



## **LCFF Budget Overview for Parents**

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

CDS Code: 36750440000000

School Year: 2024-25

LEA contact information:

Mr. David Olney

Superintendent

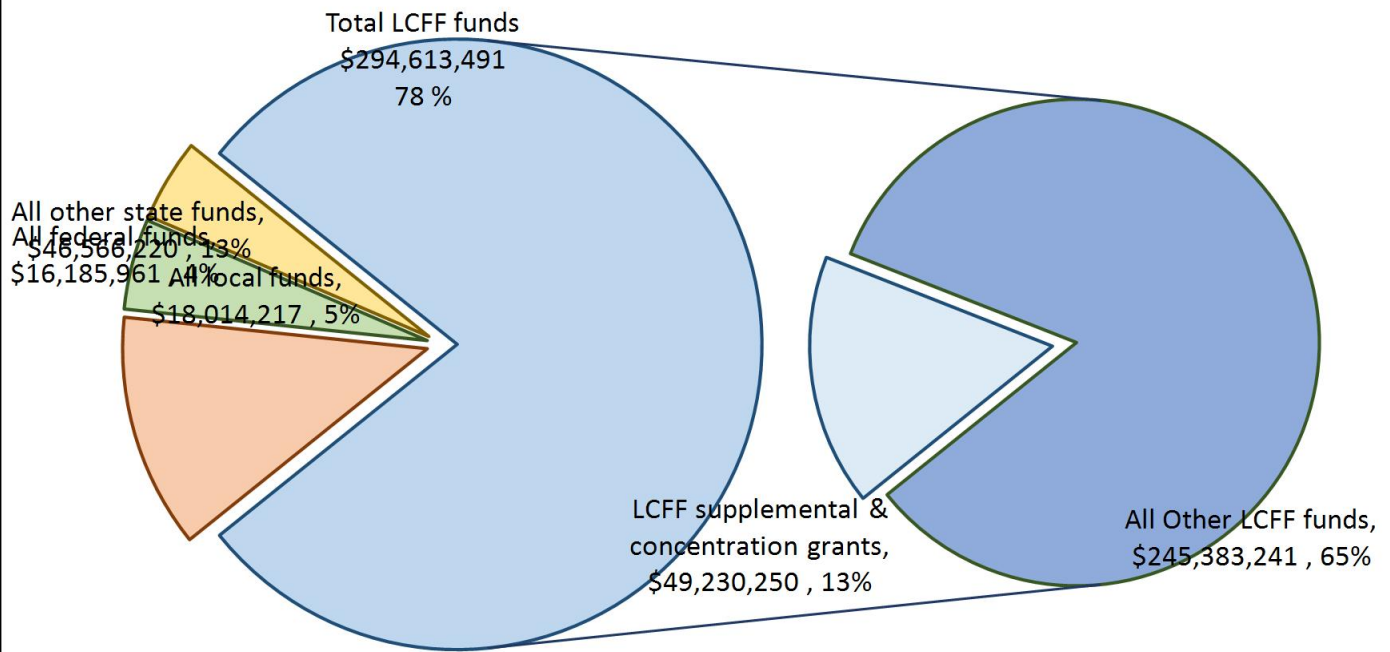
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

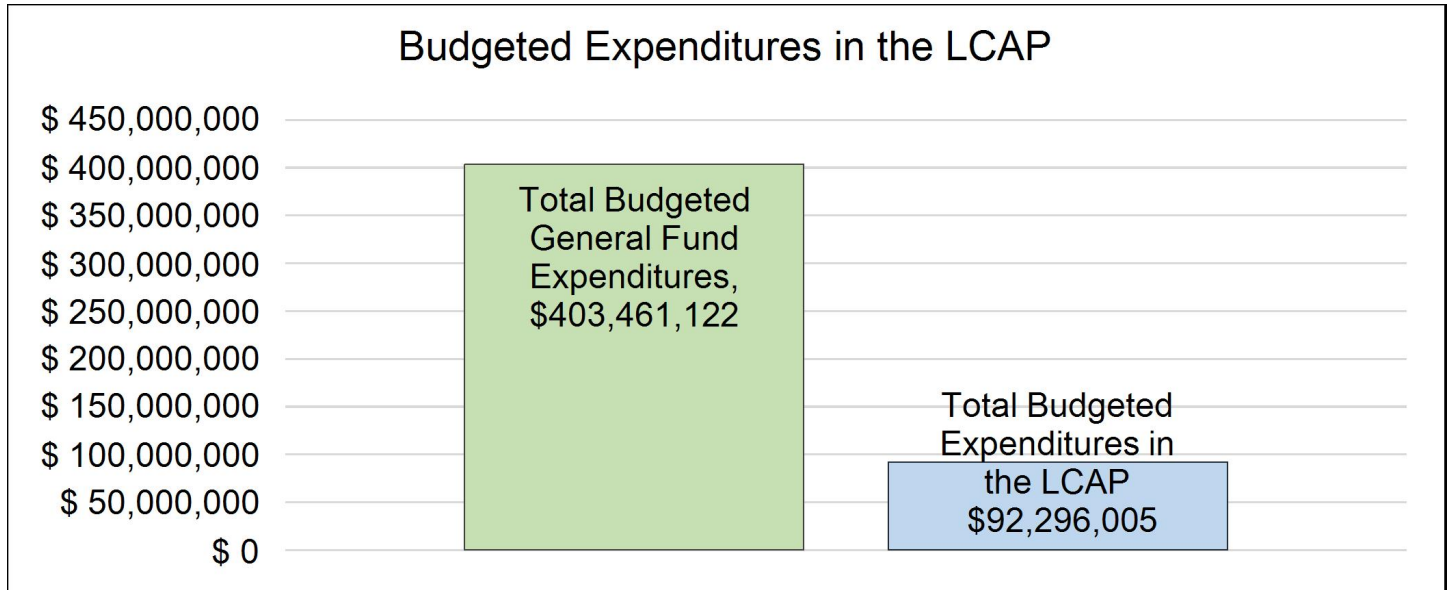


This chart shows the total general purpose revenue Hesperia Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hesperia Unified School District is \$375,379,889, of which \$294,613,491 is Local Control Funding Formula (LCFF), \$46,566,220 is other state funds, \$18,014,217 is local funds, and \$16,185,961 is federal funds. Of the \$294,613,491 in LCFF Funds, \$49,230,250 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Hesperia Unified School District plans to spend for 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: Hesperia Unified School District plans to spend \$403,461,122 for the 2024-25 school year. Of that amount, \$92,296,005 is tied to actions/services in the LCAP and \$311,165,117 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

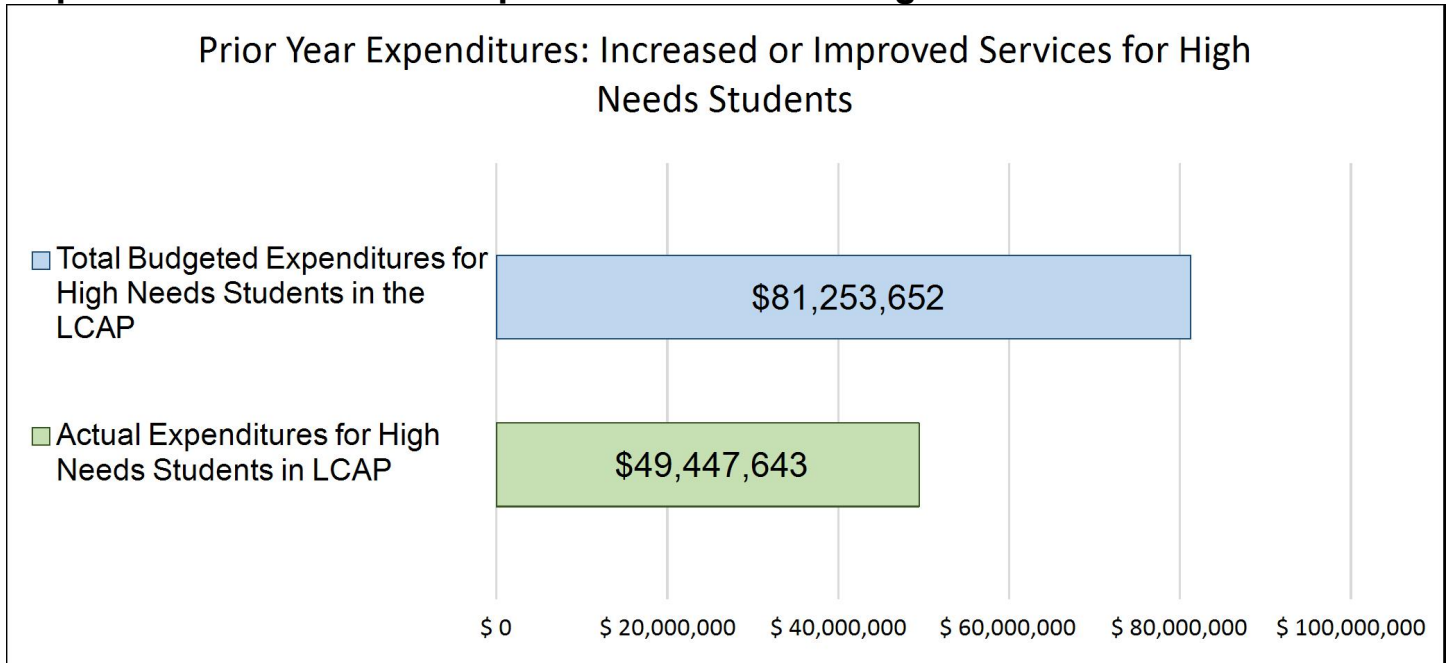
Salaries and benefits, instructional materials, textbook adoptions, maintenance of facilities, and other operational costs of the district.

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

In 2024-25, Hesperia Unified School District is projecting it will receive \$49,230,250 based on the enrollment of foster youth, English learner, and low-income students. Hesperia Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Hesperia Unified School District plans to spend \$86,643,137 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 Hesperia Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Hesperia Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Hesperia Unified School District's LCAP budgeted \$81,253,652 for planned actions to increase or improve services for high needs students. Hesperia Unified School District actually spent \$49,447,643 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$31,806,009 had the following impact on Hesperia Unified School District's ability to increase or improve services for high needs students:

Overall the difficulty in filling positions that are beyond the school day with current staff, an increase in attrition, and the difficulty to secure staff many actions were not able to be completed to their full extent.



**HESPERIA**

UNIFIED SCHOOL DISTRICT

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

## Goals and Actions

### Goal

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

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of properly credentialed teacher (State Indicator; Priority 1; Basic Services)	100% of teachers properly credentialed	100% of teachers properly credentialed	100% of teachers properly credentialed	2022-23: 96% of teachers properly credentialed	100% of teachers properly credentialed
Student access to standards-aligned instructional materials (State Indicator; Priority 1; Basic Services)	100% Williams Compliant	100% Williams Compliant	100% Williams Compliant	2023-24: 100% Williams Compliant	100% Williams Compliant
Implementation of the academic content and performance standards adopted by the State Board; including English Learners will receive designated and integrated ELD support aligned to the ELD Standards as measured by master schedules and routine	100% Implementation	100% Implementation	100% Implementation	2023-24: 100% Implementation	100% Implementation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
classroom walkthroughs (State Indicator; Priority 2; Implementation of State Standards)					
Percentage of pupils who have successfully completed A-G or CTE course requirements (State Indicator; Priority 4; Pupil Achievement)	56% prepared	Not reported on the California Dashboard due to COVID-19 Pandemic. While we don't have the percent prepared number, we do have the number of CTE completers for the 2020-21 school year. 2020-21: 317 completers	Not reported for the 2022 school year. While we don't have the percent prepared number, we do have the number of CTE completers for the 2021-22 school year. 2021-22: 403 completers	2022-23: 51.4% prepared	74% of students are prepared for college and career as shown on the California Dashboard
Statewide Assessments: CAASPP ELA (State Indicator; Priority 4; Pupil Achievement)	2019-20: Not available due to COVID-19 suspension 2018-19: ELA: 35.02% proficient 2017-2018: ELA 33.21%	During the 2020-21 school year only 7th, 8th, and 11th grade students took the assessment 39.94%	ELA overall: 29.14% ELA SWD: 6.89% ELA SED: 25.2% ELA EL: 10.26% ELA AA: 16.69% ELA FY: 15.46% ELA Homeless: 20.90%	2022-23 ELA overall: 28.15% ELA SWD: 6.44% ELA SED: 24.02% ELA EL: 10.41% ELA AA: 16.80% ELA FY: 14.85% ELA Homeless: 21.31%	ELA: 53.02% proficient
Statewide Assessments: CAASPP Math	2019-20: Not available due to COVID-19 suspension 2018-19: 23.85% proficient	During the 2020-21 school year only 7th, 8th, and 11th grade students took the assessment 20.45%	MATH Overall: 15.46% MATH SWD: 3.95% MATH SED: 12.47% MATH EL: 6.03%	2022-23 MATH Overall: 16.72% MATH SWD: 4.90% MATH SED: 13.62% MATH EL: 5.89%	Math: 41.85% proficient



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(State Indicator; Priority 4; Pupil Achievement)	2017-2018: 21.76%		MATH AA: 8.21% MATH FY: 6.18% MATH Homeless: 10.09%	MATH AA: 6.10% MATH FY: 13.39% MATH Homeless: 9.31%	
Statewide Assessments: Science (California Science Test CAST) in grades 5, 8, and high school (State Indicator; Priority 4; Pupil Achievement)	18.19: 29.93% proficient	Assessment waived during the 2020-21 school year due to COVID-19 Pandemic	14.45% proficient	2022-23: 15.21% proficient	47.93% of students in grades 5, 8, and high school will be proficient
Percentage of English learners making progress toward English proficiency as measured by state language proficiency test; ELPAC (State Indicator; Priority 4; Pupil Achievement)	18.19: 47.2% of students making progress toward English proficiency as measured by state language proficiency test; ELPAC.	This metric has been suspended for the 2020-21 school year, as there needs to be a 3-year average to compile this metric.	45.4% of students making progress toward English proficiency as measured by state language proficiency test; ELPAC	2022-23: 42.3% of students making progress toward English proficiency as measured by state language proficiency test; ELPAC	65.2% of students making progress toward English proficiency as measured by state language proficiency test; ELPAC.
English learner reclassification rate (State Indicator; Priority 4; Pupil Achievement)	19.20: 3.7% reclassification rate 20.21: 6.4% reclassification rate	2021-22: 4% reclassification rate	2022-23: 4% reclassification rate	2023-24: 7.8% reclassification rate	21.4% reclassification rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage who pass AP exam with score of 3 or higher (State Indicator; Priority 4; Pupil Achievement)	1,406 students took AP test with 679 or 48% passing	870 students took the AP tests, 274 passed, 31.5% pass rate	1224 AP exams were taken, 403 passed, 33% pass rate	2023 data for AP Exams: 1600 exams given, 550 passed with 3+, 34% pass rate	66% pass rate
High school graduation rates (State Indicator; Priority 5; Pupil Engagement)	18.19 94.4%	2020-21: 87.6%	2021-22: 91.50%	2022-23: 93%	98% students will graduate
Middle school dropout rates (State Indicator; Priority 5; Pupil Engagement)	2016-17 Middle School: 10	2020-21 Middle School: 22	2021-22 Middle School: 12	2022-23: 22	7
High school dropout rates (State Indicator; Priority 5; Pupil Engagement)	2016-17 High School: 52	2020-21 High School: 68	2021-22 High School: 105	2022-23: 91	43
Broad course of study that includes all the subject areas described in 51210 and 51220 (a)(i) as applicable; including programs and services developed and provided to	100% of students have access to and are enrolled in required core subject areas and a broad courses of study.	100% of students have access to and are enrolled in required core subject areas and a broad courses of study.	100% of students have access to and are enrolled in required core subject areas and a broad courses of study.	2023-24: 100% of students have access to and are enrolled in required core subject areas and a broad courses of study.	100% of students have access to and are enrolled in required core subject areas and a broad courses of study.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
unduplicated pupils and students with exceptional needs(State Indicator; Priority 7; Course Access)					
iReady Reading Diagnostic (State Indicator; Priority 8; Other Pupil Outcomes)	19.20: iReady Reading Diagnostic: 27% of students are at grade level 20.21: iReady Reading Diagnostic: 30% of students are at grade level	2021-22: iReady Reading Diagnostic: 26%	22.23: iReady Reading Diagnostic: 27% of students are at grade level	March 2024: 26%	iReady Reading Diagnostic: 48% of students are at grade level
iReady Math Diagnostic (State Indicator; Priority 8; Other Pupil Outcomes)	19.20: iReady Math Diagnostic: 19% of students are at grade level 20.21: iReady Math Diagnostic: 21% of students are at grade level	2021-22: iReady Math Diagnostic: 21%	22.23: iReady Math Diagnostic: 23% of students are at grade level	March 2024: 23%	iReady Math Diagnostic: 39% of students are at grade level
Participation and demonstration of college preparedness, EAP	18.19: ELA 45.64% Math 25.97%	2020-21 ELA 39.94% Math 20.45%	2021-22: ELA 35.68% Math 14.18%	2022-23: ELA 39.15% Math 16.55%	ELA 63.64% Math 43.97%
ESGI Metric (State Indicator; Priority 8; Other Pupil Outcomes)	New metric for the 2022-23 school year Base line will be determined in the 2022-23 school year	2022-23 85% meeting standard	85% meeting standard	March 2024: 86%	87% meeting standard

## 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.

Hesperia Unified School District (HUSD) recognizes the need to strengthen entire teaching and learning systems. HUSD has been working collaboratively with the district leadership team, school leadership teams, and district educational partnership committees to create a coherent instructional framework that defines and aligns with the mission, vision, values, and goals of HUSD. We have also identified teaching and learning priorities, which include cycles of inquiry and an integrated multi-tiered system of support in order to respond quickly and effectively to each student's needs. Overall, the implementation of the actions in Goal 1 has been successful. The actions implemented as planned to support goal 1 are 1, 2, 6, 8, 10, 12, 13, 14, 15, 16, 17, and 18. The partially implemented actions for goal 1 were actions 3, 9, 11, 19, and 20. The actions not implemented as planned were actions 4, 5, and 7. All actions that were partially implemented or not implemented as planned were due to a couple of reasons: inability to hire staffing in a timely manner, difficulty in allowing time to offer professional learning, and material and resources did not arrive in a timely manner. We are finding that these actions in place are leading us toward achieving our overarching goal.

Successes:

For the purpose of continued academic monitoring for students, an academic universal screener continues to be utilized three times a year to consistently screen all students to ensure the academic needs of students are being met (Action 2). In an effort to strengthen and expand our system of support for English Learners and increase their academic outcomes, additional personnel support was added to school sites (Action 6). At the secondary schools, additional bilingual assistants were provided to improve access and support in the core curriculum. Bilingual assistants who work specifically with our long-term English learner population (LTEL) were added at middle and elementary school sites in order to mentor students, set goals, work with families, and improve language acquisition and reclassification rates. As part of a needs assessment, it was noted that our RFEP students were not attending college at high rates in spite of them being one of the highest-performing groups in our district. At that time, an RFEP counselor was hired to address this need and has been able to reach a greater number of students.

Another notable success this year is the development of the first dual language immersion program in our district. Two of our elementary schools, Kingston Elementary and Joshua Circle Elementary have started a dual language immersion program this school year. Both schools have worked closely with a dual language immersion committee to provide professional development and facilitate collaboration between the two schools as they prepare to start the program. District and school staff visited dual language immersion schools outside our district to learn effective ways to implement the program. Each school will offer dual language immersion in one kindergarten class during the first year. Subsequently, every year, the dual language immersion program will expand to the next grade level as this first cohort moves up a grade level until they reach sixth grade (Action 19); the action was partially implemented as it only serves kindergarten to start the program. The continued implementation of AVID programs at sites to increase college and career preparedness continues to contribute to the success of the school sites (Action 16/18). Student opportunities for college exploration through university field trips have grown this year. Professional development opportunities that align AVID to our district vision of Deep Literacy through the 6 C's and Innovation were provided to classroom teachers across the district, and several sites sent teams to the annual AVID Site Team Conference to continue their learning and revisit and refine their site plans.

Challenges: Across the state, there is a staffing shortage in education. The high number of vacancies, high attrition rate of teachers and staff, and increased number of newly hired teachers and staff (Action 3, 4, 5, 11, and 20) have had an impact on the school year and ability to implement the actions of the LCAP fully. Many professional development plans (Actions 7 & 9) had to be revised or postponed. While HUSD utilized after-school opportunities as much as possible, this was not the preference of the staff due to the high levels of fatigue and burnout. Additionally, HUSD is developing a reading support plan and had a successful year in training many K-2 teachers. Due to difficulties in hiring as well as needing to first provide professional development for primary grade teachers, these paraprofessionals (Action 4) were not hired this year. Another challenge this school year has been the high absenteeism of staff and students. Whether as an indication of the continued impact of COVID, a shift in attitude toward staying home when ill, or the natural disasters that have impacted California, absenteeism results in diminished learning opportunities.

Overall, the district's implementation of Goal 1 can be regarded as successful, with achievements in many of the actions. The improvements in graduation rate and math proficiency as measured by CAASPP. However, the challenge is providing consistent in-person support across all sites due to staffing constraints highlights an area for future improvement and alignment with the original plan.

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

In the 2023-24 LCAP Goal 1, Action 3 Instructional Support: Certificated allowed for additional staffing to support students instructional. Due to the inability to hire, the budgeted amount was significantly more, from \$27,202,095 to \$17,766,761. Goal 1 Actions 5 and 7 have a \$0.00 expenditure. The actions were not implemented to the fullest, leading to the funds not being used during the 23-24 school year. Goal 1, Action 11 Universal Access for our early learners was budgeted with \$2,200,000.00 budgeted but due to a large number of staff transferring positions and our inability to hire, the estimated total spent is \$968,535.06. Additionally, in Goal 1, Action 20 Access to Academics was only able to expend \$1,825,769.06 of the \$2,704,187.00 budgeted due to the inability to get resources and fewer teachers able to participate in over-contracted activities. Action 1, 10, and 14 had no LCFF expenditures due to being funded through other funding sources not included in the LCAP during the 2023-24 school year.

**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 in Hesperia Unified School District came with more consistent teaching and learning across all grade levels. The implementation of the actions in Goal 1 was more consistent than last year. School sites focused on cycles of inquiry. Within the process, sites regularly collected data, analyzed data, and responded to the student's needs. Teachers were diligent in creating a rigorous learning environment, when possible, to address the significant learning gaps in student learning. Teachers also found the need to address a

variety of social-emotional needs with students, which hindered the instructional process. With these constraints, many teachers were unable to volunteer for any additional learning opportunities, including professional development and student tutoring.

#### College and Career Preparation

Actions 9, 10, 11, 13, 14, 16, and 18 were effective in their focus on students' preparation for college and careers as they graduate from Hesperia Unified School District. Providing additional counselors in the areas of college and career and RFEP focus allowed counselors, AVID and AVID Excel strategies, and increased CTE pathway options led to improved outcomes in the areas of CTE completers and graduation rate. Over the three-year cycle, although we are not yet back to the 2019 pre-pandemic baseline rate of 94.4%, the graduation rate continues to rise from 87.6% in 2021 to 91.5% in 2022 and 93% in 2023, demonstrating the effectiveness of these actions.

#### Student Monitoring and Support

Actions 1, 2, 3, 4, 5, 6, 8, 12, and 15 focused on monitoring students' academic progress and providing supplemental support to meet their needs. While this action was implemented, it showed little change in data but kept our overall data consistent. In ELA, the iReady showed a 1% decline compared to the 2019-20 baseline of 27% of students at grade level, and math showed an increase from the baseline at 19% to 23% at grade level in 2023-24. The academic universal screener allows school sites to meet students' immediate academic needs through interventions, supplemental programs and resources, technology, additional teachers and instructional coaches, and standards-based instructional materials. Based on the data, these actions have shown mixed effectiveness in improving ELA and Math outcomes.

#### Universal Access

Action 7 focuses on providing universal access to our students at preschool age. The Educational Services Division will continue to provide preschool available for students who qualify for low-income, English learners, and foster youth. The early learner program has been shown to be effective in supporting the learners' early childhood development in collaboration with the preparation for kindergarten skills. The local data of ESGI assessments showed an increase in overall kindergarten readiness from 85% meeting the standard in 2023 to 86% in 2024. The enrollment process identifies, through reasonable assumption, the preschool students are from low-income and English learner subgroups. In 2018-19, 132, and in 2019-20, 136 of our district preschool students continued on to attend kindergarten in the Hesperia Unified School District the following year.

#### Access to Technology

Action 17 provides devices and access to wifi for students' access to technology, contributing to academic proficiency by providing equity of access for our unduplicated populations. This action was effective in the focus on providing access to technology and showed a slight change in data, but it kept our overall data consistent. In ELA, the iReady showed a 1% decline compared to the 2019-20 baseline of 27% of students at grade level, and math showed an increase from the baseline at 19% to 23% at grade level in 2023-24.

#### Dual Language Immersion

Action 19 will support the implementation of effective Dual Language Immersion programs and provide standards-based instructional materials and resources, ensuring adequate professional development for staff and necessary supplemental materials. This action was implemented, but its effectiveness was somewhat mixed due to it being the first year of implementation. In ELA, the iReady showed a 1% decline, and Math stayed consistent this year. In CAASPP, there was an increase of over 1% in Math and a slight decline of less than 1% in ELA.

### Access to Academics

Action 20 will continue to support school site funding to implement approved supplemental programs, services, and related supplies. Academic success and school connectedness will be gained through additional staff support, fine arts/music, tutoring, intervention, enrichment, engagement activities such as assemblies, and the HUSD Student at Work program, to name a few. This action is effective as we continue to align our focus across the district. In ELA, the iReady showed a 1% decline compared to the 2019-20 baseline of 27% of students at grade level, and math showed an increase from the baseline at 19% to 23% at grade level in 2023-24.

In summary, most actions under Goal 1 were effective, resulting in progress in areas like increased graduation rate and math proficiency. However, the limitation in providing academic support across all sites in Action 20 indicates a need for improved resource allocation or alternative strategies to ensure support for all students. Over the course of the three-year cycle, our data shows in ELA, the iReady showed a 1% decline compared to the 2019-20 baseline of 27% of students at grade level, and math showed an increase from the baseline at 19% to 23% at grade level in 2023-24. In CAASPP, there was an increase of over 1% in Math and a slight decline of less than 1% in ELA. Over the three-year cycle, although we are not yet back to the 2019 prepandemic baseline rate of 94.4%, the graduation rate continues to rise from 87.6% in 2021 to , 91.5% in 2022, and 93% in 2023.

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.

As shared in the educational partner engagement section, providing a high-quality classroom curriculum, instruction, and assessment to prepare our students for success in college and career is a priority. The transparency and understandability of the LCAP is a focus as we develop the next 3-year focus of the LCAP. Reorganizing actions within each goal to better gather thoughts and systems was one way to increase the transparency of the LCAP. Reallocating funds to meet the metric analysis outcomes and educational partner feedback was also completed. For example, Action 1 language was updated to reflect the work that has been and will continue to be completed around identifying guaranteed and viable curriculum. Additionally, Actions 3 and 9 were reordered to Actions 6 and 7 due to the commonality of the professional learning outcome to ensure understandability.

**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	Provide a physically and emotionally safe climate and learning environment that is culturally responsive to all students.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in good repair measured by Facility Inspection Tool (FIT)(State Indicator; Priority 1; Basic Services)	100% of school sites are compliant	100% of school sites are compliant	100% of school sites are compliant	2023-24:100% of school sites are compliant	100% of school sites are compliant
Student Attendance Rate(State Indicator; Priority 5; Pupil Engagement)	94.68% ADA	2020-21: 88.84%	2021-22: 88.78%	2022-23: 91.55%	97% ADA
Site and District student/parent surveys safety and connectedness (State Indicator; Priority 6; School Climate)	0	100% of schools engaged in a survey with their community.	100% of schools engaged in a survey with their community.	2023-24: 80% of schools engaged in a survey with their community	100% of students and parents report feeling safe
Chronic Absenteeism Rate (State Indicator; Priority 5; Pupil Engagement)	2018-19: 12.4%	2020-21: 34.5%	2021-22: 47%	2022-23: 36.3%	Less than 5%
Physical Fitness Test (State Indicator; Priority 8; Other Pupil Outcomes)	2019-20 suspended due to COVID-19 2018-19: 5th grade: 69.8%	Assessment waived during the 2020-21 school year due to COVID-19 Pandemic	2021-22: 5th grade: 91% 7th grade: 86% 9th grade: 90%	2022-23: 5th grade: 92.6% 7th grade: 91% 9th grade: 83.3%	5th grade: 72% 7th grade: 85% 9th grade: 90%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	7th grade: 82.4% 9th grade: 81.2%				
Pupil Suspension Rate (State Indicator; Priority 6; School Climate) Sub Groups: Special Education, African American, FY, LI, EL	2019-20: 6.5% Subgroups: English learners 5.2%; foster youth 10.4%; socioeconomically disadvantaged 7%; students with disabilities 11.3%; African American 14.1%	2020-21: 0.1% Subgroups: English learners 0.1%; foster youth 0.4%; socioeconomically disadvantaged 0.1%; students with disabilities 0.1%; African American 0.1%	2021-22: 5.4% Subgroups: English learners 5.4%; foster youth 8.7%; socioeconomically disadvantaged 5.9%; students with disabilities 8.3%; African American 9.6%	2022-23 5.6% Subgroups: English learners 5.5%; foster youth 9.5%; socioeconomically disadvantaged 6.1%; students with disabilities 8.9%; African American 11.2%	5% Subgroups: English learners 3.7%; foster youth 7.4%; socioeconomically disadvantaged 5.5%; students with disabilities 8.3%; African American 11.1%
Pupil Expulsion Rate (State Indicator; Priority 6; School Climate) Sub Groups: Special Education, African American, FY, LI, EL	2019-20: 0.31% 2020-2021: 0.02%	2020-21: 0.02%	2021-22: All students: 0.3%, SWD: 0.1%, AA: 0.5%, FY: 0.7%, LI: 0.3%, EL:0.2%	2022-23: All students: 0.3%, SWD: 0.3%, AA: 0.5%, FY: 0.5%, LI: 0.4%, EL:0.4%	0%

## 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.

Hesperia Unified School District (HUSD) recognizes the need to strengthen entire student well-being systems. HUSD has been working collaboratively through the District Leadership Team, School Leadership Teams, and the district educational partnership committees to create a Coherent Instructional Framework to define and align the mission, vision, values, and goals of HUSD. We have also identified student well-being priorities, which include cycles of inquiry and an integrated multi-tiered system of support in order to respond quickly and effectively to each student's needs. Overall, the implementation of the actions in Goal 2 has been successful. The actions implemented as planned to support goal 2 are 1, 4, 5, 6, 7, 8, 9, and 10. The partially implemented action for goal 2 was action 2, 3, and 11. We are finding that these actions in place are leading us toward achieving our overarching goal.

#### Successes:

The Educational Services team designed and implemented iMTSS modules with the purpose of building capacity in school site leaders around creating an integrated multi-tiered system of support at each site. The modules included a shared understanding of building a positive climate and culture, effective professional learning communities, foundational tier 1 practices, and building a robust intervention system. The addition of elementary counselors and board-certified behavior analysts (BCBAs) was added as a system of support that allowed for the prioritization of student well-being. Care Solace continues to serve staff and students in connecting families to mental health resources in our community. Annually, HUSD partners with other districts in the region to organize a conference specifically designed to address the needs of our foster youth. The Believe Conference focuses on building community and connections and providing resources for the students. It includes various keynote speakers and role models who provide motivation and guidance to students by sharing their own life experiences. It also brings in community organizations and resources to support our foster youth. This year was our second year of offering this opportunity to our students and it has garnered significant positive feedback from everyone who has attended.

#### Challenges:

Across the state, there is a staffing shortage in education. The high number of vacancies, high attrition rate of teachers and staff, and increased number of newly hired teachers and staff have had an impact on the school year and ability to fully implement the actions of the LCAP. Behavior and the impacts of trauma have heightened the need for behavior support. HUSD is expanding the behavior support plan and anticipates increasing the staffing in support of this plan to include Behavior Intervention Specialists. Due to difficulties in hiring, these paraprofessionals were not hired this year. Another challenge this school year has been the high absenteeism of staff and students. Whether as an indication of the continued impact of COVID, a shift in attitude toward staying home when ill, or the natural disasters that have impacted California, absenteeism results in diminished learning opportunities.

Overall, the district's implementation of Goal 2 can be regarded as successful, with achievements in many of the actions. The improvements in attendance rates and chronic absenteeism are two specific areas of success. However, the challenge is providing consistent in-person support across all sites due to staffing constraints highlights an area for future improvement and alignment with the original plan.

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

In the LCAP Goal 2, Action 2, Foster Youth Supports could only expend \$211,504.07 of the \$932,035.00 budgeted due to the inability to hire qualified personnel. Goal 2, Action 3 Student Support and Access originally had \$4,988,306.00 budgeted, but due to difficulties retaining staff and hiring qualified staff \$4,401,699.28 was able to be spent. Additionally, Goal 2, Action 11 planned to expend \$892,333.00 and only expended \$405,316.22 due to a postponement in hiring the personnel due to the difficulting of hiring.

## 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 in Hesperia Unified School District continues to show challenges in chronic absenteeism, behavior, and social-emotional learning year for Hesperia Unified School District. It was difficult to have consistent teaching and learning across all grade levels due to continued problems with students, teachers, and staff attendance. With this interruption in the educational process, implementing the actions in Goal 2 was inconsistent. While additional social-emotional programs were available, getting students to attend school consistently throughout the school year was challenging. Teachers were diligent in creating a rigorous learning environment, when possible, to address the significant needs of students. Teachers were also finding the need to address various social-emotional needs with students, which hindered the instructional process. With these constraints, many teachers could not volunteer for additional learning opportunities, including professional development and student tutoring. Hesperia Unified School District encourages connectedness to the school community, access to extracurricular activities, and a healthy school culture and climate to result in higher academic achievement. The addition of student support continues to be a priority for the district. Additional site personnel were added throughout the district. Further support in supplemental personnel (Action 3 and 10) has an increased budget for 2022-23 to provide additional opportunities to address student wellbeing and ability to access their academic achievement.

### Student Health and Wellness

Actions 1, 3, 6, 8, 9,10, and 11 utilize the health and wellness universal screener to support student needs in a timely manner. Through the universal screener results, specific supports will be available to students through an integrated Multi-Tiered System of Supports (iMTSS) structure. The support and resources were provided by technology resources, library services, campus assistance, psychologists, counselors, behavior intervention specialists, and school police. This action was effective based on the data collected. Although chronic absenteeism and attendance rates have not reached the pre pandemic baseline (2018-19) levels of 12.4% and 94.68% respectively, chronic absenteeism rates decreased from 47% in 21-22 to 36.3% in 22-23; while daily attendance rates increased from 88.78% to 91.55% in the same period. Most recent suspension rates (2022-23) are lower than the baseline (6.5% in 2019-20) at 5.6%.

### Foster Youth Supports

Action 2 focuses on the work of the social worker in meeting the needs of the students qualifying as foster youth in the district. The social worker and interns provided information and resources and collaborated with foster youth families, which demonstrated improved services for foster youth students. This action was effective based on the data collected. Although chronic absenteeism and attendance rates have not reached the prepandemic baseline (2018-19) levels of 12.4% and 94.68%, respectively, chronic absenteeism rates decreased from 47% in 21-22 to 36.3% in 22-23; while daily attendance rates increased from 88.78% to 91.55% in the same period. Most recent suspension rates (2022-23) are lower than the baseline (6.5% in 2019-20) at 5.6%.

### Alternative Settings and Activities

Actions 5 and 7 support alternative settings to support students struggling in traditional school settings and activities on school sites to promote connectedness and engagement. Students were able to complete their intensive support to accelerate learning and return to traditional school settings. Based on the data collected, this action was effective. Although chronic absenteeism and attendance rates have not reached the prepandemic baseline (2018-19) levels of 12.4% and 94.68% respectively, chronic absenteeism rates decreased from 47% in 21-22 to 36.3% in 22-23; while daily attendance rates increased from 88.78% to 91.55% in the same period.

### Transportation

Action 4 provided transportation for students to school and home from school. Based on the data collected, this action was effective. Chronic absenteeism rates decreased from 47% to 35.4%; daily attendance increased from 88.78% to 91.55%.

In summary, most actions under Goal 2 were effective in meeting the expected outcomes. Chronic absenteeism rates decreased from 47% to 35.4%; daily attendance increased from 88.78% to 91.55%; suspension rates increased a small amount by .02%, and expulsions rates stayed the same at 0.3%. However, the limitation in providing support across all sites in student health and wellness (Actions 10, and 11) indicates a need for improved resource allocation or alternative strategies to ensure support for all students.

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.

As shared in the educational partner engagement section, providing a high-quality classroom curriculum, instruction, and assessment to prepare our students for success in college and career is a priority. The transparency and understandability of the LCAP is a focus as we develop the next 3-year focus of the LCAP. Reorganizing actions within each goal to better gather thoughts and systems was one way to increase the transparency of the LCAP. Reallocating funds to meet the metric analysis outcomes and educational partner feedback was also completed. For example, Action 1 was added to reflect using a universal screener to monitor student well-being regularly. Additionally, Actions 9, 10, and 11 were moved to earlier actions to reflect the district-wide nature of the support to Actions 4, 5, and 6.

**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	Involve our parents, families, and community members as direct partners in the education of all students

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation in classes offered through the HUSD and site Family Resource Centers Local Indicator: Parent Involvement Priority #3	No data	2021-22: 76 Classes offered	2022-23: 71 Classes offered	2023-24: 123 classes offered	75 classes
Efforts the school district makes to seek parent input in making decisions for the school district and each school site, including unduplicated pupils and individuals with exceptional needs. Local Indicator: Parent Involvement Priority #3	Site: SSC (4), ELAC (4), Title 1 Mtg (1), BTSN (1) District: DAC(4), DELAC (4), Foster Youth Mtg	Site: SSC (4), ELAC (4), Title 1 Mtg (1), BTSN (1) District: DAC(4), DELAC (4), Foster Youth Mtg	Site: SSC (4), ELAC (4), Title 1 Mtg (1), BTSN (1) District: DAC(4), DELAC (4), Foster Youth Mtg	2023-24 Site: SSC (4), ELAC (4), Title 1 Mtg (1), BTSN (1) District: DAC(4), DELAC (4), Foster Youth Mtg	School site and district offer the following meetings to all parent groups 4 times a year

### 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.

Hesperia Unified School District (HUSD) recognizes the need to strengthen the entire community engagement system. HUSD has been working collaboratively through the District Leadership Team, School Leadership Teams, and the district educational partnership committees to create a Coherent Instructional Framework to define and align the mission, vision, values, and goals of the district within an Integrated Multi-Tiered System of Support. HUSD continues to encourage a strong connection between school and home. The focus on community engagement continues to be a priority for the district. Overall, the implementation of the actions in Goal 3 has been successful. The actions implemented as planned to support goal 3 are 2, 3, and 4. The partially implemented actions for goal 3 were actions 1 and 5. We are finding that these actions in place are leading us toward achieving our overarching goal.

**Successes:**

Resources dedicated to improving translation services for parents and guardians continued this year. Translation services were utilized to ensure equitable language access and to support student learners by improving outcomes for our students and families (Goal 3, Action 2). Additionally, parent training, learning opportunities, and workshops continued with opportunities for parents to learn how they can be more involved in student learning and in providing input into school decision-making (Goal 3, Action 1). Family Community Liaisons collaborate regularly and have received coaching on increasing parent engagement at their respective schools.

**Challenges:**

Staff shortages have impacted the ability to implement training and community connection opportunities across the district fully.

Overall, the district's implementation of Goal 3 can be regarded as successful, with achievements in many of the actions. The improvements in consistent communication offerings and site-level family engagement meetings highlight the challenge of providing consistent in-person support across all sites due to staffing constraints. This highlights an area for future improvement and alignment with the original plan.

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

Action 1 Parent Education and Resources originally had \$25,000.00 budgeted but due to difficulty with getting resources and materials as well as engaging families, only approximately \$1,846.68 was able to be spent.

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, Hesperia Unified School District continued to focus on strengthening the connection between school and home. The metrics identified in Goal 3 included measures of parent and community engagement.

### Family Engagement and Resources

Actions 1, 3, 4, and 5 support our families at both the Family Resource Center and site-level Family Community Liaisons to provide support and resources. The Family Resource Center and school sites provide workshops, parent training, and learning opportunities for the community. This action is effective based on the data collected. The number of offerings increased from 76 classes in the 2021-22 baseline year to 123 classes.

### Parent Communication

Action 2 provides resources dedicated to translation services for parents and guardians. Three translators/interpreters are regularly utilized to translate parent and guardian meetings, community workshops, and educational partner meetings. This action is effective based on the site and district meetings held across the last three years was, including translation services, Site: SSC (4), ELAC (4), Title 1 Mtg (1), BTSN (1) District: DAC(4), DELAC (4), Foster Youth Mtg.

In summary, most actions under Goal 3 were effectively implemented, resulting in progress in areas like increased communication offerings and site-level family engagement meetings. However, the challenge of providing consistent support across all sites due to staffing constraints highlights an area for future improvement, and alignment with the original plan indicates a need for improved resource allocation or alternative strategies to ensure support for all students. The number of workshop offerings increased from 71 classes to 123 classes. The site and district meetings held, including translation services, Site: SSC (4), ELAC (4), Title 1 Mtg (1), BTSN (1), District: DAC(4), DELAC (4), Foster Youth Mtg.

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.

As shared in the educational partner engagement section, providing a high-quality classroom curriculum, instruction, and assessment to prepare our students for success in college and career is a priority. The transparency and understandability of the LCAP is a focus as we develop the next 3-year focus of the LCAP. Reorganizing actions within each goal to better gather thoughts and systems was one way to increase the transparency of the LCAP. Reallocating funds to meet the metric analysis outcomes and educational partner feedback was also completed. For example, Action 1 was added to document the feedback and increased input from educational partners.

**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](mailto: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



**HESPERIA**

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UNIFIED SCHOOL DISTRICT

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# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hesperia Unified School District	Mr. David Olney Superintendent	david.olney@hesperiausd.org 760-244-4411 x7215

## Plan Summary [2024-25]

### General Information

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

Established in 1987, Hesperia Unified School District (HUSD) serves transitional kindergarten through twelfth-grade students in the Hesperia, Oak Hills, and Victorville communities. Prior to 1987, the Victor Valley was composed of Hesperia Elementary School District and Victor Valley Union High School District. Currently, HUSD is the largest District in the high desert in terms of both student population and staff employed. HUSD currently consists of 3 comprehensive high schools serving 9th to 12th grade, three middle schools serving 7th and 8th grade, 15 elementary schools serving TK to 6th grade, three alternative schools, and one adult education school. Three elementary schools are parent choice schools, and one alternative education campus is a K-12th grade independent study school. As enrollment across California declines, HUSD continues to increase enrollment which presents its unique challenges. HUSD serves a growing population, educates over 22,962 brilliant students, and employs approximately 2500 staff members. Overall, HUSD's unduplicated percentage is 67.72%. 61.8% are low-income, 18.9% are English learners, 5.6% are homeless, and 1.4% are foster youth. Additionally, 12.8% are students with disabilities. Students educated by HUSD represent the diverse communities served by the school district, including Hispanic (74.9%), White (15.4%), African American (6%), Asian (0.9%), Pacific Islander (0.4%), Filipino (0.3%), American Indian (0.2%), two or more races (1.7%).

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

1. Academic Excellence
2. Student Well-Being
3. Family and Community Engagement

Hesperia Unified prioritizes comprehensive student success through a collaborative leadership model and Fullan's Coherence framework of clarity of focus, shared leadership, collective expertise, and continuous improvement. The District is committed to the implementation and sustainability of an integrated Multi-Tiered System of Support as evidenced by the allocation of human resources, fiscal resources, and time dedicated to the key priorities. Beyond core subjects, diverse programs like career technical education, dual enrollment, and numerous arts and music opportunities cater to individual student needs. Family and community engagement flourishes through community liaisons and

resource specialists, ensuring every student thrives in a supportive and inclusive environment, while counselors and SEL initiatives at each school site address student well-being.

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

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

## Reflections: Annual Performance

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

Hesperia Unified School District (HUSD) recognizes the need to strengthen entire teaching and learning systems and, specifically, the implementation of an integrated Multi-Tiered System of Support (iMTSS). HUSD has been working collaboratively with the district leadership team, school leadership teams, and district educational partnership committees to create a coherent instructional framework to define and align the mission, vision, values, and goals of HUSD. This year, we have been sharing the framework with our entire school community in an effort to partner with families to improve student outcomes. We have also identified teaching and learning priorities, including cycles of inquiry and an integrated multi-tiered system of support to respond quickly and effectively to each student's needs.

Utilizing these systems, teacher teams have collaborated and engaged in cycles of inquiry with a targeted focus on improving pupil achievement, school climate, and pupil engagement outcomes. In 2022-2023, 16.72% of HUSD students met or exceeded the standard in math, 28.15% of HUSD students met or exceeded the standard in ELA, and a 5.6% suspension rate. When we further disaggregated this data into the various subgroups, we noticed a similar trend in that many subgroups are in need of additional support.

The Math CAASPP scores for all student populations increased by 1.26%, from 15.46% in 2021-2022 to 16.72% in 2022-2023. Several subgroups scored significantly lower than the overall student population: English learners at 5.89%, low-income at 13.62%, foster youth at 13.39%, homeless at 9.31%, African American at 6.1%, and students with disabilities at 4.9%.

The ELA CAASPP scores for all student populations decreased from 29.14% in 2021-2022 to 28.15% in 2022-2023. Several subgroups scored significantly lower than the overall student population: English learners at 10.41%, low-income at 24.02%, foster youth at 14.85%, homeless at 21.32%, and African American at 16.8%, and students with disabilities at 6.44%.

The California Dashboard suspension data for all student populations increased from 5.4% in 2021-2022 to 5.6% in 2022-2023. Several subgroups scored higher than the overall student population: low-income at 6.1%, foster youth at 9.5%, homeless at 6.8%, African American at 11.2%, and students with disabilities at 8.9%.

Due to the high number of students needing support in these areas and as a result of various discussions with district and school-level collaborative groups, as well as educational partners, our district has identified the following actions as a focus for the coming school year:

The district focuses on improving student achievement in math and English language arts (ELA). For math, they are partnering with a curriculum specialist and providing professional development for teachers on evidence-based instructional practices. Early literacy is a key focus for reading, with district-wide offerings of professional development for teachers on literacy practices.

The district is also working to address the increasing number of suspensions. Elementary school counselors are working with identified students and their families. The district is also strengthening partnerships with families by focusing on the work of family community liaisons and building a community schools model.

Another area of focus is supporting vulnerable student groups. The District is building a support system for foster youth and homeless students, including professional development for counselors and staff training in Youth Mental Health First Aid. The district social worker is the liaison for this student group and provides ongoing support.

Students with disabilities make up 12.8% of the student population. The District has special education teams that meet regularly with instructional coaches to support teachers—additionally, focusing on the work of a comprehensive behavioral support system with board-certified behavior Analysts and Behavior Intervention Specialists. School psychologists and the social worker connect parents to resources to reduce chronic absenteeism for students with disabilities.

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

Districtwide

Academic Indicator:

English Language Arts: EL, HOM, SWD, and AA students

Math: EL, HOM, SED, AA, HIS

School Climate:

Suspension Rate: FY, SWD, AA

School Sites California Dashboard lowest indicator data “All Students”

Academic Indicator:

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

ELA: Elementary: Cottonwood, Eucalyptus, Hollyvale, Joshua Circle, Lime, Mission Crest - Middle School: Hesperia Junior - High School: Canyon Ridge High

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

School Climate:

Suspension: Middle School: Hesperia Junior, Ranchero Middle - High School: Mohave

Student Engagement:

Chronic Absenteeism: Shadow Ridge High

College/Career: Canyon Ridge High, Mojave High

Student Group

Canyon Ridge, Pupil Achievement: ELA:SED, HI Math: SED,HI, College/Career: EL, SED, HI

Lime Street, Pupil Achievement: ELA:EL, SED, AA Math: AA, School Climate: Suspension: FY, AA, Pupil Engagement: Chronic

Absenteeism: HY, AA, WI

Mojave High, School Climate: Suspension: AA, WI, College/Career: EL, SED, SWD, HI

Carmel, Pupil Achievement: ELA: SWD Math: SWD

Cedar Middle, Pupil Achievement:ELPI: EL ELA: EL, SWD, AA Math: EL, SED, SWD, HI, WI, School Climate: Suspension: SWD, AA

Cottonwood, Pupil Achievement: ELPI: EL ELA: all students, EL, SED, HI Math: EL, School Climate: Suspension: EL, FY, Pupil Engagement:

Chronic Absenteeism: AA

Cypress, Pupil Achievement: ELA: SWD

Eucalyptus, Pupil Achievement: ELA: all students, EL, HY, SED, HI Math: EL, HY, SED, HI, School Climate: Suspension: EL, SWD

Hesperia Community Day: School Climate: Suspension: SED

Hesperia High, Pupil Achievement:ELA: SWD, School Climate: Suspension: HY

Hesperia Junior, Pupil Achievement: ELA: EL, HY, SED, SWD, AA, HI Math: EL, HY, SED, SWD, AA, HI, WI, School Climate: Suspension: EL, HY, SED, AA, HI, SWD

Hollyvale, Pupil Achievement: ELPI: EL ELA: EL, HY, SED, HI Math: EL, HY, SED

Joshua Circle, Pupil Achievement: ELPI: EL ELA: all students, EL Math: EL, SED, HI, School Climate: Suspension: SWD, AA

Juniper, Pupil Achievement: ELA: EL, HY, SED, WI

Kingston, Pupil Achievement: ELA: EL, SWD, HI Math: SWD

Mesa Grande, Pupil Achievement: ELA: EL, SED, SWD Math: SWD

Mesquite Trails, Pupil Achievement: Math: SWD

Mission Crest, Pupil Achievement: ELA:EL, SWD, SED, AA, HI Math: EL, HY, SED, SWD, HI

School Climate: Suspension: FY, AA

Oak Hills High, ELPI: EL

Ranchero Middle, Pupil Achievement:ELPI: EL ELA: EL, SED, SWD, AA Math: WI, School Climate: Suspension: all, EL, HY, SED, SWD, AA, HI, WI

Shadow Ridge, Pupil Achievement: ELA:EL, SED Math: EL, SED, HI, Pupil Engagement: Chronic Absenteeism: SED, AA, HI, WI

Sultana High, Pupil Achievement: ELA: SWD Math: EL, SED, SWD

Topaz, Pupil Engagement: Chronic Absenteeism: AA

Although our dashboard data reports low percentages in many areas, HUSD remains committed to increasing academic outcomes and focusing on student social-emotional well-being to give equitable support quickly with continuous monitoring and reevaluation to ensure high



levels of learning for every student every day. This will be accomplished by working towards an integrated multi-tiered system of support as a layered approach to the whole student. An integrated multi-tiered system enables early screening in the areas of academic, behavioral, and social-emotional. HUSD uses a systems approach to improving wellness and learning across our district through the deepening of our iMTSS and Health and Wellness framework, which correlates to positive academic outcomes.

## Reflections: Technical Assistance

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

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

Hesperia Unified School District (HUSD) is receiving Differentiated Assistance (DA) support in the following areas:

Pupil Achievement (ELA/Math) for students with disabilities and African American student groups

School Climate (suspension) for students with disabilities and African American student groups

District leaders, site administrators, and teachers have participated in Differentiated Assistance meetings facilitated by the San Bernardino County Office (SBCOE) to establish root causes for the challenges our students with disabilities and African American students are encountering with pupil achievement and school climate. The team will continue regular check-ins with our accountability partnership with SBCOE to participate in the continuous improvement cycle.

Although there are fewer categories and student groups identified for Differentiated Assistance, there continues to be work that needs to be done. As we continue and refine our coherence work in partnership with InnovateEd, our District Leadership Team, Instructional Leadership Team, School Leadership Teams, and Professional Learning Communities have been working on identifying a list of specific metrics that are predictive of students graduating "college and career ready." The final outcome metric identified as being indicative of college and career readiness is A-G completion, with many metrics at many grade levels being connected to that success, such as third-grade reading proficiency and fifth-grade math proficiency. The team developed an HUSD data protocol which has been utilized by teacher teams, school leadership teams, and district leadership teams in the analysis of data within a collaborative cycle of inquiry. This year's focus is on continuing the use of cycles of inquiry to improve our Tier 1 support for all students within our iMTSS.

# Comprehensive Support and Improvement

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

## *Schools Identified*

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

Joshua Circle Elementary  
Hesperia Junior High

## *Support for Identified Schools*

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

Schools have received professional development in order to develop their comprehensive needs assessment. The professional development has come from the district, county, and state levels through informational webinars that have been offered and in-person training. CSI schools began their comprehensive assessment process in the winter and continued through the spring. As part of this process, schools consulted with various educational partners, including parents, students, and staff. The input from educational partners was recorded through a needs assessment form where groups provided input on the school’s current data. This process also engages groups in identifying possible root causes. This input is recorded on the form and is also captured in the School’s Improvement Plan (SIP). Site administrators will continue to utilize input from various educational partners throughout the implementation of the plan to ensure meaningful participation and positive outcomes for students.

Each school has identified a leadership team that is helping to guide the work of CSI, with support from a district team. This team is mainly composed of school and district staff. The team analyzed state and local data, including the CA Dashboard data and local lead measures. Michael Fullan’s work on Coherence guided the data analysis and development of the CSI plan. School teams identify a problem of practice and engage in a cycle of inquiry to determine the best evidence-based practices. The teams have relied on proven practices from the What Works Clearinghouse and John Haddy’s meta-analysis found in Visible Learning. Meetings with site administration and their school leadership teams are planned three times during the year to ensure schools are provided with sufficient support in the implementation, monitoring, and evaluation of evidence-based interventions and in the identification of resource inequities.

Capacity building is a significant part of the support provided to schools. The process of identifying evidence-based interventions, evaluating their effectiveness, and identifying resource inequities through Fullan’s Coherence work includes the following:

Clarity of School-wide Goals and Student Learning Priorities

- Lag outcomes (annual measures)
- Lead metrics (how to monitor progress)
- Student success indicators (student skills/behaviors that inform impact)

Developing Shared Leadership and Systemic Collaboration

- Team purposes and roles



- Collaboration structures and processes
- Define the common/connected work of teams

#### Creating Collective Expertise with a Coherent Instructional Framework

- High-yield student support/instructional strategies
- Evidence of learning that informs practices
- Cycles of inquiry/instruction that guide teaching and learning

#### Establishing Evidence-based Cycles that Guide Continuous Improvement

- Growth targets for improved student academic achievement, behavior, and graduation rates
- Connecting evidence of impact to improvement of practices
- Defining cycles of inquiry at teacher, school, and district levels to monitor progress

#### Educational Partner Feedback

A site-wide Leadership Team was formed to assist in the creation of the Comprehensive Needs Assessment (CNA). Through surveys and other forms of feedback, the leadership team helped to guide the formation of the CNA. The leadership team used feedback from the comprehensive needs assessment, as well as input from sources such as the CA School Dashboard, to create the CSI plan. The CSI plan was shared with the School Site Council, which is composed of various educational partners, including parents, students, teachers, classified staff, and administration. The assessment and implementation of the CSI plan will be ongoing. Collaboration Wednesdays, staff meetings, leadership meetings, and Coffee with the Principal are ways to keep the various groups apprised of the progress. Educational partners are provided the opportunity to review evidence and data on the various programs and implementation of course materials outlined in the CSI plan. These times of collaboration focus on using site data, both formal and informal, to monitor the effectiveness of the program or materials. The input of the educational partners helps to drive the decision-making process in relation to the renewal, cancellation, or modification of expenditures.

At Joshua Circle Elementary School and Hesperia Junior High School, the staff, administrators, community members, parents, and students are continuously engaged in evidence-based planning and decision-making. All educational partners are asked to provide feedback to improve the educational programs. Educational partners review data with the staff in school site council meetings, ELAC meetings, and individual parent-teacher conferences.

Joshua Circle staff and teachers take a deeper dive into qualitative and quantitative data every three weeks by engaging in a 3-6-9 cycle. Their school's leadership team has identified the key lead and lag indicators for student success. This is frequently monitored through the cycle of inquiry process to determine if any modifications are needed. One area identified as a need for both Joshua Circle and Hesperia Junior High is the focus of providing support for English learners due to the high percentage of EL students and their performance on state and local academic measures. Both schools are taking steps to provide professional development to their staff in this area next year.

#### Identification of Evidence-based Strategies

While continuing to follow our district's Coherence Model, both schools worked with district support personnel to analyze the CA Dashboard Data, district-level data, and site-level data. During this process, the schools were able to learn more about the identification process for CSI and their specific areas of concern that have placed the school in CSI status. Using the preexisting School-wide Implementation Plan (SIP)

and CSI data. The schools were able to refine and narrow their school-wide focus. These “living documents” both drew heavily on input from the district, the school leadership team, and staff. District personnel assisted in providing direction and referral to evidence-based practices that align with the areas of concern. Targeted professional development from the district’s Educational Services department assisted the leadership team in finding specific strategies to target these areas. This helped lay the foundation for securing programs, materials, and resources that could be used in the CSI plan expenditures.

Both schools and their school leadership teams (SLT) have been working with the district to engage in the coherence process for several years. As a result, the schools have identified a focus that is driving data discussion and instructional practices. The SLT has been diligently working through the coherence process in identifying and selecting evidence-based interventions. This focus has helped the schools analyze their student data and identify a focus that will transfer into their CSI plan. In alignment with the district goal, the teams have been working on strengthening their professional learning communities (PLCs). They have discussed the need to go from “lite to right” PLCs and have determined some next steps. As a whole, they have identified that there is a need to strengthen their Tier I program for all students by identifying specific learning targets for each subject area.

#### Identification of Resource Inequities

Knowing what teachers want students to learn is the first step in the PLC process. This is the foundation for establishing strong PLCs and cycles of inquiry at the classroom level. When you have a high transiency rate across our district, it benefits all of our schools to establish a district-wide guaranteed and viable curriculum. Therefore, this has been an area that has been reinforced with teachers at both schools. Both Joshua Circle Elementary School and Hesperia Junior High (HJH) School participated in establishing a district-wide guaranteed and viable curriculum by grade level. During the 2023-24 school year, schools started the process of identifying district-wide essential standards in mathematics. Math teachers from grades 5 and up also participated in a professional development opportunity focused on the eight mathematical practices, which was delivered by our county’s math specialist. This coming school year, the focus will be on following the same process for English language arts (ELA) and English language development (ELD).

Through the work that has occurred up to this point, one important resource inequity that has been identified by Joshua Circle Elementary is that there has been a lack of interventions and training in iMTSS. In order to address this, they are planning to provide professional development to staff to strengthen Tier I instruction in both academic and behavioral domains. They will also continue to collect data to determine high-yield instructional practices. Data discussions will also focus on student subgroups that show a learning gap compared to the all-student group.

Similarly, Hesperia JH will focus on evidence-based instructional practices to engage students, such as AVID strategies and technology integration. Their professional development program will focus on English language arts as suggested by their data, including reinforcement of their Response to Intervention program. In order to reduce their chronic absenteeism rate, HJH will increase student engagement through sports, clubs, interactive learning, and improved teaching strategies focusing on social-emotional learning. They will also grow their wellness center and increase the use of their suspension alternative program, U-TURN.

## ***Monitoring and Evaluating Effectiveness***

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

District and site leadership team meetings have been scheduled throughout the school year. These meetings will focus on continuing the work of implementing and monitoring effective evidence-based interventions. Each school has developed a school improvement plan that includes their school focus, expected outcomes, success indicators, staff practices, school supports, evidence of learning, and an implementation timeline. This plan will be reviewed and revised as needed based on stakeholder feedback and progress monitoring of evidence-based interventions. Currently, there are three meetings planned with the school's leadership team during the school year to ensure that the team makes data-driven decisions throughout the school year and revise the plan as needed.

The implementation of inquiry cycles grounded on qualitative and quantitative measures is an integral part of the work of Coherence. In this model, teacher teams engage in a 3-6-9 cycle of inquiry that includes the following components:

- analyzing data,
- setting goals,
- deepening learning both individually and collectively,
- implementing the new learning, and monitoring, assessing, and adjusting practice

### **Use of Educational Partners Feedback in the Monitoring Process**

The LEA meets regularly with the CSI schools and their SLT. As part of this process, the LEA reviews evidence and data provided by the site. In several meetings, the use of data has been addressed to ensure the school is working with data that most directly serves two purposes: first, data that is evaluated is purposeful and meaningful to the staff and school focus; second, how that data supports the effectiveness of the CSI plan. Modifications are made as needed to the CSI plan and data is collected to better address the school's areas of concern. This is shared with various other educational partners as part of their Comprehensive Needs Assessment (CNA) through leadership team meetings, staff meetings, and parent/community meetings.

The district is utilizing Michael Fullan's Coherence and Professional Learning Communities (PLC) resources in guiding the site teams in discussions centered around student achievement and student lead indicators. Coherence is a framework for supporting the building of school and educational partner capacity for continuous improvement. There will be constant communication and evaluation of the CSI plan by the leadership team through their School Improvement Plan. The school's progress on the CSI plan will be communicated with the leadership team, staff, and parents through the SSC and ELAC meetings. Input will continuously be requested from all educational partners and their input, as well as the student lead measures, will be utilized to guide the implementation and evaluation of the evidence-based strategies.

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents and Guardians	The parent/guardian survey, which opened from November 27 through December 15, 2023, was provided for educational partners via social media, the district website, and text messages. The survey gathered parent and guardian input regarding views on school culture, school climate, school-to-home communication, areas of successes and challenges, quality of instruction, and parent opportunities for input and decision-making.
Students	Students were administered a survey between November 27 and December 15, 2023, to gather input regarding school connectedness and safety, academic evaluation, the effectiveness of instruction in the classroom, areas of concern, and areas of success. Meetings with students took place during DAC meetings on February 7 to review data from the student survey and to gather input regarding successes, challenges, and what areas of growth they viewed as important for their schools. Students were asked to respond to the information gathered to give context to the information gathered. The goals and actions in the LCAP were discussed, and students were asked to provide specific feedback.
Principals, teachers, counselors, classified staff, Union Representatives, district administrators	LCAP Development meetings aimed to inform and gather input were conducted for site and district personnel on October 26, 2023, November 2, 2023, January 25, 2024, February 1, 2024, April 4, 2024, and April 25, 2024. During these meetings, a comprehensive review of the LCAP data metrics, CAASPP scores, and local data

Educational Partner(s)	Process for Engagement
	<p>relevant to the 2023-24 school year to include suspensions, expulsions, attendance, chronic absenteeism, college/career indicator, a-g completion rates, AP test outcomes and CTE completion rates were shared. Additionally, data pertaining to each school site was reviewed. Predictive data pertaining to possible student outcomes on the spring administration of the CAASPP were reviewed. Discussion groups were formed to determine what goals and actions should be retained, added, or deleted in the 2024-25 LCAP.</p>
<p>District Advisory Committee (DAC)</p> <p>Parents representing schools throughout the district.English Learners, low-income, students with disabilities, foster youth, homeless, Hispanic, and African American</p>	<p>During DAC meetings on October 18, December 6, February 7, April 17, and May 15, meetings with students, staff, and families took place.</p> <p>LCAP Development meetings took place on December 6, 2023, February 7, 2024, April 17, 2024, and May 15, bringing together educational partners from the community. The agenda covered various aspects, including the district mission and vision, LCAP goals, planned actions, and the progress toward achieving these goals through metrics embedded within the LCAP. Discussion took place to gather input as to what goals and actions should be maintained in the 2024-25 LCAP, as well as to listen to our educational partners' concerns regarding the needs of their children and how the district can provide support. During the meetings, notes were taken, and suggestions were considered while developing the LCAP. The full draft LCAP was presented to the committee on April 17 and allowed to provide feedback until May 15. There were no questions requiring a written response from the Superintendent.</p>
<p>District English Language Advisory Committee (DELAC)</p>	<p>During DELAC meeting on March 12, 2024 the team reviewed the full draft LCAP goals and actions and provided feedback regarding future goals and actions. During the meetings, notes were taken, and suggestions were considered while developing the LCAP. There were no questions requiring a written response from the Superintendent.</p>

Educational Partner(s)	Process for Engagement
	The education partner feedback provided during DELAC meetings and the youth truth survey shows a need for continued support of our English language learners academic success.
Equity Multiplier School Educational Partners	Based on data regarding non-stability rates (>25%) and percent of socioeconomically disadvantaged students (>70%), Canyon Ridge High School (Goal 4), Mojave High School (Goal 5), Hesperia Community Day School (Goal 6), Shadow Ridge School (Goal 7), and Lime Street Elementary (Goal 8) were identified as Equity Multiplier schools. As a result, these schools will be provided funding to address the needs of the lower-performing student groups on the 2023 California Dashboard. A needs assessment was conducted to determine strengths and weaknesses at each site and to assess if any resource inequities were present. Educational partners were provided with data regarding areas of lowest performance for students. Funding and possible evidence-based resources were discussed, and Input was gathered as to what goal(s) should be included in the LCAP for each school site as it pertained to utilizing Equity Multiplier funding. The school site council at each of the qualifying sites approved at Canyon Ridge High School (Goal 4) on May 15, 2024, Mojave High School (Goal 5) on April 2, 2024, Hesperia Community Day School (Goal 6) April 2, 2024, Shadow Ridge School (Goal 7) on April 17, 2024, and Lime Street Elementary (Goal 8) on April 6, 2024. Through this process, a goal and actions specific to the school have been added to the 2024-25 LCAP to support student learning and promote a positive school climate.
SELPA Consultation	The 2024-25 LCAP draft was presented to the area SELPA Administrator on May 16, 2024
Governing Board Community Members	The 2024-25 LCAP draft was posted publicly for the public to view on May 23, 2024. The 2024-25 LCAP draft was presented at a regularly scheduled Board of Education meeting on June 3, 2024, for the Public Hearing.
Governing Board	Mid-Year Report was presented to the Governing Board at a regularly scheduled meeting on February 5, 2024.



Educational Partner(s)	Process for Engagement
Governing Board Community Members	The 2024-25 LCAP was adopted at a regularly scheduled Board of Education meeting on June 10, 2024.

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

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

LCAP Goal 1 focuses on academic excellence. Its focus is to increase professional learning for teaching staff in English language arts, including a guaranteed viable curriculum and early literacy instructional strategies (Goal 1, Action 1 and Goal 1, Action 7), increase learning outcomes for our multilingual student populations (Goal 1, Action 8), and continue implementing dual language immersion programs at two school sites (Goal 1, Action 18).

LCAP Goal 2 provides a physically and emotionally safe climate and learning environment that is culturally responsive to all students. Its focus is on Student transportation, which is addressed by providing more transportation to students to increase attendance (Goal 2, Action 9). Staffing support is also increased to further assist with increased classroom student behavioral needs (Goal 2, Action 6). Increased access to counselors and psychologists to address students' social and emotional needs districtwide was heard and continues (Goal 2, Action 4 and Goal 2, Action 5).

LCAP Goal 3 focuses on family participation and provides training for parents to support students in their learning. Based on the input received from educational partners during LCAP development meetings and an analysis of the outcomes of the educational partner survey, its focus is on increasing family-community liaisons (Goal 3, Action 3) and adding districtwide consistency in family outreach. Additional family training and support were addressed (Goal 3, Action 2). Increased interpretation and translation services provided to our EL community (Goal 3, Action 5).

LCAP Goal 4, Equity Multiplier site Canyon Ridge High School, during the educational partner feedback regarding a lack of communication with the families, a focus on improved feedback led to the use of various communication channels, including online tools allowing two-way communication. We aim to inform parents about the school's culture and climate and discuss student needs during the incoming student orientation. To ensure effective communication, we are implementing informal meetings with the principal, which will be called "Coffee with the Principal (CWP)." These CWP sessions aim to actively involve parents and the community in discussing the programs and opportunities students require to succeed on campus. During the CWP session in March, it was suggested that we consider replicating the "Snack Shack" at VVC to improve and promote positive student attendance. In addition, the School Site Council (SSC) and ELAC will hold four meetings annually to review the Single Plan for Student Achievement (SPSA) and provide their input. We must work together to make the necessary changes and improvements to ensure the success of our students. We will also seek input and involvement from parents and the community

through the SSC, community outreach, and stakeholder surveys. To improve our communication and involvement, we will restructure our student orientation process and use the results of the YouthTruth survey to inform our decision-making.

LCAP 5, Equity Multiplier site Mojave High School, we have taken significant steps to develop educational partner input through a comprehensive needs assessment involving all major educational partners in several ways. Teachers expressed their need for additional support for student's social and emotional needs. The educational partners' feedback has led to more access to mental health services, and a more rigorous education will continue to increase students' social and emotional well-being and help prepare them for college and careers.

LCAP 6, Equity Multiplier site Hesperia Community Day School teachers said students need additional support in student well-being. The educational partners' feedback has led to more access to mental health services and will continue to increase students' social and emotional well-being.

LCAP 7, Equity Multiplier site Shadow Ridge School, the educational partners were involved in formal data collections via surveys, noting the need for additional academic supports. This educational partner feedback has led to the hiring of additional academic personnel to support students.

LCAP 8, Equity Multiplier site Lime Street Elementary, the teachers gave feedback noting the need for additional academic support and student social-emotional support. The educational partners' feedback has led to more access to mental health services, and a more rigorous education will continue to increase students' social and emotional well-being and academic proficiency.

#### Student Summary

Feedback provided through the Youth Truth survey by foster youth, English learners, and low-income students noted a need for continued support in college and career readiness, with 40% reporting they feel prepared.

#### Families Summary

Feedback provided through the Youth Truth survey by families of foster youth, English learners noted a need for stronger academic programs.

Feedback provided through the Youth Truth survey by families of foster youth, English learners noted a need for stronger academic programs. In response, a focus on strengthening programs is offered in the district. Dual Language Immersion is a program that would increase student learning and engagement.

The Youth Truth Family Survey shows that 54% of families view school as safe, and 59% are engaged in school.

The Youth Truth Family Survey shows that 68.5% of families both agree or strongly agree that the communication and options for feedback are proficient.

57.2% of families of students who are low-income, English learners, or foster youth agree or strongly agree that they are involved in their student school

9% of families district-wide responded to the survey provided to all families.

#### Staff Summary



Feedback provided through staff input, a need for further professional development to support the identified student groups, low-income and English learners.

The education partner feedback provided by staff shows a need for the continued support of our English language learners to reach their reclassification goals.

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Hesperia Unified School District has identified a goal for students to be prepared for college and careers. Student data was analyzed at the district level through three defined cycles of inquiry throughout the school year. The analysis of student data has identified our areas of need. A few data points that have guided the educational partner's decision-making are: California Dashboard data: Graduation Rate increased by 1.5% to 93%, CAASPP ELA 28.15%, CAASPP Math 16.72% Local Assessments: iReady ELA has demonstrated 26% proficiency, a decrease of 1% from the 2022-2023 school year. iReady Math, 23% of students are proficient, equal to the percentage in the 2022-2023 school year. Both sets of assessment results showed that more students were below proficiency level. Based on local and state data and educational partners, feedback has demonstrated the need to provide students with academic support to succeed in college and careers. The actions listed below are designed to increase and improve services based on the qualitative and quantitative data for our students qualifying as low-income, English learners, and foster youth. Together, these metrics and actions have been determined to be the most effective approach to achieving the goal.

## Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		for the students they are teaching			credentialed in the subject areas and for the students they are teaching	
1.2	Student Access to Instructional Materials Percent of students with access Source: Williams Case Monitoring Report	2023 Williams Case Monitoring Report: 100% of students with access to individual standards-aligned instructional materials for use at school and at home			Williams Case Monitoring Report: 100% of students with access to individual standards-aligned instructional materials for use at school and at home	
1.3	Teacher Participation in Professional Development Percent of teacher participation Source: District Professional Development Monitoring System	District Professional Development Monitoring System: Our official baseline will be set in the 2025-26 school year for the percentage of teachers who participate in professional development in CA Academic Content Standards and Curriculum Frameworks			District Professional Development Monitoring System: Our official target for 3-year outcome will be set in the 2025-26 school year for the percentage of teachers who participate in professional development in CA Academic Content Standards and Curriculum Frameworks	
1.4	Seal of Biliteracy Rates	2023 Data Quest:			Data Quest:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of graduating students Source: Data Quest	7% of graduating students who earn a Seal of Biliteracy			10% of graduating students who earn a Seal of Biliteracy	
1.5	CAASPP ELA Districtwide Difference from standard (DFS) Source: CA Dashboard	2023 CA Dashboard: All students: -56.9 Distance from standard EL: -81.2 FY: -78.3 LI: -67.8 HY: -78.3 SWD: -119.8 AA: -87.5			CA Dashboard: All students: -41.9 Distance from standard EL: -51.2 FY: -49.3 LI: -45.8 HY: -49.3 SWD: -79.8 AA: -57.5	
1.6	CAASPP ELA Site Level Difference from standard (DFS) Source: CA Dashboard	2023 CA Dashboard: Canyon Ridge High: all students-101.3, SED -104.7, HI -108.4. Carmel: SWD -107.5. Cedar Middle: EL -74.7, SWD -128.2, AA -71.2. Cottonwood: all students -73.8, EL -102.2, SED -82.3, HI -78. Cypress: SWD -97.3. Eucalyptus: all students -82.5, EL -93.4, HY -114.2, SED -90.8, HI -81.7. Hesperia High: SWD -137.8. Hesperia Junior: all students -77.8, EL -90.3, HY -110.1, SED -			CA Dashboard: Canyon Ridge High: all students-86.3, SED -89.7, HI -93.4. Carmel: SWD -92.5. Cedar Middle: EL -59.7, SWD -113.2, AA -56.2. Cottonwood: all students -58.8, EL -87.2, SED -67.3, HI -63. Cypress: SWD -82.3. Eucalyptus: all students -67.5, EL -78.4, HY -99.2, SED -75.8, HI -66.7.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		88, SWD -155.4, AA -105.9, HI -80.3. Hollyvale: all students -85, EL -83.9, HY -101.1, SED -95.1, HI -80.3. Joshua Circle: all students -76.9, EL -77.2. Juniper: EL -80.4, HY -91.4, SED -73.8, WI -72.8. Kingston: EL -90.7, SWD-138.8, HI -80.5. Lime: all students -80.8, EL -86.8, SED -88.8, AA -112.4. Mesa Grande:-66.1, EL: -76.4 ,SED: -71.5, SWD:-100.2 Mission Crest: all students -72, EL -90.5, SED -78, SWD -141.3, AA -84.5, HI -74.5. Ranchero Middle: EL-87.7, SED -74.7, SWD -137.1, AA -106.4. Shadow Ridge: EL -96.3, SED -78. Sultana High: -142 SWD.			Hesperia High: SWD -122.8. Hesperia Junior: all students -62.8, EL -75.3, HY -95.1, SED -73, SWD -140.4, AA -90.9, HI -65.3. Hollyvale: all students -70, EL -68.9, HY -86.1, SED -80.1, HI -65.3. Joshua Circle: all students -61.9, EL -62.2. Juniper: EL -65.4, HY -76.4, SED -58.8, WI -57.8. Kingston: EL -75.7, SWD-123.8, HI -65.5. Lime: all students -65.8, EL -71.8, SED -73.8, AA -97.4. Mesa Grande:-51.1, EL: -61.4 ,SED: -57.5, SWD:-85.2 Mission Crest: all students -57, EL -75.5, SED -73, SWD -126.3, AA -69.5, HI -59.5. Ranchero Middle: EL-72.7, SED -	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					59.7, SWD -122.1, AA -91.4. Shadow Ridge: EL -81.3, SED -63. Sultana High: -127 SWD.	
1.7	CAASPP Math Districtwide Difference from standard (DFS) Source: CA Dashboard	2023 CA Dashboard: All students: -95.1 Distance from standard EL: -113.1 FY:-111.4 SWD:-150.3 HY: -112.9 SED: -104.7 AA: -133.7 HI: -97.8			CA Dashboard: All students: -65.1 Distance from standard EL: -68.1 FY:-69.4 SWD:-80.3 HY: -67.9 SED: -74.7 AA: -73.7 HI: -67.8	
1.8	CAASPP Math Site Level Difference from standard (DFS) Source: CA Dashboard	2023 CA Dashboard: Canyon Ridge High: all students-226.1, SED -224.9, HI -223.9. Carmel: SWD -141.5. Cedar Middle: all students -118, EL -140.3, SED -127.7 SWD -180.6, HI -122.1, WI -99.9. Cottonwood: EL -106.5. Eucalyptus: all students -96.2, EL -102.4, HY -117.4, SED -103, HI -95.1. Hesperia Junior: all students -133.6, EL -140.2, HY -157.2, SED			CA Dashboard: Canyon Ridge High: all students-181.1, SED -178.9, HI -179.9. Carmel: SWD -111.5. Cedar Middle: all students -88, EL -110.3, SED -97.7 SWD -150.6, HI -92.1, WI -69.9. Cottonwood: EL -76.5. Eucalyptus: all students -66.2, EL -72.4, HY -87.4, SED -73, HI -65.1.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-143.5, SWD -216.7, AA -172.3, HI -135.2, WI -118.5. Hollyvale: EL -102.8, HY -101.5, SED -100. Joshua Circle: all students -105.7, EL -107.3, SED-103.2, HI -105.8. Kingston: SWD -155.5. Lime: AA -140.4. Mesa Grande: SWD: -116.3 Mesquite Trails: SWD -102.8. Mission Crest: all students -98, EL -104.3, HY -103.7, SED -105.1, SWD --163.6, HI -97.6. Rancho Middle: WI -109.2. Shadow Ridge: all students -142.9, EL 148.1, SED -152.7, HI -142.7. Sultana High: EL -171.7, SED -125.3, SWD -219.9.			Hesperia Junior: all students -103.6, EL -110.2, HY -127.2, SED -113.5, SWD -186.7, AA -142.3, HI -105.2, WI -88.5. Hollyvale: EL -72.8, HY -71.5, SED -70. Joshua Circle: all students -75.7, EL -77.3, SED-73.2, HI -75.8. Kingston: SWD -125.5. Lime: AA -110.4. Mesa Grande: SWD: -101.3 Mesquite Trails: SWD -72.8. Mission Crest: all students -68, EL -74.3, HY -73.7, SED -75.1, SWD -133.6, HI -67.6. Rancho Middle: WI -79.2. Shadow Ridge: all students -112.9, EL 118.1, SED -122.7, HI -112.7. Sultana High: EL -141.7, SED -95.3, SWD -189.9.	
1.9	A-G Requirement Rates	2023 Data Quest:			DataQuest:	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of graduates Source: Data Quest	Due to reporting errors, our official baseline will be set in the 2025-26 school year. Currently, the 2023 Data Quest shows that 23% of students meet a-g requirements.			60% of students meet a-g requirements.	
1.10	Career Technical Education (CTE) Rates Percentage of graduates Source: Coordinator of CTE Monitoring System	2023 Coordinator of CTE Monitoring System: 26% of Graduates who completed a CTE pathway			Coordinator of CTE Monitoring System: 28% of Graduates who completed a CTE pathway	
1.11	A-G Requirement and Career Technical Education (CTE) Rates Percentage of graduates Source: Data Quest and Coordinator of CTE Monitoring System	2023 Data Quest and Coordinator of CTE Monitoring System: Our official baseline will be set in the 2025-26 school year for the percent students who meet a-g requirements AND complete a CTE pathway			Data Quest and Coordinator of CTE Monitoring System: Our official target 3-year outcome will be set in the 2025-26 school year for the percent students who meet a-g requirements AND complete a CTE pathway	
1.12	English Learner Progress to Proficiency Percent of English learner students making progress Source: CA Dashboard	2023 CA Dashboard: 42.3% of English Learner students making progress toward English language proficiency as			CA Dashboard: 55% of English Learner students making progress toward English language	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>measured by the ELPAC.</p> <p>Cottonwood: 39%  Hollyvale: 36.6%  Joshua Circle: 37.7%  Cedar Middle: 34.3%  Ranchero Middle: 30.3%  Oak Hills High: 30.5%</p>			<p>proficiency as measured by the ELPAC.</p> <p>Cottonwood: 52%  Hollyvale: 48.6%  Joshua Circle: 49.7%  Cedar Middle: 46.3%  Ranchero Middle: 42.3%  Oak Hills High: 42.5%</p>	
1.13	Advanced Placement Examination Percent of students who have passed an advanced placement (AP) examination with a score of 3 or higher Souce: CDE College/Career Levels and Measures Report and Data	2023 CDE College/Career Levels and Measures Report and Data: 11.4% of students who passed an advanced placement (AP) examination with a score of 3 or higher			CDE College/Career Levels and Measures Report and Data: 21% of students who passed an advanced placement (AP) examination with a score of 3 or higher	
1.14	Early Assessment Program (EAP) Math Percentage of 11th grade students Source: Data Quest	2023 Data Quest: 12.56%of 11th grade students who exceeded standards on CAASPP-MATH			Data Quest: 15.56%of 11th grade students who exceeded standards on CAASPP- MATH	
1.15	Early Assessment Program (EAP) ELA	2023 Data Quest:			Data Quest:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of 11th grade students Source: Data Quest	26.34% of 11th-grade students who exceeded standards on CAASPP-ELA			29.34% of 11th-grade students who exceeded standards on CAASPP- ELA	
1.16	High School Graduation Rates Percent of students graduated Source: CA Dashboard	2023 CA Dashboard: 93% of students who graduated high school within four years			CA Dashboard: 94.5% of students who graduated high school within four years	
1.17	Broad Course of Study Percent of schools offering courses Source: Williams Case Monitoring	2023 Williams Case Monitoring: 100% of schools offering courses described in Ed. Code 51210 and Ed. Code 51220, as applicable			Williams Case Monitoring: 100% of schools offering courses described in Ed. Code 51210 and Ed. Code 51220, as applicable	
1.18	iReady-Local Assessment ELA Percent students met or exceed Source: iReady Reporting Platform	March 2024 iReady ELA: 26% at or above grade level			iReady ELA: 36% at or above grade level	
1.19	iReady-Local Assessment Math Percent students met or exceed Source: iReady Reporting Platform	March 2024 iReady Math: 23% at or above grade level			iReady Math: 33% at or above grade level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.20	ESGI-Local Assessment ELA Percent students met or exceed Source:ESGI Reporting Platform	March 2024 ESGI ELA: 86.75% proficient			ESGI ELA: 89.75% proficient	
1.21	ESGI-Local Assessment Math Percent students met or exceed Source:ESGI Reporting Platform	March 2024 ESGI Math: 85.8% proficient			ESGI Math: 88.8% proficient	
1.22	English Learner Reclassification Rate Percent of EL students reclassified Source: Ellevation platform	2024: 7.8% student reclassification rate			10.8% student reclassification rate	
1.23	Implementation of the academic content and performance standards adopted by the state board. Percent of implementation Source: Survey	2024: 100% implementaiton			100% implementation	

## 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	Access to a guaranteed and viable curriculum	The Educational Services Division will provide standards-based supplemental resources to ensure that students are provided additional support opportunities. This action is principally directed to our English learners, low-income, and foster youth students and will be measured by M1.2, M1.3, M1.5, M1.6, M1.7, M1.8, M1.11, M1.14, M1.18, M1.19.	\$64,000.00	Yes
1.2	Student Progress Monitoring	The Educational Services Division will continue to provide an academic universal screener to regularly monitor and support the standards-based proficiency principally directed to our English learners, low-income, and foster youth students in ELA and Math. This action will be measured by M1.2, M1.3, M1.5, M1.6, M1.7, M1.8, M1.11, M1.14, M1.18, M1.19.	\$450,925.60	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.3</b>	Instructional Support: Certificated	The Personnel Services Division will maintain adequate staffing to reduce class sizes. The reduction of class sizes will increase opportunities for students to engage in the curriculum and expand access to an understanding of essential learning principally directed to our English learners, low-income, and foster youth . This action will be measured by M1.5, M1.6, M1.7, M1.8, M1.18, M1.19.	\$21,654,676.50	Yes
<b>1.4</b>	Access to Technology	The Information Technology and Communication Division will provide devices and wifi access to our English learners, foster youth, and low-income student groups, as needed. Access to technology will contribute to academic proficiency by providing equity of access for our student populations qualifying as English learners, low-income, and foster youth. This action will be measured by M1.5, M1.6, M1.7, M1.8, M1.18, M1.19.	\$9,121,688.00	Yes
<b>1.5</b>	Universal Access	The Educational Services Division will continue to provide early learning opportunities available for students who qualify for low-income, English learners, and foster youth. The early learning program is designed to support the learners' early childhood development in collaboration with preparation for kindergarten skills. This action will be measured by M1.18, M1.19, M1.20, M1.21.	\$2,231,748.00	Yes
<b>1.6</b>	Instructional Support: Instructional Coach	The Educational Services Division will provide instructional coaching to promote innovative practices, ensure equity, and increase student achievement principally directed for English learners, low-income, and foster youth students. This action will be measured by M1.1, M1.2, M1.3, M1.5, M1.6, M1.7, M1.8, M1.11, M1.14, M1.16, M1.17, M1.18, M1.19.	\$6,435,531.00	Yes
<b>1.7</b>	Professional Development	The Educational Services Division will provide all teachers, support staff, and administrators with professional development (in-house, contracted, conferences, etc) as an important component of preparing staff to support student learning and achievement. Some areas of focus for professional development include early literacy, early numeracy, Dual Language Immersion (DLI), Integrated Multi-Tiered System of Support (iMTSS),	\$1,011,111.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Advancement Via Individual Determination (AVID), Student Health and Wellness, etc. This action is principally directed to students qualifying as low-income, English learner, and foster youth. This action will be measured by M1.1, M1.2, M1.3, M1.4, M1.5, M1.6, M1.7, M1.8, M1.11, M1.13, M1.14, M1.15, M1.16, M1.17, M1.18, M1.19.		
<b>1.8</b>	EL Academic Support: Professional Development	The Educational Services Division will provide high-quality professional development and coaching to support the implementation of integrated and designated ELD to support our English learners including Long Term English Learners. This action will be measured by M1.5, M1.6, M1.7, M1.8, M1.12.	\$262,500.00	Yes
<b>1.9</b>	English Learner Academic Support: Supplemental Materials	The Educational Services Division will provide language acquisition support and access to the core curriculum through the use of supplemental materials as needed to support our English learners' including Long Term English Learners academic proficiency. This action is limited to English learner including Long Term English Learner students. This action will be measured by M1.5, M1.6, M1.7, M1.8, M1.12.	\$100,000.00	Yes
<b>1.10</b>	English Learner Academic Support: Personnel	The Personnel Services Division will provide 15 paraprofessionals to support our English learners, including Long Term English Learner students. Paraprofessionals will provide supplemental language support to English learner students in the classroom, hold goal-setting meetings with students and families, and direct families to resources as needed. This action is limited to English learners, including Long Term English Learner students. This action will be measured by M1.5, M1.6, M1.7, M1.8, M1.12.	\$2,407,423.90	Yes
<b>1.11</b>	English Learner Academic Support: College and Career Preparation	The Educational Services Division will provide supplemental counselors (2) for high schools principally directed to support EL, LTEL, and RFEP students in being college and career ready by holding financial aid workshops, ensuring enrollment in coursework that is UC/CSU-approved, mentoring students, monitoring student progress, and increasing	\$947,224.00	Yes



Action #	Title	Description	Total Funds	Contributing
		participation in college and career preparation programs. This action will be measured by M1.12, M1.14, M1.15, M1.16.		
<b>1.12</b>	College & Career Preparation	The Educational Services Division will continue to provide 3 College and Career Readiness Counselors and support staff principally directed for our English learners, low-income, and foster youth to oversee the College and Career Resource Center, support Dual Enrollment, and support Career Technical Education (CTE) pathway expansion. This action will be measured by M1.9, M1.10, M1.11, M1.16.	\$920,813.00	Yes
<b>1.13</b>	College and Career Preparation: Foster Youth Supports	The Student Services Department is working closely with the Educational Services Division to systematically identify foster youth at each school site. The district social worker will work with site counselors and foster youth students to access resources and supports for graduation and college and career readiness. This action will be measured by M1.9, M1.10, M1.11, M1.16.	\$500,000.00	Yes
<b>1.14</b>	College and Career Preparation: Students with Special Needs	The Educational Services Division will continue to provide additional support to students with disabilities in the preparation for transition to college and their careers. Supplementary aids and supports for teachers to ensure students with disabilities meet proficiency in the grade-level standards and have access to career technical education pathways. This action will be measured by M1.9, M1.10, M1.11, M1.16, M3.3.	\$0.00	No
<b>1.15</b>	College and Career Preparation: Career Technical Education	The Educational Services Division will continue to provide Career and Technical Education (CTE) Pathways and Programs and expand articulation and dual enrollment with Victor Valley College, Barstow Community College, and CSUSB. These programs are funded through a combination of grant resources and supplemental dollars. CTE programs are principally directed for our English learners, foster youth, and low-income student groups, allowing students to be career-ready as they graduate. An increase in college and career readiness will be measured by M1.10 and M1.11.	\$2,617,765.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.16</b>	AVID	The Educational Services Division will continue to implement and support the AVID and AVID Excel programs at sites to increase college and career preparedness. This action is principally directed to our students qualifying as English learners, low-income, and foster youth and will be measured by M1.11, M1.13, M1.14, M1.15, M1.16.	\$100,000.00	Yes
<b>1.17</b>	Intervention/Enrichment/Acceleration	The Educational Services Division will provide summer school programs, tutoring, and intervention to address graduation and UC/CSU A-G credit and learning recovery opportunities for schools and students. The opportunities are principally directed to our students qualifying as English learners, foster youth, and low-income to receive academic support. This action will be measured by M1.14, M1.15, M1.16.	\$175,000.00	Yes
<b>1.18</b>	Dual Language Immersion	The Educational Services Division will support the implementation of effective Dual Language Immersion programs principally directed for low-income students, foster youth, and English learners, by providing standards-based instructional materials and resources, additional instructional staffing, ensuring adequate professional development for staff, and purchasing necessary supplemental materials. This action will be measured by M1.5, M1.6, M1.7, M1.8, M1.18.	\$230,000.00	Yes
<b>1.19</b>	Supplemental Supports to Academics	The Educational Services Division will continue to provide support to school sites to implement approved supplemental programs, services, and related supplies principally targeted for our unduplicated students' academic success as well as promote academic engagement through additional staff supports, fine arts/music, field trips, transportation, athletics, engagement activities such as assemblies, etc. These funds can support cross-curricular activities and supports. This action will be measured by M1.5, M1.6, M1.7, M1.8, M1.18, M1.19.	\$5,238,903.00	Yes

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Student connectedness to the school community, access to extracurricular activities, and healthy school culture and climate demonstrated higher achievement. Research in California and across the nation has shown that particular aspects of school climate and culture are strongly associated with students' academic, social, and emotional well-being. The District recognizes the need to support the whole child. Social and emotional support will be provided first and foremost within the classroom, with teachers being provided professional development in social and emotional learning (SEL) practices. Students in need of additional support will have access to school counselors, school psychologists, administrators, social workers, and outside agencies. Due to high chronic absenteeism rates (35.4%), although they have decreased by 11.6%, and a slight rise in suspension from 5.4% in 2021-22 to 5.6% in 2022-23, and expulsion rates stayed the same at 0.3%, the last two years, the LEA will provide support for underperforming students using a multitiered system model to support the improvement of the metrics. Additionally, educational partners have shared an increase in behaviors and social-emotional needs in transitional kindergarten to second grade. The district has begun collecting data to provide professional development in SEL to provide tools, resources, and guidance to measure and develop student resilience and a strengths-based culture in the schools. This focus will help with suspensions and expulsion, truancy, and students dropping out of school. The actions listed below are designed to increase and improve services based on qualitative and quantitative data for our students qualifying as low-income, English learners, and foster youth. These metrics and actions together have been determined to be the most effective approach to achieving the goal.

## Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Student Attendance Rate Percent of students Source: Infinite Campus Platform	2023 Infinite Campus Platform: 91.55% District Attendance Rate			Infinite Campus Platform: 94.55% District Attendance Rate	
2.3	Chronic Absenteeism Rate Districtwide Percent of students Source: CA Dashboard	2023 CA Dashboard: 35.4% of students who are chronically absent. EL: 33% FY: 29.5% LI: 40.5%			CA Dashboard: 20.4% of students who are chronically absent EL: 18% FY: 14.5% LI: 25.5%	
2.4	Chronic Absenteeism Rate Site Level Percent of students Source: CA Dashboard	2023 CA Dashboard: Cottonwood: AA 50.9%. Lime: HY 73.2%, AA 62.3%, WH 51.5% Shadow Ridge: all students 29.7%, SED 32.4%, AA 43.6%, HI 26.5%, WI 36.6%. Topaz: AA 26.9%			CA Dashboard: Cottonwood: AA 29.5%. Lime: HY 62.1%, AA 51.2%, WH 40.4% Shadow Ridge: all students 17.2%, SED 18.8%, AA 42.3%, HI 15.4%, WI 21.2%. Topaz: AA 15.6%	
2.5	Middle School Dropout Rates Number of students Source: CALPADS EOY Report	2023 CALPADS EOY Report: 22 middle school students have dropped out of school			CALPADS EOY Report: 15 middle school students who have dropped out of school	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	High School Dropout Rates Number of students Source: CALPADS EOY Report	2023 CALPADS EOY Report: 115 high school students have dropped out of school			CALPADS EOY Report: 95 high school students who have dropped out of school	
2.7	Student Suspension Rate Districtwide Percent of students Source: CA Dashboard	2023 CA Dashboard: 5.6% of students suspended once or more FY: 9.5% EL: 5.5% LI: 6.1% SWD: 8.9% AA: 11.2%			CA Dashboard: 5.0% of students suspended once or more FY: 7.7% EL: 5.0% LI: 5.5% SWD: 7.1% AA: 8.6%	
2.8	Student Suspension Rate Site Level Percent of students Source: CA Dashboard	2023 CA Dashboard: Cedar Middle: SWD 17.1%, AA 9.3%. CDS: SED 30.9%. Cottonwood: EL 4.4%, FY 12.1%. Eucalyptus: EL 3.1%, SWD 7.1%. Hesperia High: HY 12.9%. Hesperia Junior: all students 15.9%, EL 15.2%, HY 21.3%, SED 17.3%, SWD 24%, AA 35.9%, HI 13.3%. Joshua Circle: SWD 7.6%, AA 7.3%. Lime: FY 6.3%, AA 6.4%.			CA Dashboard: Cedar Middle: SWD 15.4%, AA 8%. CDS: SED 27%. Cottonwood: EL 3.9%, FY 10.8%. Eucalyptus: EL 2.8%, SWD 6.4%. Hesperia High: HY 11.6%. Hesperia Junior: all students 14.3%, EL 13%, HY 19.3%, SED 15.5%, SWD 21.6%, AA 30%, HI 11.9%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Mission Crest: FY 7.3%, AA 7%. Mojave: all students 10.7%, WI 19.6%, AA 18.2%. Rancho Middle: all students 16.2%, EL 16.1%, HY 22.3%, SED 18%, SWD 25%, AA 24.5%, HI 13.7%, WI 22.6%.			Joshua Circle: SWD 6.8%, AA 6.5%. Lime: FY 5.6%, AA 5.7%. Mission Crest: FY 6.5%, AA 6.3%. Mojave: all students 9.63%, WI 17.6%, AA 16.3%. Rancho Middle: all students 14.5%, EL 14.4%, HY 20%, SED 16.2%, SWD 22.5%, AA 22%, HI 12.3%, WI 20.3%.	
2.9	Student Expulsion Rate Percent of students Source: CA Dashboard	2023 CA Dashboard: 0.3% of students expelled			CA Dashboard: 0.2% of students expelled	
2.10	Survey on Student Reporting Safety Percent of students Source: Survey Monitoring Platform-Youth Truth	2023 Survey Monitoring Platform-Youth Truth December : 55% of students who report feeling safe			Survey Monitoring Platform-Youth Truth: 64% of students who report feeling safe at school	
2.11	Survey on Student Reporting Connectedness Percent of students	2023 Survey Monitoring Platform-Youth Truth December: 33.5% of students reported feeling connected at school			Survey Monitoring Platform-Youth Truth: 42.5% of students who report feeling	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Survey Monitoring Platform-Youth Truth				connected at school	
2.12	EL, FY, or Low-Income Outreach Number of students Source: Social Worker Monitoring System	2023 Social Worker Monitoring System: 198 students contacted by a social worker or attended an outreach event.			Social Worker Monitoring System: 207 students contacted by a social worker or attended an outreach event.	
2.13	Survey on Parent Reporting Safety Percent of parents Source: Survey Monitoring Platform-Youth Truth	Baseline data will be collected during the 2024-25 school year			Target data will be set during the 2024-25 school year	
2.14	Survey on Parent Reporting Connectedness Percent of parents Source: Survey Monitoring Platform-Youth Truth	Baseline data will be collected during the 2024-25 school year			Target data will be set during the 2024-25 school year	
2.15	Survey on Teacher Reporting Connectedness Percent of teachers Source: Survey Monitoring Platform-Youth Truth	Baseline data will be collected during the 2024-25 school year			Target data will be set during the 2024-25 school year	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.16	Survey on Teacher Reporting Connectedness Percent of teachers Source: Survey Monitoring Platform-Youth Truth	Baseline data will be collected during the 2024-25 school year			Target data will be set during the 2024-25 school year	

## 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	District Assessment: Wellbeing	The Educational Services Division will continue to provide a universal student well-being screener to regularly monitor student well-being, principally directed at our English learners, low-income, and foster youth students. Staff will review student data to address student needs based on	\$84,705.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the screener's results and other assessments. The action will be measured by M2.2, M2.3, M2.4, M2.10, and M2.12.		
<b>2.2</b>	Student/Staff/Family Emotional Health	The Information Technology and Communication Division will continue with Care Solace to provide mental health services to students, staff, and families and employ a coordinator to support student wellbeing. The Care Solace online resource offers a live, multilingual Care Concierge. This service is meant to assist individuals in finding local mental health-related programs and counseling services. This action is principally directed for students qualifying as low-income, English learners, and foster youth and will be measured by M2.2, M2.3, M2.4, M2.7, M2.8.	\$262,500.00	Yes
<b>2.3</b>	Foster Youth Supports	The Student Services Department will continue to employ a social worker as the foster youth liaison to assist foster youth and their families with social issues and challenges impacting education. This action is principally directed for students qualifying as foster youth and will be measured by M2.2, M2.3, M2.4, M2.5, M2.6, M2.7, M2.9.	\$261,344.00	Yes
<b>2.4</b>	Mental Health Support	The Educational Services Department will continue to employ additional psychologists to provide layered academic and social-emotional support principally directed for our English learners, low-income, and foster youth students to increase achievement, social, emotional supports, and progress toward graduation/college/career. This action will be measured by M2.6, M2.7, M2.8, M2.10.	\$3,885,193.00	Yes
<b>2.5</b>	Social Emotional Support	The Educational Services Department will continue to employ additional counselors to provide layered academic and social-emotional support principally directed for English learners, low-income, and foster youth students to increase achievement, social, emotional support, and progress towards decreasing chronic absenteeism. This action will be measured by M2.7, M2.8, M2.9, M2.10, M2.11, M2.12.	\$4,804,803.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.6</b>	Behavior Interventions	The Educational Services Department will continue to employ two Board Certified Behavior Analysts and employ 6 behavior intervention specialists to help teachers provide behavior support, principally directed for our English Learners, low-income and foster youth, that have been identified as key levers in improving outcomes for unduplicated students with the highest needs to help prevent disruptions to learning. This action will be measured by M2.7, M2.8, M2.9, M2.10, M2.11, M2.12.	\$1,069,950.00	Yes
<b>2.7</b>	Tiered Supports	The Educational Services department will continue to employ a coordinator and psychologist to work with sites to implement Tier 1, Tier 2, and Tier 3 academic and behavioral systems of support for our English learners, foster youth, and low-income student groups. Staff capacity will be increased to provide additional district and school-level support for the unduplicated student groups' social-emotional, behavioral, and mental health needs. This action will be measured by M2.2, M2.3, M2.4, M2.5, M2.6, M2.7, M2.8, M2.9.	\$649,187.00	Yes
<b>2.8</b>	Student Support and Access	The Educational Services Division and Student Services Department will continue to provide services during the school day that support academic, behavioral, and social-emotional support. Including a safe and media-rich campus and access to culturally responsive libraries, principally directed to our students identified as low-income, English learner, and foster youth, beyond what is provided in the classroom. Campus assistants, library media specialists, and technology support technicians will provide these support services. This action will be measured by M2.2, M2.3, M2.4, M2.5, M2.6, M2.7, M2.8, M2.9.	\$7,021,425.00	Yes
<b>2.9</b>	Transportation	The Fiscal Services Division will provide transportation principally directed for our English learners, foster youth, and low-income populations to increase overall attendance rates and student engagement. This action will be measured by M2.2, M2.3, M2.4.	\$9,943,761.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.10</b>	Alternative Setting	The Educational Services division will provide alternative settings These settings include low student-to-staff ratios to support students struggling in traditional school settings. Intensive supports are intended to accelerate learning and assist the student in successfully transitioning back to the traditional school settings. This action is principally directed to meet the needs of our English learners, foster youth, and low-income students. This action will be measured by M2.5, M2.6, M2.7, M2.8, M2.9.	\$2,182,734.00	Yes
<b>2.11</b>	Outreach	The District will work with the HUSD Police Department in creating and implementing protocols to support the school sites and safety within the district. The district will also maintain relationships with students and staff at all 25 school sites. These relationships will continue to decrease behaviors that interfere with student success and build positive relationships with the students and the officers through positive intervention supports and attendance recognitions.	\$2,845,988.00	No
<b>2.12</b>	Student Engagement	The Educational Services Division will continue to provide a well-rounded educational program before, during, and after school that promotes the emotional, physical, and social well-being of students, including, but not limited to, peer counseling, Schoolwide Positive Behavior Intervention Support (PBIS), and robotics, and student clubs. This action is principally directed for our English Learners, low-income, and foster youth and is measured by M2.2, M2.3, M2.4, M2.5, M2.6, M2.7, M2.8, M2.9.	\$3,000.00	Yes

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

Hesperia Unified School District (HUSD) recognizes the need to strengthen the entire community engagement system. HUSD has been working collaboratively through the District Leadership Team, School Leadership Teams, and the district educational partnership committees to create a Coherent Instructional Framework to define and align the district's mission, vision, values, and goals within an Integrated Multi-Tiered System of Support. HUSD continues to encourage a strong connection between school and home. The family resource center provided 123 workshops for families and the community. The Youth Truth survey completed by families shared that 57.2% agree or strongly agree that they are involved in their student's school. The actions listed below are designed to increase and improve services based on qualitative and quantitative data for our students qualifying as low-income, English learners, and foster youth. These metrics and actions together have been determined to be the most effective approach to achieving the goal.

## Measuring and Reporting Results

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

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

## 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	Student and Family Feedback	The Educational Services Division will continue to provide a student and family survey to regularly monitor student and family feedback principally directed to our English learners, low-income, and foster youth students. Family and student feedback is measured by M3.1 and M3.2.	\$0.00	No
3.2	Family Education and Resources	The Educational Services Division will provide parent training, learning opportunities, workshops, and related supplies through the district Family Resource Center, district office, and site parent centers principally directed for our parents of English learners, low-income, and foster youth student groups. Additionally, focused learning for parents of students with disabilities will be provided through Community SPED Talks. This will provide and expand opportunities for parents to learn how they can be more engaged in student learning and provide input into school decision-	\$10,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
		making, which will lead to improved student outcomes as measured by M3.2, M3.3, and M3.4.		
<b>3.3</b>	Family Resource Centers	The Educational Services Division will increase collaboration opportunities between the district parent liaison and site parent liaisons by adding 24 family community liaisons. The purpose is to develop the site and district-wide parent engagement plans, which will lead to improved student outcomes and increased parent involvement. This action is principally directed to our English learners, low-income, and foster youth students and measured by M3.1 and M3.2.	\$1,582,111.00	Yes
<b>3.4</b>	Resource Center Computer Learning Specialist	The Educational Services Division will employ a Computer Learning Specialist at the Family Resource Center to provide workshops and classes on technology platforms, principally directed for parents of English learners, low-income, and foster youth, to support and monitor their students' progress. This will be measured by M3.2 and M3.3.	\$35,637.00	Yes
<b>3.5</b>	Family Communication	The Educational Services Division will provide resources dedicated to the improvement of translation services through third-party contracted services and three district-employed translators for parents and guardians of our students qualifying as English learners. Translation services are to be used to ensure equitable two-way communication between families and schools. This action will be measured by M3.2.	\$367,478.00	Yes
<b>3.6</b>	Community Outreach	The Educational Services Division will host outreach events, including but not limited to fairs, summits, and conferences for the purpose of building community connections and raising awareness of educational programs, supports, and opportunities. The purpose of these events will be to increase parent involvement and increase student academic outcomes. This action is principally directed for our low-income, foster youth, and English learners and will be measured by M3.2.	\$10,000.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	By June 30, 2025, Canyon Ridge High School students will increase college/career readiness (including low-income students, English learners, and Hispanic students) by reducing the distance from standard in ELA (including low-income and Hispanic students) and Math (including low-income and Hispanic students).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Canyon Ridge High School serves a diverse group of students. To serve a diverse student population requires specific staffing and professional development for all staff members.

For the 2024/25 school year, Canyon Ridge High School is committed to improving communication with students, parents, and community educational partners. We will use various communication channels, including online tools allowing two-way communication. We aim to inform parents about the school's culture and climate and discuss student needs during the incoming student orientation. To ensure effective communication, we are implementing informal meetings with the principal, which will be called "Coffee with the Principal (CWP)." These CWP sessions aim to actively involve parents and the community in discussing the programs and opportunities students require to succeed on campus. During the CWP session in March, it was suggested that we consider replicating the "Snack Shack" at VVC to improve and promote positive student attendance. In addition, the School Site Council (SSC) and ELAC will hold four meetings annually to review the Single Plan for Student Achievement (SPSA) and provide their input. We must work together to make the necessary changes and improvements to ensure the success of our students. We will also seek input and involvement from parents and the community through the SSC, community outreach, and educational partner surveys. To improve our communication, involvement, and academic success, we will restructure our student orientation process and use the results of the YouthTruth survey to inform our decision-making. Focusing on communication with educational partners will keep families and students as partners in education, which will lead to increased academic success and college and career indicator rates. Additionally, metrics reported on the CA Dashboard for CAASPP ELA reported all students' differences from the standard (DFS) at -101.3, low-income -104.7, and Hispanic at -108.4, and CAASPP Math reported all students' differences from the standard (DFS) at -226.1, low-income -224.9 and Hispanic -223.9. College and career readiness indicators report all students at 5.8%, English learners at 2.6%, low-income at 5.4%, and Hispanic at 2.4%. The metrics further show the need for additional resources.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	School Site Council and ELAC Participation Number of parents/guardians Source: Family Community Liaison Monitoring Report	2023-24 Family Community Liaison Monitoring Report: 4 parents/guardians who consistently attended ELAC and School Site Council.			Family Community Liaison Monitoring Report: 8 parents/guardians who consistently attended ELAC and School Site Council.	
4.2	Graduation Rate Percent of students Source: CA Dashboard	2023 CA Dashboard: 75.8%.of students who graduated high school			CA Dashboard: 80% of students who graduated high school	
4.3	College and Career Indicator Percent of students prepared Source: CA Dashboard	2023 CA Dashboard: All: 5.8% prepared EL: 2.6% prepared HI: 2.4% prepared SED: 5.4% prepared SWD: 6.7% prepared			CA Dashboard: All: 10% prepared EL: 8.6% prepared HI: 8.4% prepared SED: 9.4% prepared SWD: 12.7% prepared	
4.4	CAASPP ELA Difference from standard (DFS) Source: CA Dashboard	2023 CA Dashboard: All: -101.3 Distance from standard HI: -108.4 Distance from standard SED:104.7 Distance from standard EL: -118.2 Distance from standard			CA Dashboard: All: -71.3 Distance from standard HI: -78.4 Distance from standard SED:74.7 Distance from standard EL: -88.2 Distance from standard	
4.5	CAASPP Math Difference from standard (DFS)	2023 CA Dashboard: All: -226.1 Distance from standard			CA Dashboard:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA Dashboard	HI: -223.9 Distance from standard SED:-224.9 Distance from standard EL: -219.8 Distance from standard			All: -166.1 Distance from standard HI: -163.9 Distance from standard SED:-164.9 Distance from standard EL: -159.8 Distance from standard	

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
<b>4.1</b>	Student Support	Canyon Ridge High School will employ personnel (counselor) who will equip students with the skills they need to be resilient, self-directed learners and reach their academic goals in college and career. This action will be measured by M4.2, M4.3, M4.4. and M4.5.	\$212,308.00	No
<b>4.2</b>	Parent Engagement	Canyon Ridge High School will explore innovative approaches to boost parent engagement in school life, such as interactive workshops, parent-staff collaboration meetings, and events to help strengthen school-home connections to enrich student academic experiences and foster a supportive school community. This action will be measured by M4.2, M4.3, M4.4, and M4.5.	\$20,000.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5	By June 30, 2025, students at Mojave High School will increase college/career readiness (including low-income students, English learners, students with disabilities, and Hispanic students) by reducing the distance from standard in ELA and Math. In addition, the school will also reduce suspension rates for African American and White students, as shown in the metric section for this goal. The social-emotional support services and systems, enhance high-quality instruction and further engage parents in their child's path to graduation.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Mojave High School has been identified as receiving Equity Multiplier funding due to the prior year's instability rate being more significant than 25% and a socioeconomically disadvantaged rate exceeding 70%. Equity Multiplier funds are provided to schools to support student groups who scored lowest performing on state indicators. For MHS, the focus groups are: all students at 10.7%, African American (AA) at 18.2% and White at 19.6% for low Suspension rates, and all students at 6.5%, Low Income (LI) at 6.9%, English Learner (EL) at 4.6%, Hispanic (HI) at 5.7%, and Students with Disabilities(SWD) at 4.4% for college/career readiness. Additionally, the involvement of the educational partner is an important part. We have taken significant steps to develop educational partner input through a comprehensive needs assessment involving all major educational partners in several ways. Various educational partners were actively involved during the needs assessment phase from February 15 to March 15, including administrators, staff, community members, students, and families. The engagement process commenced with the Site Leadership Team meeting on February 23, 2024, followed by an All Staff Meeting on February 28, 2024, where broader input was gathered. Subsequently, the School Site Council convened on March 5, 2024, and again on April 2, 2024, to deliberate on the identified needs and potential solutions. This inclusive approach ensured that diverse perspectives were considered. Following these discussions, the School Plan for Student Achievement (SPSA) was finalized between April 1 and April 5, 2024, primarily driven by administrative and School Site Council efforts, indicating a collaborative decision-making process that incorporated input from all relevant educational partners. The analysis of the metrics and educational partners' feedback has led to more access to mental health services, and a more rigorous education will continue to increase students' social and emotional well-being and help prepare them for college and careers.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Student Wellbeing Survey Percent of student risk level Source: Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)	March 2024 Social, Academic, and Emotional Behavior Risk Screener (SAEBRS): 78% of students self-reported low risk			Social, Academic, and Emotional Behavior Risk Screener (SAEBRS): 85% of students self-reported low risk	
5.2	Survey on Student Reporting Percent of student Source: Survey Monitoring Platform-Youth Truth	December 2023 Survey Monitoring Platform-Youth Truth: 50% of students say there is at least one adult willing to help with a personal problem.			Survey Monitoring Platform-Youth Truth: 65% of students say there is at least one adult willing to help with a personal problem.	
5.3	Survey on Student Reporting Percent of student Source: Survey Monitoring Platform-Youth Truth	December 2023 Survey Monitoring Platform-Youth Truth: 29% of our students agree that they work well with other students.			Survey Monitoring Platform-Youth Truth: 39% of our students agree that they work well with other students.	
5.4	Student Suspension Rate Percent of students Source: CA Dashboard	2023 CA Dashboard: All: 10.7% of students suspended once or more AA: 18.2% HI: 8.4% WH:19.6%			CA Dashboard: 9.0% of students suspended once or more AA: 16.5% HI: 6.7% WH:17.9%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.5	College and Career Indicator Percent of students prepared Source: CA Dashboard	2023 CA Dashboard: All: 1.3% prepared EL: 0% prepared HI: 1.8% prepared SED: 1.5% prepared SWD: 0% prepared			CA Dashboard: All: 2.3% prepared EL: 1% prepared HI: 2.8% prepared SED: 2.5% prepared SWD: 1% prepared	

## 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	Student WellBeing Support	Mojave High School will employ personnel (social worker and counselor) who will use data-driven Tier 1 and Tier 2 online courses and curriculum to equip students with the skills they need to be resilient, self-directed	\$361,412.00	No



Action #	Title	Description	Total Funds	Contributing
		learners and reach their goals. This action will be measured by M5.1, M5.4, M5.5.		
<b>5.2</b>	Experiential Learning	Mojave High School will establish an outdoor classroom to provide hands-on learning experiences that complement traditional indoor settings. Within this dynamic environment, students engage with nature, promoting curiosity, creativity, and physical activity. Integrating outdoor lessons enhances comprehension, stimulates sensory awareness, and cultivates environmental stewardship. By fostering a deeper connection to the natural world, an outdoor classroom enriches academic achievement and nurtures holistic development, promoting lifelong learning and well-being. This action will be measured by M5.1 & M5.5.	\$85,581.00	No
<b>5.3</b>	Professional Development	Mojave High School will contract services and internally provide evidence-based professional development in building literacy capacity and rigor across the curriculum and social emotional learning to increasing rigor, and will also provide guidance and support of PLCs to grow these communities and focus on the questions that use data to guide learning and instructional decisions. This action will be measured by M5.2 & M5.5.	\$85,000.00	No
<b>5.4</b>	Parent Engagement	Mojave High School will explore innovative approaches to boost parent engagement in school life such as interactive workshops, parent-staff collaboration meetings and events to help strengthen school-home connections to enrich student learning experiences and fosters a supportive school community and utilize the Parent Engagement Academy, an educational program that focuses on transforming parents into agents of positive change and advocates for their children's educational opportunities and well-being. They will deliver seminars for parents. This action will be measured by M5.2 & M5.4.	\$22,000.00	No
<b>5.5</b>	Intervention/Enrichment	Mojave High School will support in providing a relevant, robust, and well-rounded selection of course offerings, credit recovery, and supplemental programs, including the purchase of research and evidence-based	\$28,000.00	No

Action #	Title	Description	Total Funds	Contributing
		equipment, supplies, curriculum, and materials aligned with best practices in social-emotional learning in after-school extracurricular clubs and activities to meet the academic and social-emotional needs of students on campus. This action will be measured by M5.3, M5.4, M5.5.		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
6	By June 30, 2025, students at Hesperia Community Day School will decrease suspension rates for low income students, as shown in the metric section for this goal. The social-emotional support services and systems, enhance high-quality instruction and further engage parents in their child's path to graduation.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Hesperia Community Day School (CDS) has been identified as receiving Equity Multiplier funding due to the prior year's instability rate being more significant than 25% and a socioeconomically disadvantaged rate exceeding 70%. Equity Multiplier funds are provided to schools to support student groups who scored lowest performing on state indicators. For CDS, the focus groups are: all students at 27.1%, and low-income at 30.9% for high Suspension rates. We have taken significant steps to develop educational partner input through a comprehensive needs assessment involving all major stakeholders in several ways. Various educational partners, including administrators, staff, community members, students, and families, were actively engaged during the needs assessment phase from February 15 to March 15. During our various Staff Collaboration and Staff Leadership Meetings, CDS strengths and weaknesses were actively discussed, and areas of need were identified. Students' voices were heard via informal conversations. The administration and the leadership team regularly reviewed relevant data, including credit production, readmit rates, and discipline data. Each member of the SSC/ELAC received a document of the needs assessment to talk with more educational partners to get their input for the comprehensive needs assessment. California Dashboard analysis conducted between administration, staff, Innovate Ed, and various district employees on multiple occasions. The analysis of the metrics and educational partners' feedback has led to more access to mental health services and will continue to increase students' social and emotional well-being to get to the root cause of student suspensions.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Student Wellbeing Survey Percent of student risk level Source: Social, Academic, and	2023 Social, Academic, and Emotional Behavior Risk Screener (SAEBRS): Our official baseline will be set in the 2024-25			Social, Academic, and Emotional Behavior Risk Screener (SAEBRS):	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Emotional Behavior Risk Screener (SAEBRS)	school year, the percentage of students who self-reported low-risk.			Our official target for year 3 outcome will be set in the 2025-26 school year, which is the percentage of students who self-report low risk.	
6.2	Survey on Student Reporting Percent of student Source: Survey Monitoring Platform-Youth Truth	2023 Survey Monitoring Platform-Youth Truth: Our official baseline will be set in 2024-25 for the percentage of our students who agree that they work well with other students.			Survey Monitoring Platform-Youth Truth: Our official target for year 3 outcome will be set in 2024-25 for the percentage of our students who agree that they work well with other students.	
6.3	Student Suspension Rate Percent of students Source: CA Dashboard	2023 CA Dashboard: 27.1% of students suspended once or more SED: 30.9% of students suspended once or more			CA Dashboard: 20.1% of students suspended once or more SED: 23.9% of students suspended once or more	

## 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	Mental Health Support	Hesperia Community Day School will employ personnel (social worker and counselor) who will equip students with the skills they need to be resilient, self-directed learners and reach their goals. This action will be measured by M6.1, M6.2, & M6.3.	\$67,253.00	No
6.2	Professional Development	Hesperia Community Day School will provide professional development opportunities for teachers and staff to enhance their skills in delivering social-emotional support, high-quality instruction, and parent engagement initiatives, as well as SEL strategies, restorative discipline practices, etc. This action will be measured by M6.1, M6.2, and M6.3.	\$5,417.00	No
6.3	Parent Engagement	Hesperia Community Day School will explore innovative approaches to boost parent engagement in school life such as interactive workshops,	\$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		parent-staff collaboration meetings and events to help strengthen school-home connections to enrich student learning experiences and fosters a supportive school community. This action will be measured by M6.1 and M6.2.		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
7	By June 30, 2025, students at Shadow Ridge School will reduce the distance from standard in ELA (including English learners, and low income students) and Math (including English learners, low-income, and Hispanic students). In addition, the school will also reduce chronic absenteeism rates for low income, African American, Hispanic, and White students, as shown in the metric section for this goal. The social-emotional support services and systems, enhance high-quality instruction and further engage parents in their child's path to graduation.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement)
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An explanation of why the LEA has developed this goal.

<p>CAASPP ELA data shows that English Learner (EL) students scored -96.3, and Socioeconomically Disadvantaged (SED) students scored -78, significantly lower than other students.</p> <p>CAASPP Math data shows that all students scored at -142.9, Hispanic (H) students scored -142.7, socioeconomically disadvantaged (SED) students scored -152.7, and English Learner (EL) students scored -148.1, significantly lower than other students.</p> <p>Shadow Ridge has struggled with chronic absenteeism for all students, at 29.7%. More specifically, four groups of students—African American (AA) at 43.6%, Hispanic (H) at 26.5%, socioeconomically disadvantaged (SED) at 32.4%, and White (W) at 36.6%—were chronically absent during the 22-23 school year.</p> <ul style="list-style-type: none"><li>• 52% of Shadow Ridge School students are identified as mobile/nonstable.</li><li>• 72% of Shadow Ridge students are identified as socioeconomically disadvantaged.</li></ul> <p>Throughout the 2023-2024 school year, the SRS leadership and SLT team reviewed progress made towards our SPSA goals.</p> <p>In addition, the educational partners were involved as follows:</p> <ul style="list-style-type: none"><li>• During our various staff collaboration and staff leadership meetings, Shadow Ridge School strengths and weaknesses were actively discussed, and areas of need identified</li><li>• During SLT meetings, data was evaluated, and areas of need were discussed</li><li>• The leadership team identified areas of need with a focus on our three SPSA goals</li><li>• Formal data collections via surveys were identified -- strengths and weaknesses were communicated and discussed with educational partners, including staff and parents</li><li>• Students' voices were heard via surveys, and more structured feedback opportunities with teachers, counselors, and administration</li><li>• California Dashboard analysis conducted between administration, staff, and Ed Services through cycles of inquiry</li></ul>
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- Relevant data, including credit production, students returning to “traditional” schools, graduation rates, attendance data, career readiness information, and iReady scores, were reviewed on a regular basis by the administration and the leadership team

Based on the data collected, our WASC visit in February 2023, and our educational partner feedback, the comprehensive needs assessment was crafted for the 2023-2024 school year. Shadow Ridge will focus on increasing academic excellence in math and ELA and decreasing chronic absenteeism by hiring additional personnel. Shadow Ridge will continue to seek feedback from parents, teachers, students, and all other educational partners through our surveys, School Site Council, and ELAC meetings that are held several times throughout the year.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	CAASPP ELA Difference from standard (DFS) Source: CA Dashboard	2023 CA Dashboard: <ul style="list-style-type: none"> <li>64.5 Distance from standard</li> </ul> EL: -96.3 Distance from standard SED: 78 Distance from standard			CA Dashboard: <ul style="list-style-type: none"> <li>54.5 Distance from standard</li> </ul> EL: -86.3 Distance from standard SED: -68 Distance from standard	
7.2	CAASPP Math Difference from standard (DFS) Source: CA Dashboard	2023 CA Dashboard: All: -142.9 Distance from standard EL: -148.1 Distance from standard SED: -152.7 Distance from standard HI: -142.7 Distance from standard			CA Dashboard: All: -132.9 Distance from standard EL: -138.1 Distance from standard SED: -142.7 Distance from standard HI: -132.7 Distance from standard	
7.3	Chronic Absenteeism	2023 CA Dashboard:			CA Dashboard:	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of student Source: CA Dashboard	All: 29.7% of students chronically absent SED: 32.4% of students chronically absent AA: 43.6% of students chronically absent HI: 26.5% of students chronically absent WH: 36.6% of students chronically absent			All: 24.7% of students chronically absent SED:27.4% of students chronically absent AA:38.6% of students chronically absent HI:21.5% of students chronically absent WH:31.6% of students chronically absent	

## 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
<b>7.1</b>	Academic Support	Shadow Ridge School will employ personnel (teacher on special assignment) and provide intervention who will equip students with academic support to reach their goals. This action will be measured by M7.1 and M7.2.	\$276,500.00	No
<b>7.2</b>	EL Academic Support	Shadow Ridge School will hire two bilingual assistance. The additional personnel will support multilingual learners in achieving academic proficiency. This action will be measured by M7.1 and M7.2.	\$34,000.00	No
<b>7.3</b>	Social Emotional Support	Shadow Ridge School will employ(counselor) and contract personnel (social worker, psychologist, and counseling services)who will equip students with the skills they need to be resilient, self-directed learners and reach their goals. This action will be measured by M7.3.	\$475,800.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
8	By June 30, 2025, students at Lime Street Elementary will increase proficiency by reducing the distance from standard in ELA (including English learners, low income, and African American students) and Math (including African American students). In addition, the school will also reduce suspension rates for African American and foster youth students, and reduce chronic absenteeism for homeless, African American, and white students, as shown in the metric section for this goal. The social-emotional support services and systems, enhance high-quality instruction and further engage parents in their child's path to graduation.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Lime Street Elementary has been identified as receiving Equity Multiplier funding due to the prior year's instability rate being more significant than 25% and a socioeconomically disadvantaged rate exceeding 70%. Equity Multiplier funds are provided to schools to support student groups who scored lowest performing on state indicators. For Lime Street Elementary, the focus groups are: African American (AA) at 6.4% and Foster Youth at 6.3% for Suspension rates, and all students at -80.8, Low Income (LI) at -88.8, English Learner (EL) at -86.8, African American (AA) at -112.4 for ELA CAASPP and all students at -108.3, African American (AA) at --140.4 for Math CAASPP and lastly Homeless Youth (HY) at 73.2%, African American (AA) at 62.3% and White (WI) at 51.5% for chronic absenteeism. The SPSA was reviewed and updated with the help of the Lime Street Elementary School Site Council (SSC), which schedules to meet no less than four times a year during the fall, winter, and spring. The SSC approved the SPSA on April 6, 2024. The educational partner involvement that led to the development of our school's goals includes leadership meetings (held typically biweekly and comprised of administration, grade-level lead teachers including special education, school psychologist, and school counselor), staff meetings (held minimally biweekly), staff/student/family surveys distributed each year, near-monthly Parent Teacher Committee (PTC) meetings, and a minimum of quarterly English Language Advisory Committee (ELAC) meetings. These allow families to share their input regarding our school programs and goals. The analysis of the metrics and educational partners' feedback has led to more access to mental health services, and a more rigorous education will continue to increase students' social and emotional well-being and academic proficiency.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	Chronic Absenteeism Percent of student Source: CA Dashboard	2023 CA Dashboard: 48.3% of students who are chronically absent HY: 73.2% of students who are chronically absent AA: 62.3% of students who are chronically absent WH: 51.5% of students who are chronically absent			CA Dashboard: 43.3% of students who are chronically absent HY:68.2% of students who are chronically absent AA:57.3% of students who are chronically absent WH:46.5% of students who are chronically absent	
8.2	Student Suspension Rate Site Level Percent of students Source: CA Dashboard	2023 CA Dashboard: 2% of students suspended once or more FY:6.3% of students suspended once or more AA: 6.4% of students suspended once or more			CA Dashboard: 1% of students suspended once or more FY:4.3% of students suspended once or more AA:4.4% of students suspended once or more	
8.3	Student Wellbeing Survey Percent of student risk level Source: Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)	March 2024 Social, Academic, and Emotional Behavior Risk Screener (SAEBRS): 71% of students self-reported low risk			Social, Academic, and Emotional Behavior Risk Screener (SAEBRS): 75% of students self-reported low risk	
8.4	CAASPP ELA	2023 CA Dashboard:			CA Dashboard:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Difference from standard (DFS) Source: CA Dashboard	All students: -80.8 Difference from standard EL: -86.8 Difference from standard SED: -88.8 Difference from standard AA: -112.4 Difference from standard			All students: -70.8 Difference from standard EL: -76.8 Difference from standard SED: -78.8 Difference from standard AA: -102.4 Difference from standard	
8.5	CAASPP Math Difference from standard (DFS) Source: CA Dashboard	2023 CA Dashboard: All students: -108.3 Difference from standard AA: -140.4 Difference from standard			CA Dashboard: All students: -98.3 Difference from standard AA: -130.4 Difference from standard	

## 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
8.1	Literacy Support	Lime Street Elementary School will provide early literacy training for teachers, instructional staff, and administrators to increase the English language arts proficiency principally directed at English learners, African American, and low-income students. This action will be measured by M8.4.	\$220,609.00	No
8.2	Parent Engagement	Lime Street Elementary School will provide families with opportunities to act as resources for the overall community and more specifically English Learner families. This could include training, coaching, and support to build connections and parent education. This action will be measured by M8.1 and M8.2.	\$12,000.00	No
8.3	Student Wellbeing Support	Lime Street Elementary School will hire one Teacher on Special Assignment (TOSA). The TOSA will provide push-in support for students who present with behavioral challenges. The TOSAs will coach staff and students to develop the SEL competencies needed to support student and staff overall success. Additionally, contracted services will be added for counseling, social worker, school psychologist, and structured activities for students. This action will be measured by M8.2 and M8.3.	\$500,000.00	No
8.4	Intervention Support	Lime Street Elementary School will hire two Teachers on Special Assignment (TOSA). The TOSAs will provide intervention for upper grade students in need of Tier 2 and Tier 3 academic support to increase English language arts and math proficiency. This action is principally directed towards English learners, low-income, and African American students. This action will be measured by M8.4 and M8.5.	\$400,000.00	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
\$49,230,250	\$3,971,945

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
20.113%	13.561%	\$32,800,535.32	33.674%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Based on feedback provided by families of foster youth through the Youth Truth survey, English learners noted a need for stronger academic programs.</p> <p>The data demonstrates a disparity between the all Student group and the EL, FY, and LI student academic outcomes, therefore highlighting the need to continue to provide reduced class sizes and adequate staffing of classrooms for these identified groups in order to ensure expanded access to learning.</p> <p><b>Scope:</b> LEA-wide</p>		
1.4	<p><b>Action:</b> Access to Technology</p> <p><b>Need:</b> March 2024 iReady ELA shows student outcomes for All Students is 27% at or above grade level, English Learners (EL) scored 9% and low income (LI) scored 23%.</p> <p>March 2024 iReady Math shows student outcomes for All Students is 23% at or above grade level, English Learners (EL) scored 9% and low income (LI) scored 19%.</p> <p>The 2023 CA Dashboard shows student outcomes on the CAASPP English Language Arts (ELA) for All Students at -56.9 Distance from Standard (DFS), English Learners (EL) scored -81.2 DFS and Foster Youth (FY)</p>	<p>To increase academic achievement in ELA and Math, the Information Technology and Communication Division will provide devices and wifi access to our English learners, foster youth, and low-income student groups, as needed. Access to technology will contribute to academic proficiency by providing equity of access for our student populations qualifying as English learners, low-income, and foster youth.</p> <p>There is cause for renewed optimism about technology use in education. Compounding evidence suggests that large gains in student achievement are possible when digital tools are leveraged to enhance highly reliable instructional and learning strategies. The author's investigation efforts aim to develop a more precise language and set of ideas to discuss, enact, and evaluate high-impact uses of digital tools in education. In</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>scored -78.3 DFS and low income (LI) scored -67.8 DFS.</p> <p>The 2023 CA Dashboard shows student outcomes on the CAASPP Mathematics for All Students at -95.1 Distance from Standard (DFS), English Learners (EL) scored -113.1 DFS and Foster Youth (FY) scored -111.4 DFS and low income (LI) scored -104.7 DFS.</p> <p>Feedback provided through the Youth Truth survey by families of foster youth, English learners noted a need for stronger academic programs. In response, a focus on utilizing technology in support of the academic support in the classroom.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased access to technology to be provided to respond to the needs of these identified student groups.</p> <p><b>Scope:</b> LEA-wide</p>	<p>order to meaningfully consider effective pedagogical methods, one must take into consideration the larger context in which learning environments exist. The digital age has arguably given rise to drastic changes in the way we live, learn, and work. A learner entering K-12 education systems in the digital age will arguably need to gain more knowledge and master more skills than any previous generation in order to navigate the growing complexities of life and work in the digital age (Magana, 2019).</p> <p>Research shows that by providing student technology creates a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.</p>	
1.5	<p><b>Action:</b> Universal Access</p> <p><b>Need:</b> EOY 2024 iReady ELA shows student outcomes for All Students is 27% at or above grade level, English Learners (EL) scored 9% and low income (LI) scored 23%.</p>	<p>To increase academic achievement in ELA and Math, the Educational Services Division will continue to provide early learning opportunities for students who qualify as low-income, English learners, and foster youth. The early learning program is designed to support the learners' early childhood development in collaboration with preparation for kindergarten skills.</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>EOY 2024 iReady Math shows student outcomes for All Students is 23% at or above grade level, English Learners (EL) scored 9% and low income (LI) scored 19%.</p> <p>Early learning opportunities are crucial for low-income, foster youth, and socioeconomically disadvantaged (SED) students due to various needs and conditions. Research shows that children often start school with fewer academic skills due to limited access to quality early education and fewer resources at home; the National Institute for Early Education Research highlights that high-quality early learning programs can provide a strong foundation in literacy, numeracy, and social skills. This is essential given that 85% of kindergarten students meet academic standards based on the district ESGI assessment, indicating that those not meeting standards need extra support to catch up.</p> <p>Feedback from educational partners emphasizes the need for stronger early-learning programs. The Youth Truth survey reveals that families of foster youth, English learners, and low-income students see a critical need for enhanced academic programs. These families face challenges such as instability and language barriers, hindering academic success. Early learning initiatives can address these challenges, leveling the playing field and ensuring equal opportunities for success. Early intervention is vital for closing achievement gaps and</p>	<p>Through vertical alignment on site with the teachers of PK, TK, K, and 1st, the success, challenges, and next steps for implementation are outlined for implementation. Common assessment language in PK (DRDP), K (ESGI), and 1st grade with iReady allow for data monitoring. The early learner program is designed to support the learners' early childhood development in collaboration with preparation for kindergarten skills. This action will be measured by the local data from iReady, ESGI and DRDP assessments. The enrollment process identifies, through reasonable assumption, the preschool students are from low-income and English learner subgroups.</p> <p>Rober Carr from Stanford School of Public Policy (2021) found the benefits of ECE may be more likely to persist in a policy context in which educational systems promote the alignment of content standards, curriculum, and classroom quality across preschool and elementary schools. Such alignment will require cooperation and collaboration between ECE programs (Head Start, state-funded pre-K, Title I preschool, and other community-based providers) and local education agencies, as well as state and federal policies to incentivize this work.</p> <p>Research shows that providing an early learning program LEA-wide, while focusing on English learners, foster youth, and socioeconomically disadvantaged students, ensures access to quality education for all students, fostering a diverse</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>promoting long-term educational success, supporting the broader goal.</p> <p><b>Scope:</b> Schoolwide</p>	<p>learning environment and benefiting cognitive and social-emotional development across the district.</p>	
1.6	<p><b>Action:</b> Instructional Support: Instructional Coach</p> <p><b>Need:</b> March 2024 iReady ELA shows student outcomes for All Students is 27% at or above grade level, English Learners (EL) scored 9% and low income (LI) scored 23%.</p> <p>March 2024 iReady Math shows student outcomes for All Students is 23% at or above grade level, English Learners (EL) scored 9% and low income (LI) scored 19%.</p> <p>The 2023 CA Dashboard shows student outcomes on the CAASPP English Language Arts (ELA) for All Students at -56.9 Distance from Standard (DFS), English Learners (EL) scored -81.2 DFS and Foster Youth (FY) scored -78.3 DFS and low income (LI) scored -67.8 DFS.</p> <p>The 2023 CA Dashboard shows student outcomes on the CAASPP Mathematics for All Students at -95.1 Distance from Standard (DFS), English Learners (EL) scored -113.1 DFS and Foster Youth (FY) scored -111.4 DFS and low income (LI) scored -104.7 DFS.</p>	<p>To increase academic achievement in ELA and Math, the Educational Services Division will provide instructional coaching to promote innovative practices, ensure equity, and increase student achievement principally directed for English learners, low-income, and foster youth students.</p> <p>Instructional coaches are invaluable assets to schools, providing teachers with personalized support to enhance their instructional practices. As Jim Knight states, "Coaching is not about telling teachers what to do, but rather empowering them to discover their own solutions." This collaborative approach leads to increased teacher efficacy, ultimately resulting in improved student outcomes.</p> <p>An LEA-wide initiative ensures consistent implementation and integration of programs within the district's educational framework, supporting a cohesive strategy that enhances overall student outcomes and supports long-term educational goals.</p>	<p>This action will be measured by the metrics identified in the action description.</p>

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>Feedback provided through the Youth Truth survey by families of foster youth, English learners noted a need for stronger academic programs. In response, a focus on strengthening the district-wide plan includes providing all students with sites that engage in professional learning around guaranteed viable curriculum in a focus on reducing the variance across the district.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased focus on instructional support and professional learning to be provided to respond to the needs of these identified student groups. The district is committed to providing services and support for this student group to provide opportunities for growth in ELA and Math.</p> <p><b>Scope:</b> LEA-wide</p>		
1.7	<p><b>Action:</b> Professional Development</p> <p><b>Need:</b> March 2024 iReady ELA shows student outcomes for All Students is 27% at or above grade level, English Learners (EL) scored 9% and low income (LI) scored 23%.</p>	To increase academic achievement in ELA and Math, the Educational Services Division will provide all teachers, support staff, and administrators with professional development (in-house, contracted, conferences, etc) as an important component of preparing staff to support student learning and achievement. Some areas of focus for professional development include early literacy, early numeracy, Dual Language Immersion (DLI), Integrated Multi-Tiered System of	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>March 2024 iReady Math shows student outcomes for All Students is 23% at or above grade level, English Learners (EL) scored 9% and low income (LI) scored 19%.</p> <p>The 2023 CA Dashboard shows student outcomes on the CAASPP English Language Arts (ELA) for All Students at -56.9 Distance from Standard (DFS), English Learners (EL) scored -81.2 DFS and Foster Youth (FY) scored -78.3 DFS and low income (LI) scored -67.8 DFS.</p> <p>The 2023 CA Dashboard shows student outcomes on the CAASPP Mathematics for All Students at -95.1 Distance from Standard (DFS), English Learners (EL) scored -113.1 DFS and Foster Youth (FY) scored -111.4 DFS and low income (LI) scored -104.7 DFS.</p> <p>Feedback provided through staff input, a need for further professional development to support the identified student groups, low-income and English learners. In response, a focus on strengthening the district-wide plan includes providing all students with access to a guaranteed and viable curriculum or a school-level model that ensures that all students receive the same content, knowledge, and skills and that these are aligned with state standards and additional support while also aligning the district's goals with teaching practices.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI</p>	<p>Support (iMTSS), Advancement Via Individual Determination (AVID), Student Health and Wellness, etc. This action is principally directed to students qualifying as low-income, English learner, and foster youth.</p> <p>Professional development is crucial for teachers to stay effective educators. As educational researcher Noam Chomsky said, "If you're teaching today what you were teaching five years ago, either the field is dead or you are," highlighting the ever-evolving nature of education. These programs equip teachers with new instructional methods, technological advancements, and knowledge of best practices, ultimately leading to improved student learning and a more fulfilling teaching experience.</p> <p>Implementing programs LEA-wide ensures that all students, including English Learners (EL), foster youth (FY), and socioeconomically disadvantaged (SED) students, have equitable access to quality educational resources, preventing any group from falling behind the others.</p>	



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>students therefore highlighting the need for increased professional development opportunities to be provided to respond to the needs of these identified student groups. The district is committed to providing services and support for this student group to provide opportunities for growth in ELA and Math.</p> <p><b>Scope:</b> LEA-wide</p>		
1.12	<p><b>Action:</b> College &amp; Career Preparation</p> <p><b>Need:</b> The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP English Language Arts (ELA) for All Students at 39.15% who exceeded standards, English Learners (EL) scored 11.22%, and Foster Youth (FY) scored 15.38% and low-income (LI) scored 33.78%.</p> <p>The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP Mathematics for All Students at 16.55% who exceeded standards, English Learners (EL) scored 2.63%, and Foster Youth (FY) scored 12.50%, and low income (LI) scored 12.93%.</p> <p>The 2023 CA Dashboard shows that 93% of all students, 73.8% of foster youth, 90.1% of English Learners, and 92.6% low-income graduate high school within four years.</p>	<p>To increase academic achievement in ELA and Math, the Educational Services Division will continue to provide 3 College and Career Readiness Counselors and support staff principally directed for our English learners, low-income, and foster youth to oversee the College and Career Resource Center, support Dual Enrollment, and support Career Technical Education (CTE) pathway expansion.</p> <p>According to a case study by Advance CTE Reports (2021), fostering strong relationships that break silos between learning and work and align skill-building opportunities across secondary, postsecondary, adult, and professional levels is critical to building high-quality career pathways and learner-centered career preparation ecosystems. In this work, trust, common purpose, and resources for sustainability are all necessary for effective state and local partnerships. Offering a robust CTE Pathways program is a well-researched practice that meets the criteria for "evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and</p>	This action will be measured by the metrics identified in the action description.

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	<p>Feedback provided through the Youth Truth survey by foster youth, English learners, and low-income students noted a need for continued support in college and career readiness, with 40% reporting they feel prepared. In response, continued support in the area of college and career readiness with our counselors specifically support students.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased student support in college and career readiness with additional counselors to be provided to respond to the needs of these identified student groups. The district is committed to providing services and support for this student group to provide opportunities for growth in college and career readiness.</p> <p><b>Scope:</b> LEA-wide</p>	<p>principally directed action to support improved outcomes for our unduplicated student groups. Additionally, according to Xing, Huerta, and Garza (2019), college preparation activities, in general, had a significant impact on students' education and work attainment within one year after high school. Specifically, significant predictors varied depending on which outcomes (i.e., education and work) were considered. Taking college classes while in high school had a significant influence on three outcomes after high school: post-high school education and work, education only, and work only.</p> <p>Research shows that by providing additional college and career readiness counselors to create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.</p>	
1.15	<p><b>Action:</b> College and Career Preparation: Career Technical Education</p> <p><b>Need:</b> EL students may struggle with traditional academic paths. CTE and dual enrollment programs can increase engagement by offering diverse learning modalities and pathways to success that are not solely reliant on language proficiency. Additionally, Many foster youth need to become self-sufficient at a</p>	<p>To increase academic achievement in ELA and Math, the Educational Services Division will continue to provide Career and Technical Education (CTE) Pathways and Programs and expand articulation and dual enrollment with Victor Valley College, Barstow Community College, and CSUSB. These programs are funded through a combination of grant resources and supplemental dollars. CTE programs are principally directed for our English learners, foster youth, and low-income student groups, allowing students to be career-ready as they graduate.</p>	<p>This action will be measured by the metrics identified in the action description.</p>

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	<p>younger age. CTE programs provide practical skills and certifications that can lead to immediate employment opportunities, supporting their transition to independence. These students might face economic pressure to enter the workforce early. Dual enrollment and CTE programs allow them to gain college credits and workforce skills while still in high school, reducing the time and cost of obtaining a degree or certification. CCI data shows all students are 51.4% prepared, and foster youth students are 22.5% prepared, English learner students are 40.3% prepared and low-income students are 48.6% prepared</p> <p>Feedback provided through the Youth Truth survey by foster youth, English learners, and low-income students noted a need for continued college and career readiness support, with 40% reporting they feel prepared. In response, continued support in the area of career technical education access and growth throughout the district.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students, therefore highlighting the need for increased access to career technical services and dual enrollment to respond to the needs of these identified student groups. The district is committed to providing services and support for this student group to provide opportunities for growth in college and career readiness.</p> <p><b>Scope:</b></p>	<p>According to a case study by Advance CTE Reports (2021), fostering strong relationships that break silos between learning and work and align skill-building opportunities across secondary, postsecondary, adult, and professional levels is critical to building high-quality career pathways and learner-centered career preparation ecosystems. In this work, trust, common purpose, and resources for sustainability are all necessary for effective state and local partnerships. Offering a robust CTE Pathways program is a well-researched practice that meets the criteria for "evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for our unduplicated student groups. Additionally, according to Xing, Huerta, and Garza (2019), college preparation activities, in general, had a significant impact on students' education and work attainment within one year after high school. Specifically, significant predictors varied depending on which outcomes (i.e., education and work) were considered. Taking college classes while in high school had a significant influence on three outcomes after high school: post-high school education and work, education only, and work only.</p> <p>The research states that All Students gain from career technical education pathways. Research shows that providing increased access to career technical education and dual enrollment which helps create a responsive and adaptive learning environment. A district-wide approach creates a diverse and inclusive learning environment where</p>	

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

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	<p>AVID Excel programs at sites to increase college and career preparedness.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased access to AVID strategies and learning to be provided to respond to the needs of these identified student groups. The district is committed to providing services and support for this student group to provide opportunities for growth in college and career readiness.</p> <p><b>Scope:</b> LEA-wide</p>		
1.17	<p><b>Action:</b> Intervention/Enrichment/Acceleration</p> <p><b>Need:</b> March 2024 iReady ELA shows student outcomes for All Students: 27% at or above grade level, English Learners (EL) scored 9%, and low-income (LI) students scored 23%.</p> <p>March 2024 iReady Math shows that student outcomes for all students are 23% at or above grade level, English Learners (EL) scored 9%, and low income (LI) scored 19%.</p> <p>The 2023 CA Dashboard shows student outcomes on the CAASPP English Language Arts (ELA) for All Students at -56.9 Distance from Standard (DFS), English Learners (EL)</p>	<p>To increase academic achievement in ELA and Math, the Educational Services Division will provide summer school programs, tutoring, and intervention to address graduation and UC/CSU A-G credit and learning recovery opportunities for schools and students. The opportunities are principally directed to our students qualifying as English learners, foster youth, and low-income to receive academic support.</p> <p>In order to generate meaningful impacts, early learning experiences need to be rich and engaging. Implementing a high-quality preschool program well—offering compensation and support that attract and retain a highly qualified workforce; a program day that provides adequate, productive learning time and activities; and child assessments used to individualize learning—is complex and</p>	This action will be measured by the metrics identified in the action description.

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



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

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	<p>would increase student learning and engagement.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased academic programs to be provided to respond to the needs of these identified student groups. The district is committed to providing additional programs, Dual Language Immersion.</p> <p><b>Scope:</b> Schoolwide</p>		
<b>1.19</b>	<p><b>Action:</b> Supplemental Supports to Academics</p> <p><b>Need:</b> March 2024 iReady ELA shows student outcomes for All Students is 27% at or above grade level, English Learners (EL) scored 9% and low income (LI) scored 23%.</p> <p>March 2024 iReady Math shows student outcomes for All Students is 23% at or above grade level, English Learners (EL) scored 9% and low income (LI) scored 19%.</p> <p>The 2023 CA Dashboard shows student outcomes on the CAASPP English Language Arts (ELA) for All Students at -56.9 Distance from Standard (DFS), English Learners (EL) scored -81.2 DFS and Foster Youth (FY)</p>	<p>To increase academic achievement in ELA and Math, the Educational Services Division will continue to provide support to school sites to implement approved supplemental programs, services, and related supplies principally targeted for our unduplicated students' academic success as well as promote school connectedness through additional staff supports, fine arts/music, field trips, transportation, athletics, engagement activities such as assemblies, etc. These funds can support cross-curricular activities and supports.</p> <p>Supplemental instructional materials and services offer valuable support to enhance student learning by providing additional resources and expertise. As David Sousa states, "Differentiated instruction is about honoring students' readiness levels, interests, and learning profiles." These materials and services can help bridge learning gaps, cater</p>	<p>This action will be measured by the metrics identified in the action description.</p>



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

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

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

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

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	LEA-wide		
<b>2.5</b>	<p><b>Action:</b> Social Emotional Support</p> <p><b>Need:</b> The district data identified that chronic absenteeism data indicates that all students are 35.4% chronically absent. In comparison, the data showed that our low-income (40.5%).</p> <p>The district data identified that suspension and expulsion data indicate that all students have a 5.6% suspension rate and a 0.3% expulsion rate. In comparison, the data showed that our low-income (6.1% and 0.4%), English learners (5.5% and 0.4%), and foster youth (9.5% and 0.5%) were suspended and expelled. Foster youth and low-income student groups are suspended and expelled at a higher rate.</p> <p>The Youth Truth Family Survey shows 54% of families view school as safe and 59% are engaged in school. Through a lens of continuous improvement, the District will continue to focus on increasing the feeling of safety and engagement.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased social emotional support to be provided to respond to the needs of these identified student groups.</p>	<p>To increase student wellbeing and school climate, the Educational Services Department will continue to employ additional counselors to provide layered academic and social-emotional support principally directed for English learners, low-income, and foster youth students to increase achievement, social, emotional support, and progress towards decreasing chronic absenteeism.</p> <p>According to Layola Marymount University, school social-emotional and mental health specialists are critical members of school teams, providing support for students, teachers, and parents. They have expertise in mental health, behavior, and education. School psychologists help children succeed academically, emotionally, and socially. They are leaders who strive to create safe, responsive, and supportive learning environments.</p> <p>The research states that All Students gain from the addition of social-emotional supports. Research shows that by providing timely social-emotional support done helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.</p>	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
	<b>Scope:</b> LEA-wide		
<b>2.6</b>	<p><b>Action:</b> Behavior Interventions</p> <p><b>Need:</b> The district data identified that chronic absenteeism data indicates that all students are 35.4% chronically absent. In comparison, the data showed that our low-income (40.5%).</p> <p>The district data identified that suspension and expulsion data indicate that all students have a 5.6% suspension rate and a 0.3% expulsion rate. In comparison, the data showed that our low-income (6.1% and 0.4%), English learners (5.5% and 0.4%), and foster youth (9.5% and 0.5%) were suspended and expelled. Foster youth and low-income student groups are suspended and expelled at a higher rate.</p> <p>The Youth Truth Family Survey shows 54% of families view school as safe and 59% are engaged in school. Through a lens of continuous improvement, the District will continue to focus on increasing the feeling of safety and engagement.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased access to behavior intervention practices to be provided to respond to the needs of these identified student groups.</p>	<p>To increase student well-being and school climate, the Educational Services Department will continue to employ two Board Certified Behavior Analysts and employ 6 behavior intervention specialists to help teachers provide behavior support, principally directed for our English Learners, low-income and foster youth, who have been identified as key levers in improving outcomes for unduplicated students with the highest needs to help prevent disruptions to learning.</p> <p>According to The Education Trust (2019), school counselors provide critical social-emotional and academic support as part of a school support team. BCBA and Public Education: Rationale and Guidelines state that through a comprehensive school counseling program that promotes success and achievement for all students, school counselors can help set students on a path to postsecondary success. Schools are faced with significant needs related to managing issues related to students who present with complex behavioral needs. BCBAs are specialists who are able to guide programs for managing challenging behaviors and complex instructional issues. Working within a team structure to promote socially positive and adaptive behaviors for students, BCBAs can augment the work done by school psychologists, guidance counselors, teachers, and other school professionals.</p> <p>The research states that All Students gain from the implementation of behavioral intervention</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
	<b>Scope:</b> LEA-wide	supports. Research shows that by providing timely behavior intervention practices helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.	
<b>2.7</b>	<p><b>Action:</b> Tiered Supports</p> <p><b>Need:</b> The district data identified that chronic absenteeism data indicates that all students are 35.4% chronically absent. In comparison, the data showed that our low-income (40.5%).</p> <p>The district data identified that suspension and expulsion data indicate that all students have a 5.6% suspension rate and a 0.3% expulsion rate. In comparison, the data showed that our low-income (6.1% and 0.4%), English learners (5.5% and 0.4%), and foster youth (9.5% and 0.5%) were suspended and expelled. Foster youth and low-income student groups are suspended and expelled at a higher rate.</p> <p>The Youth Truth Family Survey shows 54% of families view school as safe and 59% are engaged in school. Through a lens of continuous improvement, the District will continue to focus on increasing the feeling of safety and engagement.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for</p>	<p>To increase student well-being and school climate, the Educational Services department will continue to employ a coordinator and psychologist to work with sites to implement Tier 1, Tier 2, and Tier 3 academic and behavioral systems of support for our English learners, foster youth, and low-income student groups. Staff capacity will be increased to provide additional district and school-level support for the unduplicated student groups' social-emotional, behavioral, and mental health needs.</p> <p>Schools that use the MTSS framework have shown ongoing improvements in students' academic performance. Studies also show expulsions, behavior referrals, and suspensions have decreased. MTSS is designed to help every student succeed and for every teacher to know how to help their students. LEA has determined to continue with the actions listed above in supporting improved academic, social and behavioral outcomes for our unduplicated student groups.</p> <p>The research states that All Students gain from the implementation of tiered supports. Research shows that by providing timely, actionable data, tiered supports helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI,</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>increased tiered supports and resources to be provided to respond to the needs of these identified student groups.</p> <p><b>Scope:</b> LEA-wide</p>	ELs, LTELs, and FY is critical, as they lag behind their peers.	
<b>2.8</b>	<p><b>Action:</b> Student Support and Access</p> <p><b>Need:</b> The district data identified that chronic absenteeism data indicates that all students are 35.4% chronically absent. In comparison, the data showed that our low-income (40.5%).</p> <p>The district data identified that suspension and expulsion data indicate that all students have a 5.6% suspension rate and a 0.3% expulsion rate. In comparison, the data showed that our low-income (6.1% and 0.4%), English learners (5.5% and 0.4%), and foster youth (9.5% and 0.5%) were suspended and expelled. Foster youth and low-income student groups are suspended and expelled at a higher rate.</p> <p>The Youth Truth Family Survey shows 54% of families view school as safe and 59% are engaged in school. Through a lens of continuous improvement, the District will continue to focus on increasing the feeling of safety and engagement.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI</p>	<p>To increase student well-being and school climate, the Educational Services Division and Student Services Department will continue to provide services during the school day that support academic, behavioral, and social-emotional support. Including a safe and media-rich campus and access to culturally responsive libraries, principally directed to our students identified as low-income, English learner, and foster youth, beyond what is provided in the classroom. 12 Campus assistants (student support across the campus outside of the classrooms), 24 library media specialists, and 24 technology support technicians will provide these support services.</p> <p>Public school support staff wear many hats, ensuring a smooth learning environment for students beyond just academics, as noted by the National Center on Safe Supportive Learning Environments (NCSSLE). The impact of support staff goes beyond their specific duties. They often build positive relationships with students, fostering a sense of community and belonging within the school. This is highlighted by the American Federation of Teachers, who emphasize the importance of recognizing support staff's contributions to student success.</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>students therefore highlighting the need for increased resources and personnel to be provided to respond to the needs of these identified student groups.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The research states that All Students gain from the addition of support staff. Research shows that by providing timely, supplemental resources and additional personnel helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.</p>	
2.9	<p><b>Action:</b> Transportation</p> <p><b>Need:</b> The district data identified that chronic absenteeism data indicates that all students are 35.4% chronically absent. In comparison, the data showed that our low-income (40.5%).</p> <p>The district data identified that suspension and expulsion data indicate that all students have a 5.6% suspension rate and a 0.3% expulsion rate. In comparison, the data showed that our low-income (6.1% and 0.4%), English learners (5.5% and 0.4%), and foster youth (9.5% and 0.5%) were suspended and expelled. Foster youth and low-income student groups are suspended and expelled at a higher rate.</p> <p>The Youth Truth Family Survey shows 54% of families view school as safe and 59% are engaged in school. Through a lens of continuous improvement, the District will continue to focus on increasing the feeling of safety and engagement.</p>	<p>To increase student well-being and school climate, the Fiscal Services Division will provide transportation principally directed for our English learners, foster youth, and low-income populations to increase overall attendance rates and student engagement.</p> <p>According to a study by transportation researcher Dr. Brenda Hernandez, school district bus services primarily provide students with two key benefits:  <b>Accessibility to Education:</b> Bus routes are designed to ensure students living in areas beyond walking distance can reach their schools. This promotes equal access to education for all students regardless of their geographic location.  <b>Safe and Reliable Transportation:</b> School buses offer a safe and supervised mode of transportation, reducing the burden on parents and guardians who might not have personal vehicles or the time to drive their children to school every day.</p> <p>The research states that All Students gain from the continuation of transportation. Research shows that by providing timely, actionable data, progress monitoring helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs,</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>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased availability of transportation to be provided to respond to the needs of these identified student groups.</p> <p><b>Scope:</b> LEA-wide</p>	<p>LTELs, and FY is critical, as they lag behind their peers.</p>	
2.10	<p><b>Action:</b> Alternative Setting</p> <p><b>Need:</b> The district data identified that chronic absenteeism data indicates that all students are 35.4% chronically absent. In comparison, the data showed that our low-income (40.5%).</p> <p>The district data identified that suspension and expulsion data indicate that all students have a 5.6% suspension rate and a 0.3% expulsion rate. In comparison, the data showed that our low-income (6.1% and 0.4%), English learners (5.5% and 0.4%), and foster youth (9.5% and 0.5%) were suspended and expelled. Foster youth and low-income student groups are suspended and expelled at a higher rate.</p> <p>The Youth Truth Family Survey shows 54% of families view school as safe and 59% are engaged in school. Through a lens of continuous improvement, the District will continue to focus on increasing the feeling of safety and engagement.</p>	<p>To increase student wellbeing and school climate, the Educational Services division will provide alternative settings These settings include low student-to-staff ratios to support students struggling in traditional school settings. Intensive supports are intended to accelerate learning and assist the student in successfully transitioning back to the traditional school settings.</p> <p>Every student is unique in terms of educational background, learning ability, and interest in school. When given the same test, two students from the same class can achieve very different scores because academic achievement is determined by more than just the curriculum. A child's performance in school is affected by in-school factors such as the teacher's education level, availability of resources, and curriculum. However, it is also affected by other factors such as the student's socioeconomic status, home life, and personal or learning challenges. An alternative school is a school that doesn't provide the typical educational experience. Another way to think of an alternative school is that it is designed to educate students who haven't been successful in regular</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>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students. EL, FY, and low-income students often face unique challenges, such as language barriers, trauma, and unstable home environments, which can hinder their success in traditional school settings. Therefore highlighting the need for increased opportunity for an alternative school setting to be provided to respond to meet the unique needs of these identified student groups. Offering specialized programs allows for more efficient use of resources and funding, enabling the site to coordinate efforts and maximize the impact of interventions for all students, especially targeted student groups.</p> <p><b>Scope:</b> LEA-wide</p>	<p>schools, often due to behavioral issues (Barrington, 2022).</p> <p>The research states that All Students gain from the implementation of alternative school settings. Research shows that by providing actionable data from an alternative setting which helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.</p>	
2.12	<p><b>Action:</b> Student Engagement</p> <p><b>Need:</b> The district data identified that chronic absenteeism data indicates that all students are 35.4% chronically absent. In comparison, the data showed that our low-income (40.5%).</p> <p>The district data identified that suspension and expulsion data indicate that all students have a 5.6% suspension rate and a 0.3% expulsion rate. In comparison, the data showed that our low-income (6.1% and 0.4%), English learners</p>	<p>To increase student well-being and school climate, the Educational Services Division will continue to provide a well-rounded educational program before, during, and after school that promotes the emotional, physical, and social well-being of students, including, but not limited to, peer counseling, Schoolwide Positive Behavior Intervention Support (PBIS), and robotics, and student clubs.</p> <p>A well-rounded education equips individuals with a broad range of knowledge and skills that go beyond just core subjects like math and language</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>(5.5% and 0.4%), and foster youth (9.5% and 0.5%) were suspended and expelled. Foster youth and low-income student groups are suspended and expelled at a higher rate.</p> <p>The Youth Truth Family Survey shows 54% of families view school as safe and 59% are engaged in school. Through a lens of continuous improvement, the District will continue to focus on increasing the feeling of safety and engagement.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased supports and resources to increase student engagement to be provided to respond to the needs of these identified student groups.</p> <p><b>Scope:</b> LEA-wide</p>	<p>arts. According to Abbie Lieberman of NewAmerica.org, an emphasis on standardized testing has unfortunately led some schools to narrow their curriculum. This focus on "teaching to the test" can neglect the importance of a well-rounded education, which, as Lisa Hansel and Robert Pondiscio argue, is crucial for building strong critical thinking skills. They point out that a student's ability to comprehend text relies on exposure to a variety of subjects like science, history, and the arts, which all contribute to a richer vocabulary and overall knowledge base.</p> <p>The research states that All Students gain from the implementation of student engagement programs. Research shows that by providing increases student engagement opportunities helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.</p>	
3.2	<p><b>Action:</b> Family Education and Resources</p> <p><b>Need:</b> The Youth Truth Family Survey shows that 68.5% of all student families both agree or strongly agree that the communication and options for feedback are proficient. Through a lens of continuous improvement, the District will continue to focus on increasing communication and feedback.</p>	<p>To increase family engagement, the Educational Services Division will provide parent training, learning opportunities, workshops, and related supplies through the District Family Resource Center, district office, and site parent centers principally directed for our parents of English learners, low-income, and foster youth student groups. Additionally, focused learning for parents of students with disabilities will be provided through Community SPED Talks. This will provide and expand opportunities for parents to learn how</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>57.2% of families of students who are low-income, English learners, or foster youth agree or strongly agree that they are involved in their student school</p> <p>9% of families district-wide responded to the survey provided to all families.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased availability of family community liaisons to be provided to respond to the needs of these identified student groups.</p> <p>EL, FY, and SED families may face barriers such as language differences, limited access to educational resources, and a lack of familiarity with the school system, which can impede their ability to support their children's academic success. By offering family education and resources, the district can empower parents and guardians with the knowledge and tools needed to engage in their children's education actively.</p> <p><b>Scope:</b> LEA-wide</p>	<p>they can be more engaged in student learning and provide input into school decision-making.</p> <p>According to Sonia Rodriguez, a school, family, and community liaison, family-community liaisons act as bridges between schools, families, and the wider community. Their responsibilities encompass a variety of tasks aimed at fostering a strong and supportive learning environment for students. Overall, Family-Community Liaisons play a crucial role in creating a collaborative network around the school, where families, educators, and community partners work together for student success.</p> <p>The research states that All Students gain from the implementation of resources for families. Research shows that by providing additional resources to families helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.</p>	
3.3	<p><b>Action:</b> Family Resource Centers</p> <p><b>Need:</b> The Youth Truth Family Survey shows that 68.5% of all student families both agree or</p>	<p>To increase family engagement, the Educational Services Division will increase collaboration opportunities between the district family community liaison and site family community liaisons by adding 24 family community liaisons. The purpose is to develop the site and district-wide</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>strongly agree that the communication and options for feedback are proficient. Through a lens of continuous improvement, the District will continue to focus on increasing communication and feedback.</p> <p>57.2% of families of students who are low-income, English learners, or foster youth who agree or strongly agree that they are involved in their student school</p> <p>9% of families district-wide responded to the survey provided to all families.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased availability of family community liaisons to be provided to respond to the needs of these identified student groups.</p> <p>EL, FY, and SED families may struggle with accessing essential resources, navigating the education system, and providing adequate support for their children's learning due to language barriers, financial constraints, or lack of knowledge about available services.</p> <p><b>Scope:</b> LEA-wide</p>	<p>parent engagement plans, which will lead to improved student outcomes and increased parent involvement.</p> <p>According to Sonia Rodriguez, a school, family, and community liaison, family-community liaisons act as bridges between schools, families, and the wider community. Their responsibilities encompass a variety of tasks aimed at fostering a strong and supportive learning environment for students. Overall, Family-Community Liaisons play a crucial role in creating a collaborative network around the school, where families, educators, and community partners work together for student success.</p> <p>An LEA-wide initiative ensures consistent implementation and integration of programs within the district's family and community engagement framework, supporting a cohesive strategy that enhances overall student outcomes and supports long-term family engagement goals.</p>	
3.4	<b>Action:</b> Resource Center Computer Learning Specialist	To increase family engagement, the Educational Services Division will employ a Computer Learning Specialist at the Family Resource Center to provide workshops and classes on technology	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><b>Need:</b> The Youth Truth Family Survey shows that 68.5% of all student families both agree or strongly agree that the communication and options for feedback are proficient. Through a lens of continuous improvement, the District will continue to focus on increasing communication and feedback.</p> <p>57.2% of families of students who are low-income, English learners, or foster youth who agree or strongly agree that they are involved in their student school</p> <p>9% of families district-wide responded to the survey provided to all families.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased availability of personnel supports at family resource center to be provided to respond to the needs of these identified student groups.</p> <p>EL, FY, and SED students often lack access to technology and digital resources at home, which can create significant gaps in their ability to complete assignments, develop essential skills, and stay competitive in an increasingly digital world.</p> <p><b>Scope:</b> LEA-wide</p>	<p>platforms, principally directed for parents of English learners, low-income, and foster youth, to support and monitor their students' progress.</p> <p>A computer learning specialist in a school district can offer a wealth of benefits to families, bridging the digital divide and empowering them to be active participants in their children's education. According to Julie Allan, a leading advocate for digital literacy, here's how: Tech troubleshooting and support: Families often face technical hurdles at home, from setting up devices to navigating online learning platforms. A computer learning specialist can provide workshops and individual consultations, equipping families with the skills to solve basic problems and maximize their use of technology for learning. (Allan, 2022) Digital literacy training: Not all parents are comfortable in the digital world. The specialist can offer workshops on essential digital literacy skills like online safety, responsible internet use, and using technology for research and communication. This empowers families to guide their children's digital experiences effectively. (Allan, 2022)</p> <p>The research states that All Students gain from the availability of technology support staff. Research shows that by providing timely, actionable data, progress monitoring helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.</p>	



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.5	<p><b>Action:</b> Family Communication</p> <p><b>Need:</b> The Youth Truth Family Survey shows that 68.5% of all student families both agree or strongly agree that the communication and options for feedback are proficient. Through a lens of continuous improvement, the District will continue to focus on increasing communication and feedback.</p> <p>57.2% if families of students who are low-income, English learners, or foster youth who agree or strongly agree that they are involved in their student school</p> <p>9% of families district-wide responded to the survey provided to all families.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased communication options to be provided to respond to the needs of these identified student groups.</p> <p>Families of EL, FY, and SED students may face challenges in understanding school expectations, navigating the educational system, or accessing support services. By enhancing family communication, schools can ensure that parents and guardians are informed, engaged, and empowered to support their children's education.</p>	<p>To increase family engagement, the Educational Services Division will provide resources dedicated to the improvement of translation services through third-party contracted services and three district-employed translators for parents and guardians of our students qualifying as low-income, English learners, and foster youth. Translation services are to be used to ensure equitable two-way communication between families and schools.</p> <p>Education translation services and interpreting services to help students with limited English proficiency to progress academically, feel comfortable within the academic environment, and to communicate effectively while learning English. Studies suggest that parental involvement can lead to academic gains for students: higher grades and test scores improved social skills and time on task, better attendance and participation, and decreased behavioral problems in the classroom.</p> <p>The research states that All Students gain from the continuation of family communication options. Research shows that by providing timely communication options helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.</p>	<p>This action will be measured by the metrics identified in the action description.</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> LEA-wide		
<b>3.6</b>	<p><b>Action:</b> Community Outreach</p> <p><b>Need:</b> The Youth Truth Family Survey shows that 68.5% of all student families both agree or strongly agree that the communication and options for feedback are proficient. Through a lens of continuous improvement, the District will continue to focus on increasing communication and feedback.</p> <p>57.2% of families of students who are low-income, English learners, or foster youth who agree or strongly agree that they are involved in their student school</p> <p>9% of families district-wide responded to the survey provided to all families.</p> <p>The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased community outreach and partnerships to be provided to respond to</p> <p>Many EL, FY, and SED families may face barriers such as language differences, lack of access to resources, and limited understanding of the education system, which can hinder their ability to support their children's education.</p>	<p>To increase family engagement, the Educational Services Division will host outreach events, including but not limited to fairs, summits, and conferences for the purpose of building community connections and raising awareness of educational programs, supports, and opportunities. The purpose of these events will be to increase parent involvement and increase student academic outcomes.</p> <p>According to Hanover Research, a leading education research firm, community outreach in school districts offers a wealth of benefits for families. One key advantage is the positive impact on student achievement. Studies have shown that strong family-school-community partnerships are linked to students acquiring literacy skills faster, progressing to higher education, and even reducing dropout rates.</p> <p>The research states that All Students gain from the implementation of family engagement events. Research shows that by providing community partnerships and outreachcreate a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.</p>	This action will be measured by the metrics identified in the action description.

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
	<b>Scope:</b> LEA-wide		

### **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
<b>1.8</b>	<p><b>Action:</b> EL Academic Support: Professional Development</p> <p><b>Need:</b> The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP English Language Arts (ELA) for all Students at 39.15% who exceeded standards, English Learners (EL) scored 11.22%</p> <p>The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP Mathematics for All Students at 16.55% who exceeded standards and English Learners (EL) scored 2.63%</p> <p>The 2023 CA Dashboard shows that 93% of all students and 90.1% of English Learners graduate high school within four years.</p>	<p>The Educational Services Division will provide high-quality professional development and coaching to support the implementation of integrated and designated ELD to support our English learners. Professional development in English learner teaching strategies is crucial for school districts to effectively support the diverse linguistic needs of their students. Schools can create inclusive learning environments that foster language acquisition and academic success by equipping teachers with evidence-based instructional approaches. Ongoing professional development empowers educators to differentiate instruction, build cultural competence, and collaborate effectively to meet the unique challenges and strengths of English learners.</p> <p>In 2013, 4.4 million U.S. public school students were classified as English learners (ELs). These students come to school with the benefit of speaking a language other than English. All the</p>	This action will be measured by the metrics identified in the action description.

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
1.9	<p><b>Action:</b> English Learner Academic Support: Supplemental Materials</p> <p><b>Need:</b> The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP English Language Arts (ELA) for all Students at 39.15% who exceeded standards, English Learners (EL) scored 11.22%</p> <p>The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP Mathematics for All Students at 16.55% who exceeded standards and English Learners (EL) scored 2.63%</p> <p>The 2023 CA Dashboard shows that 93% of all students and 90.1% of English Learners graduate high school within four years.</p> <p>The 2023 CA Dashboard shows 42.3% of EL students are making progress towards English proficiency</p> <p>The 2023 CDE DataQuest reports that 22.1% of students are long-term English learners (LTEL)</p> <p>The 2023 CDE DataQuest reports 5.44% of LTEL's met or exceeded the standard in ELA</p> <p>The 2023 CDE DataQuest reports 2.11% of LTEL's met or exceeded the standard in math</p>	<p>The Educational Services Division will provide language acquisition support and access to the core curriculum through the use of supplemental materials as needed to support our English learners' academic proficiency. This action is limited to English learner students.</p> <p>In 2013, 4.4 million U.S. public school students were classified as English learners (ELs). These students come to school with the benefit of speaking a language other than English. All the while, they face the challenge of acquiring content knowledge in English at the same time as they acquire English as an additional language. They are held to the same graduation requirements and accountability standards as their English-proficient peers. English learners can be supported by conducting rigorous research and evaluation to improve instruction and learning, evaluating policy to inform decision-making, and enhancing EL practice at the district, school, and classroom levels (American Institute for Research, n.d.) According to a case study by Advance CTE Reports (2021), fostering strong relationships that break silos between learning and work and align skill-building opportunities across secondary, postsecondary, adult, and professional levels is critical to building high-quality career pathways and learner-centered career preparation ecosystems. In this work, trust, common purpose, and resources for sustainability are all necessary for effective state and local partnerships. Offering a robust CTE Pathways program is a well-researched practice that meets the criteria for</p>	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>The 2023 CDE DataQuest reports that 22.55% are proficient on the summative ELPAC</p> <p>The education partner feedback provided during DELAC meetings and the youth truth survey shows a need for continued support of our English language learners' academic success.</p> <p>The data demonstrates a disparity between the All Student group and the EL students, therefore highlighting the need for increased supplemental services for English learners' academic support to be provided to respond to the needs of these identified student groups.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>"evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for our unduplicated student groups. Additionally, according to Xing, Huerta, and Garza (2019), college preparation activities, in general, had a significant impact on students' education and work attainment within one year after high school. Specifically, significant predictors varied depending on which outcomes (i.e., education and work) were considered. Taking college classes while in high school had a significant influence on three outcomes after high school: post-high school education and work, education only, and work only.</p> <p>While the initiative is specifically designed to meet the needs of our English Learner youth its ultimate objective is to reduce the educational disparities in ELA and Math outcomes with this subgroup.</p>	
1.10	<p><b>Action:</b> English Learner Academic Support: Personnel</p> <p><b>Need:</b> The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP English Language Arts (ELA) for all Students at 39.15% who exceeded standards, English Learners (EL) scored 11.22%</p> <p>The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP Mathematics for All Students at 16.55% who</p>	<p>The Personnel Services Division will provide 15 paraprofessionals to support our English learner students. Paraprofessionals will provide supplemental language support to English learner students in the classroom, hold goal-setting meetings with students and families, and direct families to resources as needed. This action is limited to English learner students.</p> <p>In 2013, 4.4 million U.S. public school students were classified as English learners (ELs). These students come to school with the benefit of speaking a language other than English. All the while, they face the challenge of acquiring content</p>	This action will be measured by the metrics identified in the action description.

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



Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	<p>education and work, education only, and work only.</p> <p>While the initiative is specifically designed to meet the needs of our English Learner youth its ultimate objective is to reduce the educational disparities in ELA and Math outcomes with this subgroup.</p>	
1.11	<p><b>Action:</b> English Learner Academic Support: College and Career Preparation</p> <p><b>Need:</b> The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP English Language Arts (ELA) for All Students at 39.15% who exceeded standards, English Learners (EL) scored 11.22%</p> <p>The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP Mathematics for All Students at 16.55% who exceeded standards and English Learners (EL) scored 2.63%</p> <p>The 2023 CA Dashboard shows that 93% of all students and 90.1% of English Learners graduate high school within four years.</p> <p>The 2023 CA Dashboard shows 42.3% of EL students are making progress towards English proficiency</p> <p>The 2023 CDE DataQuest reports that 22.1% of students are long-term English learners (LTEL)</p>	<p>The Educational Services Division will provide supplemental counselors (2) for high schools principally directed to support EL and RFEP students in being college and career ready by holding financial aid workshops, ensuring enrollment in coursework that is UC/CSU-approved, mentoring students, monitoring student progress, and increasing participation in college and career preparation programs.</p> <p>According to a case study by Advance CTE Reports (2021), fostering strong relationships that break silos between learning and work and align skill-building opportunities across secondary, postsecondary, adult, and professional levels is critical to building high-quality career pathways and learner-centered career preparation ecosystems. In this work, trust, common purpose, and resources for sustainability are all necessary for effective state and local partnerships. Offering a robust CTE Pathways program is a well-researched practice that meets the criteria for "evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for our unduplicated student groups. Additionally, according to Xing, Huerta, and Garza (2019), college preparation activities, in general,</p>	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>The 2023 CDE DataQuest reports 5.44% of LTEL's met or exceeded the standard in ELA</p> <p>The 2023 CDE DataQuest reports 2.11% of LTEL's met or exceeded the standard in math</p> <p>The 2023 CDE DataQuest reports that 22.55% are proficient on the summative ELPAC</p> <p>The education partner feedback provided by staff shows a need for the continued support of our English language learners to reach their reclassification goals.</p> <p>The data demonstrates a disparity between the All Student group and the ELstudents therefore highlighting the need for increased academic counseling support to be provided to respond to the needs of these identified student groups. The district is committed to providing services and support for this student group to provide opportunities for growth in college and career readiness.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>had a significant impact on students' education and work attainment within one year after high school. Specifically, significant predictors varied depending on which outcomes (i.e., education and work) were considered. Taking college classes while in high school had a significant influence on three outcomes after high school: post-high school education and work, education only, and work only.</p> <p>While the initiative is specifically designed to meet the needs of our English Learner youth its ultimate objective is to reduce the educational disparities in ELA and Math outcomes and college and career readiness with this subgroup.</p>	
1.13	<p><b>Action:</b> College and Career Preparation: Foster Youth Supports</p> <p><b>Need:</b> The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP English</p>	<p>The Student Services Department is working closely with the Educational Services Division to identify foster youth at each school site systematically. The district social worker will work with site counselors and foster youth students to access resources and support for graduation and college and career readiness.</p>	<p>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>Language Arts (ELA) for All Students at 39.15% who exceeded standards, Foster Youth (FY) scored 15.38%.</p> <p>The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP Mathematics for All Students at 16.55% who exceeded standards Foster Youth (FY) scored 12.50%.</p> <p>The 2023 CA Dashboard shows that 93% of all students and 73.8% of foster youth graduate high school within four years.</p> <p>Feedback provided through the Youth Truth survey by foster youth students noted a need for continued support in college and career readiness, with 40% reporting they feel prepared. In response, continued support in the area of college and career readiness targeting our foster youth provides additional support.</p> <p>The data demonstrates a disparity between the All Student group and the FY students, therefore highlighting the need for increased social worker support to be provided to respond to the needs of these identified student groups. The district is committed to providing services and support for this student group to provide opportunities for growth in college and career readiness.</p> <p><b>Scope:</b></p>	<p>According to a case study by Advance CTE Reports (2021), fostering strong relationships that break silos between learning and work and align skill-building opportunities across secondary, postsecondary, adult, and professional levels is critical to building high-quality career pathways and learner-centered career preparation ecosystems. In this work, trust, common purpose, and resources for sustainability are all necessary for effective state and local partnerships. Offering a robust CTE Pathways program is a well-researched practice that meets the criteria for "evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for our unduplicated student groups. Additionally, according to Xing, Huerta, and Garza (2019), college preparation activities, in general, had a significant impact on students' education and work attainment within one year after high school. Specifically, significant predictors varied depending on which outcomes (i.e., education and work) were considered. Taking college classes while in high school had a significant influence on three outcomes after high school: post-high school education and work, education only, and work only.</p> <p>While the initiative is specifically designed to meet the needs of our foster youth, its ultimate objective is to reduce the educational disparities in ELA and Math outcomes and college and career readiness with this subgroup.</p>	

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>district is committed to providing services and support for this student group to provide opportunities for growth in college and career readiness.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		

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

N/A

### ***Additional Concentration Grant Funding***

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

During the 2023-24 LCAP engagement process, educational partners expressed a need for additional academic, behavioral, and social-emotional support at the school site with the largest unduplicated student population (low-income, English learners, and foster youth). The Hesperia Unified School District received additional concentration grant funding to provide supplemental targeted direct service support to students within the district. HUSD will utilize these additional funds to hire and train additional paraprofessionals focused on behavior interventions at our schools, with an unduplicated student population of over 55%. The personnel will provide direct services to support students in grades transitional kindergarten through 12th-grade support in social, emotional, and behavioral intervention. Goal 2 Action 6 is connected to the additional concentration grant add-on funding. Additionally, this personnel will provide direct student support in grades Transitional Kindergarten through 12 to support the focus on academic, social-emotional, behavioral, and English language development. Goal 1, Action 10: English Learner Academic Support: Personnel.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:24.26	1:24.07
Staff-to-student ratio of certificated staff providing direct services to students	1:20.77	1:18.81

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	244766868	49,230,250	20.113%	13.561%	33.674%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$86,648,554.00	\$5,647,451.00	\$0.00	\$0.00	\$92,296,005.00	\$60,868,380.40	\$31,427,624.60

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Access to a guaranteed and viable curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$0.00	\$64,000.00	\$64,000.00				\$64,000.00	
1	1.2	Student Progress Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$0.00	\$450,925.60	\$450,925.60				\$450,925.60	
1	1.3	Instructional Support: Certificated	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$21,654,676.50	\$0.00	\$21,654,676.50				\$21,654,676.50	
1	1.4	Access to Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$0.00	\$9,121,688.00	\$9,121,688.00				\$9,121,688.00	
1	1.5	Universal Access	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools	2024-27	\$2,031,748.00	\$200,000.00	\$2,231,748.00				\$2,231,748.00	
1	1.6	Instructional Support: Instructional Coach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$6,435,531.00	\$0.00	\$6,435,531.00				\$6,435,531.00	
1	1.7	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$861,111.00	\$150,000.00	\$1,011,111.00				\$1,011,111.00	
1	1.8	EL Academic Support: Professional Development	English Learners	Yes	Limited to Undupli	English Learners	All Schools	2024-27	\$262,500.00	\$0.00	\$262,500.00				\$262,500.00	

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
					cated Student Group(s)											
1	1.9	English Learner Academic Support: Supplemental Materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-27	\$0.00	\$100,000.00	\$100,000.00				\$100,000.00	
1	1.10	English Learner Academic Support: Personnel	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-27	\$2,407,423.90	\$0.00	\$2,407,423.90				\$2,407,423.90	
1	1.11	English Learner Academic Support: College and Career Preparation	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Hesperia High School and Sultana High School	2024-27	\$947,224.00	\$0.00	\$947,224.00				\$947,224.00	
1	1.12	College & Career Preparation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$770,813.00	\$150,000.00	\$920,813.00				\$920,813.00	
1	1.13	College and Career Preparation: Foster Youth Supports	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2024-27	\$500,000.00	\$0.00	\$500,000.00				\$500,000.00	
1	1.14	College and Career Preparation: Students with Special Needs	Students with Disabilities	No			All Schools	2024-27	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.15	College and Career Preparation: Career Technical Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$1,867,765.00	\$750,000.00	\$2,617,765.00				\$2,617,765.00	
1	1.16	AVID	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-27	\$0.00	\$100,000.00	\$100,000.00				\$100,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
1	1.17	Intervention/Enrichment/Acceleration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$0.00	\$175,000.00	\$175,000.00				\$175,000.00	
1	1.18	Dual Language Immersion	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Joshua Circle Elementary and Kingston Elementary	2024-27	\$130,000.00	\$100,000.00	\$230,000.00				\$230,000.00	
1	1.19	Supplemental Supports to Academics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$503,728.00	\$4,735,175.00	\$5,238,903.00				\$5,238,903.00	
2	2.1	District Assessment: Wellbeing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$0.00	\$84,705.00	\$84,705.00				\$84,705.00	
2	2.2	Student/Staff/Family Emotional Health	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$262,500.00	\$0.00	\$262,500.00				\$262,500.00	
2	2.3	Foster Youth Supports	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2024-27	\$211,344.00	\$50,000.00	\$261,344.00				\$261,344.00	
2	2.4	Mental Health Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$0.00	\$3,885,193.00	\$3,885,193.00				\$3,885,193.00	
2	2.5	Social Emotional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$4,804,803.00	\$0.00	\$4,804,803.00				\$4,804,803.00	
2	2.6	Behavior Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$1,069,950.00	\$0.00	\$1,069,950.00				\$1,069,950.00	



Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.7	Tiered Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$639,187.00	\$10,000.00	\$649,187.00				\$649,187.00	
2	2.8	Student Support and Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$6,976,425.00	\$45,000.00	\$7,021,425.00				\$7,021,425.00	
2	2.9	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$0.00	\$9,943,761.00	\$9,943,761.00				\$9,943,761.00	
2	2.10	Alternative Setting	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$2,182,734.00	\$0.00	\$2,182,734.00				\$2,182,734.00	
2	2.11	Outreach	All	No			All Schools	2024-27	\$2,664,118.00	\$181,870.00	\$0.00	\$2,845,988.00			\$2,845,988.00	
2	2.12	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
3	3.1	Student and Family Feedback	All	No			All Schools	2024-27	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.2	Family Education and Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
3	3.3	Family Resource Centers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$1,582,111.00	\$0.00	\$1,582,111.00				\$1,582,111.00	
3	3.4	Resource Center Computer Learning Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$35,637.00	\$0.00	\$35,637.00				\$35,637.00	
3	3.5	Family Communication	English Learners	Yes	LEA-wide	English Learners	All Schools	2024-27	\$335,478.00	\$32,000.00	\$367,478.00				\$367,478.00	
3	3.6	Community Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.1	Student Support	All	No			Specific Schools: Canyon Ridge High School	2024-27	\$212,308.00	\$0.00		\$212,308.00			\$212,308.00	
4	4.2	Parent Engagement	All	No			Specific Schools: Canyon Ridge High School	2024-27	\$0.00	\$20,000.00		\$20,000.00			\$20,000.00	
5	5.1	Student WellBeing Support	All	No			Specific Schools: Mojave High School	2024-27	\$308,512.00	\$52,900.00		\$361,412.00			\$361,412.00	
5	5.2	Experiential Learning	All	No			Specific Schools: Mojave High School	2024-27	\$0.00	\$85,581.00		\$85,581.00			\$85,581.00	
5	5.3	Professional Development	All	No			Specific Schools: Mojave High School	2024-27	\$13,000.00	\$72,000.00		\$85,000.00			\$85,000.00	
5	5.4	Parent Engagement	All	No			Specific Schools: Mojave High School	2024-27	\$0.00	\$22,000.00		\$22,000.00			\$22,000.00	
5	5.5	Intervention/Enrichment	All	No			Specific Schools: Mojave High School	2024-27	\$10,000.00	\$18,000.00		\$28,000.00			\$28,000.00	
6	6.1	Mental Health Support	Low Income	No			Specific Schools: Hesperia Community Day School	2024-27	\$65,253.00	\$2,000.00		\$67,253.00			\$67,253.00	
6	6.2	Professional Development	Low Income	No			Specific Schools: Hesperia Community Day	2024-27	\$0.00	\$5,417.00	\$5,417.00				\$5,417.00	

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
							School									
6	6.3	Parent Engagement	Low Income	No			Specific Schools: Hesperia Community Day School	2024-27	\$0.00	\$1,000.00		\$1,000.00			\$1,000.00	
7	7.1	Academic Support	All	No			Specific Schools: Shadow Ridge School	2024-27	\$276,500.00	\$0.00		\$276,500.00			\$276,500.00	
7	7.2	EL Academic Support	All	No			Specific Schools: Shadow Ridge School	2024-27	\$34,000.00	\$0.00		\$34,000.00			\$34,000.00	
7	7.3	Social Emotional Support	All	No			Specific Schools: Shadow Ridge School	2024-27	\$212,000.00	\$263,800.00		\$475,800.00			\$475,800.00	
8	8.1	Literacy Support	All	No			Specific Schools: Lime Street Elementary	2024-27	\$0.00	\$220,609.00		\$220,609.00			\$220,609.00	
8	8.2	Parent Engagement	All	No			Specific Schools: Lime Street Elementary	2024-27	\$0.00	\$12,000.00		\$12,000.00			\$12,000.00	
8	8.3	Student Wellbeing Support	All	No			Specific Schools: Lime Street Elementary	2024-27	\$200,000.00	\$300,000.00		\$500,000.00			\$500,000.00	
8	8.4	Intervention Support	All	No			Specific Schools: Lime Street Elementary	2024-27	\$400,000.00	\$0.00		\$400,000.00			\$400,000.00	

# 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
244766868	49,230,250	20.113%	13.561%	33.674%	\$86,643,137.00	0.000%	35.398 %	<b>Total:</b>	\$86,643,137.00
								<b>LEA-wide Total:</b>	\$79,702,897.10
								<b>Limited Total:</b>	\$4,478,491.90
								<b>Schoolwide Total:</b>	\$2,461,748.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Access to a guaranteed and viable curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$64,000.00	
1	1.2	Student Progress Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$450,925.60	
1	1.3	Instructional Support: Certificated	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,654,676.50	
1	1.4	Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,121,688.00	
1	1.5	Universal Access	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools	\$2,231,748.00	
1	1.6	Instructional Support: Instructional Coach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,435,531.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,011,111.00	
1	1.8	EL Academic Support: Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$262,500.00	
1	1.9	English Learner Academic Support: Supplemental Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$100,000.00	
1	1.10	English Learner Academic Support: Personnel	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,407,423.90	
1	1.11	English Learner Academic Support: College and Career Preparation	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Hesperia High School and Sultana High School	\$947,224.00	
1	1.12	College & Career Preparation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$920,813.00	
1	1.13	College and Career Preparation: Foster Youth Supports	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$500,000.00	
1	1.15	College and Career Preparation: Career Technical Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,617,765.00	
1	1.16	AVID	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
1	1.17	Intervention/Enrichment/Acceleration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$175,000.00	
1	1.18	Dual Language Immersion	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Joshua Circle Elementary and Kingston Elementary	\$230,000.00	
1	1.19	Supplemental Supports to Academics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,238,903.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	District Assessment: Wellbeing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$84,705.00	
2	2.2	Student/Staff/Family Emotional Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$262,500.00	
2	2.3	Foster Youth Supports	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$261,344.00	
2	2.4	Mental Health Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,885,193.00	
2	2.5	Social Emotional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,804,803.00	
2	2.6	Behavior Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,069,950.00	
2	2.7	Tiered Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$649,187.00	
2	2.8	Student Support and Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,021,425.00	
2	2.9	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,943,761.00	
2	2.10	Alternative Setting	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,182,734.00	
2	2.12	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	
3	3.2	Family Education and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
3	3.3	Family Resource Centers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,582,111.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Resource Center Computer Learning Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,637.00	
3	3.5	Family Communication	Yes	LEA-wide	English Learners	All Schools	\$367,478.00	
3	3.6	Community Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	



# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$86,629,240.82	\$46,071,928.15

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	1.1 Access to Instructional Materials	No	\$2,500,000.00	\$0.00
1	1.2	1.2 Student Progress Monitoring	Yes	\$163,000.00	\$450,925.60
1	1.3	1.3 Instructional Support: Certificate	Yes	\$27,202,095.00	\$17,766,761.49
1	1.4	1.4 Instructional Support: Classified	Yes	\$483,466.00	\$0.00
1	1.5	1.5 English Learner Academic Support: Supplemental Materials	Yes	\$1,000,000.00	\$0.00
1	1.6	1.6 English Learner Academic Support: Personnel	Yes	\$2,327,574.00	\$1,080,362.96
1	1.7	1.7 English Learner Academic Support: Professional Development	Yes	\$300,000.00	\$0.00
1	1.8	1.8 English Learner Academic Support: College and Career Preparation	Yes	\$319,723.00	\$567,105.28
1	1.9	1.9 Professional Development	Yes	\$658,326.00	\$787,321.82
1	1.10	1.10 Intervention/Enrichment/Acceleration	Yes	\$2,300,000.00	\$0.00
1	1.11	1.11 Universal Access	Yes	\$2,200,000.00	\$968,535.06

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	1.12 Academic Supports	Yes	\$60,000.00	\$110,684.00
1	1.13	1.13 College & Career Preparation	Yes	\$722,601.00	\$754,825.12
1	1.14	1.14 College and Career Preparation: Foster Youth Supports	Yes	\$1,000,000.00	\$0.00
1	1.15	1.15 College and Career Preparation: Students with Special Needs	No	\$0.00	\$0.00
1	1.16	1.16 College and Career Preparation: Course Access	Yes	\$8,189,193.00	\$2,445,801.77
1	1.17	1.17 Access to Technology	Yes	\$3,215,000.00	\$3,117,822.49
1	1.18	1.18 AVID	Yes	\$20,000.00	\$33.71
1	1.19	1.19 Dual Language Immersion	Yes	\$100,000.00	\$40,347.63
1	1.20	1.20 Access to Academics	Yes	\$2,704,187.00	\$1,825,769.06
2	2.1	Student/Staff/Families Emotional Health	No	\$241,320.00	\$0.00
2	2.2	Foster Youth Supports	Yes	\$932,035.00	\$211,504.07
2	2.3	Student Support and Access	Yes	\$4,988,306.00	\$4,401,699.28
2	2.4	Transportation	Yes	\$5,600,772.00	\$4,436,882.68

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	2.5	2.5 Alternative Setting	Yes	\$1,159,581.00	\$1,146,579.82
2	2.6	2.6 Tiered Supports	Yes	\$4,989,619.82	\$417,617.10
2	2.7	2.7 Student Engagement	Yes	\$15,000.00	\$2,161.23
2	2.8	2.8 Outreach	No	\$2,634,269.00	\$0.00
2	2.9	2.9 Psychologist	Yes	\$1,602,162.00	\$1,139,995.19
2	2.10	2.10 Counselors	Yes	\$6,099,801.00	\$2,711,594.79
2	2.11	2.11 Behavior Interventions	Yes	\$892,333.00	\$405,316.22
3	3.1	3.1 Parent Education and Resources	Yes	\$25,000.00	\$1,846.68
3	3.2	3.2 Parent Communication	Yes	\$355,485.00	\$356,186.87
3	3.3	3.3 Family Resource Centers	Yes	\$1,582,970.00	\$881,722.77
3	3.4	3.4 Resource Center Computer Learning Specialist	Yes	\$35,422.00	\$35,525.46
3	3.5	3.5 Community Outreach	Yes	\$10,000.00	\$7,000.00

# 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)
52425273	\$81,253,651.82	\$49,447,643.19	\$31,806,008.63	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	1.2	1.2 Student Progress Monitoring	Yes	\$163,000.00	\$450,925.60		
1	1.3	1.3 Instructional Support: Certificate	Yes	\$27,202,095.00	\$17,766,761.49		
1	1.4	1.4 Instructional Support: Classified	Yes	\$483,466.00	\$0.00		
1	1.5	1.5 English Learner Academic Support: Supplemental Materials	Yes	\$1,000,000.00	\$0.00		
1	1.6	1.6 English Learner Academic Support: Personnel	Yes	\$2,327,574.00	\$1,080,362.96		
1	1.7	1.7 English Learner Academic Support: Professional Development	Yes	\$300,000.00	\$0.00		
1	1.8	1.8 English Learner Academic Support: College and Career Preparation	Yes	\$319,723.00	\$379,703.00		
1	1.9	1.9 Professional Development	Yes	\$658,326.00	\$787,321.82		
1	1.10	1.10 Intervention/Enrichment/Acceleration	Yes	\$2,300,000.00	\$0.00		
1	1.11	1.11 Universal Access	Yes	\$2,200,000.00	\$968,535.06		
1	1.12	1.12 Academic Supports	Yes	\$60,000.00	\$110,684.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.13	1.13 College & Career Preparation	Yes	\$722,601.00	\$754,825.12		
1	1.14	1.14 College and Career Preparation: Foster Youth Supports	Yes	\$1,000,000.00	\$0.00		
1	1.16	1.16 College and Career Preparation: Course Access	Yes	\$8,189,193.00	\$2,445,801.77		
1	1.17	1.17 Access to Technology	Yes	\$3,215,000.00	\$3,117,822.49		
1	1.18	1.18 AVID	Yes	\$20,000.00	\$33.71		
1	1.19	1.19 Dual Language Immersion	Yes	\$100,000.00	\$40,347.63		
1	1.20	1.20 Access to Academics	Yes	\$2,704,187.00	\$1,825,769.06		
2	2.2	Foster Youth Supports	Yes	\$932,035.00	\$211,504.07		
2	2.3	Student Support and Access	Yes	\$4,988,306.00	\$4,401,699.28		
2	2.4	Transportation	Yes	\$5,600,772.00	\$8,000,000.00		
2	2.5	2.5 Alternative Setting	Yes	\$1,159,581.00	\$1,146,579.82		
2	2.6	2.6 Tiered Supports	Yes	\$4,989,619.82	\$417,617.10		
2	2.7	2.7 Student Engagement	Yes	\$15,000.00	\$2,161.23		
2	2.9	2.9 Psychologist	Yes	\$1,602,162.00	\$1,139,995.19		
2	2.10	2.10 Counselors	Yes	\$6,099,801.00	\$2,711,594.79		
2	2.11	2.11 Behavior Interventions	Yes	\$892,333.00	\$405,316.22		
3	3.1	3.1 Parent Education and Resources	Yes	\$25,000.00	\$1,846.68		
3	3.2	3.2 Parent Communication	Yes	\$355,485.00	\$356,186.87		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	3.3 Family Resource Centers	Yes	\$1,582,970.00	\$881,722.77		
3	3.4	3.4 Resource Center Computer Learning Specialist	Yes	\$35,422.00	\$35,525.46		
3	3.5	3.5 Community Outreach	Yes	\$10,000.00	\$7,000.00		

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)
241872713	52425273	12.33%	34.005%	\$49,447,643.19	0.000%	20.444%	\$32,800,535.32	13.561%

# 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](mailto: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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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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