

LCFF Budget Overview for Parents

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

CDS Code: 36738900000000

School Year: 2024-25

LEA contact information:

Jesse M Najera

Superintendent

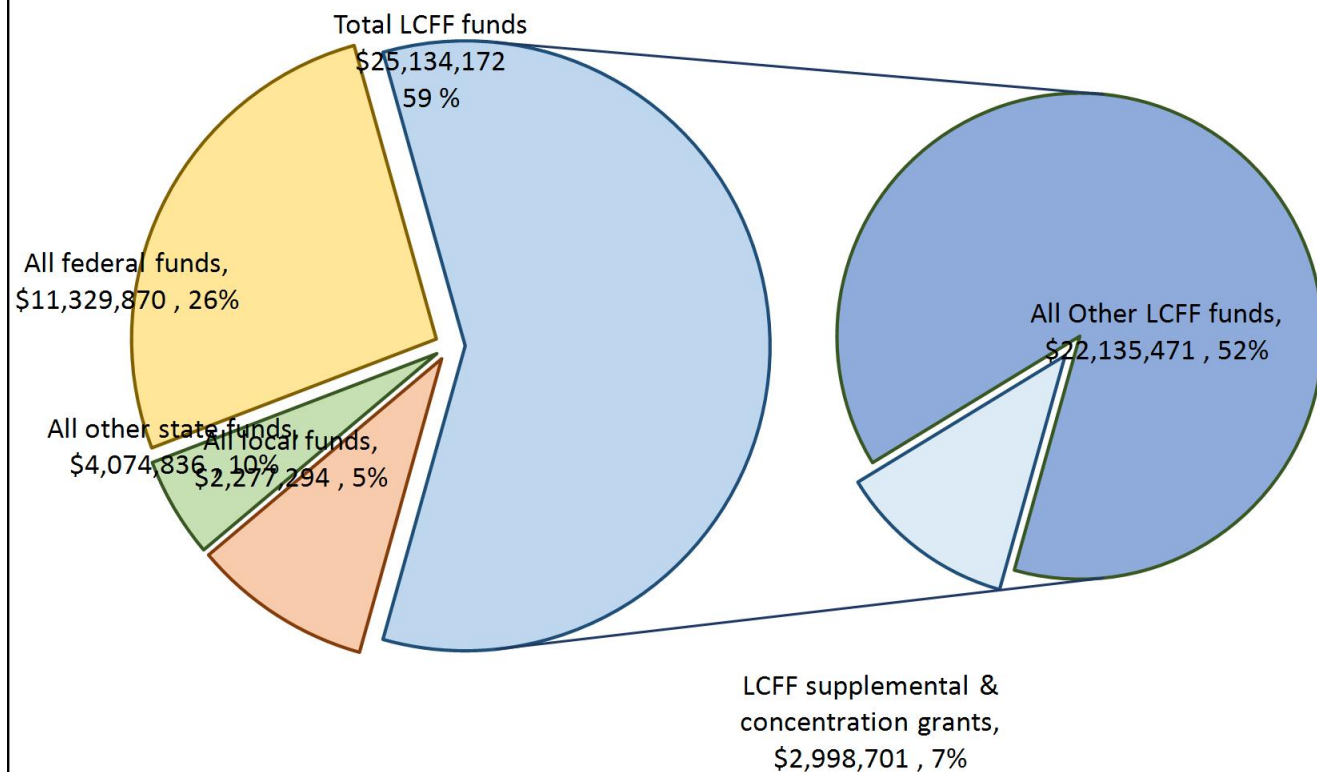
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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 2024-25 School Year

Projected Revenue by Fund Source

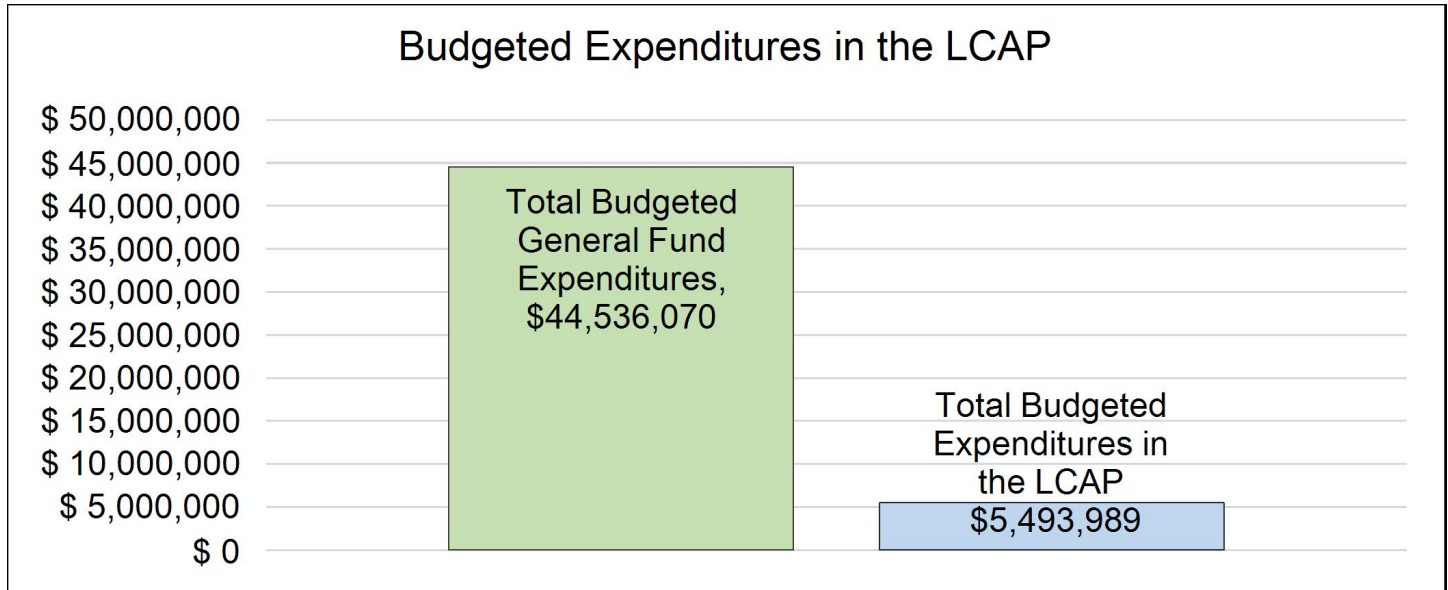


This chart shows the total general purpose revenue Silver Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Silver Valley Unified School District is \$42,816,172, of which \$25,134,172 is Local Control Funding Formula (LCFF), \$4,074,836 is other state funds, \$2,277,294 is local funds, and \$11,329,870 is federal funds. Of the \$25,134,172 in LCFF Funds, \$2,998,701 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Silver Valley Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Silver Valley Unified School District plans to spend \$44,536,070 for the 2024-25 school year. Of that amount, \$5,493,989 is tied to actions/services in the LCAP and \$39,042,081 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

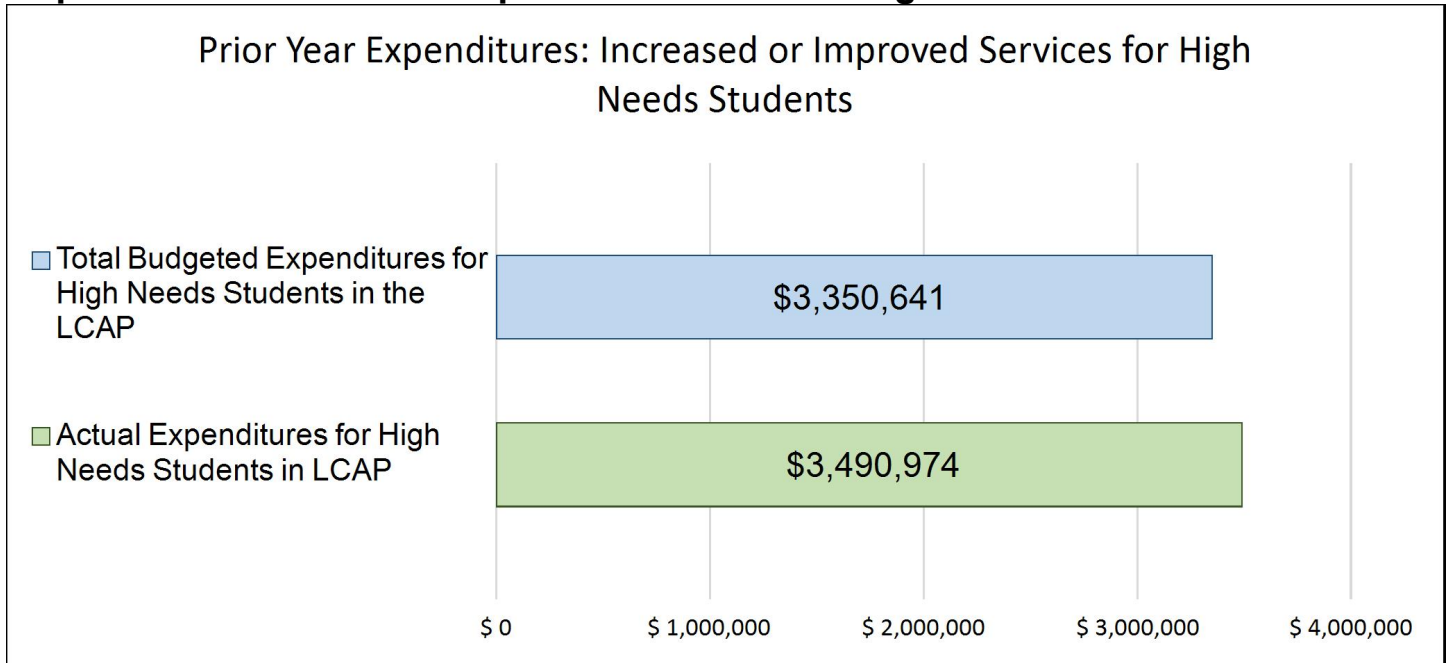
The budgeted expenditures that are not included in the LCAP (\$38,616,428) will be used for the following: A combination of salaries, benefits, Special Education, Title I, II and IV, a contribution to Central Kitchen, utilities, transportation, maintenance/operations, instructional supplies, preschool support and department budgets.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Silver Valley Unified School District is projecting it will receive \$2,998,701 based on the enrollment of foster youth, English learner, and low-income students. Silver Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Silver Valley Unified School District plans to spend \$3,035,740 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 2023-24



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

The text description of the above chart is as follows: In 2023-24, Silver Valley Unified School District's LCAP budgeted \$3,350,641 for planned actions to increase or improve services for high needs students. Silver Valley Unified School District actually spent \$3,490,974 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Silver Valley Unified School District	Jesse M Najera Superintendent	jnajera@svusdk12.net 7602542916

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Metric: % of EL students that are Redesignated	State Metric: 2019-20 % EL students that are Redesignated is 15.4% (LCFF Priority 2)	State Metric: 2020-21 % EL students that are Redesignated is 2% (LCFF Priority 2)	State Metric: 2021-22 % EL students that are Redesignated is 2% (LCFF Priority 2)	State Metric: 2022-23 % EL students that are Redesignated is 5% (LCFF Priority 2)	State Metric: 30% of EL students are Redesignated
State Metric: % of EL students scoring "Well Developed" on ELPAC	State Metric: 2019-20 5.7% EL students scoring "Well Developed" on ELPAC (LCFF Priority 2)	State Metric: 2020-21 17% EL students scoring "Well Developed" on ELPAC (LCFF Priority 2)	State Metric: 2021-22 8.1% EL students scoring "Well Developed" on ELPAC (LCFF Priority 2)	State Metric: 2022-23 23.5% EL students scoring "Well Developed" on ELPAC (LCFF Priority 2)	State Metric: 35% of EL students scoring "Well Developed" on ELPAC
State Metric: % of students making annual progress on ELPAC	State Metric: 2019-20 % EL students making annual progress on ELPAC is 31% (LCFF Priority 2)	State Metric: 2020-21 % EL students making annual progress on ELPAC is 45% (LCFF Priority 2)	State Metric: 2021-22 % EL students making annual progress on ELPAC is 37.1% (LCFF Priority 2)	State Metric: 2022-23 % EL students making annual progress on ELPAC is 52.5% (LCFF Priority 2)	State Metric: 55% EL students making annual progress on ELPAC
State Metric: % of students the meet or exceed the standard in Math (CAASPP)	State Metric: 2019-20 % of students the meet or exceed the standard in Math is 35% (LCFF Priority 2)	State Metric: 2020-21 % of students the meet or exceed the standard in Math is 23% (LCFF Priority 2)	State Metric: 2021-22 % of students the meet or exceed the standard in Math is 30% (LCFF Priority 2)	State Metric: 2021-22 % of students the meet or exceed the standard in Math is 27% (LCFF Priority 2)	State Metric: 50% of students the meet or exceed the standards in Math (CAASPP)
State Metric: % of students the meet or	State Metric: 2019-20 % of students the	State Metric: 2020-21 % of students the	State Metric: 2021-22 % of students the	State Metric: 2022-23 % of students the	State Metric: 60% of students the meet or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
exceed the standard in ELA (CAASPP)	meet or exceed the standard in ELA is 51% (LCFF Priority 2, 7)	meet or exceed the standard in ELA is 39% (LCFF Priority 2)	meet or exceed the standard in ELA is 40% (LCFF Priority 2)	meet or exceed the standard in ELA is 42% (LCFF Priority 2)	exceed the standard in ELA (CAASPP)
State Metric: % of students passing AP Exams with a 3 or higher	State Metric: 2019-20 % of students passing AP Exams with a 3 or higher is 47% (LCFF Priority 2, 7)	State Metric: 2020-21 % of students passing AP Exams with a 3 or higher is 34% (LCFF Priority 2, 7)	State Metric: 2021-22 % of students passing AP Exams with a 3 or higher is 40% (LCFF Priority 2, 7)	State Metric: 2022-23 % of students passing AP Exams with a 3 or higher is 49% (LCFF Priority 2, 7)	State Metric: 60% of students passing AP Exams with a 3 or higher
State Metric: # of high school students taking an AP Exam	State Metric: 2019-20 # of high school students taking an AP Exam is 51 (LCFF Priority 2, 7)	State Metric: 2020-21 # of high school students taking an AP Exam is 71 (LCFF Priority 2, 7)	State Metric: 2021-22 # of high school students taking an AP Exam is 94 (LCFF Priority 2, 7)	State Metric: 2022-23 # of high school students taking an AP Exam is 94 (LCFF Priority 2, 7)	State Metric: 75 high school students taking an AP Exam
State Metric: % of students Ready/Cond. Ready EAP (ELA)	State Metric: 2019-20 % of students Ready or Cond. Ready on EAP (ELA) is 62% (LCFF Priority 2, 4, 7)	State Metric: 2020-21 % of students Ready or Cond. Ready on EAP (ELA) is 63% (LCFF Priority 2, 4, 7)	State Metric: 2021-22 % of students Ready or Cond. Ready on EAP (ELA) is 51% (LCFF Priority 2, 4, 7)	State Metric: 2022-23 % of students Ready or Cond. Ready on EAP (ELA) is 62% (LCFF Priority 2, 4, 7)	State Metric: Maintain above 60% of students Ready or Cond. Ready on EAP (ELA)
State Metric: % of students Ready/Cond. Ready EAP (Math)	State Metric: 2019-20 % of students Ready or Cond. Ready EAP (Math) is 21% (LCFF Priority 2, 4, 7)	State Metric: 2020-21 % of students Ready or Cond. Ready EAP (Math) is 35% (LCFF Priority 2, 4, 7)	State Metric: 2021-22 % of students Ready or Cond. Ready EAP (Math) is 28% (LCFF Priority 2, 4, 7)	State Metric: 2022-23 % of students Ready or Cond. Ready EAP (Math) is 27% (LCFF Priority 2, 4, 7)	State Metric: 35% of students Ready or Cond. Ready EAP (Math)
State Metric: % 12th grade students completing UC/CSU A-G required courses	State Metric: 2019-20 % of high school students completing UC/CSU A-G required courses is 29.5% (LCFF Priority 2, 4, 7)	State Metric: 2020-21 % of high school students completing UC/CSU A-G required courses is 48% (LCFF Priority 2, 4, 7)	State Metric: 2021-22 % of high school students completing UC/CSU A-G required courses is 45% (LCFF Priority 2, 4, 7)	State Metric: 2022-23 % of high school students completing UC/CSU A-G required courses is 36% (LCFF Priority 2, 4, 7)	State Metric: 45% of high school students completing UC/CSU A-G required courses
State Metric: % of students meeting or exceeding	State Metric: 2019-20 % of students meeting or exceeding	State Metric: 2020-21 % of students meeting or exceeding	State Metric: 2021-22 % of students meeting or exceeding	State Metric: 2022-23 % of students meeting or exceeding	State Metric: 45% of students meeting or exceeding

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
exceeding standards on CAST	standards on CAST is 31% (LCFF Priority 2, 4, 7)	standards on CAST is 23% (LCFF Priority 2, 4, 7)	standards on CAST is 33% (LCFF Priority 2, 4, 7)	standards on CAST is 23% (LCFF Priority 2, 4, 7)	exceeding standards on CAST
Local Metric: % of teachers who believe their students are engaged in NGSS concepts	Local Metric: 2019-20 59% of teachers believe their students are engaged in NGSS concepts (LCFF Priority 2, 4, 7, 8)	Local Metric: 2020-21 87% of teachers believe their students are engaged in NGSS concepts (LCFF Priority 2, 4, 7, 8)	Local Metric: 2022-23 91% of teachers believe their students are engaged in NGSS concepts (LCFF Priority 2, 4, 7, 8)	Local Metric: 2023-24 91% of teachers believe their students are engaged in NGSS concepts (LCFF Priority 2, 4, 7, 8)	Local Metric: 80% of teachers believe their students are engaged in NGSS concepts
Local Metric: Effective academic Interventions at all 7 sites.	Local Metric: 2019-20 Effective academic Interventions are in place at all 7 sites (100%) (LCFF Priority 2, 4, 7, 8)	Local Metric: 2020-21 Effective academic Interventions are in place at all 7 sites (100%) (LCFF Priority 2, 4, 7, 8)	Local Metric: 2022-23 Effective academic Interventions are in place at all 7 sites (100%) (LCFF Priority 2, 4, 7, 8)	Local Metric: 2023-24 Effective academic Interventions are in place at all 7 sites (100%) (LCFF Priority 2, 4, 7, 8)	Local Metric: Effective academic Interventions are in place at all 7 sites (100%)
Local Metric: % of students receiving RTI that make 1 years growth in reading and math lexile score	Local Metric: 2019-20 66% of students receiving RTI have made 1 years growth in reading and math lexile score (LCFF Priority 2, 4, 7)	Local Metric: 2020-21 48% of students receiving RTI have made 1 years growth in reading and math lexile score (LCFF Priority 2, 4, 7)	Local Metric: 2021-22 61% of students receiving RTI have made 1 years growth in reading and math lexile score (LCFF Priority 2, 4, 7)	Local Metric: 2021-22 60% of students receiving RTI have made 1 years growth in reading and math lexile score (LCFF Priority 2, 4, 7)	Local Metric: 80% of students receiving RTI have made 1 years growth in reading and math lexile score
Local Metric: Increase the % of students that complete CTE courses by 10% each year.	Local Metric: 2019-20 17% of students completed CTE courses (LCFF Priority 4, 7, 8)	Local Metric: 2020-21 47% of students completed CTE courses (LCFF Priority 4, 7, 8)	Local Metric: 2021-22 14% of students completed CTE courses (LCFF Priority 4, 7, 8)	Local Metric: 2022-23 16% of students completed CTE courses (LCFF Priority 4, 7, 8)	Local Metric: 47% of students completed CTE courses
Local Metric: Increase the number of CTE courses/pathways for High School Students	Local Metric: 2020-21 SVUSD currently has 1 CTE Pathway (LCFF Priority 4, 7, 8)	Local Metric: 2020-21 SVUSD currently has 1 CTE Pathway (LCFF Priority 4, 7, 8)	Local Metric: 2022-23 SVUSD currently has 2 CTE Pathway (LCFF Priority 4, 7, 8)	Local Metric: 2023-24 SVUSD currently has 4 CTE Pathway (LCFF Priority 4, 7, 8)	Local Metric: SVUSD will have at least 2 established CTE Pathways

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Metric: % of teachers who believe SVUSD is providing high quality professional development	Local Metric: 2019-20 92% of teachers believe SVUSD is providing high quality professional development (LCFF Priority 1, 2)	Local Metric: 2020-21 92% of teachers believe SVUSD is providing high quality professional development (LCFF Priority 1, 2)	Local Metric: 2022-23 86% of teachers believe SVUSD is providing high quality professional development (LCFF Priority 1, 2)	Local Metric: 2023-24 86% of teachers believe SVUSD is providing high quality professional development (LCFF Priority 1, 2)	Local Metric: 100% of teachers believe SVUSD is providing high quality CCSS professional development
State Metric: Implementation of State Standards LCFF Local indicators	State Metric: 2019-20: Local indicators presented to Board of Trustees: Met	State Metric: 2020-21: Local indicators presented to Board of Trustees: Met	State Metric: 2022-23: Local indicators presented to Board of Trustees: Met	State Metric: 2022-23: Local indicators presented to Board of Trustees: Met	State Metric: Implementation of State Standards LCFF Local indicators: Met

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The Local Control and Accountability Plan (LCAP) Goal 1 aimed to ensure all students achieve proficiency or better in ELA and Mathematics while providing comprehensive academic support, including Career Technical Education (CTE). The plan outlined ten specific actions to achieve this goal. An analysis of the planned actions versus the actual implementation, including challenges and successes, reveals the district's strategic approach and outcomes.

Planned Actions vs. Actual Implementation

Student Achievement & Before/After School Programs (Actions 1 & 8): Implemented as planned, providing professional development opportunities to teachers, staff and administrators to improve student achievement. School sites also provided before and after school intervention/enrichment programs to support student achievement. Summer School (Action 2): Implemented as planned, with over 140 students attending to meet California A-G and graduation requirements. Response to Intervention (Action 3): Implemented as planned. School sites provided intervention classes for low income, foster youth and English learners to improve student student achievement. AVID, & Before/After School Programs (Actions 3, 7, & 8): No substantive differences in implementation. SVUSD uses i-Ready data to help support students fill the gaps in their learning. TK-K Extended Instructional Minutes (Action 4): Implemented as planned. The district provides full-day TK and Kindergarten for all students in Silver Valley USD. Career Technical Education (Action 5): Implemented as planned. SVUSD. Class-size Reduction (Action 6): The plan's specifics on class-size reduction efforts were not detailed, but related outcomes suggest no substantive differences in implementation. Transportation Services (Action 9): Implemented as planned. English Language Acquisition (Action 10): Implemented as planned.

Challenges and Successes

Successes: Significant academic improvements, particularly in CAASPP scores and diagnostic assessments, highlight the effectiveness of the implemented actions. The expansion of CTE pathways and the positive trends in student attendance and English language acquisition also underscore the district's comprehensive approach to educational support.

Challenges: Implementing a wide range of initiatives posed challenges in coordination, monitoring progress, and ensuring that interventions were tailored to meet diverse student needs.

Overall Implementation to Achieve the Goal

The district's approach encompassed a broad spectrum of educational support and interventions aimed at enhancing academic proficiency in ELA and Mathematics, expanding CTE opportunities, and supporting students through targeted programs like i-Ready diagnostics. The successful implementation of these actions, evidenced by improved academic outcomes and student engagement, highlights a strategic and responsive approach to achieving LCAP goals.

The comprehensive implementation process, marked by both challenges and successes, demonstrates the district's commitment to providing a well-balanced and supportive educational environment. Moving forward, the district may continue to refine its strategies based on ongoing assessments and feedback, ensuring sustained progress towards academic excellence and student well-being.

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.

Material differences between the budgeted and estimated actual expenditures within Goal 1 can be attributed to strategic decisions aimed at enhancing educational outcomes, necessitating adjustments in spending across several actions. Specifically, Action 2, centered on Summer School. The District had budgeted \$100,000 for this action and actually spent over \$141,000. This additional spending was due to the increase in the number of students taking classes during summer school to improve their A-G completion requirements and make up classes. Action 4 had saw an increase in spending as well. The District budgeted \$415,000 and actually spent over \$565,000. This increase expenses was due to the increase in the cost of salaries and benefits for the employees. Action 6, Class Size Reduction, had a budget of \$350,000. However the final cost for this was \$431,000 due to an increase in student enrollment in the the TK-3 grades, we needed to hire additional teachers to meet state required classroom enrollment numbers. Action 10 also experienced a significant spending increase, with the actual expenditure rising to nearly \$48,916 from the planned \$25,000. This was due to the district increasing the number of teachers attending Orton-Gillingham training to better support English Learners (ELs), underscoring a commitment to enhancing EL education through specialized teacher training. These material differences in expenditures reflect the district's adaptive strategies to leverage unexpected funding opportunities and address emergent needs, ultimately aiming to bolster the educational experience and achievement of its students.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Throughout the three-year LCAP cycle, the district's strategic actions have shown effectiveness in making progress toward Goal 1, which aims for all students to achieve proficiency or better in ELA and Mathematics, alongside receiving a well-balanced course of study that includes Career Technical Education (CTE). The implementation of actions such as Student Achievement, Response to Intervention, Class-size Reduction, and Advancement Via Individual Determination (AVID) (Actions 1, 2, 3, 4, 6, 7, 8) has resulted in improvements in student performance. Although our ELA CAASPP scores did not increase from the pre-pandemic baseline of 51%, our ELA CAASPP scores increased by 1% from Year 1 to Year 2 and by 2% from Year 2 to Year 3. Additionally, our Math CAASPP scores did not increase from the pre-pandemic baseline of 35%, our Math CAASPP scores increased by 4% from Year 1 to Year 3. Math Interim Cumulative Assessment there was an average growth of almost 4% at each grade. Furthermore, diagnostic assessments using i-Ready revealed significant progress. During the first two years the average growth from the first to the last diagnostic was between 7%-10% per grade level and this year, the i-Ready data shows that between the first and second ELA diagnostic assessment of the eight (8) grade levels using i-Ready, 88% saw an increase in percentage of students at or above grade level with an average increase of 10% over a 3 month period. Between the first and second Math diagnostic assessment of the eight (8) grade levels using i-Ready, all grade levels saw an increase in percentage of students at or above grade level with an average increase of 8% over a 3 month period.

The expansion of Career Technical Education (Action 5) from two to four pathways signifies a substantive improvement in providing vocational education opportunities, aligning with the goal's emphasis on a well-rounded course of study. This enhancement not only caters to the diverse interests and potentials of students but also prepares them for future career opportunities, showcasing the district's commitment to equipping students with practical skills and knowledge.

The district strived to improve student attendance and reduce chronic absenteeism (Actions 8 and 9). The District baseline, pre-pandemic, from 2019-20 was 9.4%. However that increased to over 20% by Year 2, due to CDC and CDE rules around attendance and exclusion. However, the District did see a 2% reduction of the district's Chronic Absenteeism from Year 2 to Year 3, further supports an environment conducive to achieving academic proficiency. Moreover, the focus on English Language Acquisition (Action 10) resulting in a 18% increase in the number of students scoring "Well Developed" on the ELPAC and a significant portion of English Learners making progress, underscores the effective strategies employed to address the needs of diverse student populations.

In summary, the actions taken over the LCAP cycle have not only addressed the direct academic needs of students in ELA and Mathematics but have also enhanced the broader educational experience through expanded CTE offerings and targeted support programs. These efforts have collectively contributed to a positive trend in academic achievement and attendance rates, demonstrating the district's effectiveness in advancing toward Goal 1. The consistent improvement across various metrics and initiatives reflects a committed and holistic approach to enhancing student success and well-being.

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

Metrics in the 2024-25 LCAP are being updated to better align with our strategic goals and accurately measure our progress. This change is necessary to ensure we are effectively tracking our performance and making data-driven decisions to enhance student outcomes. By refining these metrics, we aim to provide clearer insights into our successes and areas needing improvement.

% of EL students scoring "Well Developed" on ELPAC

% of students the meet or exceed the standard in ELA (CAASPP)

% of students receiving RTI that make 1 years growth in reading and math lexile score

The # of HS students taking an AP exam each year

Increase the % of students that complete CTE courses by 10% each year.

Increase the number of CTE courses/pathways for High School Students

% of teachers who believe SVUSD is providing high quality professional development

% of teachers who believe their students are engaged in NGSS work. This was a measure for our grant that is no longer funded. The district will use CAST results as listed on the upcoming California School Dashboard.

% of students who Met/Exceeded Standards on CAASPP ELA and Math and use the measure "Distance from Standard" for both.

Action 1.10 has been updated to now read: Teacher Professional Development for English Acquisition

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.

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Metric: % of teachers reporting they regularly use technology for communication with parents	Local Metric: In 2019-20 99% of teachers report they regularly use technology for communication with parents (LCFF Priority 3, 4)	Local Metric: In 2020-21 99% of teachers report they regularly use technology for communication with parents (LCFF Priority 3, 4)	Local Metric: In 2022-23 94% of teachers report they regularly use technology for communication with parents (LCFF Priority 3, 4)	Local Metric: In 2023-24 94% of teachers report they regularly use technology for communication with parents (LCFF Priority 3, 4)	Local Metric: 100% of teachers report they regularly use technology for communication with parents
Local Metric: % of teachers feel supported by Technology Services Department	Local Metric: In 2019-20 95% of teachers feel supported by Technology Services Department (LCFF Priority 1)	Local Metric: In 2020-21 95% of teachers feel supported by Technology Services Department (LCFF Priority 1)	Local Metric: In 2022-23 89% of teachers feel supported by Technology Services Department (LCFF Priority 1)	Local Metric: In 2023-24 89% of teachers feel supported by Technology Services Department (LCFF Priority 1)	Local Metric: 100% of teachers feel supported by Technology Services Department
Local Metric: % of teachers reporting student use of technology in their classroom is integral to teaching and learning	Local Metric: In 2019-20 97% of teachers report student use of technology in their classroom is integral to teaching and learning (LCFF Priority 1, 2, 4)	Local Metric: In 2020-21 97% of teachers report student use of technology in their classroom is integral to teaching and learning (LCFF Priority 1, 2, 4)	Local Metric: In 2022-23 95% of teachers report student use of technology in their classroom is integral to teaching and learning (LCFF Priority 1, 2, 4)	Local Metric: In 2023-24 95% of teachers report student use of technology in their classroom is integral to teaching and learning (LCFF Priority 1, 2, 4)	Local Metric: 100% of teachers report student use of technology in their classroom is integral to teaching and learning

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Metric: % of SVUSD new hires trained in Technology	Local Metric: In 2019-20 100% of SVUSD new hires trained in Technology (LCFF Priority 1)	Local Metric: In 2020-21 100% of SVUSD new hires trained in Technology (LCFF Priority 1)	Local Metric: In 2022-23 100% of SVUSD new hires trained in Technology (LCFF Priority 1)	Local Metric: In 2022-23 100% of SVUSD new hires trained in Technology (LCFF Priority 1)	Local Metric: 100% of SVUSD new hires trained in Technology
Local Metric: % of SVUSD TK-Adult Education students provided a Chromebook or laptop	Local Metric: In 2019-20 100% of all TK-Adult Education students were provided a Chromebook or laptop (LCFF Priority 1, 2, 4)	Local Metric: In 2020-21 100% of all TK-Adult Education students were provided a Chromebook or laptop (LCFF Priority 1, 2, 4)	Local Metric: In 2022-23 100% of all TK-Adult Education students were provided a Chromebook or laptop (LCFF Priority 1, 2, 4)	Local Metric: In 2022-23 100% of all TK-Adult Education students were provided a Chromebook or laptop (LCFF Priority 1, 2, 4)	Local Metric: 100% of all TK-Adult Education students were provided a chromebook or laptop
State Metric: % of students the meet or exceed the standard in Math (CAASPP)	State Metric: 2019-20 % of students the meet or exceed the standard in Math is 35% (LCFF Priority 2)	State Metric: 2020-21 % of students the meet or exceed the standard in Math is 23% (LCFF Priority 2)	State Metric: 2021-22 % of students the meet or exceed the standard in Math is 30% (LCFF Priority 2)	State Metric: 2022-23 % of students the meet or exceed the standard in Math is 23% (LCFF Priority 2)	State Metric: 50% of students the meet or exceed the standards in Math (CAASPP)
State Metric: % of students the meet or exceed the standard in ELA (CAASPP)	State Metric: 2019-20 % of students the meet or exceed the standard in ELA is 51% (LCFF Priority 2)	State Metric: 2020-21 % of students the meet or exceed the standard in ELA is 39% (LCFF Priority 2)	State Metric: 2021-22 % of students the meet or exceed the standard in ELA is 40% (LCFF Priority 2)	State Metric: 2022-23 % of students the meet or exceed the standard in ELA is 42% (LCFF Priority 2)	State Metric: 60% of students the meet or exceed the standard in ELA (CAASPP)

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The Local Control and Accountability Plan (LCAP) Goal 2 aimed to increase the quantity and quality of technology usage to support student learning, increase instructional effectiveness, monitoring of student progress, and communicating with our educational partners. The plan outlined three specific actions to achieve this goal. An analysis of the planned actions versus the actual implementation, including challenges and successes, reveals the district's strategic approach and outcomes.

Planned Actions vs. Actual Implementation

Providing two Technology Support Specialists (Action 1) was implemented as planned to help teachers maximize the software and hardware in their classrooms to maximize student achievement for all students, including low income, foster youth and English learners. Action 2, Chromebook/Laptop initiative as implemented as planned. The District was able to provide a laptop or Chromebook to every student to ensure they have the tools to access educational programs at school and at home. This access to educational software helped improve student achievement for all students. The Technology Survey (Action 3) was fully implemented as well. The District was able to administer it's annual technology survey to all SVUSD staff to measure the effectiveness of district technology and identify the technology needs of our staff.

Challenges and Successes

The district's approach to technology and supporting student achievement is a daunting task each year. Making sure all students have a device and the schools have backup devices requires a great deal of planning and work. These efforts to provide technology devices, software and personnel to support teachers and students use these tools to improve achievement were successful over the three year period of the LCAP as measured by ELA and Math CAASPP scores and EL student progress on the ELPAC.

Overall Implementation to Achieve the Goal

The School District is committed to supporting student achievement by enhancing the use of technology. To achieve this, we have increased the availability and quality of technological tools in classrooms, ensuring that students have access to modern learning resources. Our efforts include providing professional development for teachers to improve instructional effectiveness, implementing advanced systems for monitoring student progress, and fostering better communication with educational partners. These initiatives aim to create a more engaging, efficient, and collaborative educational environment, ultimately driving higher student achievement.

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.

Our budget for technology initiatives under Goal 2 saw some variations this year. For the Technology Support Analyst, we spent exactly what was budgeted—\$235,000, covering the costs effectively without overages or shortfalls. However, expenditures on Chromebooks and laptops were higher than anticipated. Originally the district budgeted \$85,000 but ended up spending \$152,409 due to the need to replace lost or damaged units and to accommodate an increase in student enrollment. This adjustment ensured that every student had access to a computer, a critical component of our commitment to technology-enhanced learning.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The technology enhancements made during the LCAP cycle have significantly contributed to our educational goals. The addition of a Technology Support Analyst (Action 1) and the 1:1 Chromebook/Laptop initiative (Action 2) has been particularly effective, helping teachers to integrate technology more effectively into their lessons, which has been reflected in improved student performance and engagement. Although our ELA CAASPP scores did not increase from the pre-pandemic baseline of 51%, our ELA CAASPP scores increased by 1% from Year 1 to Year 2 and by 2% from Year 2 to Year 3. Additionally, our Math CAASPP scores did not increase from the pre-pandemic baseline of 35%, our Math CAASPP scores increased by 4% from Year 1 to Year 3. The provision of Chromebooks for all students has facilitated consistent access to digital learning resources, thereby supporting instruction and student learning effectively. The annual Technology Survey (Action 3) has been instrumental in providing ongoing feedback from staff, which has helped us target improvements and address any issues with technology use with 100% of teachers reporting that student use of technology in their classroom is integral to teaching and learning and 100% of SVUSD new hires trained in Technology.

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

We are removing Action 2.3: Technology Survey. There was no dollar amount tied to this action, thus making it unnecessary to include in the LCAP.

Metrics in the 2024-25 LCAP are being updated to better align with our strategic goals and accurately measure our progress. This change is necessary to ensure we are effectively tracking our performance and making data-driven decisions to enhance student outcomes. By refining these metrics, we aim to provide clearer insights into our successes and areas needing improvement. As a result we will be adding the following metrics:

CAASPP ELA Distance from Standard – District
CAASPP ELA Distance from Standard – School and Student Group
CAASPP Math Distance from Standard – District
CAASPP Math Distance from Standard – School and Student Group
Local Metric: Student i-Ready Diagnostic Assessment Data

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Metric: Attendance rate	State Metric: 2019-20 Attendance rate is 95.12% (LCFF Priority 5)	State Metric: 2020-21 Attendance rate is 97.3% (LCFF Priority 5)	State Metric: 2021-22 Attendance rate is 92.8% (LCFF Priority 5)	State Metric: 2022-23 Attendance rate is 93% (LCFF Priority 5)	State Metric: Attendance rate is at or above 97%
State Metric: Chronic absenteeism rate	State Metric: 2019-20 Chronic absenteeism rate is 9.4% (LCFF Priority 5)	State Metric: 2020-21 Chronic absenteeism rate is 4.1% (LCFF Priority 5)	State Metric: 2021-22 Chronic absenteeism rate is 22.1% (LCFF Priority 5)	State Metric: 2022-23 Chronic absenteeism rate is 20.3% (LCFF Priority 5)	State Metric: Chronic absenteeism rate is at or below 5%
State Metric: Truancy rates	State Metric: 2019-20 Truancy rate is 21.6% (LCFF Priority 5)	State Metric: 2020-21 Truancy rate is 2.2% (LCFF Priority 5)	State Metric: 2021-22 Truancy rate is 7.7% (LCFF Priority 5)	State Metric: 2022-23 Truancy rate is 22% (LCFF Priority 5)	State Metric: Truancy rates is at or below 15%
State Metric: Middle school dropout rate	State Metric: 2019-20 Middle school dropout rate is 0% (LCFF Priority 5)	State Metric: 2020-21 Middle school dropout rate is 0% (LCFF Priority 5)	State Metric: 2021-22 Middle school dropout rate is 0% (LCFF Priority 5)	State Metric: 2022-23 Middle school dropout rate is 0% (LCFF Priority 5)	State Metric: Middle school dropout rate remains at 0%
State Metric: High school drop out rate	State Metric: 2019-20 High school dropout rate is 1.9% (LCFF Priority 5)	State Metric: 2020-21 High school dropout rate is 0% (LCFF Priority 5)	State Metric: 2021-22 High school dropout rate is 1.1% (LCFF Priority 5)	State Metric: 2022-23 High school dropout rate is 0.1% (LCFF Priority 5)	State Metric: High school drop out rate remains at 0%
State Metric: High school graduation rate	State Metric: 2019-20 High school graduation rate is 91% (LCFF Priority 5)	State Metric: 2020-21 High school graduation rate is	State Metric: 2021-22 High school graduation rate is	State Metric: 2022-23 High school graduation rate is	State Metric: High school graduation rate is at or above 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		100% (LCFF Priority 5)	96.6% (LCFF Priority 5)	94.96% (LCFF Priority 5)	
State Metric: Student suspension rate	State Metric: 2019-20 Student suspension rate 4.1% (LCFF Priority 6)	State Metric: 2020-21 Student suspension rate 0% (LCFF Priority 6)	State Metric: 2021-22 Student suspension rate 2.9% (LCFF Priority 6)	State Metric: 2021-22 Student suspension rate 2.4% (LCFF Priority 6)	State Metric: Student suspension rate is at or below 2.5%
State Metric: Student expulsion rate	State Metric: 2019-20 Student expulsion rate is less than 1% (LCFF Priority 6)	State Metric: 2020-21 Student expulsion rate is less than 1% (LCFF Priority 6)	State Metric: 2021-22 Student expulsion rate is less than 1% (LCFF Priority 6)	State Metric: 2022-23 Student expulsion rate is less than 1% (LCFF Priority 6)	State Metric: Student expulsion rate is less than 1%
Local Metric: % of Schools with full parent membership and participation on School Site Council	Local Metric: 2019-20 100% of Schools with full parent membership and participation on School Site Council (LCFF Priority 3)	Local Metric: 2020-21 100% of Schools with full parent membership and participation on School Site Council (LCFF Priority 3)	Local Metric: 2022-23 100% of Schools with full parent membership and participation on School Site Council (LCFF Priority 3)	Local Metric: 2023-24 100% of Schools with full parent membership and participation on School Site Council (LCFF Priority 3)	Local Metric: 100% of Schools with full parent membership and participation on School Site Council
Local Metric: % Parents/Caregivers reporting that their input is welcomed	Local Metric: 2019-20 95% Parents/Caregivers reporting that their input is welcomed (LCFF Priority 3)	Local Metric: 2020-21 95% Parents/Caregivers reporting that their input is welcomed (LCFF Priority 3)	Local Metric: 2022-23 95% Parents/Caregivers reporting that their input is welcomed (LCFF Priority 3)	Local Metric: 2023-24 94% Parents/Caregivers reporting that their input is welcomed (LCFF Priority 3)	Local Metric: 100% Parents/Caregivers reporting that their input is welcomed
Local Metric: % of Parents/Caregivers reporting that schools recognize good behavior (PBIS)	Local Metric: 2019-20 86% of Parents/Caregivers reporting that schools recognize good behavior (PBIS) (LCFF Priority 3)	Local Metric: 2020-21 87% of Parents/Caregivers reporting that schools recognize good behavior (PBIS) (LCFF Priority 3)	Local Metric: 2022-23 95% of Parents/Caregivers reporting that schools recognize good behavior (PBIS) (LCFF Priority 3)	Local Metric: 2023-24 95% of Parents/Caregivers reporting that schools recognize good behavior (PBIS) (LCFF Priority 3)	Local Metric: 95% of Parents/Caregivers reporting that schools recognize good behavior (PBIS)
Local Metric: % of students that report	Local Metric: 2019-20 78% of students	Local Metric: 2020-21 81% of students	Local Metric: 2022-23 91% of students	Local Metric: 2023-24 91% of students	Local Metric: 90% of students report they

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
they are recognized for doing a good job.	report they are recognized for doing a good job (LCFF Priority 6)	report they are recognized for doing a good job (LCFF Priority 6)	report they are recognized for doing a good job (LCFF Priority 6)	report they are recognized for doing a good job (LCFF Priority 6)	are recognized for doing a good job
Local Metric: % of teachers/staff report their school is a safe place for learning.	Local Metric: 2019-20 98% of teachers/staff report their school is a safe place for learning (LCFF Priority 6)	Local Metric: 2020-21 99% of teachers/staff report their school is a safe place for learning (LCFF Priority 6)	Local Metric: 2022-23 98% of teachers/staff report their school is a safe place for learning (LCFF Priority 6)	Local Metric: 2023-24 94% of teachers/staff report their school is a safe place for learning (LCFF Priority 6)	Local Metric: 100% of teachers/staff report their school is a safe place for learning
Local Metric: # of SEL Professional Development Trainings	Local Metric: 2019-20 11 Professional Development Trainings offered (LCFF Priority 1, 4)	Local Metric: 2020-21 2 Professional Development Trainings offered (LCFF Priority 1, 4)	Local Metric: 2021-22 43 Professional Development Trainings offered (LCFF Priority 1, 4)	Local Metric: 2022-23 79 Professional Development Trainings offered (LCFF Priority 1, 4)	Local Metric: 15 of Professional Development Trainings offered
Local Metric: Site Strategic Planning at every site (Educational Partner Input)	Local Metric: 2019-20 Site Strategic Planning at every site is 100% (Educational Partner Input) (LCFF Priority 2, 3, 6)	Local Metric: 2020-21 Site Strategic Planning at every site is 100% (Educational Partner Input) (LCFF Priority 2, 3, 6)	Local Metric: 2022-23 Site Strategic Planning at every site is 100% (Educational Partner Input) (LCFF Priority 2, 3, 6)	Local Metric: 2023-24 Site Strategic Planning at every site is 100% (Educational Partner Input) (LCFF Priority 2, 3, 6)	Local Metric: Site Strategic Planning at every site is 100% (Educational Partner Input)
Local Metric: Amount of parents that participate in district survey (Educational Partner Input)	Local Metric: 2019-20 700 parents that participate in district survey (Educational Partner Input) (LCFF Priority 3)	Local Metric: 2020-21 705 parents that participate in district survey (Educational Partner Input) (LCFF Priority 3)	Local Metric: 2022-23 576 parents that participate in district survey (Educational Partner Input) (LCFF Priority 3)	Local Metric: 2023-24 550 parents that participate in district survey (Educational Partner Input) (LCFF Priority 3)	Local Metric: 900 parents that participate in district survey (Educational Partner Input)

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The Local Control and Accountability Plan (LCAP) Goal 3 aimed to increase the staff and family's ability to support student academic, social/emotional and physical needs.. The plan outlined five specific actions to achieve this goal. An analysis of the planned actions versus the actual implementation, including challenges and successes, reveals the district's strategic approach and outcomes.

Planned Actions vs. Actual Implementation

There was only one difference in our planned actions and actual implementation. For Action 3.5, Social Emotional Learning, the District had to increase the amount of services for some of our younger students who were experiencing more off-task/eloping behaviors. The District enlisted the services of a behavioral support specialist to support staff through observation, feedback and coaching. We also sent more staff to the California Student Mental Wellness Conference in Anaheim due to the increase in need to support students' mental and emotional wellbeing. Also, the District purchased additional SEL curriculum for the Alternative Education Center to support their students.

Challenges and Successes

Implementing Goal 3, aimed at increasing the staff and families' ability to support student academic, social/emotional, and physical needs, has come with significant challenges and successes. The primary challenge has been the heightened need for support as more students require assistance in these areas, compounded by the ongoing recovery from the COVID-19 pandemic. This recovery has strained resources and made it difficult to address the intensified and diverse needs of students effectively. Despite these challenges, the district has achieved substantial successes. We have managed to provide all the services outlined in the goal, ensuring that students receive the necessary support. This comprehensive support contributed to a nearly 2% decline in suspension rates from baseline to the third year. Additionally, despite the overall increase in chronic absenteeism due to COVID-19, the district saw a significant decrease of nearly 2% in chronic absenteeism over the final two years of the plan. These successes highlight our commitment and progress in supporting the holistic needs of our students.

Overall Implementation to Achieve the Goal

Goal 3 aims to increase staff and family ability to support student academic, social/emotional, and physical needs through a series of strategic actions. The district implemented Positive Behavior Interventions and Supports (PBIS) to promote positive behavior and reduce suspensions. The California Cadet Corps and Counseling Services provided crucial support for students' social/emotional and physical well-being, helping to maintain low dropout rates. Strategic planning involved educational partners in gaining input and feedback, ensuring that interventions were effective and aligned with community needs. Additionally, Social Emotional Learning (SEL) initiatives were introduced to foster emotional resilience and well-being among students. These comprehensive actions collectively enhanced the district's capacity to support the holistic needs of 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.

We had a material difference in what was budgeted for Action 5, SEL. We had originally budgeted \$200,000 and spent \$256,000. The difference is attributed to the increased cost of having a behavioral support specialist provide observation and feedback to teachers and staff to support off-task student behavior; the purchase of SEL curriculum for the Alternative Education Center and the increased cost to send staff to the Student Mental Wellness Conference.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Over the three-year LCAP cycle, the district's actions aimed at increasing staff and family's ability to support student academic, social/emotional, and physical needs (Goal 3) have shown varying degrees of effectiveness. Action 1, Positive Behavior Interventions and Supports (PBIS), has contributed to a significant decrease in suspension rates from 4.1% in our baseline year to 2.3% in 2022-23, demonstrating its effectiveness in promoting positive behavior and reducing disciplinary issues.

Action 2, the California Cadet Corps, along with Action 3, Counseling Services, and Action 5, Social Emotional Learning (SEL), have played critical roles in supporting students' social/emotional and physical well-being. Despite the overall challenges posed by the COVID-19 pandemic, these actions have helped maintain middle and high school dropout rates at or below 1%. This stability indicates that the district's focus on holistic student support has been beneficial in keeping students engaged and enrolled in school.

The district's strategic planning efforts (Action 4) have also been effective in addressing the impact of the pandemic on student attendance. While chronic absenteeism initially increased due to state-mandated school closures and quarantine guidelines, there was a nearly 2% decline in chronic absenteeism from 2021-22 to 2022-23. Similarly, the attendance rate, which had declined due to COVID-19, saw an almost 1% increase between 2021-22 and 2022-23. These improvements suggest that the district's strategic planning and targeted interventions are beginning to mitigate the adverse effects of the pandemic on student attendance.

In summary, the actions implemented under Goal 3 have been effective in various aspects, particularly in reducing suspension rates, maintaining low dropout rates, and improving attendance metrics post-pandemic. These efforts underscore the district's commitment to enhancing the support system for students' academic, social/emotional, and physical needs, ultimately contributing to their overall success.

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

Metrics in the 2024-25 LCAP are being updated to better align with our strategic goals and accurately measure our progress. This change is necessary to ensure we are effectively tracking our performance and making data-driven decisions to enhance student outcomes. By refining

these metrics, we aim to provide clearer insights into our successes and areas needing improvement. The district will be removing the following metrics:

% of Schools with full parent membership and participation on School Site Council

% Parents/Caregivers reporting that their input is welcomed

% of Parents/Caregivers reporting that schools recognize good behavior (PBIS)

% of students that report they are recognized for doing a good job.

% of teachers/staff report their school is a safe place for learning.

of SEL Professional Development Trainings

Site Strategic Planning at every site (Educational Partner Input)

Amount of parents that participate in district survey (Educational Partner Input)

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.

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Metric: % of teachers appropriately assigned	State Metric: 2019-20 100% of teachers are appropriately assigned (LCFF Priority 1)	State Metric: 2020-21 97% of teachers are appropriately assigned (LCFF Priority 1)	State Metric: 2021-22 97% of teachers are appropriately assigned (LCFF Priority 1)	State Metric: 2022-23 98% of teachers are appropriately assigned (LCFF Priority 1)	State Metric: 100% of teachers are appropriately assigned
State Metric: Compliance with student access to instructional materials	State Metric: 2019-20 100% compliance with student access to instructional materials (LCFF Priority 1)	State Metric: 2020-21 100% compliance with student access to instructional materials (LCFF Priority 1)	State Metric: 2021-22 100% compliance with student access to instructional materials (LCFF Priority 1)	State Metric: 2022-23 100% compliance with student access to instructional materials (LCFF Priority 1)	State Metric: 100% compliance with student access to instructional materials
State Metric: Compliance with facilities in good repair	State Metric: 2019-20 100% compliance with facilities in good repair (LCFF Priority 1)	State Metric: 2020-21 100% compliance with facilities in good repair (LCFF Priority 1)	State Metric: 2021-22 100% compliance with facilities in good repair (LCFF Priority 1)	State Metric: 2022-23 100% compliance with facilities in good repair (LCFF Priority 1)	State Metric: 100% compliance with facilities in good repair
State Metric: Highly qualified teacher rate	State Metric: 2019-20 87% highly qualified teacher rate (LCFF Priority 1)	State Metric: 2020-21 90% highly qualified teacher rate (LCFF Priority 1)	State Metric: 2021-22 90% highly qualified teacher rate (LCFF Priority 1)	State Metric: 2022-23 75.1% highly qualified teacher rate (LCFF Priority 1)	State Metric: 95% highly qualified teacher rate
Local Metric: % of staff surveyed that feel their Administrator/Supervisor supports them	Local Metric: 2019-20 94% of staff surveyed that feel their Administrator/Supervisor supports	Local Metric: 2020-21 95% of staff surveyed that feel their Administrator/Supervisor supports	Local Metric: 2022-23 95% of staff surveyed that feel their Administrator/Supervisor supports	Local Metric: 2023-24 94% of staff surveyed that feel their Administrator/Supervisor supports	Local Metric: 100% of staff surveyed that feel their Administrator/Supervisor supports them

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	them(LCFF Priority 2, 6)	them(LCFF Priority 2, 6)	them(LCFF Priority 2, 6)	them(LCFF Priority 2, 6)	
Local Metric: % of staff surveyed that feel Administrators provide organizational support for collaboration	Local Metric: 2019-20 96% of staff surveyed that feel Administrators/Supervisor provide organizational support for collaboration (LCFF Priority 1, 4)	Local Metric: 2020-21 97% of staff surveyed that feel Administrators/Supervisor provide organizational support for collaboration (LCFF Priority 1, 4)	Local Metric: 2022-23 96% of staff surveyed that feel Administrators/Supervisor provide organizational support for collaboration (LCFF Priority 1, 4)	Local Metric: 2023-24 93% of staff surveyed that feel Administrators/Supervisor provide organizational support for collaboration (LCFF Priority 1, 4)	Local Metric: 100% of staff surveyed that feel Administrators/Supervisor provide organizational support for collaboration
Local Metric: % of Induction teachers that complete all program requirements	Local Metric: 2019-20 100% of Induction teachers completed all program requirements (LCFF Priority 1)	Local Metric: 2020-21 100% of Induction teachers completed all program requirements (LCFF Priority 1)	Local Metric: 2021-22 100% of Induction teachers completed all program requirements (LCFF Priority 1)	Local Metric: 2022-23 100% of Induction teachers completed all program requirements (LCFF Priority 1)	Local Metric: 100% of Induction teachers completed all program requirements
Local Metric: The amount of Managing Up letters, recognizing employee excellence	Local Metric: 2019-20 The amount of Managing Up letters, recognizing employee excellence is 25 (LCFF Priority 6)	Local Metric: 2020-21 The amount of Managing Up letters, recognizing employee excellence is 22 (LCFF Priority 6)	Local Metric: 2021-22 The amount of Managing Up letters, recognizing employee excellence is 33 (LCFF Priority 6)	Local Metric: 2022-23 The amount of Managing Up letters, recognizing employee excellence is 17(LCFF Priority 6)	Local Metric: The amount of Managing Up letters, recognizing employee excellence is 30
Local Metric: % of classified positions filled from within our organization	Local Metric: 2019-20 47% of classified positions filled from within our organization (LCFF Priority 1)	Local Metric: 2020-21 56% of classified positions filled from within our organization (LCFF Priority 1)	Local Metric: 2021-22 36% of classified positions filled from within our organization (LCFF Priority 1)	Local Metric: 2022-23 24% of classified positions filled from within our organization (LCFF Priority 1)	Local Metric: 70% of classified positions filled from within our organization

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The Local Control and Accountability Plan (LCAP) Goal 4 aimed to build individual leadership skills of teachers, administrators and parents for fostering positive relationships, effective communication, and creating a culture of recognition and excellence. The plan outlined five specific actions to achieve this goal. An analysis of the planned actions versus the actual implementation, including challenges and successes, reveals the district's strategic approach and outcomes.

Planned Actions vs. Actual Implementation

In Goal 4 of the LCAP, the district successfully implemented several planned actions aimed at enhancing district stability and improving student achievement. Action 1 focused on Leadership Development, providing opportunities for teachers, classified staff, and management to grow in their roles, which was fully executed as planned. Action 2 involved gathering input from educational partners through surveys of parents, students, staff, and community members to inform instructional leadership and boost student achievement, which was carried out effectively. Action 3 ensured that the district covered the costs for teachers to obtain their California Clear Credential, supporting professional development as intended. Action 4 saw the development of a robust recruitment schedule to attract the best and most qualified teachers, aligning with the goal of improving district stability and student outcomes. Lastly, Action 5 introduced a longevity stipend to retain highly qualified teachers, particularly in schools with high percentages of English Learners, Foster Youth, and Low-Income students. All these actions were implemented as planned, demonstrating the district's commitment to its strategic goals.

Challenges and Successes

The district's implementation of Goal 4 in the LCAP has seen notable successes and challenges. Over the three-year plan, the district successfully supported over 70 teachers in obtaining their Clear Credential, significantly contributing to student achievement. Additionally, the district's robust recruitment efforts ensured that all schools were fully staffed at the beginning of each academic year, highlighting the effectiveness of the recruitment schedule. However, the district continues to face the challenge of finding qualified teachers due to the ongoing teacher shortage in California. Despite this, the implemented actions, such as leadership development, educational partner input, and teacher longevity stipends, have collectively strengthened district stability and improved student outcomes, demonstrating the district's resilience and commitment to its goals.

Overall Implementation to Achieve the Goal

Goal 4 of the LCAP aimed to build individual leadership skills among teachers, administrators, and parents to foster positive relationships, effective communication, and a culture of recognition and excellence. The district successfully implemented several actions to enhance district stability and improve student achievement. Leadership Development (Action 1) provided growth opportunities for teachers, classified staff, and management, which was fully executed as planned. Gathering educational partner input through surveys (Action 2) involved parents, students, staff, and community members, effectively informing instructional leadership. Supporting professional development, the district covered costs for teachers to obtain their California Clear Credential (Action 3). A robust recruitment schedule (Action 4) ensured all schools were fully staffed each year, while a longevity stipend (Action 5) helped retain highly qualified teachers in schools with high percentages of English Learners, Foster Youth, and Low-Income students. These actions, all implemented as planned, underscore the district's commitment to achieving its strategic goals and fostering a supportive, high-achievement educational environment.

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

For Action 3, we had initially budgeted \$60,000 but ended up spending only \$39,500. This reduction was primarily due to fewer teachers requiring completion of their induction process than initially anticipated. In Action 4, where \$15,000 was budgeted for recruiting activities, we only expended \$2,000. This substantial decrease in spending occurred because our Human Resources Department participated in fewer and more local recruiting events, thus reducing travel costs. Finally, Action 5 saw a budget of \$105,000, with actual spending at \$47,750. The lower expenditure in this action was due to initial uncertainties about which teachers would be returning, which affected the planned spending on professional development and support. These variations will be taken into account as we refine our budget estimates in the upcoming LCAP.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 4 of Silver Valley USD's LCAP has been highly effective in achieving its objectives. Over the course of the 3 years, 97% of the teachers were appropriately assigned to their classrooms. In the face of teacher shortages across the state our recruiting efforts have proven to be effective to have teachers in every classroom with no vacancies. Along with that, every year of the 3 year LCAP saw 100% of the facilities in good repair and 100% of students having access to core curriculum ensuring that educational resources were optimally utilized. The district's support systems have also proven successful. Over the course of the 3 years 95% of the staff felt supported by their administrator or supervisor, maintaining our baseline data. Furthermore, over the past 3 years 98% of induction teachers completed their yearly program requirements towards obtaining their Clear Credential, highlighting the district's commitment to professional development. These achievements underscore the overall effectiveness of Goal 4 in fostering a supportive, well-resourced, and high-performing educational community.

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

For transparency and a more concise LCAP the district will be removing the following metrics:
% of staff surveyed that feel their Administrator/Supervisor supports them
% of staff surveyed that feel Administrators provide organizational support for collaboration
% of Induction teachers that complete all program requirements

The amount of Managing Up letters, recognizing employee excellence
% of classified positions filled from within our organization

We are removing Action 4.2: Educational Partner Input. There was no dollar amount tied to this action, thus making it unnecessary to include in the LCAP.

For transparency and a more concise LCAP the district will be adding the following metrics:

CAASPP ELA -- District Distance from Standard

CAASPP Math -- Distance from Standard

ELPI

Local Metric: Student i-Ready Data

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

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Silver Valley Unified School District	Jesse M Najera Superintendent	jnajera@svusdk12.net 7602542916

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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

Our school sites encompass a varied range of educational settings, designed to meet our students' diverse needs, which include:

- One (1) kindergarten through fifth grade elementary school
- One (1) Transitional kindergarten through 8th-grade school
- One (1) Transitional kindergarten through 2nd-grade elementary school
- One (1) 3rd through 5th-grade intermediate school
- One (1) 6th through 8th-grade middle school
- One (1) comprehensive high school
- One (1) alternative education school, offering a continuation high school, opportunity program, success program, adult education program, and a long-term independent study program.

The demographic landscape of SVUSD is a testament to its diverse educational community. The district serves a wide array of student groups, with the largest being socioeconomically disadvantaged students, who constitute 57.8% of the student body. Students with disabilities represent a significant 15.2% of the population, ensuring that SVUSD's commitment to an inclusive educational environment is evident.

In terms of racial and ethnic diversity, Hispanic students form the largest ethnic group at 39.6%, followed closely by White students at 35.2%. The district also supports a sizable African American student population, which accounts for 9.6% of students. The remaining student body is

composed of multiple races and ethnicities, including Filipino (1.6%), Asian (1.1%), Two or More Races (9.5%), Pacific Islander (2.6%), and American Indian (0.5%), further emphasizing the multicultural character of SVUSD.

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

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

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

Reflections: Annual Performance

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

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

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

Moreover, our concerted efforts to create a positive and inclusive school culture have resulted in a significant decrease in the suspension rate to 2.3%. This improvement reflects our commitment to implementing effective disciplinary policies and supports that prioritize student well-being and constructive behavior interventions.

Our district has also achieved notable success in exiting Differentiated Assistance (DA), a testament to our targeted efforts in addressing the specific needs of our subgroups and improving overall performance. Additionally, Silver Valley Academy has exited Comprehensive Support and Improvement (CSI), while Fort Irwin Middle School and Newberry Elementary School have exited Additional Targeted Support and Improvement (ATSI). These accomplishments signify substantial progress in enhancing educational outcomes and closing achievement gaps.

In the realm of advanced placement testing, our students have demonstrated exceptional performance, with 49% scoring a 3 or higher on their AP exams, marking the highest achievement in this area in over three years. This success underscores our commitment to providing

rigorous academic challenges that engage and inspire our students, as well as our dedication to supporting them in achieving their full potential. In our continuous journey toward educational excellence, Silver Valley Unified School District celebrates a few successes during the previous year. Among these accomplishments, our English Learner Progress Indicator (ELPI) was 'green' status on the California School Dashboard, we witnessed an inspiring increase of 4.1% in the progress of our EL students, with 49.3% making notable advancements. This achievement reflects the effectiveness of our tailored instructional strategies and the unwavering commitment of our educators to meet the diverse needs of our EL population.

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

In the Silver Valley Unified School District, we are committed to continuous improvement and equity in education for all our students. Recent data from the California School Dashboard has highlighted areas of concern that require our immediate attention and action. Specifically, several of our schools have been identified with red indicators, signaling significant challenges for specific subgroups in areas such as chronic absenteeism, English Language Arts (ELA) performance, math performance, and suspension rates.

At Lewis Elementary and Newberry Springs Elementary, there is a notable issue with chronic absenteeism among all students, socioeconomically disadvantaged and Hispanic subgroups.

Yermo School faces challenges for all students, socioeconomically disadvantaged students, students with disabilities and Hispanic students in ELA and math performance for socioeconomically disadvantaged students, students with disabilities. Additionally, there's a concern with suspension rates for students identifying with two or more races.

Fort Irwin Middle School also struggles with chronic absenteeism, particularly among students with disabilities and the Hispanic subgroup.

At Silver Valley High School, the suspension rate for the African American subgroup is a critical concern.

Calico Continuation High School faces challenges with the suspension rate for socioeconomically disadvantaged students.

District-wide, chronic absenteeism among African American and English Learners is a pressing issue.

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

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers & Bargaining Unit	<p>In developing the Local Control and Accountability Plan (LCAP) for the Silver Valley Unified School District (SVUSD), a comprehensive and inclusive approach was adopted to engage teachers and the teacher bargaining unit. The process began with the District Strategic Planning meetings on November 11, 2023, and May 9, 2024. These meetings were pivotal in establishing the foundational goals and priorities for the district, with significant input from teachers, who are at the frontline of student education and well-being. School Site Council meetings held throughout the school year (September-May) also provided the district with opportunities to gain valuable feedback from the teachers.</p> <p>Throughout the period from December 2023 to May 2024, Site Strategic Planning meetings were held. These sessions were crucial for gathering site-specific feedback and ensuring that the unique needs and challenges of each school within the district were addressed. Teachers played a key role in these meetings, providing insights and recommendations based on their direct experiences with students. Furthermore, staff surveys were distributed in March 2024 to capture a broad spectrum of teacher opinions and suggestions, ensuring that the LCAP development process was as inclusive and representative as possible. This feedback included the importance of continuing to provide Response to Intervention teachers counseling services and retaining our most veteran teachers. Staff turnover is a</p>

Educational Partner(s)	Process for Engagement
	<p>concern every year and in an effort to keep more teachers, offering a longevity stipend would be important.</p> <p>Additionally, the district organized District-wide collaboration meetings with teachers from November 2023 through January 2024. These collaborative sessions provided a platform for teachers to discuss and align on key educational strategies and initiatives. The active participation of the teacher bargaining unit in these meetings ensured that the teachers' perspectives and concerns were thoroughly considered, fostering a sense of ownership and commitment towards the LCAP. This collaborative effort reflects SVUSD's dedication to creating a supportive and effective educational environment through meaningful teacher engagement and partnership.</p>
Classified Staff & Bargaining Unit	<p>To engage classified staff and the classified staff bargaining unit in developing the Local Control and Accountability Plan (LCAP), the Silver Valley Unified School District (SVUSD) implemented a comprehensive and collaborative approach. This began with the Site Strategic Planning meetings held from December 2023 through May 2024. These meetings provided a crucial platform for classified staff to contribute their unique insights and experiences, addressing site-specific needs and priorities that are essential for the smooth operation and support of the educational environment.</p> <p>In addition to these meetings, school site council meetings were conducted from September 2023 through May 2024. These council meetings included representatives from classified staff, ensuring that their perspectives were integrated into the broader school community's strategic discussions. These meetings fostered an inclusive environment where classified staff could actively participate in shaping the strategic direction of the district, contributing valuable input that reflects their day-to-day interactions and support roles within the schools.</p> <p>Moreover, staff surveys were distributed in March 2024 to gather comprehensive feedback from classified staff across the district. These surveys were designed to capture a wide range of insights and</p>

Educational Partner(s)	Process for Engagement
	<p>suggestions, ensuring that the voices of classified staff were well-represented in the LCAP development. The active involvement of the classified staff bargaining unit throughout this process facilitated continuous dialogue and collaboration, reinforcing SVUSD's commitment to creating an LCAP that aligns with the needs and expectations of all its staff members. This inclusive approach ensured that the district's goals and actions are reflective of the collective input from its entire workforce, fostering a sense of ownership and collective responsibility in achieving the district's objectives.</p>
Parents	<p>In developing the Local Control and Accountability Plan (LCAP) for the Silver Valley Unified School District (SVUSD), significant efforts were made to engage parents actively throughout the process. Key initiatives began with District Strategic Planning meetings held on November 11, 2023, and May 9, 2024. These meetings were essential for setting the district's overarching goals and strategies, with parents playing a crucial role in providing input and feedback. This engagement ensured that the parents' perspectives and concerns were integrated into the district's strategic framework from the outset.</p> <p>From December 2023 through May 2024, Site Strategic Planning meetings took place, further involving parents at each school site. These meetings offered a more localized forum for parents to discuss and influence site-specific priorities and actions. Additionally, parent surveys distributed in February 2024 gathered a broad range of insights and suggestions from parents district-wide, ensuring that their voices were heard and considered in shaping the LCAP. School site council meetings and parent-teacher organizational meetings held from September 2023 through May 2024 also provided regular opportunities for ongoing dialogue and collaboration between parents, teachers, and administrators.</p> <p>Moreover, the District Advisory Council/District English Learner Advisory Council held multiple meetings on September 25, 2023, January 8, 2024, March 11, 2024, May 13, 2024, and May 20, 2024. These meetings were instrumental in facilitating a continuous</p>

Educational Partner(s)	Process for Engagement
	<p>exchange of ideas and feedback between the district leadership and parent representatives. The full draft of the SVUSD LCAP was shared on May 14, 2024. On May 20, 2024, the DAC/DELAC were given a full presentation of the LCAP. During the presentation process, there were no questions responded to in writing by the Superintendent. Through this robust engagement process, SVUSD ensured that the LCAP was developed with comprehensive input from parents, reflecting their priorities and fostering a collaborative approach to enhancing the educational experience for all students.</p>
Students	<p>To ensure that students' voices are integral to the development of the Local Control and Accountability Plan (LCAP) at Silver Valley Unified School District (SVUSD), a series of inclusive and participatory measures were implemented. The process began with the District Strategic Planning meetings on November 11, 2023, and May 9, 2024. These meetings set the stage for district-wide goals, with student representatives invited to share their perspectives on the educational environment and potential improvements.</p> <p>From December 2023 through May 2024, Site Strategic Planning meetings provided a more localized platform for students to engage in discussions about their specific schools. These meetings allowed students to highlight unique challenges and propose solutions tailored to their individual school contexts. Additionally, in March 2024, student surveys were distributed to gather a wide range of insights from the student body. These surveys were critical in capturing student feedback on various aspects of their educational experience, from academic support to school climate. This feedback included the importance of continuing to provide Response to Intervention teachers, before and after school programs, AVID and Cadet Corps, transportation and counseling services.</p> <p>The active involvement of students in these planning activities underscores SVUSD's commitment to fostering a collaborative and inclusive environment. By incorporating student input through multiple channels, the district ensured that the LCAP reflects the needs and aspirations of its student population. This approach not only</p>

Educational Partner(s)	Process for Engagement
	empowers students but also aligns the district's strategic objectives with the real-world experiences and expectations of those it serves.
Community Members	<p>Engaging community members in the development of the Local Control and Accountability Plan (LCAP) for the Silver Valley Unified School District (SVUSD) was a comprehensive and inclusive process. It began with the District Strategic Planning meetings held on November 11, 2023, and May 9, 2024. These meetings provided a platform for educational partners to voice their opinions and contribute to the district's strategic direction. This early involvement ensured that the community's needs and aspirations were considered from the outset.</p> <p>From December 2023 through May 2024, Site Strategic Planning meetings took place, offering additional opportunities for community engagement at the local school level. These meetings allowed community members to discuss site-specific concerns and provide feedback directly related to their local schools. In February 2024, surveys were distributed to gather a wide range of insights from community members. This data collection was crucial in ensuring that the perspectives and suggestions of a broad cross-section of the community were incorporated into the LCAP. This feedback included the importance of continuing to provide Response to Intervention teachers, before and after school programs, counseling and transportation services.</p> <p>Furthermore, school site council meetings held from September 2023 through May 2024 played a vital role in maintaining ongoing dialogue between the schools and the community. These meetings ensured continuous feedback and participation from community members throughout the school year. By integrating input from these various channels, SVUSD demonstrated a strong commitment to transparency and collaboration, ensuring that the LCAP was a true reflection of the community's educational priorities and goals. Parents and community members were notified via robocalls, flyers and social media posts and family engagement nights on how they could participate in site meetings.</p>

Educational Partner(s)	Process for Engagement
Principals/Administrators	<p>To engage principals and administrators in the development of the Local Control and Accountability Plan (LCAP) for the Silver Valley Unified School District (SVUSD), a structured and participatory approach was undertaken. The process began with the District Strategic Planning meetings on November 11, 2023, and May 9, 2024. These meetings served as critical forums for setting the district's strategic priorities and included significant contributions from principals and administrators, ensuring that their leadership perspectives and operational insights were integrated from the beginning.</p> <p>From December 2023 through May 2024, Site Strategic Planning meetings were held, allowing principals and administrators to focus on the specific needs and goals of their respective schools. These meetings were essential for addressing site-specific challenges and aligning them with the overall district strategy. To further ensure comprehensive input, staff surveys were distributed in March 2024. These surveys provided an additional avenue for principals and administrators to share their feedback and recommendations, capturing a broad range of insights that were vital for the LCAP development. This feedback included the importance of continuing to provide Response to Intervention teachers, before and after school programs the technology support specialists and counseling services.</p> <p>Additionally, school site council meetings, held from September 2023 through May 2024, facilitated ongoing dialogue between school leadership and other educational partners. Furthermore, the District Leadership Professional Learning Community meetings, conducted from August 2023 through June 2024, played a pivotal role in fostering continuous professional development and collaborative problem-solving among principals and administrators. This inclusive approach ensured that the LCAP was informed by the collective expertise of SVUSD's educational leaders, reinforcing a commitment to achieving the district's educational objectives through shared leadership and accountability.</p>

Educational Partner(s)	Process for Engagement
Silver Valley USD Governing Board	<p>To engage the Silver Valley Unified School District (SVUSD) Governing Board in developing the Local Control and Accountability Plan (LCAP), a detailed and collaborative approach was adopted. This included the District Strategic Planning meetings held on November 11, 2023, and May 9, 2024. These meetings were essential for setting the district's strategic priorities, with active participation from the Governing Board members to ensure their perspectives were incorporated early on. Board members also attended Site Strategic Planning meetings from December 2023 through May 2024, allowing them to understand and contribute to site-specific needs and strategies.</p> <p>In addition to these planning sessions, school principals presented their site's plans and presentations on student attendance, achievement, and behavior data along with budget presentations, at regularly scheduled Board Meetings from August 2023 through May 2024. These presentations provided the Governing Board with comprehensive insights into each school's progress and challenges, facilitating informed decision-making and support for the LCAP initiatives. The regular updates helped maintain a continuous feedback loop, ensuring that the board remained actively involved and engaged throughout the process.</p> <p>Moreover, from August 2023 through June 2024, the Superintendent provided weekly updates to the Governing Board, keeping them informed of ongoing developments and emerging issues. This regular communication was pivotal in ensuring that the board was well-informed and could provide timely input and guidance. Through this multifaceted engagement strategy, the SVUSD ensured that the Governing Board played a crucial role in shaping an LCAP that reflects the collective vision and goals of the district's leadership.</p> <p>The Mid-year LCAP was presented at the regularly scheduled Board meeting on February 13, 2024. The 24-25 LCAP public hearing was held on June 11, 2024 and was adopted by the Trustees on June 18, 2024.</p>

Educational Partner(s)	Process for Engagement
Newberry Elementary School Equity Multiplier Goal	To plan the spending of its Equity Multiplier funds, the Newberry Springs Elementary School community engaged in a thorough and inclusive process. It began with a Site Strategic Planning meeting on February 26, 2024, where key educational partners discussed initial priorities and strategies. In March 2024, surveys were sent out to gather detailed feedback from parents, staff, and other community members, ensuring a broad spectrum of perspectives was included. Following this, school site council meetings and staff meetings were held from March to May 2024, providing ongoing forums for refining and finalizing the plans based on survey results and further discussions. This collaborative approach ensured that the Equity Multiplier funds would be effectively allocated to meet the unique needs of the Newberry Springs Elementary School community to improve the chronic absenteeism rates for All, SED and Hispanic students along with with improving student achievement in ELA and Math as measured by CAASPP and i-Ready student results.
Calico Continuation High School Equity Multiplier Goal	To plan the spending of its Equity Multiplier funds, the Calico Continuation High School community engaged in a detailed and inclusive process. The engagement included its Site Strategic Planning meeting on May 15, 2024, where educational partners, including students, parents, and staff, gathered to discuss priorities and strategies for using the funds effectively to improve suspension rates for SED students and improve student achievement in both ELA and Math as measured by CAASPP Test results. Following this, surveys were sent out in March 2024 to collect comprehensive feedback from the school community, ensuring that diverse perspectives were considered in the decision-making process. Additionally, school site council meetings and staff meetings were held from March to May 2024, providing continuous opportunities for discussion and refinement of the plans. This collaborative approach ensured that the Equity Multiplier funds would be allocated in a way that directly addresses the unique needs of the Calico Continuation High School community.
Desert/Mountain SELPA	SVUSD shared it's draft 24-25 LCAP with the Desert/Mountain SELPA for them to review and was approved by them on June 28, 2024. Based on their review, the District made the suggested updates

Educational Partner(s)	Process for Engagement
	to address the needs of students with disabilities throughout the District.

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

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

Parents identified several key areas of focus through these engagements, highlighting the need for enhanced student mental health supports, as well as additional resources in math, reading, and English Language Arts (ELA). They also emphasized the importance of intervention and enrichment programs, along with improved communication between the school and families. These insights were pivotal in shaping the LCAP actions aimed at addressing these specific needs, ensuring that the district could provide targeted support to improve student outcomes and family engagement. Parents also emphasized the importance of small class sizes in our elementary grades allowing teachers to support the needs of their students.

Teachers contributed valuable feedback, particularly stressing the need for Social-Emotional Learning (SEL) training for staff to better support student mental health and wellness. They also underscored the necessity for effective intervention programs in math and ELA to help students who are struggling academically and how small class sizes allows for more personalized interaction with the students. These suggestions informed the professional development plans included in the LCAP, focusing on equipping teachers with the skills and strategies needed to support students' academic and emotional needs effectively.

Classified staff provided crucial insights into the need for SEL training and additional training for classroom aides to enhance their ability to support classroom instruction. They also pointed out the importance of improving student attendance, which was integrated into the LCAP's goals to ensure a holistic approach to student support and engagement. These contributions were vital in shaping the support systems and training programs outlined in the LCAP, ensuring that all staff members are well-prepared to contribute to a positive educational environment.

Students actively participated in the planning process through surveys and meetings, voicing their need for social-emotional supports, Positive Behavior Interventions and Supports (PBIS), and additional academic intervention and enrichment opportunities. Their feedback highlighted the importance of creating a supportive and engaging school environment that addresses both academic and behavioral needs. These student-driven insights were critical in developing LCAP actions focused on enhancing the school climate and providing robust support systems for all students.

Administrators and the Governing Board also played significant roles in the LCAP development. Administrators highlighted the need for social-emotional supports for students, their families, and staff members, along with the importance of intervention and enrichment programs at school sites. They also emphasized the necessity of after-school programs and comprehensive professional development for all staff members as well as maintaining full-day classes for TK & K students. The Governing Board echoed these priorities, particularly focusing on the importance of PBIS and professional development for staff and administrators. These high-level perspectives ensured that the LCAP was aligned with the district's strategic goals and priorities, fostering a collaborative and well-supported educational environment.

Calico Continuation High School collaborated with their educational partners to discuss the use of their Equity Multiplier funds to strategically address disparities highlighted in dashboard data, focusing on an 11.4% suspension rate for socioeconomically disadvantaged (SED) students and concerning achievement outcomes, where only 20% met or exceeded standards in ELA and none in math on the 2022-2023 CAASPP assessments. To counter these challenges, the team prioritized enhancing support services and academic interventions. This included bolstering counseling services to better meet the emotional and behavioral needs of SED students and expanding access to small group instruction and one-on-one tutoring, aiming to lift academic performance across all student groups.

Newberry Springs Elementary School (NES) and their educational partners collaborated extensively, using their CA School Dashboard data to address significant challenges in chronic absenteeism and student achievement. Chronic absenteeism rates were notably high across all students at 26.2%, with socioeconomically disadvantaged (SED) students at 28.1% and Hispanic students at 23.1%. Additionally, CAASPP scores highlighted substantial gaps in academic achievement, with students showing a distance from standard of -42.1 in ELA and -44.3 in mathematics. In response to these pressing issues, NES and its partners decided to allocate Equity Multiplier funds towards hiring an intervention teacher to bolster academic performance. Furthermore, they agreed to implement positive behavioral interventions and supports, along with incentives designed to reduce chronic absenteeism, thereby supporting overall student engagement and success.

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	CAASPP ELA – School and Student Group Distance from Standard/Source: CA School Dashboard	2022-23 Yermo Elementary All -71.9 DFS LI -79 DFS SWD -146.1 DFS HI -80.2 DFS			Yermo Elementary All -60 LI -67 SWD -130 HI -68	
1.3	CAASPP Math -- District Distance from Standard/Source: CA School Dashboard	2022-23 All -54.8 DFS LI -80.4 DFS EL -86.7 DFS FY Not significant student group			All -39 DFS LI -60 DFS EL -65 DFS FY Not significant student group	
1.4	CAASPP Math – School and Student Group Distance from Standard/Source: CA School Dashboard	2022-23 Yermo Elementary LI -97.2 DFS SWD -156.3 DFS			Yermo Elementary LI -85 SWD -140	
1.5	ELPI--% of student gaining language proficiency – District Source: 2023 CA School Dashboard	2022-23 EL students: 49.3% LTEL students: 6%			EL: 60% LTEL: 35%	
1.6	Chronic Absenteeism Rate - % of students identified as absent 10% or more - District Source: CA School Dashboard	2022-23 All 20.3% AA 19.1% LI 27.5% EL 23.2%			All 9% AA 10% LI 15% EL 11% FY Not significant student group	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY Not significant student group				
1.7	Chronic Absenteeism Rate - % of students identified as absent 10% or more - School and Student Group Source: CA School Dashboard	2022-23 Elementary Lewis All 22.4% LI 32.5% HI 31.1% Newberry Springs All 26.2% LI 28.1% HI 23.1% Middle Ft. Irwin SWD 23.7% HI 25.7%			Elementary Lewis All 18% LI 26% HI 25% Newberry Springs All 20% LI 18.2% HI 17.3% Middle Ft. Irwin SWD 18% HI 19%	
1.8	High School Graduation Rate - % of students graduated – District Source: CA School Dashboard	2022-23 All 94.9% LI 96.4% EL Not significant student group FY Not significant student group			All 100% LI 100% EL Not significant student group FY Not significant student group	
1.9	College and Career Indicator - % of students Met or Prepared on CCI – District	2022-23 All 27.8% LI 21.4%			All 41% LI 35% EL Not significant student group	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard	EL Not significant student group FY Not significant student group			FY Not significant student group	
1.10	Reclassification Rate % of EL who are Redesignated Source: CAASPP ELA/ELPAC Scores	2022-23 EL students: 1% LTEL students: 0%			EL: 30% LTEL:40%	
1.11	Students Ready/Cond. Ready ELA EAP -- District Source:11th Gr. CAASPP Data	2022-23 All 61.4% LI 50.91% EL Not significant student group FY Not significant student group			All 68% LI 62% EL Not significant student group FY Not significant student group	
1.12	Students Ready/Cond. Ready Math EAP -- District Source:11th Gr. CAASPP Data	2022-23 All 25% LI 18% EL Not significant student group FY Not significant student group			All 40% LI 36% EL Not significant student group FY Not significant student group	
1.13	Implementation of State Standards District Source: CA School Dashboard	2022-23: Professional Development: Avg. Score 5 Instructional Materials: Avg. Score 5 Policy & Program Support: Avg. Score 5			Professional Development: Avg. Score 5 Instructional Materials: Avg. Score 5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Implementation of Standards: Avg. Score 5 Engagement of School Leadership: Avg. Score 5			Policy & Program Support: Avg. Score 5 Implementation of Standards: Avg. Score 5 Engagement of School Leadership: Avg. Score 5	
1.14	Percentage of students who met UC/CSU requirements District Source: Infinite Campus	2022-23: All 24.1% LI 19.6% EL Not significant student group FY Not significant student group			All 40%% LI 34% EL Not significant student group FY Not significant student group	
1.15	Percentage of students completing at least one Career Technical Education Pathway	2022-23: All 15.2% LI 17.9% EL Not significant student group FY Not significant student group			All 30% LI 33% EL Not significant student group FY Not significant student group	
1.16	Percentage of students who met UC/CSU requirements AND completed at least one Career Technical Education Pathway	2022-23: All 6.3% LI 5.4% EL Not significant student group FY Not significant student group			All 15% LI 15% EL Not significant student group FY Not significant student group	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.17	Percentage of students passing AP Exams with a score of 3 or higher	2022-23: All: 49% LI 21% EL Not significant student group FY Not significant student group			All: 70% LI 50% EL Not significant student group FY Not significant student group	
1.18	Percentage of students who Met or Exceeded Standards on CAST District Source: CAST Scores	2022-23: 5th Gr: 25% 8th Gr: 22% HS: 22% District: 23%			5th Gr: 32% 8th Gr: 30% HS: 28% District: 30%	
1.19	i-Ready Diagnostic #2 ELA/Math District Source: i-Ready	2022-23 ELA Math G. K: 34% 27% G. 1: 24% 19% G. 2: 33% 20% G. 3: 62% 31% G. 4: 39% 35% G. 5: 48% 25% G. 6: 24% 17% G. 7: 32% 15% G. 8: 32% 25% G. 11: 35% 14%			. ELA Math G. K: 41% 31% G. 1: 28% 24% G. 2: 37% 25% G. 3: 68% 36% G. 4: 44% 40% G. 5: 52% 30% G. 6: 30% 22% G. 7: 37% 21% G. 8: 38% 30% G. 11: 40% 21%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Student Achievement	SVUSD will provide high quality professional development for classroom teachers, principals, administrators, and other school and community based personnel to improve student achievement for all students. This action will be measured by M1.1-M1.4, M1.18 and M1.19.	\$357,000.00	No
1.2	Summer School	SVUSD will provide a high quality, summer school program to address credit recovery, learning loss, and extended school year for all students, including students with special needs. This action will be measured by M1.1-M1.4 andM1.19..	\$100,000.00	No
1.3	Response to Intervention	SVUSD will provide a Response to Intervention program at every school site. Reading and Math Interventions will improve student achievement for low income, foster youth and English learners. This action will be measured by M1.1-M1.4 and M1.19..	\$1,304,409.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	TK-K Extended Instructional Minutes	SVUSD will provide 58,000 TK and Kindergarten instructional minutes (22,000 more than required). This expanded learning time will improve student achievement for low income, foster youth and English learners. This action will be measured by M1.19..	\$485,000.00	Yes
1.5	Career Technical Education	SVUSD will provide Career Technical Education (CTE) courses to Silver Valley High School and the Alternative Ed Center high school students to help prepare them for future careers in the auto industry, medical industry or graphic design. This action will be measured by M1.8, M1.15 and M1.16	\$217,644.00	No
1.6	Class Size Reduction	SVUSD will lower class sizes for Transitional Kindergarten through 3rd Grade classes at Yermo Elementary School, Newberry Springs Elementary and Lewis Elementary School (High EL, LI Demographics). More individualized teacher instruction to implement state standards will improve student achievement for Low Income, Foster Youth and English Learners. This action will be measured by M1.19.	\$350,000.00	Yes
1.7	Advancement Via Individual Determination (AVID)	SVUSD will provide an AVID Program that promotes academic achievement and increases students meeting college readiness requirements for EL, Foster Youth, and LI students. This action will be measured by M1.8, M1.9, M1.11, M1.12 and M1.14, M1.17.	\$150,000.00	Yes
1.8	Before/After School Programs	SVUSD will provide intervention/enrichment opportunities for EL, Foster Youth and LI students before and/or after school at all sites. These intervention/enrichment opportunities will increase student achievement for low income, foster youth and english learners. This action will be measured by M1.1-M1.4 and M1.19..	\$135,000.00	Yes

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Currently, SVUSD CAASPP results indicate -21 Distance From Standard (DFS) in ELA and -54.8 points DFS in Mathematics District wide. Silver Valley believes that technology plays an integral role in student achievement and in teaching and learning the 21st Century Learning Skills that our students will need to be successful in their future. Making sure our teachers, students and support staff have the technology tools and professional development they need to teach these skills to improve student achievement and monitor student progress is a priority for our district. The actions listed below will provide the necessary tools and support to help our students and staff be successful. Every year the District conducts a survey of all staff members. This staff survey gives us important information around district technology tools, support for teachers, staff students and administrators to help support student achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Staff Survey: % of teachers reporting they regularly use technology for communication with parents	2023-24: 99% of teachers report they regularly use technology for communication with parents			Greater than 97%	
2.2	Staff Survey: % of teachers feel supported by Technology Services Department	2023-24: 95% of teachers feel supported by Technology Services Department			Greater than 97%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Staff Survey: % of teachers reporting student use of technology in their classroom is integral to teaching and learning	2023-24: 96% of teachers report student use of technology in their classroom is integral to teaching and learning			100%	
2.4	Staff Survey: % of SVUSD new hires trained in Technology	2023-24: 100% of SVUSD new hires trained in Technology			100%	
2.5	Staff Survey: % of SVUSD TK-12 Education students provided a Chromebook or laptop	2023-24: 100% of all TK-12 students were provided a Chromebook or laptop			100%	
2.6	CAASPP ELA Distance from Standard – District Source: 2023 CA School Dashboard	2022-23 All -21 DFS LI -53.6 DFS EL -62.6 DFS FY Not significant student group			All -6 DFS LI -38 DFS EL -47 DFS FY Not significant student group	
2.7	CAASPP ELA Distance from Standard – School and Student Group Source: 2023 CA School Dashboard	2022-23 Yermo Elementary All -71.9 DFS LI -79 DFS SWD -146.1 DFS HI -80.2 DFS			Yermo Elementary All -60 LI -67 SWD -130 HI -68	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	CAASPP Math Distance from Standard – District Source: 2023 CA School Dashboard	2022-23 All -54.8 DFS LI -80.4 DFS EL -86.7 DFS FY Not significant student group			All -39 DFS LI -60 DFS EL -65 DFS FY Not significant student group	
2.9	CAASPP Math Distance from Standard – School and Student Group Source: 2023 CA School Dashboard	2022-23 Yermo Elementary LI -97.2 DFS SWD -156.3 DFS			Yermo Elementary LI -85 SWD -140	
2.10	Local Metric: Student i-Ready Diagnostic Assessment Data	2022-23 ELA Math G. K: 34% 27% G. 1: 24% 19% G. 2: 33% 20% G. 3: 62% 31% G. 4: 39% 35% G. 5: 48% 25% G. 6: 24% 17% G. 7: 32% 15% G. 8: 32% 25% G. 11: 35% 14%			. ELA Math G. K: 41% 31% G. 1: 28% 24% G. 2: 37% 25% G. 3: 68% 36% G. 4: 44% 40% G. 5: 52% 30% G. 6: 30% 22% G. 7: 37% 21% G. 8: 38% 30% G. 11: 40% 21%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Technology Support Specialist	SVUSD will provide Technology Support Specialists to help teachers maximize the software and hardware in their classrooms to maximize student achievement for all students, including low income, foster youth and English learners. This will be measured by M2.6 - M2.10.	\$249,000.00	Yes
2.2	1:1 Chromebook/Laptop Initiative	SVUSD will provide a laptop or chrome book to every student to ensure they have the tools to access educational programs at school and at home. Access to educational software will improve student achievement for all students. This will be measured by M2.6 - M2.10.	\$75,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Improving school climate as well as increasing parent and student engagement are a priority for our district. The California Dashboard shows that our district has a chronic absenteeism rate of 22.1% and a suspension rate of 2.9%. Site and district PBIS/MTSS teams will use data to monitor progress in achieving our goals to meet the social emotional needs of our students, along with input from district educational partner groups (parents, students, teachers, site principals, staff). The actions listed below will provide the professional development, programs and support needed to improve school climate, increase student engagement and student achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance rate - % of students attending school daily - District Source: District SIS	2022-23: All 92.96% LI 92.38% EL 85.5% FY Not significant student group			All >96% LI >96% EL >92% FY Not significant student group	
3.2	Chronic Absenteeism Rate - % of students identified as absent 10% or more – District Source: CA School Dashboard	2022-23 All 20.3% LI 27.5% EL 23.2% FY Not significant student group			All 9% LI 15% EL 11% FY Not significant student group	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Chronic Absenteeism Rate - % of students identified as absent 10% or more - School and Student Group Source: 2023 CA School Dashboard	2022-23 Elementary Lewis All 22.4% LI 32.5% HI 31.1% Newberry Springs All 26.2% LI 28.1% HI 23.1% Middle Ft. Irwin SWD 23.7% HI 25.7%			Elementary Lewis All 18% LI 26% HI 25% Newberry Springs All 20% LI 18.2% HI 17.3% Middle Ft. Irwin SWD 18% HI 19%	
3.4	Middle School Dropout Rate - % of MS students who dropped out. District Source: District SIS	2022-23: All 0% LI 0% EL Not significant student group FY Not significant student group			All 0% LI 0% EL Not significant student group FY Not significant student group	
3.5	High School Dropout Rate - District Source: DataQuest	2022-23: All 1.25% LI 0% EL Not significant student group			All At or below 1% LI At or below 1% EL Not significant student group	

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	Student Expulsion Rate - % of students expelled from school - District Source: DataQuest	2022-23: All Less than 1% LI 3.1% EL 2.7% FY Not significant student group			All Less than 1% LI Less than 1% EL Less than 1% FY Not significant student group	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Positive Behaviors Interventions and Supports (PBIS)	SVUSD will implement Positive Behavior Interventions and Supports (PBIS) at all sites to improve school climate and increase student engagement. This action will be measured by M3.1, M3.2, M3.3, M3.5, M3.6, and M3.7- M3.9.	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	California Cadet Corps	SVUSD will provide a California Cadet Corps Program at Silver Valley High School that will teach and promote student leadership skills, improving student attendance, achievement and graduation rates for our FY, LI and EL Students. This action will be measured by M3.1, M3.2, M3.6, M3.7-M3.9.	\$50,230.00	Yes
3.3	Counseling Services	SVUSD will provide counseling services district-wide to promote student wellness and social-emotional learning for our most at-risk students, including low income, foster youth and English learners. This action will be measured by M3.1, M3.2, M3.3, M3.5, M3.6, and M3.7- M3.9.	\$703,000.00	Yes
3.4	Strategic Planning	SVUSD will implement Site Strategic Planning to ensure educational partner engagement in the development of each school's plan for student achievement. This action will be measured by M3.1, M3.2, M3.5, M3.6, M3.7- M3.9.	\$5,000.00	No
3.5	Social Emotional Learning	SVUSD will invest in Social Emotional Learning at all sites to promote student wellness and engagement. This action will be measured by M3.1, M3.2, M3.3, M3.5, M3.6, M3.7- M3.9.	\$271,705.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of teachers appropriately assigned - District Source: CA School Dashboard	2023-24: 100%			100%	
4.2	% of student access to instructional materials - District Source: Williams Data	2023-24: 100%			100%	
4.3	Compliance with facilities in good repair - District Source: Williams Data	2023-24: 100%			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	% of teachers holding a "Clear" Credential - District Source: CA School Dashboard	2021-22: 75%			93%	
4.5	Access to a Broad Course of Study - District Source: CA School Dashboard	2022-23: 100%			100%	
4.6	CAASPP ELA -- District Distance from Standard/Source: CA School Dashboard	2022-23 All -21 DFS LI -53.6 DFS EL -62.6 DFS FY Not significant student group			All -6 DFS LI -38 DFS EL -47 DFS FY Not significant student group	
4.7	CAASPP Math -- Distance from Standard District Source: CA School Dashboard	2022-23 All -54.8 DFS LI -80.4 DFS EL -86.7 DFS FY Not significant student group			All -39 DFS LI -60 DFS EL -65 DFS FY Not significant student group	
4.8	ELPI – District Source: 2023 CA School Dashboard	2022-23 EL students: 49.3% LTEL students: 58.8%			EL: 60% making progress LTEL: 70% making progress	
4.9	Local Metric: Student i-Ready Data	2022-23 ELA Math G. K: 34% 27% G. 1: 24% 19% G. 2: 33% 20% G. 3: 62% 31% G. 4: 39% 35% G. 5: 48% 25%			ELA Math G. K: 41% 31% G. 1: 28% 24% G. 2: 37% 25% G. 3: 68% 36% G. 4: 44% 40% G. 5: 52% 30% G. 6: 30% 22%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		G. 6: 24% 17% G. 7: 32% 15% G. 8: 32% 25% G. 11: 35% 14%			G. 7: 37% 21% G. 8: 38% 30% G. 11: 40% 21%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Leadership Development	SVUSD will provide leadership opportunities for Teacher, Classified and Management staff to enhance district stability and improve student achievement. This action will be measured by M4.2, M4.5, M4.6, M4.7 and M4.8.	\$34,500.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Teacher Induction	SVUSD will provide beginning teachers with a fully paid induction program to improve the percentage of teachers appropriately assigned and that have a Clear Credential. This action will be measured by M4.1, M4.4	\$60,000.00	No
4.3	Teacher Recruitment	SVUSD will develop and implement a recruitment schedule to find the most qualified teachers to hire annually to enhance district stability and improve student achievement. This action will be measured by M4.1, M4.2, M4.6, M4.7 and M4.8.	\$15,000.00	No
4.4	Teacher Longevity	SVUSD will pay certificated and classified employees a longevity stipend to retain highly qualified teachers to improve the percentage of teachers appropriately assigned and that have a Clear Credential and improve student achievement on CAASPP tests, ELPI progress and i-Ready achievement scores with the highest percentage of English Learners, Foster Youth and Low Income students. This action will be measured by M4.1, M4.4, M4.6, M4.7 and M4.8.	\$110,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Calico Continuation High School will decrease suspension rates for Socioeconomically Disadvantaged (SED) students through and improve academic achievement for all students by June of 2026	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Calico Continuation High School (CCHS) is designated to receive Equity Multiplier funds due to having an non-stability rate greater than 25% and having greater than 70% of its students identified as socially and economically disadvantaged (SED). To plan the spending of its Equity Multiplier funds, the Calico Continuation High School community engaged in a detailed and inclusive process. The engagement included its Site Strategic Planning meeting on May 15, 2024, where educational partners, including students, parents, and staff, gathered to discuss priorities and strategies for using the funds effectively. Following this, surveys were sent out in March 2024 to collect comprehensive feedback from the school community, ensuring that diverse perspectives were considered in the decision-making process. Additionally, school site council meetings and staff meetings were held from March to May 2024, providing continuous opportunities for discussion and refinement of the plans. This collaborative approach ensured that the Equity Multiplier funds would be allocated in a way that directly addresses the unique needs of the Calico Continuation High School community. CCHS, based on educational partner input and data from the California School Dashboard, will focus on reducing the suspension rate for SED students which was 11.4% and the Distance From Standard (DFS) for both ELA (-182.89) and Math (-182.11) CAASPP results from the 22-23 school year .

Measuring and Reporting Results

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

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

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Counseling Services	CCHS will provide supplemental counseling services for all students and SED students to lower the percentage of students suspended at least one day as measured by M5.1.	\$43,209.00	No

Action #	Title	Description	Total Funds	Contributing
5.2	Instructional Aide Support	An instructional aide will be hired to support students by providing small group and one-on-one academic supports to improve student achievement as measured by M5.2 & M5.3.	\$21,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Newberry Elementary School will decrease chronic absenteeism rates, for all students, including Socioeconomically Disadvantaged (SED) students and Hispanic students through June of 2026.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Chronic Absenteeism Rate - % of students identified as absent 10% or more School Source: CA School Dashboard	2022-23 All: 26.2% SED: 32.5% Hispanic: 31.1%			All: 20% SED: 25% Hispanic: 24%	
6.2	CAASPP ELA School Distance from Standard Source: CA School Dashboard	2022-23 All: -42.1 DFS			All: -28 DFS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.3	CAASPP Math School Distance from Standard Source: CA School Dashboard	2022-23 All: -44.3 DFS			All: -30 DFS	
6.4	K-5 i-Ready Data: Diagnostic #2 % On Grade-level Source: Local Metric	2023-24 ELA Math Gr. K 28% 8% Gr. 1 20% 30% Gr. 2 37% 30% Gr. 3 50% 44% Gr. 4 18% 35% Gr. 5 42% 33%			ELA Math Gr. K 36% 14% Gr. 1 28% 36% Gr. 2 44% 36% Gr. 3 55% 48% Gr. 4 27% 42% Gr. 5 48% 40%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Response to Intervention	Providing students with academic interventions can significantly support and improve attendance rates by addressing learning gaps and fostering a sense of academic confidence. When students receive the help they need to succeed academically, they are more likely to feel engaged and motivated to attend school regularly. Additionally, personalized support can reduce frustration and anxiety related to academic challenges, leading to more consistent attendance.This action will be measured by M6.1-6.4	\$162,292.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,998,701	\$121,579

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
14.126%	0.000%	\$0.00	14.126%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	<p>Action: Response to Intervention</p> <p>Need: English Learner (EL) and low-income students in educational environments often face distinct challenges that impede their ability to perform well academically. These students may struggle with language barriers, limited access to academic resources at home, and less exposure to enriching educational</p>	<p>Providing a Response to Intervention (RTI) program directly addresses the identified needs of our students by offering targeted academic support designed to close the significant achievement gaps highlighted in our CAASPP data. Specifically, the district will be deploying RTI teachers and implementing specialized intervention programs to support students in reading and math. For instance, RTI teachers will work with small groups of students who are performing below grade level, offering intensive,</p>	<p>This action will be measured by the metrics identified in the action description.</p>

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>acquisition and core academic skills, directly impacting their ELPI and CAASPP scores positively.</p> <p>Moreover, having RTI staff available during the school day ensures that interventions are timely and integrated seamlessly with the regular academic schedule, which helps in maintaining consistency in the students' educational experience. This accessibility to immediate support not only aids in academic performance but also improves engagement and attendance rates, as students are less likely to feel overwhelmed and more likely to attend school. Furthermore, effective RTI strategies can lead to a decrease in behavioral issues and, consequently, suspension rates. This occurs because RTI also addresses behavioral and social-emotional needs, providing students with strategies to manage and express their challenges in constructive ways. By meeting the unique needs of EL and low-income students through dedicated RTI staff, schools can significantly enhance these students' educational outcomes and overall school experience.</p> <p>Scope: LEA-wide</p>	<p>approach helps to mitigate disparities in educational outcomes and promotes an inclusive learning environment where all students, regardless of their socioeconomic or language background, can achieve academic success.</p>	
1.4	<p>Action: TK-K Extended Instructional Minutes</p> <p>Need:</p>	<p>Extending the school day for Transitional Kindergarten and Kindergarten (TK/K) students in the Silver Valley Unified School District (SVUSD) directly addresses the unique needs of low-income and English Learner (EL) students by providing</p>	<p>This action will be measured by the metrics identified in the action description.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Providing full-day instruction for Transitional Kindergarten and Kindergarten (TK-K) students is key to increase student literacy in reading and math. This need was emphasized by our educational partners, who highlighted the importance of extended instructional minutes for early learners. Specifically, the input from these educational partners underscored the necessity of targeted support for low-income and EL students, who benefit significantly from extended instructional time. These students often require additional resources and support to achieve academic success and language proficiency. By implementing full-day instruction for TK-K students, SVUSD aims to provide a strong educational foundation, ensuring equitable access to learning opportunities for all students, particularly those from low-income backgrounds and English learners</p> <p>Scope: Schoolwide</p>	<p>additional instructional time that is crucial for their academic and social development. With the extended school day, teachers can devote more time to individualized instruction, focusing on the specific needs of each student. This additional time allows for targeted support in foundational skills, such as literacy and numeracy, which are critical for the long-term academic success of low-income and EL students. For example, teachers can work in smaller groups or one-on-one settings to provide personalized instruction, helping students grasp concepts at their own pace and ensuring no child is left behind.</p> <p>Moreover, the extended school day creates more opportunities for social-emotional learning (SEL) and positive behavior interventions. Low-income and EL students often face challenges that can impact their school experience, such as language barriers and limited access to educational resources at home. By spending more time in a structured and supportive learning environment, these students can benefit from consistent routines and SEL activities that promote resilience, social skills, and a positive attitude towards learning. The additional time also allows teachers to implement enrichment activities that can stimulate curiosity and engagement, providing a well-rounded education that addresses both academic and emotional needs.</p> <p>Although the extended school day is targeted at supporting low-income and EL students, SVUSD is implementing this initiative school-wide to ensure equity and inclusivity. Providing full-day instruction to all TK/K students fosters a cohesive learning</p>	

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

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

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

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

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

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

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The positive impact of technology support specialists is measurable in improved ELPI and CAASPP scores. As students become more proficient in using digital tools and platforms, they can engage more deeply with content, participate in online assessments more effectively, and utilize online resources to enhance their learning. Intervention data from platforms like i-Ready, which provide personalized learning experiences and track student progress in real-time, further validate the effectiveness of this approach. With proper technology support, EL and low-income students are more likely to complete digital assignments successfully and improve their performance in assessments that are increasingly integrated with digital components.</p> <p>Ultimately, providing technology support specialists helps to level the educational playing field for EL and low-income students, ensuring they have the same opportunities to succeed as their peers. This not only improves their immediate educational outcomes but also equips them with digital literacy skills that are essential for academic and professional success in the modern world. This holistic approach to addressing the unique needs of EL and low-income students by integrating technology support can transform their learning experiences and outcomes, fostering greater equity within the educational system.</p> <p>Scope:</p>	<p>environment where all students can thrive academically.</p> <p>To address these needs, the district will provide technology support specialists at all school sites. These specialists will offer essential support in maintaining and troubleshooting technological resources, enabling teachers to integrate technology seamlessly into their lessons and ensuring that all students, especially low-income and EL students, can fully participate in digital learning activities. For instance, a technology support specialist can assist a teacher in setting up interactive learning modules that cater to EL students' language development needs or provide low-income students with access to devices and digital tools necessary for their studies. Implementing this support system district-wide ensures that every student benefits from equitable access to technology, thereby supporting overall academic achievement and bridging the digital divide. This comprehensive approach underscores the district's commitment to leveraging technology to enhance learning outcomes for all students, while particularly addressing the needs of those who face the greatest barriers.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.2	<p>Action: California Cadet Corps</p> <p>Need: The Silver Valley Unified School District has identified the unique needs of our low-income and English Learner (EL) students, emphasizing the critical importance of programs that foster citizenship, leadership, academic excellence, and health and wellness. These students often face additional challenges that can hinder their academic and personal development, such as limited access to extracurricular activities and leadership opportunities. The California Cadet Corps at Silver Valley High School provides a structured environment where students can develop these essential skills, which are crucial for success in school and life after high school. Educational partners, including parents, teachers, and community members, have highlighted the need for programs that not only support academic achievement but also promote holistic development and prepare students for future success. For secondary EL and low income (LI) students graduation rate, A-G completion rates become key indicators compared to their peers. The graduation rate for all students in 2022-23 was 94.9% and for LI it was 96.4%, emphasizing the need to maintain high graduation rates for those students. The A-G completion rate for all students in 2022-23 was 24.1%, and for our LE students it was 19.6%.</p>	<p>The California Cadet Corps at Silver Valley High School is a vital initiative that addresses the unique needs of low-income and English Learner (EL) students by fostering citizenship, leadership, academic excellence, and health and wellness. These students often encounter barriers that limit their access to extracurricular activities and leadership opportunities, which are crucial for their overall development. Through the structured environment of the Cadet Corps, students receive comprehensive training in leadership and responsibility. For instance, cadets participate in community service projects, leadership exercises, and team-building activities that cultivate essential life skills. These experiences are particularly valuable for EL students, providing them with practical opportunities to enhance their English proficiency, build confidence, and integrate more fully into the school community.</p> <p>The Cadet Corps also emphasizes the importance of physical fitness and health, which are critical for student well-being and academic success. Regular physical training sessions help students develop healthy habits and improve their physical condition, contributing to better concentration and academic performance. Moreover, the program's focus on leadership development allows students to take on significant roles within the Corps, such as leading drills or coordinating events, which fosters a sense of accomplishment and self-efficacy. For example, a low-income student who assumes a leadership position gains invaluable experience in managing tasks, motivating peers,</p>	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The California Cadet Corps addresses these needs by offering a comprehensive program focused on building leadership, enhancing citizenship, and promoting health and wellness. Through participation in the Cadet Corps, low-income and EL students gain access to unique opportunities to develop self-discipline, teamwork, and leadership skills, which are vital for academic and personal success. For example, cadets engage in activities that teach responsibility and resilience, participate in physical fitness programs that promote health and wellness, and take on leadership roles that build confidence and communication skills. By providing this program at Silver Valley High School, the district ensures that all students, especially those from disadvantaged backgrounds, have the opportunity to excel in a supportive and structured environment. This initiative not only targets the specific needs of low-income and EL students but also benefits the entire student body by fostering a culture of excellence and leadership across the school.</p> <p>Scope: Schoolwide</p>	<p>and making strategic decisions, thereby enhancing their readiness for future college and career endeavors.</p> <p>While the California Cadet Corps specifically aims to support low-income and EL students, the district has implemented the program school-wide to ensure that all students can benefit from its enriching experiences. This inclusive approach ensures that every student at Silver Valley High School has the opportunity to develop leadership skills, improve physical fitness, and achieve academic excellence. By providing the Cadet Corps to the entire student body, the district promotes a culture of inclusivity and high expectations, ensuring that all students, regardless of their background, can thrive. This comprehensive strategy underscores the district's commitment to fostering an environment that supports the success of every student, preparing them for a bright future in both their personal and professional lives.</p>	
3.3	<p>Action: Counseling Services</p> <p>Need:</p>	<p>Providing comprehensive counseling services at all school sites within the Silver Valley Unified School District directly addresses the unique needs of low-income and English Learner (EL) students by offering critical support for their mental</p>	<p>This action will be measured by the metrics identified in the action description.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>English Learner (EL) and low-income students often face a myriad of challenges that extend beyond the classroom, impacting their overall school attendance and behavior. These students may deal with complex socio-economic issues, such as housing instability, limited access to healthcare, and increased familial responsibilities, which can contribute to higher rates of absenteeism and behavioral issues. Additionally, EL students may experience cultural and language barriers that not only hinder their academic performance but also affect their social integration and emotional well-being within the school environment. Our suspension rate for 2022-23 showed the following: All: 2.4%; LI: 3.1%; EL: 2.7% and FY was not a significant subgroup. Chronic absenteeism rates were as follows: All: 20.3%; LI: 27.5%, EL: 23.2% and FY was not a significant subgroup. This need was emphasized by our educational partners, who highlighted the importance of providing students with counseling services to support social emotional wellbeing, thus supporting academic achievement.</p> <p>Providing counseling services is a critical intervention that can address these multifaceted needs effectively. School counselors can offer a supportive relationship and a safe space for EL and low-income students to discuss their concerns and challenges. These professionals are equipped to help students navigate the stresses associated with economic hardship and cultural assimilation, offering strategies for</p>	<p>well-being. These students often face additional stressors, such as economic instability and language barriers, which can negatively impact their academic performance, attendance, and behavior. By ensuring access to professional counseling, the district helps students navigate these challenges, promoting a healthier school experience. For instance, counselors can work with EL students to manage the anxiety associated with language acquisition and cultural adjustment, providing strategies to improve their confidence and participation in class. Similarly, low-income students can receive support to cope with family-related stressors, helping them to stay focused on their academic goals and maintain regular school attendance.</p> <p>Counseling services play a vital role in fostering a supportive and inclusive school environment. For example, a counselor might conduct group sessions focused on social skills development, where students learn to interact positively with peers and build a sense of community. Individual counseling sessions can address specific issues such as grief, trauma, or academic stress, providing personalized support to help students develop resilience and effective coping strategies. By improving students' mental well-being, these services enhance their ability to concentrate and engage in learning, thereby boosting academic achievement. Moreover, counseling can help reduce challenging behaviors by teaching students emotional regulation and conflict resolution skills, contributing to a more positive and orderly school climate.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>coping and resilience. Counseling services can also play a pivotal role in connecting students and their families with community resources to alleviate some of their burdens, such as food insecurity, healthcare, and after-school care, which can directly impact students' ability to attend school regularly and engage positively in their education.</p> <p>Moreover, counseling can significantly contribute to reducing suspension rates among these student groups. Counselors work to develop positive behavior interventions and support systems that help students manage and express their emotions constructively. By addressing behavioral issues through counseling rather than punitive measures, schools foster a more inclusive and supportive learning environment that encourages positive social interactions and enhances students' ability to cope with academic and personal challenges. Overall, by addressing the emotional, social, and practical needs of EL and low-income students through dedicated counseling services, schools can not only improve chronic absenteeism and suspension rates but also enhance the educational outcomes and life trajectories of these vulnerable student populations.</p> <p>Scope: LEA-wide</p>	<p>While the primary focus of this initiative is to support low-income and EL students, the district is implementing counseling services school-wide to ensure all students benefit from the enhanced mental health support. This inclusive approach acknowledges that while certain groups may face more pronounced challenges, every student can experience stress and require support at different times. By making counseling services available to the entire student body, the district promotes equity and ensures that all students have the resources they need to thrive. This comprehensive strategy not only targets those with the greatest needs but also strengthens the overall educational environment, fostering a culture of well-being and academic excellence for all students.</p> <p>To address these needs, the district is committed to providing counseling services at all school sites. These services will offer targeted support to help students manage stress, improve emotional regulation, and develop coping strategies. For example, a counselor can work with an EL student to address the anxiety related to language barriers and cultural adjustment, while another counselor might assist a low-income student in dealing with family-related stressors. By supporting students' mental well-being, counseling services help improve academic achievement by enhancing focus and engagement, boost attendance by addressing underlying issues that contribute to absenteeism, and reduce challenging behaviors by teaching students positive coping mechanisms. Implementing counseling services district-wide ensures that all students benefit from these essential supports, fostering a healthier, more</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		inclusive school environment where every student can thrive.	
4.4	<p>Action: Teacher Longevity</p> <p>Need: English Learner (EL) and low-income students in educational environments often face distinct challenges that impede their ability to perform well academically. These students may struggle with language barriers, limited access to academic resources at home, and less exposure to enriching educational experiences. Such disadvantages are typically reflected in their performance metrics, such as lower scores on the California Assessment of Student Performance and Progress (CAASPP). Our scores for ELA CAASPP results showed the following for 2022-23: All - 21 DFS; LI -53.6 DFS; EL -62.6 DFS; and FY Not significant student group. And for Math it was the following: All -54.8 DFS; LI -80.4 DFS; EL -86.7 DFS; and FY Not significant student group</p> <p>To address these challenges effectively, one strategic approach is the provision of teacher longevity stipends, particularly in schools with high populations of EL and low-income students. Veteran teachers, with their extensive experience and developed skills, are invaluable in such settings. They are often more adept at navigating the cultural and socio-economic complexities that affect these students' learning. By offering longevity</p>	<p>Providing longevity stipends to teachers at all school sites within the Silver Valley Unified School District addresses the critical needs of low-income and English Learner (EL) students by ensuring that our most experienced and effective educators remain in the classroom. These stipends are designed to retain veteran teachers who bring invaluable expertise and stability, which are crucial for supporting students facing additional academic and personal challenges. Experienced teachers are adept at differentiating instruction to meet diverse learning needs, implementing proven strategies to improve language proficiency for EL students, and creating supportive environments that engage and motivate low-income students. For example, a veteran teacher might use their extensive knowledge of instructional techniques to provide targeted reading interventions for EL students or to design engaging, culturally responsive lessons that resonate with low-income students.</p> <p>Moreover, retaining experienced teachers through longevity stipends helps maintain continuity and stability within the school community, which is particularly beneficial for students who may already experience instability in other areas of their lives. These teachers have developed strong classroom management skills and deep understanding of their students' needs, allowing them to create safe and nurturing learning environments. For instance, a seasoned teacher might use their skills to build strong relationships</p>	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>stipends, districts can retain these experienced educators in high-need schools, ensuring continuity and stability in the learning environment, which is crucial for students who benefit from established relationships and consistent educational approaches. This need was emphasized by our educational partners, who highlighted the importance of retaining our most veteran teachers to avoid high turnover rates.</p> <p>The impact of retaining experienced teachers can be observed in improved ELPI and CAASPP scores. Experienced teachers are typically more effective in implementing English language development strategies and adapting curriculum to meet the diverse needs of their students, leading to better academic outcomes. Moreover, the presence of seasoned educators can contribute to improved attendance rates, as these teachers are often skilled in creating engaging and welcoming classroom environments that motivate students to attend school. Similarly, their adept classroom management strategies can lead to a reduction in suspension rates, as they are more capable of handling behavioral issues constructively.</p> <p>Thus, investing in teacher longevity through stipends is not merely a financial decision but a pivotal educational strategy that supports the specific needs of EL and low-income students. This approach not only enhances educational equity but also fosters an environment where all students have the opportunity to succeed</p>	<p>with students, helping to address behavioral issues and improve attendance rates among low-income students. By keeping these expert educators in our schools, we ensure that all students, particularly those who are most vulnerable, receive the consistent, high-quality education they need to succeed academically.</p> <p>While the primary goal of the longevity stipends is to support low-income and EL students, the district is implementing this initiative school-wide to promote equity and inclusivity. Ensuring that all teachers across the district have access to these stipends helps to maintain a high standard of education for every student. This comprehensive approach recognizes that while certain groups may have more pronounced needs, all students benefit from the presence of experienced, dedicated teachers. By fostering a stable and skilled teaching workforce, the district underscores its commitment to providing the best possible educational outcomes for all students, supporting academic excellence and equitable opportunities for success.</p> <p>To address these needs, the district is implementing teacher longevity stipends at all school sites. By offering these stipends, the district aims to retain its most experienced and effective teachers, ensuring that low-income and EL students receive the highest quality education. For instance, an experienced teacher is more likely to have developed the skills necessary to differentiate instruction for EL students, helping them to improve their language proficiency while mastering academic content. Similarly, veteran</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>and excel. Through this investment, districts affirm their commitment to high-quality education for every student, regardless of background.</p> <p>Scope: LEA-wide</p>	<p>teachers are adept at creating supportive classroom environments that engage low-income students and address their specific learning challenges. Implementing longevity stipends district-wide not only targets the needs of low-income and EL students but also benefits the entire student body by maintaining a stable and experienced teaching workforce. This approach underscores the district's commitment to providing all students with the best possible educational opportunities, fostering academic excellence and equitable outcomes.</p>	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.10	<p>Action: Teacher Professional Development for English Acquisition</p> <p>Need: English Learner (EL) students face unique educational challenges that stem from their need to acquire proficiency in English while simultaneously mastering grade-level academic content. These challenges are often highlighted by disparities in performance metrics such as the English Language Proficiency Assessments for California</p>	<p>To address the professional development needs for teachers to improve English Learners' (EL) language acquisition, the district will implement a multi-faceted approach. This includes offering webinars that provide flexible, accessible training on effective EL instructional strategies. Teachers will receive coaching from professional development (PD) providers, offering personalized guidance and support to help them integrate new techniques into their classrooms. Additionally, teachers will have opportunities to submit their work for review, receiving constructive feedback to refine their practices and enhance their</p>	<p>This action will be measured by the metrics identified in the action description.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>(ELPAC) scores. EL students typically score lower on these assessments compared to their native English-speaking peers, indicating a critical need for specialized support in language acquisition alongside their regular curriculum. In 2022-23 our ELPI data showed the following: ELPI 2022-23 EL students: 49.3% and LTEL students: 6% and our reclassification rates were: EL students: 1% and LTEL students: 0%</p> <p>Professional development for staff is a key strategy in addressing the specific needs of EL students. By equipping teachers with the skills and knowledge to support English language development, schools can enhance instructional practices that are both linguistically responsive and culturally relevant. Training can include strategies for integrating language development in subject teaching, using assessments to inform instruction, and engaging EL students in higher-order thinking that accelerates language acquisition. Such professional development ensures that teachers are not only aware of the best practices for teaching English learners but are also adept at implementing these methods effectively. This need was emphasized by our educational partners, who highlighted the importance of providing professional development to teachers and staff to support English language acquisition.</p> <p>The rationale for this approach is supported by data from ELPI (English Learner Progress Indicator) which often show that EL students</p>	<p>effectiveness. Peer collaboration will be encouraged both at the site and district levels, fostering a community of practice where educators can share insights, strategies, and resources to support EL students collectively.</p> <p>Feedback from supervisors will also play a critical role in this professional development model. Supervisors will provide ongoing, targeted feedback to help teachers continually improve their instructional methods for ELs. This comprehensive approach is crucial as it ensures that teachers are well-equipped with the latest and most effective strategies to support EL students. By providing diverse and sustained professional development opportunities, the district not only enhances teachers' skills but also promotes a more inclusive and supportive learning environment. This investment in teacher development is essential for closing achievement gaps and ensuring that EL students can achieve language proficiency and academic success.</p>	

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

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

Not Applicable

Additional Concentration Grant Funding

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

The Silver Valley Unified School District received additional concentration grant funding to provide additional direct service support to students within the district. During the 2024-25 LCAP engagement process, educational partners expressed a need for additional literacy support at our K-8 school sites with the highest unduplicated student population (Socio-economic Disadvantaged, English Learners, and Foster Youth). Silver Valley USD utilized these additional funds to hire additional reading intervention teachers (Goal 1 Action 3) . These

reading intervention teachers allow for more personalized literacy development support for our unduplicated students at each of these schools, towards supporting accelerated learning and improved outcomes.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	21.4: 1	15.2: 1
Staff-to-student ratio of certificated staff providing direct services to students	16.5: 1	13.8: 1

2024-25 Total 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	\$21,227,998	\$2,998,701	14.126%	0.000%	14.126%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,319,906.00	\$987,391.00	\$0.00	\$1,186,692.00	\$5,493,989.00	\$3,685,791.00	\$1,808,198.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Student Achievement	All	No			All Schools	Ongoing	\$105,000.00	\$252,000.00		\$307,000.00		\$50,000.00	\$357,000.00	
1	1.2	Summer School	All	No			All Schools	Ongoing	\$90,000.00	\$10,000.00	\$100,000.00				\$100,000.00	
1	1.3	Response to Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,027,409.00	\$277,000.00	\$431,510.00	\$274,912.00		\$597,987.00	\$1,304,409.00	0%
1	1.4	TK-K Extended Instructional Minutes	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lewis and Yermo Elementary Schools TK-Kindergarten	Ongoing	\$485,000.00	\$0.00	\$485,000.00				\$485,000.00	0%
1	1.5	Career Technical Education	All	No			Specific Schools: Silver Valley High School and Alternative Education Center 9th-12th Grades	Ongoing	\$154,166.00	\$63,478.00	\$154,166.00	\$63,478.00			\$217,644.00	
1	1.6	Class Size Reduction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth	Specific Schools: Lewis, Newberry	Ongoing	\$350,000.00	\$0.00	\$350,000.00				\$350,000.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income	and Yermo Elementary Schools TK-Kindergarten									
1	1.7	Advancement Via Individual Determination (AVID)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Silver Valley High School, Fort Irwin Middle School and Yermo Elementary School 6th-12th Grade	Ongoing	\$40,000.00	\$110,000.00	\$150,000.00				\$150,000.00	0%
1	1.8	Before/After School Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$45,718.00	\$89,282.00	\$135,000.00				\$135,000.00	0%
1	1.9	Transportation Services	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$550,000.00	\$550,000.00				\$550,000.00	0%
1	1.10	Teacher Professional Development for English Acquisition	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	0%
2	2.1	Technology Support Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$249,000.00	\$0.00	\$249,000.00				\$249,000.00	0%
2	2.2	1:1 Chromebook/Laptop Initiative	All	No				Ongoing	\$0.00	\$75,000.00		\$75,000.00			\$75,000.00	
3	3.1	Positive Behaviors Interventions and Supports (PBIS)	All	No				Ongoing	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00			\$20,000.00	
3	3.2	California Cadet Corps	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth	Specific Schools: Silver Valley	Ongoing	\$40,230.00	\$10,000.00	\$50,230.00				\$50,230.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income	High School									
3	3.3	Counseling Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$609,000.00	\$94,000.00	\$500,000.00	\$3,000.00		\$200,000.00	\$703,000.00	0%
3	3.4	Strategic Planning	All	No				Ongoing	\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	
3	3.5	Social Emotional Learning	All	No				Ongoing	\$165,976.00	\$105,729.00				\$271,705.00	\$271,705.00	
4	4.1	Leadership Development	All	No				Ongoing	\$7,000.00	\$27,500.00		\$27,500.00		\$7,000.00	\$34,500.00	0%
4	4.2	Teacher Induction	All	No				Ongoing	\$30,000.00	\$30,000.00				\$60,000.00	\$60,000.00	
4	4.3	Teacher Recruitment	All	No				Ongoing	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
4	4.4	Teacher Longevity	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		Ongoing	\$110,000.00	\$0.00	\$110,000.00				\$110,000.00	0%
5	5.1	Counseling Services	All	No				June 2026	\$0.00	\$43,209.00		\$43,209.00			\$43,209.00	
5	5.2	Instructional Aide Support	All	No				June 2026	\$0.00	\$21,000.00		\$21,000.00			\$21,000.00	
6	6.1	Response to Intervention	All	No				June 2026	\$162,292.00	\$0.00		\$162,292.00			\$162,292.00	

2024-25 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
\$21,227,998	\$2,998,701	14.126%	0.000%	14.126%	\$3,035,740.00	0.000%	14.301 %	Total:	\$3,035,740.00
								LEA-wide Total:	\$1,975,510.00
								Limited Total:	\$25,000.00
								Schoolwide Total:	\$1,035,230.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Response to Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$431,510.00	0%
1	1.4	TK-K Extended Instructional Minutes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lewis and Yermo Elementary Schools TK-Kindergarten	\$485,000.00	0%
1	1.6	Class Size Reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lewis, Newberry and Yermo Elementary Schools TK-Kindergarten	\$350,000.00	0%
1	1.7	Advancement Via Individual Determination (AVID)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Silver Valley High School, Fort Irwin Middle School and Yermo Elementary School 6th-12th Grade	\$150,000.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Before/After School Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$135,000.00	0%
1	1.9	Transportation Services	Yes	LEA-wide	Low Income	All Schools	\$550,000.00	0%
1	1.10	Teacher Professional Development for English Acquisition	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$25,000.00	0%
2	2.1	Technology Support Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$249,000.00	0%
3	3.2	California Cadet Corps	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Silver Valley High School	\$50,230.00	0%
3	3.3	Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500,000.00	0%
4	4.4	Teacher Longevity	Yes	LEA-wide	English Learners Low Income		\$110,000.00	0%

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$5,081,701.00	\$5,613,471.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Student Achievement	No	\$257,960.00	\$351,488
1	1.2	Summer School	No	\$100,000.00	\$100,000
1	1.3	Response to Intervention	Yes	\$1,417,161.00	\$1,421,137
1	1.4	TK-K Extended Instructional Minutes	Yes	\$415,000.00	\$584,096
1	1.5	Career Technical Education	No	\$217,644.00	\$351,436
1	1.6	Class Size Reduction	Yes	\$350,000.00	\$417,306
1	1.7	Advancement Via Individual Determination (AVID)	Yes	\$194,080.00	\$211,397
1	1.8	Before/After School Programs	Yes	\$135,000.00	\$146,743
1	1.9	Transportation Services	Yes	\$550,000.00	\$550,000
1	1.10	English Language Aquisition	Yes	\$25,000.00	\$25,000
2	2.1	Technology Support Specialist	Yes	\$235,000.00	\$235,772

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	1-1 Chromebook/Laptop Initiative	No	\$85,000.00	\$152,409
2	2.3	Technology Survey	No	\$0.00	\$0
3	3.1	Positive Behaviors Interventions and Supports (PBIS)	No	\$20,000.00	\$20,967
3	3.2	California Cadet Corps	Yes	\$50,230.00	\$52,514
3	3.3	Counseling Services	Yes	\$609,614.00	\$641,513
3	3.4	Strategic Planning	No	\$5,000.00	\$5,440
3	3.5	Social Emotional Learning	No	\$200,512.00	\$192,946
4	4.1	Leadership Development	No	\$34,500.00	\$39,500
4	4.2	Educational Partner Input	No	\$0.00	\$0
4	4.3	Teacher Induction	No	\$60,000.00	\$63,807
4	4.4	Teacher Recruitment	No	\$15,000.00	\$2,000
4	4.5	* New Action May 2023* Teacher Longevity	Yes	\$105,000.00	\$48,000

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$3,108,783	\$3,350,641.00	\$3,490,974.00	(\$140,333.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Response to Intervention	Yes	\$880,717.00	\$779,792	0%	
1	1.4	TK-K Extended Instructional Minutes	Yes	\$415,000.00	\$584,096	0%	
1	1.6	Class Size Reduction	Yes	\$350,000.00	\$417,306	0%	
1	1.7	Advancement Via Individual Determination (AVID)	Yes	\$194,080.00	\$211,397	0%	
1	1.8	Before/After School Programs	Yes	\$135,000.00	\$146,743	0%	
1	1.9	Transportation Services	Yes	\$550,000.00	\$550,000	0%	
1	1.10	English Language Aquisition	Yes	\$25,000.00	\$25,000	0%	
2	2.1	Technology Support Specialist	Yes	\$235,000.00	\$235,772	0%	
3	3.2	California Cadet Corps	Yes	\$50,230.00	\$52,514	0%	
3	3.3	Counseling Services	Yes	\$410,614.00	\$440,354	0%	
4	4.5	* New Action May 2023* Teacher Longevity	Yes	\$105,000.00	\$48,000		

To Add a Row: Click “Add Row.”

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

2023-24 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)
\$21,039,992	\$3,108,783	0	14.776%	\$3,490,974.00	0.000%	16.592%	\$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.

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.

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.
- 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.

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

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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

- 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.
- 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.

- 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.

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 of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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