (UDL) and differentiated instructional practices -Integrated English Language Development (ELD) strategies -Formative assessment and data analysis practices to monitor student progress and adjust instruction Teachers and staff will use formative assessment data, curriculum-based assessments, and student performance data to identify learning gaps and provide differentiated instruction and targeted intervention supports for students performing below grade level. Additional supports for English Learners and Foster Youth students will include scaffolded instruction, increased opportunities for academic discourse, differentiated access to grade-level curriculum, and instructional strategies designed to improve engagement and participation in the learning process.	

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
		The district will continue strengthening collaboration among general education teachers, intervention staff, instructional coaches, counselors, and support personnel to ensure students receive timely academic and social-emotional supports within the classroom setting before more intensive interventions are required. This LEA-wide action is intended to improve the quality of first instruction, increase academic achievement in English Language Arts and Mathematics, improve student engagement and school connectedness, and reduce achievement gaps for unduplicated student groups by ensuring classroom instruction is accessible, engaging, rigorous, and responsive to diverse student needs.	
1.3	**Action:** College and Career Readiness Supports **Need:** Historically, unduplicated student groups, including Low-Income students, Foster Youth, and English Learner students, have demonstrated lower levels of College and Career Readiness compared to district expectations as measured by the California School Dashboard College/Career Indicator. District data indicates that achievement gaps continue to exist in access to and successful completion of college and career pathways, including A-G completion, Career Technical Education (CTE) pathway completion, dual enrollment opportunities, and other indicators contributing to College/Career Readiness.	Additional modifications to programs to more intentionally meet the needs of English Learner and Foster Youth students should result in more improvement. This action is expected to increase the percentage of unduplicated students meeting the College/Career Readiness requirements to 60% for Low-income and English Learner students and average 45% for Foster Youth by 2026. This is implemented LEA-wide to upgrade the entire educational program and raise the achievement of the lowest-achieving students.	1.1, 1.3, 1.4, 1.5, 1.11, 1.12

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	While district actions and interventions have resulted in measurable growth for some student groups, disparities persist among unduplicated pupils. According to the California School Dashboard, the College/Career Readiness rate for Low-Income students increased from 48% in 2023 to 57% in 2025, and English Learner students demonstrated substantial improvement from 18% in 2023 to 30% in 2025. However, Foster Youth students continue to demonstrate significant needs in this area, declining from 19% in 2023 to 10% in 2025 on the College/Career Indicator. These outcomes indicate a continued need for targeted academic advising, intervention, mentoring, postsecondary planning, and expanded access to college and career pathway opportunities for unduplicated student groups. Educational partner feedback and student outcome data further suggest that unduplicated pupils benefit from increased individualized guidance, academic monitoring, transition supports, and access to rigorous coursework and career exploration opportunities that prepare students for postsecondary success. Additional support is needed to ensure unduplicated students have equitable access to the academic, technical, and social-emotional supports necessary to successfully complete college and career readiness requirements and graduate prepared for		

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
	postsecondary education, training, and workforce opportunities. **Scope:** LEA-wide		
1.8	**Action:** Alternative Options **Need:** Val Verde Unified School District has identified a need for alternative educational settings and targeted supports for unduplicated student groups, including Foster Youth, Low-Income, and English Learner students, particularly those experiencing challenges related to attendance, behavior, anxiety, trauma, and academic performance. District data demonstrates that many students enrolled in alternative programs require additional flexibility and intervention to remain engaged in school and make academic progress. Following the COVID-19 pandemic, Val Verde Academy experienced a significant increase in enrollment, growing from 109 students in 2020-2021 to 642 students in 2021-2022. During the 25-26 school year, 84% of students enrolled at Val Verde Academy were socio-economically disadvantaged. Staff observations, student support records, and school climate survey data indicate that many of the students enrolled in the program continue to experience anxiety, difficulties with socialization, and challenges returning to	These options benefit low-income families, providing more flexible learning environments that can adapt to various educational and personal challenges. These options also offer targeted support and resources that may not be available in traditional settings, helping to bridge the educational gap and promote equal opportunities for academic success. 91% of students attending these schools are low-income, which is higher than the district's 88% low-income. This is implemented Schoolwide to upgrade the entire educational program and raise the achievement of the lowest-achieving students.	1.2, 1.3, 1.8, 1.9, 3.3, 3.4, 3.6, 6.1, 6.2, 6.3, 6.4, 6.6, 6.9, 7.1, 7.2, 7.4, 7.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	traditional school environments following the pandemic. District survey data and student outcome metrics provide evidence that the alternative setting is positively impacting student engagement and school connectedness. School climate survey data (Metric 6.9) shows improvement in students' sense of connectedness to school. Additionally, district data reflects improvements in Chronic Absenteeism (Metric 6.6), English Language Arts performance (Metric 6.3), and Mathematics performance (Metric 6.4) for students participating in the program. These outcomes suggest that flexible learning environments, smaller class sizes, and increased individualized support can improve student engagement and academic outcomes for students with significant social-emotional and attendance needs. Similarly, Val Verde Student Success Academy was established in the 2023-2024 school year to support students in grades 6-10 who struggle with behavior, academics, and chronic absenteeism at their comprehensive school sites. Approximately 92% of enrolled students are identified as low-income. The program is designed as a short-term intervention model to provide students with intensive academic, behavioral, and attendance supports while developing long-term plans for successful transition back to comprehensive school settings.		

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
	The Student Success Academy provides mentoring opportunities, counseling services, attendance interventions, behavioral supports, academic intervention, and student incentive programs. Smaller class sizes, ranging from 8-15 students per class, along with a higher adult-to-student ratio, create an environment where students receive more individualized attention and behavioral support. District survey data related to Growth Mindset (Metrics 7.4 and 7.5) demonstrated positive outcomes among middle school students, particularly in students' belief that they could overcome challenges and improve decision-making skills. While high school survey outcomes were less favorable, the data indicates a continued need for differentiated supports and interventions for older students. District staff and program data further indicate that these alternative settings reduce disruptions to student learning and provide increased stability for families by decreasing behavior incidents and supporting improved attendance and engagement. Chronic absenteeism and suspension data from these programs compare more favorably than outcomes for similar unduplicated student groups in more traditional school settings, demonstrating the importance of maintaining targeted intervention programs that address both academic and social-emotional needs. **Scope:** Schoolwide		

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
1.9	**Action:** Preschool **Need:** Low-income students, Foster Youth, and English Learner students continue to demonstrate a need for equitable access to high-quality early childhood education programs that support school readiness, language development, literacy acquisition, and social-emotional growth prior to kindergarten entry. Parent survey data from the district's preschool programs indicates that families overwhelmingly value preschool services for helping students develop communication skills, social-emotional skills, routines, peer interactions, and foundational academic readiness skills. Families specifically identified improvements in language development, socialization, behavior regulation, and school readiness as significant benefits of program participation. Survey data also demonstrates the importance of preschool access for family stability and engagement. In the 2025 California Desired Results Parent Survey, 31.9% of families reported that participation in the preschool program helped them obtain or maintain employment or attend school/training programs. Additionally, over 90% of families agreed or strongly agreed that the program communicates effectively with families, supports learning at home, provides developmentally appropriate school readiness activities, and creates welcoming	By funding unreimbursed preschool program costs, the district ensures that Low-Income students, Foster Youth, and English Learner students have uninterrupted access to a high-quality, no-cost early childhood education program regardless of fluctuations in state reimbursement rates or enrollment levels. This action directly addresses financial and access barriers that disproportionately impact unduplicated student groups and helps ensure students receive early intervention, language development, literacy instruction, and social-emotional learning opportunities prior to kindergarten entry. The preschool program is intentionally designed to support foundational school readiness skills through developmentally appropriate instruction focused on oral language development, early literacy, vocabulary acquisition, phonological awareness, social-emotional learning, and structured peer interaction. These early learning experiences are particularly critical for English Learner students developing both home language and English language skills, Foster Youth students who may experience instability or interrupted early learning opportunities, and Low-Income students who may otherwise have limited access to high-quality preschool experiences. Parent survey data further demonstrates that preschool participation supports both student development and family stability. Families consistently report that the preschool program helps students develop communication skills, social-emotional skills, routines, peer relationships, and kindergarten readiness skills while also	1.23, 1.24

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	environments that value families as partners in learning. Parent feedback across multiple years also highlighted continued needs for expanded access to preschool opportunities, longer instructional hours, increased communication regarding student learning, and continued support for bilingual language development and kindergarten readiness. Families repeatedly emphasized that preschool participation supports early literacy, communication, social skills, and overall readiness for future academic success. Without district-supported preschool programming to offset unreimbursed program costs, many unduplicated students — particularly Low-Income students, Foster Youth, and English Learner students — may experience reduced access to early intervention, language development, and foundational learning opportunities that are critical to closing achievement gaps before students enter elementary school. **Scope:** LEA-wide	helping families maintain employment, attend school or training programs, and engage more actively in their child's education. The program also provides families with resources, communication in their home language, and access to community services, helping strengthen school-family partnerships and reducing barriers to engagement for unduplicated families. This action is provided on an LEA-wide basis because the need for accessible, no-cost preschool opportunities exists across the district and is not isolated to a single school site. Low-Income students, Foster Youth, and English Learner students are enrolled throughout the district, and equitable access to early childhood education must be available to all eligible students regardless of geographic location or school attendance area. Maintaining a stable, high-quality preschool program across the district reflects the district's commitment to closing opportunity gaps early, increasing kindergarten readiness, and establishing a strong academic and social-emotional foundation that supports long-term student success.	
1.10	**Action:** Class Size Reduction **Need:** Low-income students have fewer resources and experience additional barriers to academic success outside of school. Students from low-	Eliminating combination classes in grades TK through 2nd and reducing class sizes generally provides more time for teachers to meet students' individual needs. Smaller class sizes and more personalized instruction address this need for additional support.	1.2, 1.6, 1.7, 1.8, 1.9, 1.16

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	income families often need additional academic support. 39.83% of socioeconomically disadvantaged students met or exceeded ELA standards in 2025 vs 55.11% of non-socioeconomically disadvantaged students. 20.85% of socioeconomically disadvantaged students met or exceeded Math standards in 2025 vs 35.03% of non-socioeconomically disadvantaged students. **Scope:** LEA-wide	Grade TK - Average of 10 :1 Grades K-2 - 30 Grades 4-5 from 34 to 30 Grades 6-12 from 37 to 35 for academic classes Grades 6-12 from 54 to 50 for physical education classes and other applicable classes Smaller class sizes in secondary grades allow teachers to build stronger relationships with students, identify early warning signs of credit deficiency or disengagement, and intervene before students fall off track toward graduation. For high-need student groups such as Foster Youth and Socioeconomically Disadvantaged students — who face the greatest barriers to on-time graduation — a lower student-to-teacher ratio means more individualized guidance, more frequent progress monitoring, and a greater likelihood that each student receives the targeted academic and social-emotional support needed to complete their coursework and graduate (Metric 1.2). Reducing class sizes district-wide amplifies the impact of the district's Science of Reading-aligned instruction, and MTSS supports by giving teachers the time and capacity to respond to each student's literacy needs with greater precision and consistency. When teachers work with fewer students, they can more effectively deliver differentiated ELA instruction, engage in meaningful formative assessment, and provide timely re-teaching before gaps widen. The district's overall ELA DFS has shown steady improvement — from –39 DFS in 2022–23 to –34 DFS in 2023–24 to –25.8 DFS in 2024–25 — reflecting the	

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
		cumulative effect of smaller class sizes working in tandem with strong Tier 1 instruction. Smaller classes are particularly impactful for student groups who continue to carry the largest gaps: English Learners (–55.9 DFS), Students with Disabilities (–121.2 DFS), and Foster Youth (–74.7 DFS), who benefit most from the more frequent teacher-to-student interaction, structured academic discourse, and individualized feedback that becomes possible when class sizes are manageable. For low-income students and English Learners — who disproportionately rely on the school day as their primary access point to academic language development — this structural investment directly supports the conditions needed to accelerate ELA growth and close the distance from standard (Metric 1.6 and 1.8). All students in Val Verde scored -79.9 DFS in Math on the 2025 California School Dashboard, Long-Term English Learners scored at –176.3 DFS in Math, Foster Youth at -74.7 DFS, and Students with Disabilities at –161.3 DFS — all at the Low or Very Low performance levels (Metric 1.7). Smaller class sizes give math teachers more capacity to work closely with struggling learners, provide re-teaching and concept reinforcement in real time, and implement the new math curriculum with greater fidelity and personalization. Smaller class sizes in grades 4–12 directly support the effective implementation of both the K–8 and high school math curricula. When teachers can interact more frequently and meaningfully with each student, they can better pace instruction, provide targeted intervention through tiered supports, and ensure that the newly adopted Amplify math	

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
		curriculum is being experienced by students with the depth and rigor intended. For our Socioeconomically Disadvantaged students, who are 15 percentage points below their non-disadvantaged peers in Math proficiency, this additional instructional attention is essential (Metric 1.7 and 1.9). English Learners require consistent, rich access to academic language and integrated ELD instruction throughout the school day. In smaller classes, teachers have greater capacity to facilitate language-rich discourse, provide more frequent opportunities for student-to-student academic talk, and deliver designated ELD instruction with the individualized attention that accelerates language acquisition. For Long-Term English Learners in particular — who need intensive, structured support to break through persistent language plateaus — smaller class sizes create the relational and instructional conditions that make progress possible (Metric 1.16). This is implemented LEA-wide to upgrade the entire educational program and raise the achievement of the lowest-achieving students.	
2.1	**Action:** Family Engagement Center **Need:** Educational partner feedback and district survey data (metrics 2.1 and 2.2) indicate a continued need to strengthen family engagement and build the capacity of families of unduplicated pupils, including Low-Income, English Learner, and Foster Youth students, to	The district will continue providing family engagement classes, workshops, and outreach opportunities specifically designed to increase participation and engagement among families of unduplicated pupils, including Low-Income students, English Learners, Foster Youth, Hispanic students, and Students with Disabilities. These actions are intended to strengthen family-school partnerships and build family capacity to support student attendance, academic achievement,	2.1, 2.2, 2.3, 2.4

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
	actively support student success and participate as partners in the educational process. District metrics related to student engagement and school climate demonstrate that unduplicated student groups continue to experience disparities in areas connected to attendance (Metric 3.6), school connectedness and climate (Metrics 3.3 and 3.4), and academic outcomes (Metrics 1.8 and 1.9). Educational partner survey feedback further indicates that families continue to desire stronger communication with school staff, additional opportunities to engage in school activities and decision-making, and greater access to resources that help support students academically, behaviorally, and socially-emotionally. Chronic absenteeism rates (metric 3.6), school climate feedback (metric 2.1 and 2.2), and academic performance (metric 1.8 and 1.9) indicators suggest that additional family engagement and education opportunities are necessary to strengthen relationships between families and school staff, increase participation in school programs, improve student connectedness to school, and support improved attendance and academic outcomes for unduplicated student groups. Feedback received through surveys, empathy interviews, community meetings, etc., from educational partners, including parents and staff, identified the need for continued family workshops, parent education classes, and	school connectedness, and social-emotional well-being. Classes offered to families cover a wide range of topics, including understanding curriculum standards, monitoring student progress, supporting homework and learning at home, navigating educational systems, attendance expectations, graduation requirements, social-emotional supports, and accessing community resources. Translation services, multilingual communication, flexible meeting opportunities, and targeted outreach are provided to reduce barriers to participation for families of unduplicated student groups. These supports are intentionally designed to address the needs of unduplicated pupils by increasing access to information and strengthening communication between schools and families who may experience barriers related to language, income, access to resources, or familiarity with educational systems. Research and district data indicate that increased family engagement contributes to improved student attendance, connectedness, academic performance, and overall student success. District survey data demonstrates positive outcomes related to family connectedness and engagement. Families of Low-Income students (96%), English Learners (96%), Hispanic students (95%), and Students with Disabilities (95%) all reported higher levels of connectedness than the districtwide average of 94%. While these results indicate positive progress, the district will continue	

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
	outreach opportunities that support families in understanding academic expectations, attendance requirements, social-emotional supports, and available community resources. Educational partners also emphasized the importance of creating welcoming school environments and increasing opportunities for families of unduplicated pupils to engage in decision-making processes and collaborate with school personnel. District data further indicates that students demonstrate improved engagement and connectedness when families are actively involved in the educational process (metric 2.4). Continued support is needed to remove barriers to participation and ensure families of Low-Income, English Learner, and Foster Youth students have access to meaningful engagement opportunities that support student attendance, behavior, academic achievement, and overall well-being. **Scope:** LEA-wide	implementing targeted family engagement supports to sustain and strengthen relationships with families of unduplicated pupils and improve student outcomes. This LEA-wide action is implemented to strengthen educational programs and improve outcomes for the district's lowest-achieving student groups by increasing meaningful family engagement and collaboration between home and school.	
3.1	**Action:** Multi-Tiered System of Support for Climate and Culture **Need:** Suspension rates continue to indicate a need for targeted behavioral, social-emotional, and restorative supports across the district, with particular attention to Students with Disabilities, African American students, Foster	The district will continue implementing Multi-Tiered Systems of Support (MTSS), school connectedness initiatives, restorative practices, and social-emotional supports designed to reduce suspension rates, chronic absenteeism, and behavioral disparities for unduplicated pupil groups, including Low-Income students, English Learners, Foster Youth, African American students, Two or More students, and Students with Disabilities.	3.1, 3.2, 3.5 3.6

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
	Youth, Two or More, and socioeconomically disadvantaged students, who are disproportionately represented in suspension data. While the district has demonstrated progress in lowering suspension rates since 2023, continued efforts are needed to further reduce suspensions for all student groups and eliminate disparities among unduplicated pupil populations. District data indicates that socioeconomic disadvantage is a common factor associated with increased suspension rates among several student groups. This demonstrates the ongoing need for interventions that address student behavior through relationship-building, restorative practices, mental health supports, and increased access to academic and social-emotional resources designed to improve student engagement and school connectedness. 2022-2023 School Year All 3.5% AA 7.4% Hisp 3.0% Wht 3.2% LI 3.7% EL 3.0% SWD 6.5% FY 12.2% HY 3.3% 2+ 4.0% 2023-2024 School Year All 2.6%	District data indicates that unduplicated student groups continue to experience disproportionately higher rates of suspension and chronic absenteeism, demonstrating a need for targeted behavioral, attendance, and engagement supports. Through the district's MTSS framework, schools will provide tiered academic, behavioral, and social-emotional interventions intended to address barriers that negatively impact student engagement and school participation. This action includes: • Implementation of restorative practices and relationship-building strategies • Social-emotional learning and behavioral supports • Counseling and mental health services • Attendance monitoring and intervention supports • Positive behavior interventions and supports (PBIS) • Student mentoring and school connectedness activities • Professional development focused on trauma-informed practices, cultural responsiveness, and student engagement These supports are intentionally designed to address the unique needs of all students, but specifically our Socioeconomically Disadvantaged, English Learners, and Foster Youth who may experience barriers related to trauma, inconsistent attendance, behavioral challenges, or lack of connection to school. The district's focus on	

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
	AA 5.9% Hisp 2.2% Wht 2.3% LI 2.8% EL 2.0% SWD 4.3% FY 9.6% HY 2.1% 2+ 2.5% 2024-2025 School Year All 2.7% AA 6.0% Hisp 2.2% Wht 1.7% LI 2.8% EL 2.0% SWD 4.5% FY 13.0% HY 2.3% 2+ 5.1% Chronic absenteeism rates continue to demonstrate a need for targeted attendance interventions and student engagement supports across the district, particularly for unduplicated student groups. District data indicates that low-income students continue to experience higher rates of chronic absenteeism compared to their peers, highlighting the need for continued outreach, intervention, and family support services. Local data from the current year shows that 25% of low-income students were identified as chronically absent, compared to 24% of	creating positive, safe, and inclusive learning environments is intended to improve student engagement, strengthen relationships between students and staff, and reduce exclusionary disciplinary practices. Research and district data indicate that students are more likely to attend school regularly and demonstrate positive academic outcomes when they feel safe, respected, supported, and connected to their school community. By strengthening school climate and implementing targeted tiered supports, the district aims to further reduce suspension rates and chronic absenteeism while improving educational outcomes for the district's lowest-achieving student groups. This LEA-wide action is implemented to upgrade the overall educational program and improve outcomes for unduplicated pupils through proactive behavioral supports, increased school connectedness, and equitable access to social-emotional and academic interventions.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students not identified as low-income. While the gap between groups is narrow, the overall chronic absenteeism rates for both groups indicate a continued need to improve consistent student attendance districtwide. Chronic absenteeism remains a significant barrier to academic achievement, school connectedness, and positive student outcomes. Additional supports are needed to address barriers contributing to absenteeism, including transportation, social-emotional needs, family engagement, health concerns, and school connectedness. Continued implementation of attendance monitoring, family outreach, mentoring, counseling supports, and targeted interventions will help improve attendance rates and reduce chronic absenteeism for all students, with a focus on unduplicated student groups. 2022-2023 School Year All 30% AA 31% Hisp 31% Wht 30% LI 32% EL 29% SWD 40% FY 33% HY 42.6% 2023-2024 School Year All 23.9% AA 25.2%		

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
	Hisp 24% Wht 23.4% LI 25% EL 21.5% SWD 31% FY 20.3% HY 34.1% 2+ 30.8% 2+ 32.5% 2025-2026 School Year All 24.1% AA 25.9% Hisp 24.3% Wht 18.3% LI 25.4% EL 21.0% SWD 31.9% FY 32.8% HY 35.7% 2+ 30.8% There will be targeted focus on reducing suspension rates and chronic absenteeism for Foster Youth and Two or More Races students currently identified for Differentiated Assistance, ensuring that the most vulnerable student populations receive the intensive, equity-driven supports needed to meet district expectations and exit Differentiated Assistance status. **Scope:** LEA-wide		

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
4.2	**Action:** Information and Instructional Technology **Need:** Based on the annual survey, access to technology by unduplicated students proved to be an issue as the District transitioned to technology-enriched instructional models and added digital instructional resources. This has not been an issue since the district implemented this action. **Scope:** LEA-wide	The district continues to provide each student in grades 3-12 with an internet-connected device and access to digital learning resources in order to reduce barriers to instruction and increase equitable access for unduplicated pupil groups, including Low-Income students, English Learners, Foster Youth, and Students with Disabilities. Access to technology devices (Metric 4.3) is measured through annual student, staff, and educational partner survey data, as well as district device distribution records and connectivity monitoring. Survey responses are used to determine whether students have consistent access to district-provided devices, internet connectivity, and digital instructional resources both at school and at home. District data indicates that 100% of students have access to assignments and instructional resources through district-provided devices and internet connections. Technology-infused classrooms support implementation of Universal Design for Learning (UDL) practices by allowing teachers to personalize instruction, provide differentiated learning opportunities, support language acquisition for English Learners, and increase access to supplemental academic resources for students performing below grade level. Digital learning tools also provide accessibility supports, intervention resources, and adaptive instructional programs that help meet the diverse academic and social-emotional needs of unduplicated student groups.	4.2, 4.3

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
		This action is implemented on an LEA-wide basis to ensure all students have equitable access to digital learning resources, instructional technology, and online learning opportunities in the most effective and efficient manner possible, while reducing barriers related to income, language acquisition, and access to educational resources outside of school. This is implemented LEA-wide to ensure all students have the same access to digital learning resources in the most efficient manner.	
4.3	**Action:** Supplemental Custodial Support **Need:** District data (metric 4.1) and educational partner feedback (metric 3.3, 3.4) indicate a continued need to provide safe, clean, and engaging learning environments that support the academic achievement, school connectedness, and attendance of unduplicated student groups, including Low-Income, English Learner, Foster Youth, and Students with Disabilities. Unduplicated student groups continue to demonstrate higher rates of chronic absenteeism (metric 3.6) and lower levels of school connectedness compared to district expectations, indicating a need for learning environments that promote student engagement and belonging. To address these needs, the district has expanded access to STEAM labs, Career Technical Education (CTE) classrooms, Visual and Performing Arts (VAPA) spaces, and	The district will continue providing additional custodial staffing and facility support services to maintain clean, safe, and welcoming learning environments that support student engagement, attendance, and academic success for unduplicated pupil groups, including Low-Income students, English Learners, and Foster Youth. District data related to Chronic Absenteeism, school connectedness, and educational partner feedback demonstrates that students are more engaged and connected to school when learning environments are safe, well-maintained, and conducive to learning. The district has expanded STEAM labs, Career Technical Education (CTE) classrooms, Visual and Performing Arts (VAPA) spaces, intervention spaces, and additional classrooms associated with reduced class sizes in order to increase student engagement and improve access to educational opportunities for unduplicated student groups. Additional custodial staff are necessary to ensure these expanded instructional spaces are	3.3, 3.4, 3.6, 4.1

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
	additional classroom spaces created through reduced class sizes. These instructional environments provide increased opportunities for hands-on learning, student engagement, career exploration, creativity, and relationship-building, which are intended to improve attendance, school connectedness, and academic outcomes for unduplicated pupils. As the district continues to expand and utilize these specialized learning spaces, there is an increased need for custodial services to maintain clean, safe, and well-maintained facilities that support student learning and well-being. Research and local educational partner feedback indicate that learning environments directly impact student engagement, behavior, attendance, and overall academic success. Maintaining safe and welcoming school environments is especially important for unduplicated student groups who may already experience barriers to school engagement and consistent attendance. **Scope:** LEA-wide	consistently cleaned, sanitized, and properly maintained to support student health, safety, and well-being. Maintaining clean and safe facilities is especially important for unduplicated pupils who may experience barriers to school engagement, attendance, or connectedness. Safe and welcoming school environments contribute to improved student participation, positive behavior, and stronger school connectedness, which are directly connected to improved attendance and academic outcomes. This action supports the district's efforts to reduce chronic absenteeism and improve school climate by ensuring that classrooms, specialized instructional spaces, and student activity areas remain accessible, clean, and supportive of learning. Educational partner feedback consistently emphasizes the importance of safe and well-maintained campuses in creating positive learning environments where students feel respected, valued, and connected to school. This action is implemented on an LEA-wide basis to upgrade the overall educational program and improve conditions for learning for all students, with particular benefit to unduplicated student groups who demonstrate higher needs related to attendance, engagement, and school connectedness.	

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
1.4	**Action:** Foster Youth Supports **Need:** Foster Youth students continue to demonstrate a need for additional academic, behavioral, attendance, and social-emotional supports due to the unique challenges and instability many students experience while navigating the educational system. Educational partner feedback, student support data, and district performance indicators suggest that Foster Youth students often experience barriers related to school transitions, inconsistent educational experiences, trauma, chronic absenteeism, school connectedness, and academic performance. According to the 2025 California School Dashboard, Foster Youth students were identified for Differentiated Assistance based on performance indicators including Mathematics (-119.4 DFS), Graduation Rate (66.7%), Suspension Rate (13%), and Chronic Absenteeism (32.8%). These outcomes indicate a continued need for targeted interventions, relationship-building supports, academic assistance, and coordinated services designed to improve educational outcomes for Foster Youth students.	This action is designed to provide supplemental academic, behavioral, attendance, and social-emotional supports specifically targeted to Foster Youth students who continue to demonstrate higher levels of need in the areas of academic achievement, chronic absenteeism, suspension rates, graduation outcomes, and school transitions. Through this action, Foster Youth students receive individualized mentoring, case management, and progress monitoring supports designed to increase school connectedness, improve attendance, strengthen academic performance, and support long-term educational success. District data indicates that Foster Youth students in grades 3-12 report levels of school connectedness (Metrics 3.3 and 3.4) that are comparable to their peers, suggesting that current mentoring and relationship-based supports are positively impacting student engagement and connection to school. Supplemental supports provided through this action include: • Academic intervention and math tutoring aligned to individual student needs • One-on-one mentoring and case management support • Attendance monitoring and chronic absenteeism interventions	1.2, 1.8, 1.9, 3.3, 3.4

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	In addition, the district identified a need to improve internal processes for identifying and monitoring Foster Youth students within the student information system, as some students were not consistently or accurately identified. Inaccurate identification limits the district's ability to provide timely interventions, monitor student progress, connect students and families to available services, and ensure Foster Youth students receive the supplemental academic and social-emotional supports to which they are entitled. Strengthening identification and monitoring systems is necessary to ensure Foster Youth students receive consistent access to appropriate educational, behavioral, and community supports. **Scope:** Limited to Unduplicated Student Group(s)	• Behavioral and social-emotional supports aimed at reducing suspension rates and increasing school engagement • Transition support for students entering the district or experiencing school placement changes • Postsecondary planning, credit monitoring, and transition supports for students preparing for life after high school • Ongoing monitoring of graduation status, attendance, credit completion, and academic performance indicators These services are intentionally designed to address the unique barriers Foster Youth students may experience, including interrupted schooling, placement instability, trauma, inconsistent access to academic supports, and challenges with school connectedness (Metrics 3.3, 3.4). Through increased individualized support and coordinated intervention services, the district is able to identify student needs earlier, provide timely academic and behavioral interventions, and connect students and families to appropriate school and community resources. The effectiveness of this action will be monitored through ongoing review of district and California School Dashboard metrics, including academic achievement outcomes (Metric 1.8, 1.9) and Graduation Rate outcomes (Metric 1.2) for Foster Youth students. Monitoring Graduation Rate, English Language Arts, and Mathematics outcomes for Foster Youth students is critical because these indicators provide measurable	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		evidence of whether students are successfully accessing instruction, remaining engaged in school, and making progress toward long-term educational success and postsecondary opportunities. Foster Youth students often experience barriers such as interrupted schooling, placement instability, trauma, chronic absenteeism, and inconsistent access to academic supports, all of which can negatively impact academic achievement and graduation outcomes. Reviewing ELA and Mathematics performance data (Metric 1.8,1.9) allows the district to identify learning gaps early, monitor academic progress, and provide targeted intervention and tutoring supports aligned to individual student needs. Monitoring Graduation Rate outcomes (Metric 1.2) helps the district determine whether Foster Youth students are successfully earning credits and remaining on track for graduation and postsecondary success. This ongoing progress monitoring process allows staff to adjust interventions, increase support services, and provide targeted assistance based on individual student needs and performance trends.	
1.5	**Action:** English Learner Students Supports **Need:** English Learner students continue to demonstrate significantly lower academic achievement outcomes compared to non-English Learner students, indicating a continued need for targeted academic and	This action is designed to provide supplemental academic, language acquisition, and engagement supports for English Learner students who continue to demonstrate significantly lower performance in English Language Arts and Mathematics when compared to non-English Learner students.	1.15

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	language acquisition supports. In 2025, only 15% of English Learner students met or exceeded standards in English Language Arts, compared to 48.53% of non-English Learner students. Similarly, only 9.01% of English Learner students met or exceeded standards in Mathematics, compared to 26.18% of non-English Learner students. District data indicates that English Learner students continue to experience significant achievement gaps in both literacy and mathematics, demonstrating a need for increased access to grade-level academic language development, structured instructional supports, and differentiated intervention strategies. Educational partner feedback and student performance data further suggest that English Learner students benefit from instructional environments that provide explicit language development, increased opportunities for speaking, listening, reading, and writing, and strong student-to-staff relationships that support student engagement and school connectedness. Additional support is needed to improve academic achievement, language acquisition, engagement, and access to rigorous grade-level instruction for English Learner students across all content areas. **Scope:** Limited to Unduplicated Student Group(s)	In addition to the district's core instructional program, this action provides targeted supports and services specifically designed to accelerate English language acquisition, increase access to grade-level curriculum, and improve academic achievement outcomes for English Learners. Supplemental supports funded through this action include: -Additional English Learner support personnel -Teacher on Special Assignment (TOSA) support for instructional coaching and program implementation -Specialized professional development focused on designated and integrated English Language Development (ELD), language acquisition strategies, and culturally responsive instructional practices -Supplemental instructional materials and intervention resources designed for English Learners -Direct academic intervention, tutoring, and mentoring supports for English Learner students -Newcomer Academy supports for recently arrived students with significant language acquisition needs -Dual Language Immersion (DLI) program supports -Bilingual aides and bilingual assessment staff to support communication, assessment, and instructional access -Family and community engagement activities specifically designed to support families of English Learner students	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Through this action, English Learner students receive additional designated and integrated ELD support beyond the core instructional program, including differentiated instruction aligned to students' English proficiency levels. These services are intended to strengthen listening, speaking, reading, and writing skills while increasing student engagement, school connectedness, and access to rigorous grade-level academic content. This action is principally directed toward and effective in meeting the needs of English Learner students by providing additional academic, linguistic, and engagement supports beyond those provided through the district's base educational program.	
1.6	**Action:** Long Term English Learner Students Supports **Need:** Long-Term English Learner (LTEL) students continue to demonstrate significant academic achievement gaps in both English Language Arts and Mathematics, indicating a continued need for targeted language acquisition and academic intervention supports. According to the 2025 California School Dashboard, Long-Term English Learner students scored -108.8 Distance from Standard (DFS) in English Language Arts and -176.3 DFS in Mathematics on the CAASPP assessments, compared to the districtwide all-student performance of -25.8 DFS in ELA and -79.9 DFS in Mathematics. These results demonstrate that LTEL students are	This action is designed to provide supplemental academic, linguistic, and engagement supports specifically targeted to Long-Term English Learners (LTELs) and English Learners at risk of becoming LTELs who continue to demonstrate significant achievement gaps in English Language Arts and Mathematics. In addition to the district's core English Language Development (ELD) program described in Action 1.5, this action provides targeted interventions and individualized supports specifically designed to address the unique academic and language acquisition needs of LTEL students. Supplemental supports funded through this action include: • One-on-one mentorship sessions focused on goal-setting, progress monitoring, and empathy interviews	1.15

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	performing substantially below districtwide averages and continue to require additional academic and linguistic supports to improve achievement outcomes and access to grade-level standards. District data indicates that LTEL students continue to struggle with academic language development, literacy skills, and access to rigorous grade-level content across content areas. The significant performance gaps in both ELA and Mathematics suggest a continued need for instructional supports that strengthen reading, writing, speaking, listening, vocabulary development, and comprehension skills while increasing student engagement and academic confidence. Educational partner feedback and local student data further indicate that many LTEL students benefit from structured instructional environments, consistent relationship-building, social-emotional support, and targeted intervention strategies that support positive academic routines, organizational skills, study skills, and school connectedness. Additional support is needed to improve academic achievement, increase English proficiency, and provide differentiated interventions designed to address the persistent academic needs of Long-Term English Learner students. **Scope:** Limited to Unduplicated Student Group(s)	• Increased opportunities for individualized language development and academic discourse • Supplemental curriculum implemented by highly qualified teachers using research-based guided language acquisition and literacy strategies specifically designed for LTEL students • Enrichment opportunities and targeted academic supports • Professional development for staff focused on the specialized linguistic, academic, - social-emotional, and engagement needs of LTEL students These supplemental supports are intended to address persistent barriers experienced by LTEL students, including gaps in academic vocabulary, reading comprehension, writing development, student engagement, and confidence in academic settings. Through mentorship and individualized support, students receive additional opportunities to build positive relationships with staff, strengthen school connectedness, and develop motivation, study skills, organizational skills, and self-advocacy strategies that support long-term academic success. Professional development provided through this action equips teachers and support staff with specialized strategies to support LTEL students through differentiated instruction, language scaffolds, structured academic conversations, explicit vocabulary instruction, and culturally responsive teaching practices. Supplemental curriculum and enrichment opportunities provide	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		additional access to rigorous grade-level content while supporting continued English language development. This action is principally directed toward and effective in meeting the needs of LTEL students by providing additional targeted supports beyond the district's base English Learner program in order to improve academic achievement, increase English proficiency, strengthen student engagement, and reduce long-term achievement gaps.	
2.2	**Action:** Interpretation and Translation Services **Need:** Val Verde Unified School District continues to demonstrate a significant need for expanded translation, interpretation, and multilingual communication supports to ensure meaningful participation and engagement for families of unduplicated students, particularly English Learner students, newcomer families, and Spanish-speaking households. Approximately 18% of the district's student population is identified as English Learners, and approximately 81% of students identify as Hispanic, demonstrating the importance of accessible multilingual communication systems across the district. Over multiple years, the district has collected extensive qualitative and perception-based data indicating that language access remains a barrier for many families in fully participating in their child's education. Data has been gathered through district surveys, Community	The district will provide translation, interpretation, bilingual communication, and multilingual family engagement services designed to remove language barriers and improve meaningful participation for English Learner families and multilingual households. These services directly respond to educational partner feedback indicating that many families experience challenges understanding school communication, navigating digital communication systems, accessing information in their primary language, and participating in school meetings, programs, and decision-making opportunities. Through this action, the district will provide translated documents, interpretation services during meetings and school events, multilingual communication systems, bilingual staff support, and accessible family engagement opportunities to ensure families can fully access educational information, district resources, and school programs. Supports will include interpretation and translation for parent conferences, IEP meetings, ELAC and DELAC meetings, school events,	2.1

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Schools needs assessments, LCAP meetings, DELAC meetings, ELAC meetings, focus groups, advisory meetings, wellness calls, family engagement events, parent workshops, emails, and direct communication with school staff. As part of the Spring 2026 Community Schools Survey Check-In process, the district collected approximately 1,706 qualitative responses in both English and Spanish from students, families, staff, and community members. Through thematic analysis of these responses, communication and language access emerged as one of the most frequently identified themes. Approximately one-third of qualitative responses referenced concerns or needs related to communication, language access, interpretation, bilingual communication, English classes for adults, access to information, or family engagement supports. Families consistently identified: • the importance of receiving information in Spanish and other primary languages, • the need for additional bilingual staff and interpretation services, • difficulty navigating digital communication systems, transportation and scheduling barriers impacting participation in meetings and programs, • the need for additional English classes for adults, and	attendance and discipline communication, academic updates, and district communications. The district will also continue utilizing bilingual personnel, multilingual outreach systems, wellness calls, Community Schools supports, parent workshops, and family engagement events to strengthen communication and increase participation among multilingual families. These services are designed to increase equitable access to information and improve home-school partnerships so families can more actively support student attendance, academic achievement, school connectedness, and social-emotional well-being. This action is principally directed toward and effective in meeting the needs of English Learners and multilingual families because it reduces communication barriers, increases access to educational opportunities and supports, and improves families' ability to meaningfully participate in their child's education and school community.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	the importance of ELAC meetings, parent workshops, and family engagement opportunities that are linguistically accessible. Families also frequently expressed concerns regarding their comfort level communicating with school staff, understanding school procedures and academic expectations, and accessing district resources and services due to language barriers. A substantial number of respondents emphasized wanting schools and the district to communicate more clearly, more consistently, and in more accessible ways so families can remain informed and actively engaged in their child's education. Perception survey findings further reinforced the importance of continuing multilingual communication supports: • 84.4% of respondents reported feeling either "Very Connected" or "Somewhat Connected" to their school community. • 92.9% reported being either "Very Aware" or "Somewhat Aware" of Community Schools programs and supports. • 88.3% reported that students and families "consistently" or "sometimes" have access to needed supports. • 88.0% reported that students are "consistently" or "sometimes" seen, valued, and supported at school. While these findings demonstrate positive overall engagement, the consistency and		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	frequency of language-access themes across multiple years of family feedback demonstrates that language barriers continue to impact equitable access to information, programs, services, and meaningful participation for families of unduplicated students. These findings directly informed the district's continued investment in translation and interpretation services to strengthen communication, increase family engagement, and ensure equitable access to educational opportunities and supports. **Scope:** Limited to Unduplicated Student Group(s)		
3.2	**Action:** Community Resource and Learning Center **Need:** Low-income students continue to demonstrate higher rates of absenteeism (metric 3.6) and increased barriers to accessing basic resources necessary for consistent school attendance, engagement, and student wellness. District attendance data indicates that low-income students average approximately three more absences per year than their non-low-income peers, suggesting that economic barriers continue to impact consistent school participation and access to learning opportunities. The district has collected extensive qualitative and perception-based data indicating that access to basic necessities remains a	The district will provide health, wellness, attendance, and family support services through the Community Resource Center to reduce non-academic barriers that negatively impact attendance, engagement, and academic success for unduplicated student groups, particularly low-income students. These services were designed in response to district attendance data, empathy interviews, home visits, Community Schools surveys, family engagement feedback, and educational partner input indicating that unmet basic needs continue to impact consistent school participation and student wellness. Through this action, students and families will continue to have access to: • Community store resources, including clothing, hygiene products, shoes, school supplies, and basic household necessities	3.5, 3.6

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	significant barrier for many families of unduplicated students. Data has been gathered through LCAP meetings, Community Schools needs assessments, family engagement sessions, advisory meetings, focus groups, wellness calls, empathy interviews conducted through the Student Attendance Review Team (SART) process, home visits completed by Attendance Teachers on Special Assignment (TOSAs), and districtwide Community Schools surveys. Through direct outreach to families during attendance interventions and wellness visits, district staff consistently identified unmet basic needs as contributing factors to student absences. Families reported that students were missing school due to lack of clean clothing, shoes, hygiene items, food insecurity, transportation barriers, internet access challenges, and other unmet family needs. Educational partner feedback and direct family engagement further demonstrated that these barriers negatively impacted students' ability to attend school consistently, participate in school activities, and fully engage in learning. As part of the Spring 2026 Community Schools Survey Check-In process, the district collected approximately 1,706 qualitative responses in both English and Spanish from students, families, staff, and community members. Through thematic analysis of these responses, access to wellness supports, food access, laundry services, transportation, tutoring, community resource programs, and	• Laundromat services to ensure students have access to clean clothing • Family outreach, wellness, and case management supports Attendance intervention and individualized family support services • Connections to community agencies, food resources, mental health supports, and health/wellness services • Direct support through Attendance TOSAs (Teachers on Special Assignment) and Student Attendance Review Team (SART) processes • Community Schools resources and family engagement supports designed to increase access to services and school connectedness These services are intentionally designed to address barriers identified through qualitative feedback and attendance intervention processes, including lack of clean clothing, transportation challenges, food insecurity, hygiene needs, limited access to resources, and other family stressors contributing to chronic absenteeism and disengagement from school. By ensuring students and families have access to basic necessities and coordinated support services, the district is helping remove obstacles that prevent students from attending school consistently and participating fully in the educational program. The district will continue utilizing empathy interviews, attendance monitoring, wellness calls, home visits, Community Schools surveys, and educational partner feedback to identify evolving	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	family assistance supports emerged as some of the most frequently referenced needs identified by families and students. Approximately 25-30% of qualitative responses referenced themes connected to basic needs supports, wellness resources, food access, laundry services, tutoring, transportation, or family resource assistance. Families frequently described these supports as: • "a huge help," • "a big help financially," • important for helping students remain prepared and connected to school, and • critical for supporting student wellness, attendance, participation, and engagement. Families also consistently identified continued needs for: • increased laundry and hygiene supports, • additional food and nutrition resources, • expanded mental health and wellness services, • transportation assistance, • tutoring and academic intervention supports, and • equitable access to family resources and programs. Perception survey findings further reinforced the importance of these supports:	student and family needs and provide timely interventions and support services. This action is principally directed toward and effective in meeting the needs of unduplicated pupils by improving attendance, increasing school engagement and connectedness, reducing barriers to participation, and supporting student well-being through direct access to essential resources and services.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	• 88.3% of respondents reported that students and families “consistently” or “sometimes” have access to the supports they need, including academic, wellness, and basic resource services. • 88.0% reported that students are “consistently” or “sometimes” seen, valued, and supported at school. • 84.4% reported feeling connected to their school community. Usage data from the district’s Community Resource Center further demonstrates the ongoing need for basic support services among unduplicated student groups. During the 2025-2026 school year, as of May 1, 2026, the district laundromat supported families through 23,104 loads of laundry, while the Community Store distributed 17,060 essential items to students and families. The consistency and frequency of these responses, combined with utilization data from district resource programs, demonstrates that access to basic necessities remains closely connected to student attendance, wellness, school connectedness, and educational engagement for unduplicated students and families. These findings directly informed the district’s continued investment in Community Resource and Learning Center supports designed to reduce barriers and strengthen equitable access to services and educational opportunities. **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
3.3	**Action:** Mental Health Interns **Need:** Low-income and Foster Youth students continue to demonstrate increased social-emotional, behavioral, and mental health needs that impact attendance, school connectedness, academic engagement, and overall student well-being. District data indicates that low-income students consistently experience higher rates of chronic absenteeism and suspension and lower levels of positive school connectedness compared to their peers, demonstrating a continued need for targeted mental health and wellness supports. Educational partner feedback, empathy interviews, and student support data further indicate that many students experience challenges related to anxiety, depression, trauma, self-harm, ADHD, and other mental health concerns that interfere with consistent school attendance and academic success. District mental health staff continue to provide therapeutic interventions and crisis response services to students experiencing significant social-emotional needs. Additional data demonstrates strong ongoing utilization of mental health and wellness supports throughout the district. During the 2025-2026 school year:	The district will continue partnering with institutions of higher learning to provide Tier III mental health services for low-income and Foster Youth students through school-based mental health interns and therapists at no cost to the district. Through this action, interns completing university programs in social work and marriage and family therapy provide: • One-on-one therapeutic intervention • Crisis intervention and risk assessments • Small group counseling and social-emotional support groups • Foster Youth and kinship support services • Parent education and support groups • Classroom behavioral support and intervention • Collaboration with PBIS, ED classrooms, and student support teams • Family outreach and community resource connections These services are intentionally designed to address barriers impacting attendance, behavior, school connectedness, and academic engagement for unduplicated student groups. The district's partnership model significantly expands access to mental health services, with the equivalent staffing value of approximately $840,000 annually, representing an estimated 0.42% increase in services for low-income students as a limited action. By increasing access to counseling, relationship-	3.1, 3.3, 3.4, 3.6

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	• 15 mental health interns provided Tier III therapeutic services to students across multiple school sites • Parent support opportunities included English and Spanish Love and Logic Parenting Classes, with 44 parents participating and 28 completing the six-week series • Therapists facilitated student support groups focused on coping skills, communication, self-efficacy, behavior management, and social-emotional wellness • Mental health staff collaborated with Foster Youth support programs, PBIS teams, ED (Emotional Disability) classrooms, and family engagement initiatives to provide integrated student supports • Therapists conducted crisis intervention services, suicide risk assessments, aftercare planning, and family support services for students experiencing significant mental health concerns **Scope:** Limited to Unduplicated Student Group(s)	building, crisis intervention, and family support services, the district aims to improve student wellness, increase school connectedness, reduce suspension and chronic absenteeism rates, and strengthen academic engagement for low-income and Foster Youth students.	

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.

3.3 Based on fifteen interns, the equivalent staffing cost of Mental Health Therapists to provide similar services would be $840,000 (6 positions x $140,000 salary and benefits), resulting in a 0.42% improvement in services as a limited action for low-income students in the district ($840,000 value/$202,650,069 base grant funding).

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.

Additional concentration grant add-on funding will be used to increase the number of credentialed staff and classified staff (including custodial staff) that provide direct services to pupils on school campuses. All schools in the district had greater than 55% unduplicated student enrollment in the prior year.
Action 3.1 - 1x Psychologist to support Social Emotional Learning (SEL), Positive Behavior Intervention & Supports (PBIS), and Mental health
Action 3.1 - 20x Counseling Therapists to support students' Social Emotional Learning (SEL), Positive Behavior Intervention & Supports (PBIS), and Mental health
Action 3.1 - 12x Elementary School Counselors to support students' Social Emotional Learning (SEL), Positive Behavior Intervention & Supports (PBIS), and Mental health
Action 3.1 - 12x Elementary Assistant Principals to support students' Social Emotional Learning (SEL) and Positive Behavior Intervention & Supports (PBIS)
Action 3.1 - 20x PBIS Teachers to support students' Social Emotional Learning (SEL) and Positive Behavior Intervention & Supports (PBIS)
Action 3.1 - 1x Counselor on Special Assignment to support Elementary, Middle, and High School Counselors to support students Social Emotional Learning (SEL), Positive Behavior Intervention & Supports
(PBIS), Mental Health, and Academic Progress.
Action 3.1 - 6x Supervision Aides to support Elementary students Social Emotional Learning (SEL), Positive Behavior Intervention & Supports (PBIS), and Student Well-Being.

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	NA	1/28
Staff-to-student ratio of certificated staff providing direct services to students	NA	1/19

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	212,356,993	82,361,830	38.785%	0.000%	38.785%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$90,865,552.00	$26,458,920.00	$7,470,501.00	$6,680,841.00	$131,475,814.00	$106,430,794.00	$25,045,020.00

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	Early Literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	K-3	Ongoing	$443,575.00	$379,767.00	$505,235.00	$168,107.00		$150,000.00	$823,342.00	
1	1.2	Multi-Tiered System of Support for Academics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$22,781,673.00	$7,791,235.00	$21,174,917.00	$3,859,802.00		$5,538,189.00	$30,572,908.00	
1	1.3	College and Career Readiness Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: College/ Career - Val Verde High	Ongoing	$13,044,495.00	$1,984,779.00	$15,029,274.00				$15,029,274.00	
1	1.4	Foster Youth Supports	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	$0.00	$344,500.00	$344,500.00				$344,500.00	
1	1.5	English Learner Students Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$11,049,214.00	$553,642.00	$10,650,483.00			$952,373.00	$11,602,856.00	
1	1.6	Long Term English Learner Students Supports	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools	Ongoing	$11,712.00	$48,500.00	$60,212.00				$60,212.00	

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
					Group(s)											
1	1.7	Special Education Teachers on Special Assignment	Students with Disabilities	No			All Schools	Ongoing	$3,085,750.00	$0.00		$3,083,285.00		$2,465.00	$3,085,750.00	
1	1.8	Alternative Options	Low Income	Yes	School wide	Low Income	Specific Schools: Val Verde Academy, Student Success Academy	Ongoing	$2,534,024.00	$242,122.00	$2,738,332.00			$37,814.00	$2,776,146.00	
1	1.9	Preschool	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Preschool	As needed	$444,345.00	$539,579.00	$983,924.00	$0.00	$0.00	$0.00	$983,924.00	
1	1.10	Class Size Reduction	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$7,127,428.00	$0.00	$7,127,428.00				$7,127,428.00	
1	1.11	Literacy Intervention and Support	All	No			All Schools	Ongoing	$3,365,078.00	$0.00		$3,365,078.00			$3,365,078.00	
2	2.1	Family Engagement Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,371,229.00	$661,936.00	$2,393,984.00	$1,639,181.00			$4,033,165.00	
2	2.2	Interpretation and Translation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$2,746,525.00	$0.00	$2,746,525.00				$2,746,525.00	
3	3.1	Multi-Tiered System of Support for Climate and Culture	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$17,559,841.00	$878,540.00	$16,451,443.00	$1,986,938.00			$18,438,381.00	
3	3.2	Community Resource and Learning Center	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	Ongoing	$424,806.00	$41,980.00	$466,786.00		$0.00	$0.00	$466,786.00	
3	3.3	Mental Health Interns	Foster Youth Low Income	Yes	Limited to Undupli	Foster Youth Low Income	TK-8	Ongoing	$0.00	$0.00	$0.00				$0.00	0.42

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
					cated Student Group(s)											
3	3.4	SEL Supports for SWD	Students with Disabilities	No			All Schools	Ongoing	$1,295,277.00	$0.00		$1,295,277.00			$1,295,277.00	
3	3.5	Elementary & Middle School Sports	All	No			TK-8	Ongoing	$350,520.00	$663,300.00		$1,013,820.00			$1,013,820.00	
3	3.6	Police Department	All	No			All Schools	Ongoing	$1,822,935.00	$273,131.00		$2,096,066.00			$2,096,066.00	
4	4.1	Maintenance and Operations	All	No			All Schools	Ongoing	$9,599,504.00	$4,738,496.00		$6,867,499.00	$7,470,501.00		$14,338,000.00	
4	4.2	Information and Instructional Technology	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$3,659,337.00	$5,443,852.00	$9,103,189.00				$9,103,189.00	
4	4.3	Supplemental Custodial Support	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$1,089,320.00	$0.00	$1,089,320.00				$1,089,320.00	
5	5.1	Additional Support Personnel	All Students with Disabilities	No			Specific Schools: Val Verde High School	Ongoing	$448,334.00	$0.00		$448,334.00			$448,334.00	
5	5.2	Additional Materials, Supplies, and Services	All Students with Disabilities	No			Specific Schools: Val Verde High School	Ongoing	$0.00	$52,057.00		$52,057.00			$52,057.00	
6	6.1	Additional Support Personnel	All Students with Disabilities	No			Specific Schools: Val Verde Academy	Ongoing	$140,481.00	$0.00		$140,481.00			$140,481.00	
6	6.2	Additional Materials, Supplies, and Services	All Students with Disabilities	No			Specific Schools: Val Verde Academy	Ongoing	$0.00	$367,000.00		$367,000.00			$367,000.00	
7	7.1	Additional Support Personnel	All	No			Specific Schools: Val Verde Student Success	Ongoing	$35,391.00	$0.00		$35,391.00			$35,391.00	

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
							Academy									
7	**7.2**	Additional Materials, Supplies, and Services	All	No			Specific Schools: Val Verde Student Success Academy	Ongoing	$0.00	$40,604.00		$40,604.00			$40,604.00	

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
212,356,993	82,361,830	38.785%	0.000%	38.785%	$90,865,552.00	0.420%	43.209 %	**Total:**	$90,865,552.00
								LEA-wide Total:	$73,858,714.00
								Limited Total:	$14,268,506.00
								Schoolwide Total:	$2,738,332.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Early Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	K-3	$505,235.00	
1	1.2	Multi-Tiered System of Support for Academics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,174,917.00	
1	1.3	College and Career Readiness Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,029,274.00	
1	1.4	Foster Youth Supports	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$344,500.00	
1	1.5	English Learner Students Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$10,650,483.00	
1	1.6	Long Term English Learner Students Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$60,212.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Alternative Options	Yes	Schoolwide	Low Income	Specific Schools: Val Verde Academy, Student Success Academy	$2,738,332.00	
1	1.9	Preschool	Yes	LEA-wide	English Learners Foster Youth Low Income		$983,924.00	
1	1.10	Class Size Reduction	Yes	LEA-wide	Low Income	All Schools	$7,127,428.00	
2	2.1	Family Engagement Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,393,984.00	
2	2.2	Interpretation and Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,746,525.00	
3	3.1	Multi-Tiered System of Support for Climate and Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,451,443.00	
3	3.2	Community Resource and Learning Center	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$466,786.00	
3	3.3	Mental Health Interns	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	TK-8	$0.00	0.42
4	4.2	Information and Instructional Technology	Yes	LEA-wide	Low Income	All Schools	$9,103,189.00	
4	4.3	Supplemental Custodial Support	Yes	LEA-wide	Low Income	All Schools	$1,089,320.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$122,284,002.00	$119,877,355.00

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**	Early Literacy	Yes	$1,727,710	811,823
1	**1.2**	Multi-Tiered System of Support for Academics	Yes	$25,558,191	26,842,352
1	**1.3**	College and Career Readiness Supports	Yes	$13,103,743	12,429,735
1	**1.4**	Foster Youth Supports	Yes	$290,750	326,025
1	**1.5**	English Learner Students Supports	Yes	$12,047,708	10,498,407
1	**1.6**	Long Term English Learner Students Supports	Yes	$72,888	48,380
1	**1.7**	Special Education Teachers on Special Assignment	No	$2,270,708	2,346,263
1	**1.8**	Alternative Options	Yes	$2,875,824	2,770,597
1	**1.9**	Preschool	No	$0.00	0.00
1	**1.10**	Class Size Reduction	Yes	$5,396,638	5,307,433
1	**1.11**	Literacy Intervention and Support	No	$2,963,247	3,639,990

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	2.1	Family Engagement Center	Yes	$4,122,999	3,957,261
2	2.2	Interpretation and Translation Services	Yes	$2,813,812	2,499,676
3	3.1	Multi-Tiered System of Support for Climate and Culture	Yes	$17,735,642	17,066,150
3	3.2	Community Resource and Learning Center	Yes	$488,278	448,873
3	3.3	Mental Health Interns	Yes	$0.00	0.00
3	3.4	SEL Supports for SWD	No	$1,278,944	1,262,135
3	3.5	Elementary & Middle School Sports	No	$1,546,961	1,038,036
3	3.6	Police Department	No	$1,708,220	1,775,500
4	4.1	Maintenance and Operations	No	$13,943,067	14,348,233
4	4.2	Information and Instructional Technology	Yes	$10,338,090	10,714,657
4	4.3	Supplemental Custodial Support	Yes	$1,085,115	1,040,736
5	5.1	Additional Support Personnel	No	$290,997	276,012
5	5.2	Additional Materials, Supplies, and Services	No	$165,065	165,073

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	**6.1**	Additional Support Personnel	No	$163,130	99,031
6	**6.2**	Additional Materials, Supplies, and Services	No	$234,282	111,967
7	**7.1**	Additional Support Personnel	No	$37,082	20,579
7	**7.2**	Additional Materials, Supplies, and Services	No	$24,911	32,431

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)
80,638,367	$86,295,637.00	$83,597,080.00	$2,698,557.00	0.420%	0.420%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Early Literacy	Yes	$1,153,960.00	597,690		
1	1.2	Multi-Tiered System of Support for Academics	Yes	$17,455,932.00	17,875,654		
1	1.3	College and Career Readiness Supports	Yes	$13,103,743.00	12,429,735		
1	1.4	Foster Youth Supports	Yes	$290,750.00	326,025		
1	1.5	English Learner Students Supports	Yes	$10,999,468.00	10,039,408		
1	1.6	Long Term English Learner Students Supports	Yes	$72,888.00	48,380		
1	1.8	Alternative Options	Yes	$2,842,398.00	2,737,388		
1	1.10	Class Size Reduction	Yes	$5,396,638.00	5,307,433		
2	2.1	Family Engagement Center	Yes	$2,518,923.00	2,465,275		
2	2.2	Interpretation and Translation Services	Yes	$2,813,812.00	2,499,676		
3	3.1	Multi-Tiered System of Support for Climate and Culture	Yes	$17,735,642.00	17,066,150		
3	3.2	Community Resource and Learning Center	Yes	$488,278.00	448,873		
3	3.3	Mental Health Interns	Yes	$0.00	0.00	0.42	0.42

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)
4	**4.2**	Information and Instructional Technology	Yes	$10,338,090.00	10,714,657		
4	**4.3**	Supplemental Custodial Support	Yes	$1,085,115.00	1,040,736		

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)
207,817,196	80,638,367	0	38.803%	$83,597,080.00	0.420%	40.646%	$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).

California Department of Education
November 2024