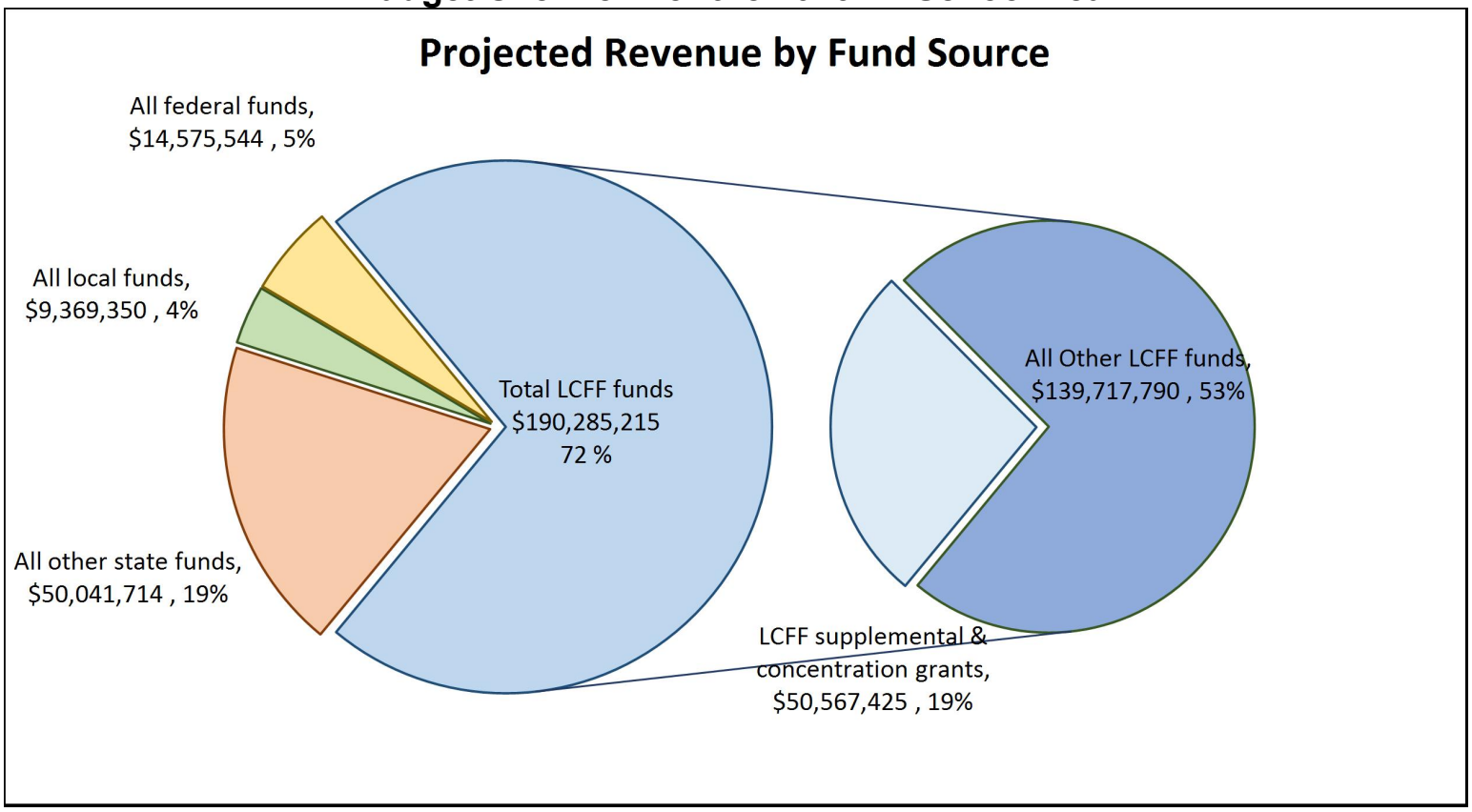
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Victor Valley Union High School District
CDS Code: 36679340000000
School Year: 2026-27
LEA contact information:
Mr. Carl J. Coles
Superintendent
ccoles@vvuhsd.org
(760) 955-3201

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

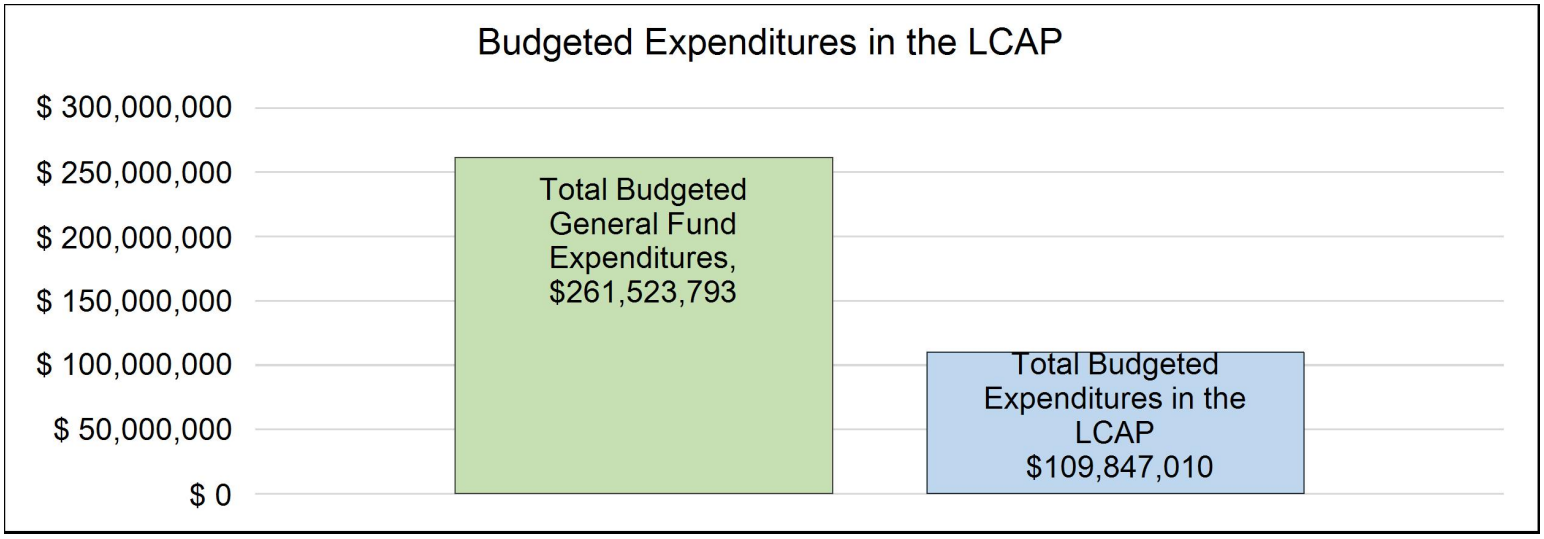


This chart shows the total general purpose revenue Victor Valley Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Victor Valley Union High School District is $264,271,823, of which $190,285,215 is Local Control Funding Formula (LCFF), $50,041,714 is other state funds, $9,369,350 is local funds, and $14,575,544 is federal funds. Of the $190,285,215 in LCFF Funds, $50,567,425 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 Victor Valley Union High School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Victor Valley Union High School District plans to spend $261,523,793 for the 2026-27 school year. Of that amount, $109,847,010 is tied to actions/services in the LCAP and $151,676,783 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

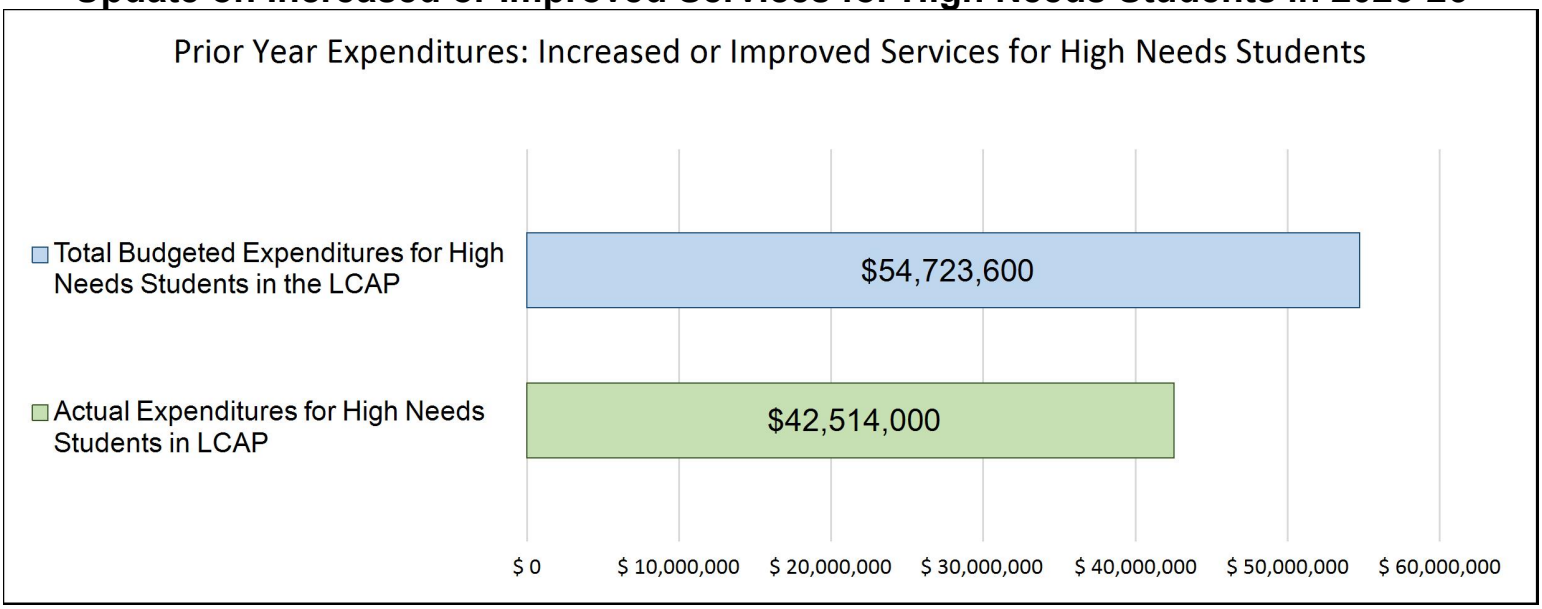
salary and benefits, routine maintenance, CTE grants used for equipment and supplies, contractual services

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

In 2026-27, Victor Valley Union High School District is projecting it will receive $50,567,425 based on the enrollment of foster youth, English learner, and low-income students. Victor Valley Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Victor Valley Union High School District plans to spend $62,528,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Victor Valley Union High 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 Victor Valley Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Victor Valley Union High School District's LCAP budgeted $54,723,600 for planned actions to increase or improve services for high needs students. Victor Valley Union High School District actually spent $42,514,000 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $12,209,600 had the following impact on Victor Valley Union High School District's ability to increase or improve services for high needs students:

Overall, the impact on student achievement for our high needs students was minimal. In most cases, the services were provided using other funds including one-time money and grants.

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
Victor Valley Union High School District	Mr. Carl J. Coles Superintendent	ccoles@vvuhsd.org (760) 955-3201

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Victor Valley Union High School District is located in the High Desert region of San Bernardino County, approximately 97 miles northeast of Los Angeles and 35 miles northwest of San Bernardino. Our district is just north of the San Bernardino mountains, at the edge of the Mojave Desert. Interstate 15 and State Highway 18 intersect near the heart of the city and Victorville is bordered on the west by State Highway 395. The Victor Valley includes the communities of Adelanto, Apple Valley, Hesperia, Lucerne Valley, Oak Hills, Phelan, Victorville, and Wrightwood. Victorville is the business hub of the area and draws consumers from well beyond its immediate area. It is the largest commercial center between San Bernardino and the Nevada border. The residential population of Victorville is 137,221 and growing. Estimates suggest that this figure more than doubles during business hours to accommodate the needs of the more than 550,000 people who call the Victor Valley home. Victorville is conveniently close to many mountain communities and within 40 minutes of the Ontario International Airport.

The district has eleven schools that are high-quality, educational learning environments. There are three comprehensive high schools offering grades 9 through 12, two schools of choice with grades 7 through 12, one academy with grades 7 through 12, and two middle schools with grades 7 and 8. The middle schools have a 25-1 student-teacher ratio in core classes and the high schools have a 32-1 student-teacher ratio in core classes. Additional learning choices include a virtual academy with grades 7-12, a continuation school, and an independent study school. VVUHSD is an urban district with approximately 12,446 (Dataquest - https://dq.cde.ca.gov/dataquest/) students residing in the district boundaries and an ethnically diverse student body. The five largest ethnic groups are Hispanic/Latino (71%), African American (16%), White (6%), two or more races (3%), and Asian (2%). The socioeconomic status of the families living within the district boundaries is lower than many surrounding communities with 10,125 students (85%) identified as Socio-economically disadvantaged (SED)

or Low-Income (LI), and the rate by school is significant, with the lowest school at 69.4% and the highest school, 89.5%.

The district has eight (8) schools that qualified for Equity Multiplier (EM) funds in the 2026/27 school year. Equity Multiplier (EM) provides additional funding to local educational agencies for allocation to school sites meeting non-stability and socioeconomically disadvantaged pupil thresholds in the prior year. These schools have plans in place to spend the funding over three years. The following schools were allocated funds and have goals in this LCAP: Adelanto High School (AHS), Goodwill High School (GHS), Goodwill Independent Study (GIS), Imogene Garner Hook Junior High (HJH), Lakeview Leadership Academy (LLA), Silverado High School (SHS), Victor Valley High School (VVHS), and Victor Valley Virtual Academy (VVVA).

VVUHSD is committed to providing all students with the opportunity to perform to their fullest potential while ensuring equity in access to support achievement levels of students by race, gender, or economic levels. This includes giving all students access to a well-rounded and rigorous curriculum that is evidence-based, data-driven, and supported by socioemotional support initiatives, while effectively and efficiently operating within our fiscal accountability system. The district's core values are Equity through individualized support, Proficiency through mastery of skills, and a Focus on Results through a shared decision-making process. VVUHSD's instructional focus is on literacy, essential standards, and increasing A-G eligibility rates. The district has focused and will continue to focus on professional learning around intentional lesson design and delivery through the Instructional Framework. As our teachers continue to improve their practice and students increase engagement and learning, students will leave VVUHSD with five options available to them: 4-year college, 2-year college, the military, a trade school, or work. The district vision is that all students leave VVUHSD prepared to live a life full of purpose.

Our priorities reflect the expectations of California's College and Career Readiness Standards, the California State Standards, the LCFF 8 State Priorities, the California School Dashboard, and our local assessments. Our final commitment to our school community is to provide a safe and clean environment to support student learning. Additional evidence of our progress may be accessed via our School Accountability Report Cards (SARCs) at www.vvuhsd.org.

Reflections: Annual Performance

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

Victor Valley Union High School District has experienced mixed results concerning our performance on the California Dashboard, as well as with local data. We celebrate fewer red performance indicators on the California Dashboard, which is an indicator of improved performance of students in the district. The indicators on the California Dashboard are reported in two ways: one by color indicator with a range from red (very low) to blue (very high). Using this growth model, the indicators will change color when a student has shown growth over previous years. Secondly, the scores are ranked by a school's proficiency above or below standard using "distance from standard" (DFS) as a way to quantify academic performance.

Victor Valley Union High School District is dedicated to enhancing outcomes for all students through data-driven strategies and targeted interventions. This year's performance shows progress, with increased A-G and graduation rates and improved academic results for most student groups. However, the district acknowledges ongoing challenges faced by specific groups and is committed to addressing these disparities through comprehensive planning and collaboration.

Pupil Achievement:
Looking first at our academic indicators, in English Language Arts Overall, All Students showed improvement with a change from -38.3 DFS in 2023 to -18.8 DFS in 2025, indicating a positive growth of 19.5 points. English Learners also improved, with a change from -93.3 DFS to -69.9 DFS, reflecting a growth of 23.4 points. African American students experienced a significant improvement, with scores increasing from -83.6 DFS to -52.6 DFS, a growth of 31 points. In contrast, Foster Youth saw a decline, with scores dropping from -69.9 DFS in 2023 to -75.5 DFS in 2025, indicating a decrease of 5.6 points, emphasizing the continued need for sustained academic supports. Mathematics also saw gains. Overall, All Students showed positive growth, improving from -115.4 DFS in 2023 to -94.8 DFS in 2025, a gain of 20.6 points. English Learners improved from -161.4 DFS to -135.6 DFS, reflecting a growth of 25.8 points. Homeless Youth experienced significant growth, with scores rising from -201.8 DFS to -148.3 DFS, a substantial increase of 53.5 points. Socioeconomically Disadvantaged students improved from -123.8 DFS to -102.3 DFS, showing a growth of 21.5 points. Students with Disabilities also showed improvement, with scores increasing from -199.3 DFS to -182.1 DFS, a gain of 17.2 points. Conversely, Foster Youth experienced a decline, moving from -139.9 DFS to -148 DFS, indicating a decrease of 8.1 points. These results highlight the need for focused instructional strategies to close persistent achievement gaps. English Learner Progress is considered low at approximately 40%, based on student progress on the ELPAC assessment, and the district maintained this indicator. However, local indicators such as the reclassification rates have markedly improved. The challenge in this area is the need for support in both designated and integrated settings, and more is being done to provide resources and training.

School Climate:
The district's suspension rate decreased overall; All Students saw a decrease in suspension rate, going from 8.2% in 2023 to 4.9% in 2025, a reduction of 3.3 percentage points. African American students experienced a decrease, moving from 17.1% to 12%, a decline of 5.1 percentage points. English Learners also saw a decrease in suspensions, from 6.1% to 3.3%, reducing by 2.8 percentage points. Foster Youth experienced a decline, with rates decreasing from 18.9% to 14.2% decrease of 4.7 percentage points. Socioeconomically Disadvantaged students also saw a decrease from 8.9% to 5%, a reduction of 3.9 percentage points.

Pupil Engagement:
Chronic absenteeism is an area of significant concern for Victor Valley Union High School District. All Students experienced a slight increase in chronic absenteeism, moving from 24.6% in 2023 to 26.6% in 2025, an increase of 2 percentage points. English Learners saw a decline in absenteeism, from 22.6% to 20.9%, reflecting a decrease of 1.7% percentage points. Foster Youth experienced an increase with rates going from 32.8% to 39.2%, an increase of 6.4 percentage points. African American students saw a rise from 35.6% to 43.3%, an increase of 7.7 percentage points. Socioeconomically Disadvantaged students experienced an increase from 26.4% to 29.2%, an increase of 2.8 percentage points. In contrast, Two or More Races students showed slight improvement, with chronic absenteeism decreasing from 31.9% to 31.7%, a reduction of 0.2 percentage points. This data demonstrates that some efforts are working but much more must be done to get our students engaged in learning. For the Graduation Rate indicator in Victor Valley Union High, All Students showed an increase in graduation rates, moving from 86.5% in 2023 to 90.1% in 2025, an improvement of 3.6 percentage points. African American students experienced a positive growth in graduation rates, increasing from 77.9% to 86.4%, a growth of 8.5 percentage points. English Learners also improved, with graduation rates rising from 81.9% to 84.7%, reflecting an increase of 2.8 percentage points. Foster Youth saw a significant improvement, with graduation rates increasing from 58.6% to 82.3%, a remarkable growth of 23.7 percentage points. Socioeconomically Disadvantaged students experienced an increase, from 86.6% to 90.5%, a growth of 3.9 percentage points. This data, while encouraging,

underscores the importance of expanding college and career readiness programs, particularly for historically underserved student groups, to ensure equitable postsecondary opportunities.

2023 Dashboard Data:
For the following student groups, VVUHSD as a district, scored the lowest performance on the dashboard indicators for:
English Language Arts (ELA) - African American (AA), English Learners (EL), Homeless (HL), and Low Income (LI)
Math - AA, EL, HL, and LI, Two or more races (MR), and Students with Disabilities (SWD)
Chronic Absenteeism - AA, FY, Two or more races (MR), and Students with Disabilities (SWD)
Graduation - FY
Suspension - American Indian (AI)
College and Career - FY and SWD

Within each school site, the following student groups received the lowest performance on one or more dashboard indicators.

Middle Schools:

Hook Junior High
ELA - MR and white
Math - All students and student groups: AA, EL, Hispanic, LI, MR, SWD, and White
Chronic Absenteeism - AA, FY, MR, and White
Suspension - FY and White

Comprehensive High Schools:

Adelanto High School:
ELA - All students and student groups: AA, EL, Hispanic, LI, and SWD
Math - All students and student groups: AA, Hispanic, LI, and SWD
College and Career - EL and SWD
Suspension - FY

Silverado High School:
ELA - EL and SWD
Math - EL, Hispanic, LI, and SWD
College and Career - SWD
Graduation - SWD
Suspension - FY and MR

Victor Valley High School:
ELA - All students and student groups AA, Hispanic, and LI

Math - All students and student groups: AA, Hispanic, and LI
College and Career - SWD
English Learner Progress Indicator - EL
Graduation Rate - SWD

Schools of Choice:

Cobalt Institute of Math and Science:
English Learner Progress Indicator - EL

Alternative Schools:

Goodwill High School:
College and Career - Hispanic and LI

Goodwill Independent Study:
College and Career - AA, Hispanic, and LI
Graduation - All students and student groups: Hispanic and LI

Academies:

Lakeview Leadership Academy:
ELA - AA
Math - All students and student groups: AA, EL, LI, and White
English Learner Progress Indicator - EL
Suspension - All students and student groups: AA, Hispanic, LI, and MR

Victor Valley Virtual Academy
ELA - All Students

Annual Performance on Lowest Performing Schools and Student Groups:

The Victor Valley Union High School District has made progress in enhancing outcomes for its lowest-performing indicators, as evidenced by the 2025 California School Dashboard results. Academic performance improved in both English Language Arts (ELA) and mathematics, with ELA scores rising from -38.3 Distance from Standard (DFS) in 2023 to -18.8 DFS in 2025. Mathematics saw a growth of 20.6 points, suggesting that the district-wide initiatives and school-level strategies are starting to produce positive results. However, the district is keenly aware of the significant rise in Chronic Absenteeism, which increased by 2.0% overall, with Hook Junior High experiencing a 3.1% rise and Lakeview Leadership Academy a 2.6% rise. Certain student groups witnessed even more pronounced increases, such as the African

American students at Lakeview, who faced an 11.8% uptick. The district is dedicated to addressing these challenges through the 2026 Local Control Accountability Plan (LCAP).

Adelanto High School reported promising outcomes in English Language Arts, with continued growth over the three years to -8.9 DFS. African American (AA) students improved from -102 DFS in 2023 to -16.8 DFS in 2025. This illustrates the effectiveness of the professional development and optimal instructional methods at the site. Additionally, they experienced a strong increase in the College and Career Indicator (CCI) with a 4.6 point growth. In a similar vein, Cobalt Institute of Math and Science increased its CCI by 23.6. points to 86.9% with Hispanic students jumping from 51.2% to 85.70% a total of 34.5%. Additionally, Victor Valley High School improved their CCI by 15.8%. Goodwill High School increase its graduation rate for AA students 21.2% to 84.6%. Overall, steady improvements were observed across the district with Silverado High School adding 18.5 points (DFS) in mathematics and University Preparatory increasing 29 points (DFS).

Despite these positive developments, achievement gaps, attendance issues, and engagement challenges remain for certain student groups, especially for Long Term English Learners (LTELs) and Students with Disabilities. For instance, LTELs experienced a slight increase of 3.7 points in ELA but remain 104.6 points below standard. Students with Disabilities (SWDs) also experienced growth of 15.2 points but are still 120.3 points below standard in ELA. These trends highlight the necessity for deeper engagement with these cohorts through enhanced tutoring, counseling services, and a comprehensive multi-tiered support system. Moving forward, the district intends to capitalize on its progress by further expanding evidence-based strategies and interventions, cultivating strong family relationships, and enhancing data-driven professional development to ensure equitable access to high-quality education for all students.

From Progress to Equity - Next Steps in Student Achievement:
The Victor Valley Union High School District is making progress in enhancing student outcomes, yet notable disparities persist in key performance areas. Academic results have improved across the district, signaling the success of targeted support for high school students. Moreover, a concentrated effort to boost the district's A-G rate has resulted in higher graduation rates for nearly all demographic groups. However, rising Chronic Absenteeism rates among key demographics reveal ongoing challenges, particularly for African Americans (43.3%), Foster Youth (39.2%) and Students with Disabilities (38.5%). These issues highlight the critical need to tackle the barriers these populations face in obtaining equitable educational opportunities.

As the new school year approaches, the district is dedicated to addressing these inequities with a comprehensive strategy. This plan includes enhancing professional development for teachers to implement effective instruction by developing a common language of instruction with lesson design and delivery that are informed by current brain research (Instructional Framework). Additionally, the district will work on refining its College and Career Readiness programs, focusing on improving pathways for students from socio-economically disadvantaged backgrounds. By utilizing the most effective data-driven strategies and directing resources to areas of highest need, the district aims to provide equitable opportunities for all students while maintaining academic growth.

Furthermore, VVUHSD is celebrating increased engagement from educational partners, as evidenced by higher attendance at the District African American Parent Advisory Committee and the Special Education District Advisory Committee, which have expanded from 20 to 75 participants. The district continues to have active engagement at our District English Advisory Committee meetings. This growth fosters a stronger connection to district resources and enhances family engagement.

Learning Recovery Emergency Block Grant (LREBG) Funds:

VVUHSD has $1,970,000 in unexpended funds that will be designated to support goals and actions with the LCAP over the remaining years.

The district conducted a comprehensive needs assessment, utilizing the 2025 California Dashboard data for English Language Arts (ELA), Mathematics, and Chronic Absenteeism, as well as educational partner input and local assessments, to identify critical areas of need. This thorough analysis informed the prioritization of strategic Action 1.14 funded, in whole or in part, by the Learning Recovery Emergency Block Grant (LREBG). This action aligns with the requirements of EC Section 32526(c)(2) and is designed to support the academic and socioemotional well-being of all students, with a particular focus on those who face the greatest challenges.

Action 1.14: Core Instruction Support aims to enhance student learning by increasing staff at middle and high schools to reduce class sizes in essential subject areas. This initiative, which will receive partial funding from LREBG resources, seeks to lower the student-to-teacher ratios in specific grades and subjects. By doing so, it will facilitate more personalized instruction, improve classroom management, and boost academic engagement and achievement. Smaller class sizes allow teachers to utilize research-based instructional strategies that accelerate learning for all students, especially those who have faced significant learning challenges.

Recent studies highlight the advantages of smaller class sizes. A 2025 report from the California Learning Resource Network emphasizes the importance of considering class size to establish an educational system conducive to student success and development. Additionally, a 2016 report from the White House Council of Economic Advisors noted that minority and disadvantaged students are more actively engaged in classrooms with reduced student-teacher ratios. A 2023 article from the National Education Association underscores that 90% of teachers believe smaller class sizes would benefit students, as educators can better manage classrooms and provide individualized attention in more intimate settings.

This initiative mainly targets the needs of underrepresented student groups who typically require extra support to bridge achievement gaps. By fostering smaller, more focused learning environments, this action aligns directly with LREBG's allowable use of Accelerating Learning Progress by offering targeted and intensive academic interventions. Research shows that students in smaller classes achieve quicker improvements in literacy and numeracy, which contributes to enhanced overall academic performance. Consequently, this strategy is anticipated to produce measurable advancements in student achievement, directly addressing the needs highlighted in the comprehensive needs assessment.

Reflections: Technical Assistance

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

The district has been identified for Technical Assistance in the form of Differentiated Assistance (DA) for the 2025-26 school year based on the performance on the 2025 CA Dashboard.
According to the 2025 CA Dashboard, VVUHSD remains eligible for Year 2 Differentiated Assistance for Students with Disabilities (SWD) in English Language Arts (ELA), Mathematics, Chronic Absenteeism, (CA) and the College and Career Indicator (CCI) indicating limited progress in these areas. Homeless students also remain eligible for Year 2 DA for ELA, Mathematics and CA.
Foster Youth (FY) are identified for Year 1 DA based on performance in ELA, Mathematics, and CA.

The district continues to engage in Technical Assistance to enhance instructional quality, leadership development, and educational partner engagement, ensuring that all students have equitable access to high-quality educational opportunities. Through a collaborative and data-

driven approach, the district has focused on strengthening systems of support for staff and students, refining professional learning structures, and leveraging educational partner input to drive decision-making in the areas identified for DA.

In February 2026, the District Improvement Team, composed of school site staff, district staff and administrators and two students, attended a DA meeting conducted by the San Bernardino County Superintendent of Schools (SBCSS). During this meeting, the team agreed to prioritize Foster Youth (Goal 2). Using data-driven methodologies, the team conducted a root cause analysis and identified structural components within our systems that require attention. The team created a plan and the district Foster Youth (FY) counselor is working with site counselors and administrators to increase awareness of who their FY are and how we can better support them. In the 2025-26 school year three, large comprehensive high schools offered a Thrive class for Foster Students to provide leadership, academic support and socio-emotional supports. The team meets quarterly to review progress and next steps in addition to the district check ins with their SBCSS accountability partner.

Our district FY counselor works closely with the site-level counselors to provide information and resources. She meets with students and families in person to determine needs and then connects them to community resources. The district's Virtual Academy is open to all students with a focus on FY who have not been successful in a traditional school setting (Action 1.7. Graduation Rate) Additionally, we provide opportunities for FY to make up lost credits through credit recovery options during the school day (Action 1.5, Graduation Rate). We are working with the Career Technical Education staff to encourage our FY to enroll in engaging CTE courses (Actions 1.8, 2.3 CCI, CA). Finally, we are increasing our Dual Enrollment options and encouraging our FY to enroll in these courses. These courses will support FY with college credit when they successfully complete the course (Action 1.3, CCI).

The district identified the need to support Homeless students as they are also in year 2. The district FY counselor also works closely with site-level counselors, families, and community agencies to provide information, resources, and direct support to students experiencing homelessness. Students and families are connected to transportation assistance, basic needs resources, academic supports, and community services to reduce barriers to school success. The district’s Virtual Academy remains available to students who have not been successful in a traditional school setting and may benefit from increased flexibility (Action 1.7, Graduation Rate). Additionally, students experiencing homelessness are provided opportunities to recover credits during the school day to support on-time graduation (Action 1.5, Graduation Rate). The district is also encouraging homeless students to participate in Career Technical Education pathways and Dual Enrollment opportunities to increase engagement, college and career readiness, and access to postsecondary opportunities (Actions 1.3, 1.8, 2.3 CCI, CA).

Regarding the Academic Indicator for SWD, the Special Education Department has and continues to develop and implement targeted training for Special Education teachers in order for them to have more resources and tools to support student learning with a focus on the CA State Standards and each student’s Individualized Education Plan (IEP). Additional training brings together Special Education and General Education teachers, creating a more cohesive support system for Special Education students of all levels.The district has hired additional staff, including a Program Specialist and a Teacher on Special Assignment (TOSA). The Program Specialist provides support to sites and families to gain a better understanding of why students are absent from school (Actions 1.6, 2.3 Chronic Absenteeism). The TOSA provides direct support to teachers for instructional improvement. Additionally, the Curriculum and Instruction (C&I) team is in its third year of collaboration with the Special Education team conducting district-wide job-alike trainings for Special Education teachers to collaborate and connect to state standards and increase rigor to meet A-G levels. (Action 1.6, ELA, Math, CCI).

An additional component of this work has been deepening engagement with educational partners, including parents, students, staff, and community members. The district has implemented multiple avenues for two-way communication, such as ParentSquare, advisory committees including the Superintendent's community forums, student advisory meetings, and LCAP educational partner meetings, allowing for meaningful input into the district's strategic planning. These efforts have resulted in targeted actions, such as the expansion of student support services and adjustments to resource allocation based on community feedback.

While progress has been made in strengthening professional learning, leadership development, and data-informed decision-making, the district recognizes areas for continued growth. Efforts are underway to enhance systematic support for new administrators, improve structures for evaluating the impact of professional learning on student achievement, and further refine the district's approach to using data to inform instructional decisions. By continuing to build capacity, strengthen partnerships, and align resources with student needs, the district remains committed to fostering equitable access to high-quality educational experiences for all students.

Comprehensive Support and Improvement

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

Schools Identified

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

The Comprehensive Support and Improvement is a system of support in which the San Bernardino County Superintendent of Schools (SBCSS) partners with the VVUHSD district office and school site administrators to create and implement a plan to improve educational outcomes for student groups.

No schools are currently eligible for CSI funds.

Support for Identified Schools

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

No schools are currently eligible for CSI funds.

Monitoring and Evaluating Effectiveness

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

No schools are currently eligible for CSI funds.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parent Groups - District District Advisory Committee (DAC), District African American Parent Advisory Committee (DAAPAC), District English Learner Advisory Committee (DELAC), Special Education Parent Advisory Committee (SEPAC), Equity Task Force, Community Schools Steering Committee	Data was shared regarding all the required metrics as well as certain local measures, including but not limited to CASSPP academic performance, suspension and expulsion data, attendance and chronic absentee data, D and F rates, graduation rates, college and career readiness, and A-G completion rates. All committees provided feedback through surveys and small group collaboration. Committee membership was created by eliciting recommendations from sites to ensure that parents representing each of the student groups of AA, FY, EL, and LI were present. These parents were notified by the district. Parents were also notified of the meetings below through Parent Square, district and site websites, social media and notices at the school sites. District Advisory Committee meetings were held on November 19th 2025, February 4th, 2026 and March 4th, 2026. District African American Parent Advisory Committee meetings were held on September 16 and November 18, 2025. Along with January 13, February 2 and April 14, 2026.

Educational Partner(s)	Process for Engagement
	District English Learner Advisory Committee meetings were held on August 12, September 9, October 7, and December 9, 2025. Along with January 13 and March 10, 2026. Special Education Parent Advisory Committee meeting was held in May 2026. Equity Task Force meetings were held on August 21, September 18, October 27 and December 16, 2025. Along with January 29, April 16 and May 14th, 2026. Community Schools meetings were held on August 26, September 23, October 21, November 10 and December 1, 2025. Along with January 8, February 11, March 1, April 13 and May 12, 2026. Full Draft presented to: DAC meeting on March 4, 2026 - There were no questions, so the Superintendent did not need to reply in writing. DELAC meeting on April 8, 2026 - There were no questions, so the Superintendent did not need to reply in writing.
Parent Groups - District LCAP Engagement Meetings/School Site Engagement Meetings	All of the following meetings took place during December 2025 and January to March of 2026. Adelanto High School (AHS) - Family and Community Engagement was held on February 11, 2026. Cobalt Institute of Math and Science (CIMS) - Family and Community Engagement was held on February 13, 2026. Goodwill High School (GHS), Goodwill Independent Study (GIS), and Victor Valley Virtual Academy (VVVA) were held jointly on February 18, 2026. Imogene Garner Hook Junior High School (HJH) - Family and Community Engagement was held on January 23, 2026. Lakeview Leadership Academy (LLA) - Family and Community Engagement was held on February 12, 2026. Larrea Middle School (LMS) - Family and Community Engagement was held on February 13, 2026.

Educational Partner(s)	Process for Engagement
	Silverado High School (SHS) - Family and Community Engagement was held on December 17, 2025. University Prep (UP) - Family and Community Engagement was held on March 5, 2026. Victor Valley High School (VVHS) - Family and Community Engagement was held on January 30, 2026.
Student Groups including Foster Youth, English Learners and Low Income - District LCAP Engagement Meetings/School Site Engagement	All of the following meetings took place January to March of 2026. Each of the student forums below followed the same process: Data for each school site was shared with students and then students either asked more questions or provided insights as to the "why" of the data. The action items from the LCAP were also shared and students provided feedback on what was working and what was missing the mark. Finally, students had an open forum to discuss what was going well at their sites and what could use improvement. Adelanto High School (AHS) - Family and Community Engagement was held on January 20, 2026. Cobalt Institute of Math and Science (CIMS) - Family and Community Engagement was held on February 20, 2026. Goodwill High School (GHS), Goodwill Independent Study (GIS), and Victor Valley Virtual Academy (VVVA) were held jointly on March 9, 2026. Imogene Garner Hook Junior High School (HJH) - Family and Community Engagement was held on February 6, 2026. Lakeview Leadership Academy (LLA) - Family and Community Engagement was held on March 2, 2026. Larrea Middle School (LMS) - Family and Community Engagement was held on February 23, 2026. Silverado High School (SHS) - Family and Community Engagement was held on February 20, 2026. University Preparatory (UP) - Family and Community Engagement was held on February 27, 2026. Victor Valley High School (VVHS) - Family and Community Engagement was held on February 25, 2026.

Educational Partner(s)	Process for Engagement
	Additionally, the Superintendent's Student Advisory Committee met on March 11,2026 and the 2026/27 draft LCAP was presented. All comments had been addressed at previous meetings and written feedback from the superintendent was not required.
All educational partner groups - LCAP Advisory Committee Teachers, site and district administrators, school personnel including Family Engagement Liaisons, representatives from both certificated and classified bargaining units, parents, community members, and students.	LCAP Community Meetings were held on November 12th, 2025, and January 28, and March 18th. At these meetings, the metrics from the 2025-26 LCAP were reviewed in small groups and feedback was provided. The groups reviewed each other's comments and a document was created with recommendations to keep, adjust, or remove actions from the LCAP.
Special Education Local Plan Area (SELPA)	During the conversation with the SELPA, the LCAP was reviewed in addition to focused attention on Goals and Actions specific to Special Education students. The participants provided feedback on the additional PD provided to staff during the 25-26 school year and asked that it continue in the coming years. The area SELPA administrator was invited to attend all LCAP Advisory Committee Meetings. The 2026-27 LCAP draft was presented to the area SELPA Administrator on April 24, 2026. Feedback was received to address district-wide special education needs.
All Educational Partner groups - Equity Multiplier Schools - Teachers, site administrators, classified personnel, bargaining unit representatives, parents, and students (and school site councils) for each identified site: Adelanto High School (AHS) Goodwill High School (GHS) Goodwill Independent Study (GIS) Hook Junior High (HJH) Lakeview Leadership Academy (LLA) Silverado High School (SHS) Victor Valley High School (VVHS) Victor Valley Virtual School (VVVA).	Parents were invited through public announcements such as ParentSquare and automated phone calls. Staff were informed by their administration as to dates, times, and locations of meetings. In addition, presentations were made at regularly scheduled parent meetings (often called Coffee with the Principal), ELAC meetings, and Site Council meetings. Surveys were also sent to every parent and staff member in early Spring 2026 to elicit feedback to be incorporated into the LCAP and Equity Multiplier. At these meetings, districtwide data, or sitewide data as applicable, was shared including all California Dashboard indicators and local indicators, especially those requested by educational partners. All site meetings were held in the Spring of 2026.

Educational Partner(s)	Process for Engagement
	AHS - Identified Equity Multiplier School - The parent engagement meeting was held on 2/11/26. The student forum was held on 1/20/26. The Equiity Mulitiplier plan was presented to the School Site Council and approved on 4/21/26. GHS, GIS, and VVVA - Identified Equity Multiplier Schools - Goodwill High School held a student forum on January 31. Community partners took place on February 1. The plan was presented to School Site Council on May 6th. HJH - Identified Equity Multiplier School - Staff Root Cause Analysis meeting was held on April 5th, and results were reported to the Site Council on April 11th. Surveys for other educational partners (families and students) were shared in late April. LLA - Identified Equity Multiplier School - The Parent forum was held on April 9. The student forum was held on April 11. Community Partners Meeting was held April 16th. The plan was approved by the Site Council on April 24th. SHS - Identified Equity Multiplier School - Multiple Community Engagement meetings were held throughout January through April 2025. Student forums took place twice in the spring semester, and two hundred responses from the survey were synthesized into the plan and presented to the School Site Council and ELAC on May 9th. VVHS - Identified Equity Multiplier School - Site Leadership meetings were held on March 20th and April 3rd. School Site Council was held on March 13th, April 10th and May 1st. Parent/Community Meetings (ELAC) were held on March 22nd and April 12th. Student forums were held on March 4th and April 17th. The final plan was presented to the council on May 1 and was approved on May 7th.
Mid-year Update to Board of Trustees	January 15, 2026
Public Hearing	June 23, 2026, posted 72 hours, draft available online and hardcopy by request

Educational Partner(s)	Process for Engagement
Board of Trustees Adoption	The LCAP was adopted by the governing board on June 25, 2026 along with Local Indicators (presentation)

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

Our district is committed to fostering meaningful collaboration with students, families, staff, and community members to inform and refine our Local Control and Accountability Plan (LCAP). Throughout the year, we conducted multiple engagement opportunities, including community, parent, and student forums, alongside virtual meetings with our District English Learner Advisory Committee (DELAC) and District Advisory Committee (DAC). Educational partner input consistently emphasized the need for a balanced approach that strengthens academic achievement, mental health supports, college and career readiness, and equitable access to resources, while fostering engaging instruction, meaningful family partnerships, and a positive school climate.

Key Themes from Educational Partner Engagement

1. Mental Health, Counseling, and Student Well-Being

Across all groups, there was a strong and consistent emphasis on expanding mental health supports and counseling services prioritized in Goal 2. Students shared experiences with stress and the need for proactive supports (including “mental health days”). Parents, particularly of Foster Youth and Low-Income students, emphasized the importance of continued access to Mental Health Clinicians and wellness services (Action 2.1). Staff reinforced the need for systems that support both academic and socio-emotional well-being (Action 2.8).

Overall Theme: A clear call for comprehensive, accessible, and proactive mental health systems to support student success.

2. Academic Support, Intervention, and Literacy

Educational partners consistently prioritized improving academic outcomes, especially in literacy and foundational skills as prioritized in Goal 1. A strong emphasis was placed on ensuring students read at grade level (Action 1.14). There were requests for expanded tutoring, intervention, and credit recovery opportunities (Action 1.5). Additionally, students and parents alike desire instruction that meets students where they are, including differentiated and targeted supports (Action 1.11). Advisory groups also emphasized the need for evidence-based instructional practices (Action 1.9).

Overall Theme: A need for targeted academic interventions and stronger Tier 1 instruction grounded in evidence-based strategies.

3. College and Career Readiness / Real-World Opportunities

Families, students, and staff all highlighted the importance of preparing students for life beyond high school as prioritized in Goals 1 and 4. There was an increased demand for CTE pathways and Dual Enrollment opportunities (Action 1.8). Students specifically asked for college

visits, field trips, and real-world learning experiences, as well as requests for more college guidance and counseling support (Action 1.12). There was continued support for programs like the Legacy Program (Action 4.1).

Overall Theme: Expansion of college and career pathways, hands-on learning, and postsecondary readiness supports.

4. Instructional Quality and Professional Learning

Staff and advisory groups emphasized the importance of strengthening instruction as prioritized in Goal 1. There were requests for professional development in: Differentiation, Formative assessment, Essential standards, and Instructional technology and Curriculum (Action 1.9). All groups expressed ongoing interest in smaller class sizes and increased staffing to support student learning (Action 1.14). Students also noted a preference for more direct instruction and less reliance on technology-only learning (Action 1.1).

Overall Theme: Strengthening instructional practices through professional learning, staffing, and balanced instructional delivery.

5. Family Engagement, Communication, and Accessibility

Parents consistently expressed appreciation for existing efforts but requested expanded and more accessible engagement opportunities that are prioritized in Goal 2. Community partners conveyed an increased demand for: Workshops (especially in Spanish) (Action 2.3), and clear and timely communication about student progress (Action 2.2). They also expressed strong appreciation for translators and bilingual staff, and would like to continue funding the many engagement opportunities; however, there remains a desire for greater transparency and two-way communication.

Overall Theme: Enhancing inclusive, accessible, and culturally responsive family engagement and communication systems.

6. Equity, Access, and Removal of Barriers

Educational partners identified structural barriers impacting student success, particularly for unduplicated pupils as prioritized in Goal 3. Concerns remain regarding transportation limitations (Action 3.4), and access to technology and Wi-Fi at home (Action 3.5). There was appreciation for efforts like covering fingerprinting costs to increase parent involvement and would appreciate a continued focus on ensuring equitable access to resources and opportunities.

Overall Theme: Reducing barriers and ensuring equitable access to essential resources and supports.

7. School Climate, Safety, and Student Engagement

There was a shared desire for schools to feel safe, supportive, and engaging as emphasized in Goal 2. Much of the conversation regarding the following topics depended greatly on which site we were talking about and will be addressed later in the Equity Multiplier goals. Nevertheless, it remains a priority to the district that students feel safe and included in stronger school climate and anti-bullying measures are in place (Actions 2.4 and 2.5). Additionally community partners requested more extracurricular activities and student engagement opportunities for increased connectedness and support on campus.

Overall Theme: Building a positive, safe, and engaging school environment that promotes belonging and participation.

8. Instructional Delivery and Student Experience

Students, in particular, provided clear feedback about classroom experience as prioritized in Goal 1. There is an ongoing preference for: more face-to-face instruction, and hands-on and collaborative learning. Ongoing concerns about over-reliance on technology-based instruction are currently being addressed through instructional coaching provided by Curriculum and Instruction (Action 1.1).

Overall Theme: A shift toward engaging, interactive, and student-centered instructional practices.

Site-Specific Insights

Each school site provided unique perspectives that reflected their specific needs:

Adelanto High School (AHS) Equity Multiplier School Goal 11
Educational partners emphasized the need to strengthen school safety, anti-bullying measures, and proactive counseling supports, particularly related to college and career planning, to improve both student well-being and postsecondary readiness (Goals/Actions1 1.1, 11.3, 11.4).

Cobalt Institute of Math & Science (CIMS)
Educational Partners highlighted the importance of enhancing technology integration alongside hands-on, project-based learning, with increased opportunities for student collaboration and engagement in real-world applications (Goals/Actions 1.11, 3.5).

Goodwill High School (GHS) Equity Multiplier Goal 10, Goodwill Independent Study (GIS) Equity Multiplier Goal 5, and Victor Valley Virtual Academy (VVVA) Equity Multiplier Goal 12
Educational partners identified a need to expand career-connected learning opportunities, including CTE pathways and vocational programs aligned to workforce needs, while also improving student engagement through extracurricular and facility enhancements.

Imogene Garner Hook Junior High (HJH) Equity Multiplier Goal 6
Families and students prioritized improved communication systems for real-time academic progress updates, along with increased access to student supports and improved school facilities (Goals/Actions 6.3, 6.4).

Lakeview Leadership Academy (LLA) Equity Mulitiplier Goal 7
Educational Partners emphasized expanding arts and music programs, strengthening community engagement, and incorporating student-centered and sustainability-focused learning opportunities (Goals/Actions 7.2, 7.3 7.9).

Larrea Middle School (LMS)

Educational partners identified literacy development and communication as key priorities, with a focus on consistent academic progress monitoring and clear communication regarding attendance and student performance (Goals/Actions 1.9, 1.11).

Silverado High School (SHS) Equity Mulitiplier Goal 8
The school community emphasized the importance of expanding mental health supports and wellness resources, along with increasing student engagement activities to support overall well-being (Goals/Actions 8.1,8.2, 8.11).

University Preparatory (UP)
Educational Partners highlighted the need to maintain strong academic rigor while increasing student engagement opportunities, including enrichment activities that support both college readiness and student connection to school (Goals/Actions 1.9, 1.11).

Victor Valley High School (VVHS) Equity Multiplier Goal 9
Educational partners emphasized expanding targeted academic interventions such as tutoring and remediation, improving career and college counseling services, and increasing transparency in grading and assessment practices (Goals/Actions 9.3, 9.6).

Commitment to Ongoing Engagement

The educational community remains deeply invested in fostering an inclusive and supportive school climate, ensuring that every student receives the personalized attention needed to succeed. The Equity Multiplier model continues to guide the district's approach to addressing unique site-based needs, particularly in historically underserved communities. As we move forward, the district is committed to enhancing two-way communication with educational partners by:

Strengthening feedback loops to inform the community on how their input influences decision-making (Goal/Action 2.2).

Embedding professional learning into staff schedules to better support students (Goal/Action 1.9).

Increasing student voice opportunities through leadership councils and advisory sessions (Goal/Action 2.7).

Through these efforts, we reaffirm our dedication to shared decision-making and equitable access to resources, ensuring every student has the opportunity to thrive.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The Victor Valley Union High School District will provide a rich academic program grounded in equity-based practices with measurable impact on middle and high school success indicators.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Victor Valley Union High School District (VVUHSD) developed its first goal to ensure that its academic programs are not only robust but also equitable, catering to the diverse needs of its student population. This goal is grounded in the understanding that equity-based practices are essential for addressing disparities in educational outcomes.
A review of the district's performance data reveals areas for improvement and success. The Chronic Absenteeism rate for all students slightly increased from 24.6% in 2023 to 25.5% in 2024, highlighting the need for targeted interventions to improve student attendance. Additionally, the College/Career Readiness indicator showed a positive trend, increasing from 29.1% in 2023 to 35% in 2024, indicating progress in preparing students for post-secondary success.

The district's efforts to enhance academic achievement are reflected in improvements in both Math and English Language Arts (ELA). Math scores improved from -115.4 DFS in 2023 to -102.4 DFS in 2024, and ELA scores improved from -38.3 DFS in 2023 to -27.8 DFS in 2024, reflecting gains in student proficiency.
Furthermore, the Suspension Rate decreased from 8.2% in 2023 to 6.6% in 2024, indicating a positive shift in school climate and behavior management strategies. The Graduation Rate increased from 86.5% in 2023 to 87.4% in 2024, showcasing the district's commitment to ensuring students successfully complete their high school education.
For English Learner Progress, the rate remained stable, from 40.6% in 2023 to 40.8% in 2024, indicating consistent support for English learners to advance in language proficiency.

By focusing on measurable impact, VVUHSD aims to monitor and improve success indicators, such as graduation rates, college and career readiness, and academic performance in both middle and high schools. This goal reflects a commitment to continuous improvement and accountability, ensuring that all students have access to quality education and the support they need to succeed. It also aligns with broader

educational objectives at the state and national levels, emphasizing the importance of equity in education and preparing students for future challenges in higher education and the workforce.

This commitment to improvement is further demonstrated by the targeted efforts to close achievement gaps across various student groups, ensuring that every student, regardless of background, has the opportunity to thrive academically.

The District developed this goal to support all students with an emphasis on English Learners (EL), Foster Youth (FY), and Low Income (LI) students in their academic achievement.

The District has placed an increased focus on ensuring that all core general education courses, CTE, and the majority of electives are A-G approved. The District will remain ever mindful of the learning loss experienced in the 2020-2021 school year and has designed supports to mitigate the literacy gaps evidenced by the assessment data. All students will receive support and intervention, and the district will meet the needs of diverse students, such as ELs, FY, and LI students, through programs that include evidence-based strategies for best practices and assessments that drive improved learning. The combined actions in Goal 1 will reduce the achievement gap. These actions include, but are not limited to, professional learning to support curriculum and standards-based instruction, EL interventions, and services for long-term English learners. The measurable outcomes are listed in the metric table below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CA School Dashboard Academic Indicator: English Language Arts, District Metric: Distance from Standard (DFS)	2023 CA School Dashboard Academic Indicator: English Language Arts, District All = -38.3 Distance from Standard (DFS) EL = -93.3 DFS FY = -69.9 DFS LI = -47.2 DFS SWD = -129 DFS AA = -83.6 DFS 2024 CA School Dashboard Homeless = -131.5 DFS	2024 CA School Dashboard Academic Indicator: English Language Arts, District All = -27.8 Distance from Standard (DFS) EL = -87.8 DFS FY = -100.3 DFS LI = -34.7 DFS SWD = -135.5 DFS AA = -67.3 DFS Homeless = -131.5 DFS	2025 CA School Dashboard Academic Indicator: English Language Arts, District All = -18.8 Distance from Standard (DFS) EL = -69.9 DFS FY = -75.5 DFS LI = -23.7 DFS SWD = -120.3 DFS AA = -52.6 DFS Homeless = -75.3 DFS	2026 CA School Dashboard Academic Indicator: English Language Arts, District All = -30 DFS EL = -80 DFS FY = -55 DFS LI = -35 DFS SWD = -110 DFS AA = -70 DFS Homeless = -90 DFS	All Students increased by 19.5 points EL increased 23.4 FY declined 5.6 points LI increased by 23.5 points SWD increased 8.7 points AA increased by 31 points Homeless increased 56.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	CA School Dashboard Academic Indicator: Mathematics, District Metric: Distance from Standard (DFS)	2023 CA School Dashboard Academic Indicator: Mathematics, District All = -115.4 DFS EL = -161.4 DFS FY = -139.9 DFS LI = -123.8 DFS AA = -162.1 DFS H = -201.8 DFS MR = -120.7 DFS SWD = -199.3 DFS 2024 CA School Dashboard Homeless = -158.9 DFS	2024 CA School Dashboard Academic Indicator: Mathematics, District All = -102.4 DFS EL = -146.4 DFS FY = -143.7 DFS LI = -111.2 DFS AA = -143.4 DFS H = -102.1 DFS MR = -111.1 DFS SWD = -190.2 DFS Homeless = -158.9 DFS	2025 CA School Dashboard Academic Indicator: Mathematics, District All = -94.8 DFS EL = -135.6 DFS FY = -148 DFS LI = -102.3 DFS AA = -139.8 DFS H = -94.4 DFS MR = -74.5 DFS SWD = -182.1 DFS Homeless = -148.3DFS	2026 CA School Dashboard Academic Indicator: Mathematics, District All = - 90 DFS EL = - 135 DFS FY = - 110 DFS LI = -105 DFS AA = -135 DFS H = - 150 DFS MR = - 105 DFS SWD = -170 DFS Homeless = -135	All Students increased by 20.6 points EL increased by 25.8 points FYdeclined 8.1 points LI increased by 21.5 points AA increased by 22.3 points H increased by 107.4 points MR increased by 46.2 points SWD increased by 17.2 points Homeless increased 10.6
1.3	CA School Dashboard Academic Indicator : English Learner Progress (ELPI) Metric: Progress Toward English Language Proficiency	2023 CA School Dashboard Academic Indicator : English Learner Progress (ELPI) 40.6% Making Progress Toward English Language Proficiency 2024 CA School Dashboard ELPI: LTEL = 41.3%	2024 CA School Dashboard Academic Indicator : English Learner Progress (ELPI) EL = 40.8% Making Progress Toward English Language Proficiency LTEL = 41.3% making progress	2025 CA School Dashboard Academic Indicator : English Learner Progress (ELPI) EL = 39.6% Making Progress Toward English Language Proficiency LTEL = 41.1% making progress	2026 CA School Dashboard Academic Indicator : English Learner Progress (ELPI) Making Progress Toward English Language Proficiency EL = 55% LTEL = 55%	EL = maintained -1% LTEL = maintained -0.2%
1.4	CA School Dashboard Academic Indicator: College/Career, District Metric: Percent Prepared	2023 CA School Dashboard Academic Indicator: College/Career, District All = 29.1%	2024 CA School Dashboard Academic Indicator:	2025 CA School Dashboard Academic Indicator:	2026 CA School Dashboard Academic Indicator:	All Students increased 17.9% EL increased 17.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL = 11.8% FY = 3.4% LI = 28.5% SWD = 5.5%	College/Career, District All = 35% EL = 14.1% FY = 13.3% LI = 33.6% SWD = 7.2%	College/Career, District All = 47% EL = 28.9% FY = 28.3% LI = 46.2% SWD = 15.4%	College/Career, District All = 40% EL = 25% FY = 10% LI = 35% SWD = 12%	FY increased 24.9% LI increased 17.7% SWD increased 9.9%
1.5	CA School Dashboard: Academic Engagement Graduation Rate Metric: Percent Cohort Graduated	2023 CA School Dashboard: Academic Engagement Graduation Rate All = 86.5% EL = 81.9% FY = 58.6% LI = 86.6%	2024 CA School Dashboard: Academic Engagement Graduation Rate All = 87.4% EL = 84.2% FY = 79% LI = 87.1%	2025 CA School Dashboard: Academic Engagement Graduation Rate All = 90.1% EL = 84.7% FY = 82.3% LI = 90.5%	2026 CA School Dashboard: Academic Engagement Graduation Rate All = 95% EL = 90% FY = 70% LI = 95%	All Students increased 3.6% EL increased 2.8% FY increased 23.7% LI increased 3.9%
1.6	Local Measure - CalPADs CTE Pathway completers Metric: Pathway Completers	2023 CalPADs All = 28% Completers Grades 10-12 EL = 3% (of all ELs enrolled in CTE) FY = 25% (of all FY enrolled in CTE) LI = 28% (of all LI enrolled in CTE)	2024 CalPADs All = 19% Completers Grades 10-12 EL = 14% (of all ELs enrolled in CTE) FY = 1% (of all FY enrolled in CTE) LI = 84% (of all LI enrolled in CTE)	2025 CalPADs All = 23.16% EL = 20.82% FY = 3.78% LI =23.19%	2026 CalPADs 50% Completers Grades 10-12 EL = 10% FY = 40% LI = 50%	All - percentage of completers declined 4.8% EL increased 17.8% FY declined 21.2% LI declined 4.8%
1.7	Cohort Drop-out Rate: CalPADs: High School Middle School Metric: Percent Dropout	2023 Cohort Drop-out Rate: CalPADs: High School = 2% Middle School = 1%	2024 Cohort Drop-out Rate: CalPADs: High School = 1.4% Middle School = 0.1%	2025 Cohort Drop-out Rate: CalPADs: High School = 1.0% Middle School = 0.34%	2026 Cohort Drop-out Rate: CalPADs: High School = 1% Middle School = 0%	High School declined 1% Middle school declined 0.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Local Measure: Star Reading Proficiency Rate Star Math Proficiency Rate Metric: Percent Proficient	Local Measure: 2023 Star Reading Proficiency Rate Star Math Proficiency RateReading All = 44.7% EL = 4.6% Math = 11% EL = 2.1%	Local Measure: 2024 Star Reading Proficiency Rate Star Math Proficiency Rate Reading All = 42% EL = 6% Math = 37% EL = 9%	Local Measure: 2025 Star Reading Proficiency Rate Star Math Proficiency Rate Reading All = 63.6% EL = 16.9% Math = 30.6% EL = 8.9%	Local Measure: 2026 Star Reading Proficiency Rate Star Math Proficiency RateReading Reading = 55% Math = 20%	Reading All increased 18.9% EL increased 12.3% Math All increased 29.4% EL increased 6.9%
1.9	Local Measure : EL Reclassification Rates Metric: Percent of qualified students	2023 Local Measure : EL Reclassification Rates 57% of qualified students	2024 Local Measure : EL Reclassification Rates 90% of qualified students	2025 Local Measure : EL Reclassification Rates 92.5% of qualified students	2026 Local Measure : EL Reclassification Rates 65% of qualified students	EL Reclassification rates increased 35.5%
1.10	CalPADS: A-G Completion Rate Metric: Percent A-G Eligible	2023 CalPADS: A-G Completion Rate All = 34.5% EL = 16.4% FY = 11.4% LI = 34.5%	2024 CalPADS: A-G Completion Rate All = 46.5% EL = 17.2% FY = 17.2% LI = 43.6%	2025 CalPADS: A-G Completion Rate All = 51.7% EL = 33.5% FY = 36.4% LI = 50.2%	2026 CalPADS: A-G Completion Rate All = 60% EL = 35% FY =25% LI = 60%	All Students increased 17.2% EL increased 17.1% FY increased 25% LI increased 15.7%
1.11	College Board Advanced Placement Test Pass Rate: Metric: Percent of students passing AP exams with a score of 3 or higher.	2023 Advanced Placement Test Pass Rate: Percent of students passing AP exams with a score of 3 or higher. Pass Rate = 33.8%	2024 Advanced Placement Test Pass Rate: Percent of students passing AP exams with a score of 3 or higher. Pass Rate = 40%	2025 Advanced Placement Test Pass Rate: Percent of students passing AP exams with a score of 3 or higher. Pass Rate: 35.66%	2026 Advanced Placement Test Pass Rate: Percent of students passing AP exams with a score of 3 or higher. Pass Rate = 40%	Pass Rate increased 1.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	CA School Dashboard, Local Indicator: Implementation of State Standards: Implementation of Policies and Programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards. Metric: 1-5, 5 being highest, fully implemented	2023 CA School Dashboard, Local Indicator ELA = 4 ELD = 4 Mathematics = 4 Next Generation Science Standards = 4 History - Social Science = 4	2024 CA School Dashboard, Local Indicator ELA = 4 ELD = 4 Mathematics = 4 Next Generation Science Standards = 4 History - Social Science = 4	2025 CA School Dashboard, Local Indicator ELA = 2 ELD = 2 Mathematics = 2 Next Generation Science Standards = 2 History - Social Science = 2	2026 CA School Dashboard, Local Indicator ELA = 5 ELD = 5 Mathematics = 5 Next Generation Science Standards = 5 History - Social Science = 5	ELA declined 2 ELD declined 2 Mathematics declined 2 NGSS declined 2 History/Social Science declined 2
1.13	Human Resource County Audit Teacher Credential Assignments Metric: Number of Teacher Misassignments	2023 Human Resource County Audit Teacher Credential Assignments 57 Teacher Misassignments	2024 Human Resource County Audit Teacher Credential Assignments 33 Teacher Misassignments	2025 Human Resource County Audit Teacher Credential Assignments 19 Teacher Misassignments	Human Resource County Audit Teacher Credential Assignments 2026 = 10 Teacher Misassignments	38 Fewer teacher misassignments
1.14	Local Data Metric: Students who meet A-G requirements and are CTE Completers	2023 Students who meet A-G requirements and are CTE Completers - 12th graders only (338 Completers) 133 of completers met A-G EL = 41 (31% of completers) FY = 0 (0% of completers) LI = 106 (80% of completers)	2024 Students who meet A-G requirements and are CTE Completers 12th graders only (465 Completers) 140 of completers met A-G EL = 15 (11% of completers) FY = 5 (4% of completers)	2025 Students who meet A-G requirements and are CTE Completers (Completers 503) 181 completers met A - G EL = 20 (11% of completers) FY= 0 (0% of completers)	2026 Students who meet A-G requirements and are CTE Completers 12th graders only EL = 75 FY = 10 LI = 300	Number of completers increased by 165 EL declined by 20% FY maintained LI increased by 8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			LI = 133 (95% of completers)	LI = 159 (88%)		
1.15	CA School Dashboard Academic Indicator: CAASPP English Language Arts Metric: Distance from Standard (DFS) School and Student Group	2023 CAASPP English Language Arts Distance from Standard (DFS) School and Student Group AHS All Students = -70 DFS AA = -102 DFS EL = -156.2 Hispanic = -63 DFS LI = -71.8 DFS SWD = -180.2 DFS Imogene Hook Junior High School MR = -86.6 DFS W = -91.5 DFS Lakeview Leadership Academy (LLA) AA = -93.6 DFS Silverado High School (SHS) EL = -100.3 DFS SWD = -116.7 DFS Victor Valley HS (VVHS) All Students = -72.8 DFS AA = -108.3 DFS Hispanic = -67 DFS	2024 CAASPP English Language Arts Distance from Standard (DFS) School and Student Group AHS All Students = -28.2 DFS AA = -49 DFS EL = -108 Hispanic = -21.3 DFS LI = -31.4 DFS SWD = -122.4 DFS Imogene Hook Junior High School MR = -59.9 DFS W = -72.3 DFS Hispanic = -72.6 DFS LTEL = -119.6 DFS SWD = -155.9 DFS Lakeview Leadership Academy (LLA) AA = -111.5 DFS	2025 CAASPP English Language Arts Distance from Standard (DFS) School and Student Group AHS All Students = -8.9 DFS AA = -16.8 DFS EL = -80 Hispanic = -10.3 DFS LI = -9.2 DFS SWD = -118.5 DFS Imogene Hook Junior High School MR = -42 DFS W = -59.8 DFS Hispanic = -63.3 DFS LTEL = -112.4 DFS SWD = -143.7 DFS Lakeview Leadership Academy (LLA) AA = -97 DFS	2026 CAASPP English Language Arts Distance from Standard (DFS) School and Student Group AHS All students = -60 DFS AA = -80 DFS EL = -140 Hispanic = -50 DFS LI = -60 DFS SWD = -165 DFS Imogene Hook Junior High School MR = -76.6 DFS W = -81.5 DFS Hispanic = -60 DFS LTEL = -100 DFS SWD = -135 DFS Lakeview Leadership Academy AA = - 83.6 All students = -60 DFS EL = -100 DFS Hispanic = -60 DFS	AHS All Students increased by 61.1 points AA increased 85.2 points EL increased 76.2 points Hispanic increased 52.7 points LI increased 62.6 points SWD increased 61.7 points Imogene Hook Junior High School MR increased 44.6 points W increased 31.7 Hispanic increased 9.3 LTEL increased 7.2 SWD increased 12.2 Lakeview Leadership Academy AA increased 3.4 All students increased 16 EL increased 17.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LI = -79.3 DFS Victor Valley Virtual Academy (VVVA) All Students = -88.8 DFS 2024 CAASPP English Language Arts Distance from Standard School and Student Group Imogene Hook Junior High School Hispanic = -72.6 DFS LTEL = -119.6 DFS SWD = -155.9 DFS Lakeview Leadership Academy All Students = -83 DFS EL = -111.3 DFS Hispanic = -78.5 DFS LTEL = -131.5 DFS LI = -85.9 DFS SWD =-127.1 DFS W= -80.3 DFS Silverado High School (SHS) AA = -58.2 DFS Victor Valley High School (VVHS) SWD = -155.1 DFS	All Students = -83 DFS EL = -111.3 DFS Hispanic = -78.5 DFS LTEL = -131.5 DFS LI = -85.9 DFS SWD =-127.1 DFS W= -80.3 DFS Silverado High School (SHS) EL = -99.6 DFS SWD = -110.9 DFS AA = -58.2 DFS Victor Valley High School (VVHS) All Students = -34.4 DFS AA = -50.5 DFS Hispanic = -28.3 DFS LI = -34.1 DFS SWD = -155.1 DFS Victor Valley Virtual Academy (VVVA) All Students = -41.2 DFS	All Students = -67 DFS EL = -93.8 DFS Hispanic = -64.9 DFS LTEL = -126.6 DFS LI = -69.2 DFS SWD =-117.5 DFS W= -47.6 DFS Silverado High School (SHS) EL = -65.2 DFS SWD = -91.5 DFS AA = -30.9 DFS Victor Valley High School (VVHS) All Students = -44.3 DFS AA = -62.4 DFS Hispanic = -48.2 DFS LI = -45 DFS SWD = -144 DFS EL = -98.3 DFS LTEL = -122.6 DFS Victor Valley Virtual Academy (VVVA) All Students = 14.1 DFS	LTEL = -100 DFS LI = -60 DFS SWD =-100 DFS W= -60 DFS Silverado High School (SHS) EL = -90 DFS SWD = -100 DFS AA = -45 DFS Victor Valley High School (VVHS) All students = -62 DFS Standard AA = -85 DFS H = -55 DFS LI = -62 DFS SWD = -130 DFS Victor Valley Virtual Academy All Students = -78.8 DFS	Hispanic increased 13.6 LTEL increased 4.9 LI increased 16.7 SWD increased 9.6 W increased 32.7 Silverado High School EL increased 35.1 SWD maintained .8 AA increased 27.3 Victor Valley High School All Students declined 9.9 AA declined 11.9 Hispanic declined 19.9 LI declined 10.9 SWD increased 11.1 Victor Valley Virtual Academy All Students increased by 74.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.16	CA School Dashboard Academic Indicator: CAASPP Math Metric: Distance from Standard (DFS) School and Student Group	2023 CAASPP Math Distance from Standard (DFS) School and Student Group AHS All Students = -160.8 DFS AA = -191.9 DFS EL = -210.4 DFS Hispanic -152.7 DFS LI = -162.4 DFS SWD = -253.9 DFS Imogene Hook Junior High School All Students = -148.6 DFS AA = -171.2 DFS Hispanic = -142.2 DFS EL = -172.1 DFS LI = -150.9 DFS MR = -155.2 DFS W = -136.2 DFS SWD = -216.5 DFS Lakeview Leadership Academy All Students = -142.6 DFS AA = -164.8 DFS EL = -164.2 DFS LI = -149 DFS W = -123.1 DFS	2024 CAASPP Math Distance from Standard (DFS) School and Student Group AHS All Students = -147.1 DFS AA = -178.5 DFS EL = -209.7 DFS Hispanic -139.4 DFS LI = -148.3 DFS SWD = -211.2 DFS GIS LI = -218.6 DFS Imogene Hook Junior High School All Students = -126.8 DFS AA = -147.9 DFS Hispanic = -122.6 DFS EL = -144.6 DFS LI = -130.9 DFS MR = -165.5 DFS W = -100.4 DFS SWD = -209.2 DFS	2025 CAASPP Math Distance from Standard (DFS) School and Student Group AHS All Students = -149.7 DFS AA = -155 DFS EL = -195.1 DFS Hispanic -149.8 DFS LI = -149.7 DFS SWD = -223.7 DFS GIS LI = -180.5 DFS Imogene Hook Junior High School All Students = -122.4 DFS AA = -156.3 DFS Hispanic = -116.2 DFS EL = -130.1 DFS LI = -122.8 DFS MR = -100.1 DFS W = -90.2 DFS SWD = -211.9 DFS	2026 CAASPP Math Distance from Standard (DFS) School and Student Group AHS All Students = -150 AA = -175 DFS EL = -195 DFS Hispanic -137 DFS LI = -150 DFS SWD = -240 DFS GIS LI = -190 DFS Imogene Hook Junior High School All Students = -138 DFS AA = - 155 DFS Hispanic = -130 DFS EL = -155 DFS LI = -138 DFS MR = - 138 DFS W = -125 DFS SWD = -200 DFS Lakeview Leadership Academy All Students = -132 DFS AA = -150 DFS	AHS All students increased 11.1 points AA increased 36.9 EL increased 15.3 points Hispanic increased 2.9 LI increased 12.7 SWD increased 30.2 GIS LI increased 38.1 Imogene Hook Junior High School All Students increased 26.2 points Hispanic increased 26 EL increased 42 LI increased 28.1 MR increased 55.1 W increased 46 SWD increased 4.6 Lakeview Leadership Academy (LLA) All Students increased 13.4 points AA increased 10.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Silverado High School (SHS) EL = -197.2 DFS Hispanic = -147.3 DFS LI = -152.9 DFS SWD = -207.7 DFS Victor Valley HS (VVHS) All Students = -169 DFS AA = -220.6 DFS Hispanic = -160 DFS LI = -174.4 DFS 2024 CAASPP Mathematics Distance from Standard School and Student Group GIS LI = -218.6 DFS Lakeview Leadership Academy (LLA) Hispanic = -164.2 DFS SWD = -171.8 DFS Victor Valley High School (VVHS) EL = -196.3 DFS LTEL = -209.4 DFS SWD = -221.5 DFS	Lakeview Leadership Academy All Students = -142.3 DFS AA = -164.2 DFS EL = -157.4 DFS LI = -145.3 DFS W = -110.4 DFS Hispanic = -164.2 DFS SWD = -171.8 DFS Silverado High School (SHS) EL = -184.4 DFS Hispanic = -124.9 DFS LI = -131.4 DFS SWD = -188.2 DFS Victor Valley High School (VVHS) All Students = -151.7 DFS AA = -165.1 DFS Hispanic = -148.6 DFS LI = -152.4 DFS EL = -196.3 DFS LTEL = -209.4 DFS SWD = -221.5 DFS	Lakeview Leadership Academy All Students = -129.2 DFS AA = -153.9 DFS EL = -143.2 DFS LI = -132.6 DFS W = -104.2 DFS Hispanic = -129.2 DFS SWD = -161.6 DFS Silverado High School (SHS) EL = -156.6 DFS Hispanic = -119.1 DFS LI = -118 DFS SWD = -156.9 DFS Victor Valley High School (VVHS) All Students = -155.7 DFS AA = -193.5 DFS Hispanic = -154.8 DFS LI = -157.3 DFS EL = -194.4 DFS LTEL = -206.8 DFS SWD = -224 DFS	EL = -150 DFS LI = -132 DFS W = -110 DFS Hispanic = -150 DFS SWD = -160 DFS Silverado High School (SHS) EL = -185 DFS Hispanic = - 137 DFS LI = - 142 DFS SWD = - 195 DFS Victor Valley High School (VVHS) All students = -160 DFS AA = -200 DFS Hispanic = -140 DFS LI = -160 DFS EL = -180 DFS LTEL = -180 DFS SWD = -200 DFS	EL increased 21 LI increased 16.4 W increased 18.9 Hispanic increased 35 SWD increased 46.1 Silverado High School (SHS) EL increased 40.6 Hispanic increased 28.2 LI increased 56.4 SWD increased 50.8 Victor Valley High School (VVHS) All Students increased 13.3 AA increased 27.1 Hispanic increased 5.2 LI increased 17.1 EL increased 1.9 LTEL increased 2.6 SWD declined 2.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.17	CA School Dashboard Academic Indicator: Metric: English Learner Progress Indicator Making Progress School and Student Group	2023 English Learner Progress Indicator School and Student Group CIMS = 42.3% making progress LLA = 32.9% making progress VVHS = 28.6% making progress 2024 English Learner Progress Indicator School and Student Group SHS = 32.1% making progress	2024 English Learner Progress Indicator School and Student Group CIMS = 46.5% making progress LLA = 31.9% making progress VVHS = 48.7% making progress SHS = 32.1% making progress	2025 English Learner Progress Indicator School and Student Group CIMS = 60% making progress LLA = 33.6% making progress VVHS = 31.3% making progress SHS = 34.9% making progress	2026 English Learner Progress Indicator School and Student Group CIMS = 55% making progress LLA = 45% making progress VVHS = 40% making progress SHS = 45% making progress	CIMS increased 17.7 LLA increased .7% (maintained) VVHS increased 2.7% SHS not applicable
1.18	Enrollment in CTE courses (CalPADs) Metric: Percent enrolled in classes	2023 Enrollment in CTE Courses All = 14% EL =11% FY = 9% LI = 14% SWD = 13%	2024 Enrollment in CTE Courses All = 13% EL =11% FY = 9% LI = 14% SWD = 13%	2025 Enrollment in CTE Courses All =37% EL =38% FY = 43% LI =39% SWD = 23%	2026 Enrollment in CTE Courses All = 25% EL = 22% FY = 20% LI = 25% SWD = 25%	All Students increased 23% EL increased 27% FY increased 24% LI increased 25% SWD increased 10%
1.19	Enrollment in Alternative Diploma Courses (Local Data - Aeries) Metric: Number of students enrolled in courses / Percent enrolled	2023 Enrollment in Alternative Diploma Courses • Program in process, will begin in 2024-25 school year	2024 Enrollment in Alternative Diploma Courses VVHS - 17 students	2025 Enrollment in Alternative Diploma Courses VVHS - 30 students	2026 Enrollment in Alternative Diploma Courses 100% of eligible students enrolled	Enrollment at VVHS increased by 13 students
1.20	CA School Dashboard: Academic Engagement Graduation Rate Metric: Percent Cohort Graduated	2023 CA School Dashboard: Academic Engagement Graduation Rate GIS All = 60.6%	2024 CA School Dashboard: Academic Engagement Graduation Rate GIS	2025 CA School Dashboard: Academic Engagement Graduation Rate GIS	2026 CA School Dashboard: Academic Engagement Graduation Rate GIS	GIS All increased 18.4% LI increased 20.1% H increased 15.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	School and Student Group	LI = 58.4 Hispanic = 61.1% SHS SWD = 66.7% 2024 CA School Dashboard: Academic Engagement Graduation Rate VVHS SWD = 63%	All = 87% LI = 87.2% Hispanic = 84.9% SHS SWD = 69.3% VVHS SWD = 63%	All = 79% LI = 78.5% Hispanic = 76.9% SHS SWD = 66.7% VVHS SWD = 82.6%	All = 80% LI = 80% Hispanic = 80% SHS SWD = 80% VVHS SWD = 80%	SHS SWD Maintained VVHS SWD increased 19.4
1.21	Ed Data (CDE): A-G Completion Rate Metric: Percent A-G Completion Site Level	2023 Ed Data (CDE) A-G Completion Rate AHS All = 34.5% EL = 2.8% SWD = 3.8% GHS All = 0% Hispanic = 0% LI = 0% SHS All = 24.1% SWD= 1.6 % VVHS All = 32.6% SWD = 1.8%	2024 Ed Data (CDE) A-G Completion Rate AHS All = 49.6% EL = 5% SWD = 6.6% GHS All = 0% Hispanic = 0% LI = 0% SHS All = 36.1% SWD= 3.2% VVHS All = 38.1% SWD = 5.3%	2025 Ed Data (CDE) A-G Completion Rate AHS All = 42.8% EL = 19.4% SWD = 14.3% GHS All = 0% Hispanic = 0% LI = 0% SHS All = 50.6% SWD= 8% VVHS All = 47.6% SWD = 17.8%	2026 Ed Data (CDE): A-G Completion Rate AHS = All = 75% EL = 50% SWD = 50% GHS All = 75% Hispanic = 75% LI = 75% SHS All = 75% SWD= 50% VVHS All = 75% SWD = 50%	AHS All increased 8.3% EL increased 16.6% SWD increased 10.5% GHS All = maintained H = maintained LI = maintained SHS All increased 26.6% SWD increased 6.4% VVHS All increased 15% SWD increased 16%
1.22	DataQuest EAP ELA	2023 DataQuest EAP ELA = 43.44% Met or Exceeded	2024 DataQuest	2025 DataQuest	EAP ELA = 75% Met or Exceeded	Increased by 5.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Metric: Percent Met or Exceeded		EAP ELA = 47.04% Met or Exceeded	EAP ELA = 48.82% Met or Exceeded		
1.23	DataQuest EAP Math Metric: Percent Met or Exceeded	2023 DataQuest EAP Math = 13.74% Met or Exceeded	2024 DataQuest EAP Math = 35.54% Met or Exceeded	2025 DataQuest EAP Math = 37.30% Met or Exceeded	2026 DataQuest EAP Math = 45% Met or Exceeded	Increased by 23.56%
1.24	CA School Dashboard Academic Indicator: College/Career Metric: Percent College/Career Ready Site Level	2023 CA School Dashboard Academic Indicator College / Career AHS All Students = 27.9% EL = 1.9% SWD = 5.9% GHS All Students = 1.7% LI =1.7% Hispanic = 1.3% SHS All Students= 22.5% SWD = 5.4% VVHS All Students = 24.4% SWD = 4.7% 2024 CA School Dashboard Academic Indicator College / Career GIS All Students = 1.4% AA = 0%	2024 CA School Dashboard Academic Indicator College / Career AHS All Students = 39.3% EL = 12.9% SWD = 12.1% GHS All Students = 0% LI =0% Hispanic = 0% GIS All Students = 1.4% AA = 0% Hispanic = 2.4% LI = 1.5% SHS All Students= 30.1% SWD = 7.2% VVHS	2025 CA School Dashboard Academic Indicator College / Career AHS All Students = 43.9% EL = 24.4% SWD = 23.8% GHS All Students = 0% LI =0% Hispanic = 0% GIS All Students = 3.2% AA = 2.8% Hispanic = 3.9% LI = 3.3% SHS All Students= 45.2% SWD = 11.7% VVHS	2026 CA School Dashboard Academic Indicator College / Career AHS All Students = 75% EL = 20% SWD = 20% GHS All Students = 20% LI = 20% Hispanic = 20% GIS All Students = 20% AA = 20% Hispanic = 20% LI = 20% SHS All Students= 75% SWD = 20% VVHS All Students = 75% SWD = 20%	AHS All increased 16% EL increased 22.5% SWD increased 6.2% GHS All declined 1.7% LI declined 1.7% H declined 1.3% GIS All Students increased 1.7% AA increased 2.8% Hispanic increased 1.5% LI increased 1.8% SHS All Students increased 22.7% SWD increased 6.3% VVHS All Students increased 19.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic = 2.4% LI = 1.5%	All Students = 25.6% SWD = 1.1%	All Students = 41.4% SWD = 13.5%		SWD declined 8.8%
1.25	Local Measure - Access to a Broad Course of Study Metric: Percent of Students who have access to a Broad Course of Study.	2023 Local Measure - Access to a Broad Course of Study 100%	2024 Local Measure - Access to a Broad Course of Study 100%	2025 Local Measure - Access to a Broad Course of Study 100%	2026 Local Measure - Access to a Broad Course of Study 100%	No difference
1.26	CA School Dashboard Academic Indicator: Science, District Metric: Science Points	2024 CA School Dashboard Academic Indicator: Science, District Science Points All = 44.7 EL = 35.6 FY = 34.8 LI = 43.7	2024 CA School Dashboard Academic Indicator: Science, District Science Points All = 44.7 EL = 35.6 FY = 34.8 LI = 43.7	2025 CA School Dashboard Academic Indicator: Science, District (Points) All = 47.9 (green) EL = 38.3 (yellow) FY = 41.3 (yellow) LI = 47 (green)	2026 CA School Dashboard Academic Indicator: Science, District Science Points All = 58 science points EL = 48 FY = 51 LI = 58	All increased 3.2 science points EL increased 2.7 FY increased 6.5 LI increased 3.3

Goal Analysis [2025-26]

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

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

The Victor Valley Union High School District (VVUHSD) is committed to ensuring all students graduate prepared for a successful and fulfilling life, with five options available to them: 4-year college, 2-year college, military, trade school, and the workforce. The implementation of Goal 1, aimed at enhancing academic success through equity-based practices, was executed through a series of planned actions that contributed to varying levels of success across different metrics. While the district experienced challenges, many of the planned actions were successfully implemented, leading to positive outcomes.

The Victor Valley Union High School District demonstrated strong implementation of Goal 1, which focused on providing a rich academic program grounded in equity-based practices with measurable impact on middle and high school success indicators. All fifteen actions within Goal 1 were fully implemented during the 2025-26 school year (Actions 1.1 through 1.15), reflecting the district's commitment to academic excellence and equitable access for all students, with an emphasis on English Learners, Foster Youth, and Low-Income students.

While all actions were fully implemented, there were some substantive differences in the implementation of certain actions. In Action 1.3 (Equity in Access for College Readiness) fewer students enrolled in AP courses, instead opting for dual-enrollment courses. This lead to the district awarding the largest number of college credits prior to gradution. 1.5 (Credit Recovery and Intervention), the district transitioned from the APEX platform to Courseware due to an extreme increase in cost for APEX. This shift presented a challenge, as the new platform required graders to evaluate written work, which was not previously needed. A streamlined summer school offering was only provided at one site rather than previous years when it was at two sites. Additionally, Read 180 was discontinued. Similarly, Action 1.7 (Personalized Learning Pathways) experienced a platform change from APEX to Courseware, along with a restructuring of how students are assigned to classes. Counselors now assign student classes, streamlining the process to ensure students are not enrolled in courses they do not need. While the change in implementation was initially a struggle for staff, the district worked closely with them to support the transition, and the program is now running smoothly. In Action 1.8 (CTE Programs and Pathways) there were more CTE courses than originally planned. In Action 1.15 (Appropriately Credentialed Teachers) there were more staff mentors needed than orignially planned.

The district experienced several notable successes across Goal 1. In Action 1.6 (Special Education Supports), job-alike collaboration between the Curriculum and Instruction team and SELPA proved to be a valuable professional learning experience. Action 1.9 (Equity in Teaching and Learning) saw the successful implementation of an instructional framework coaching model that shifted how teachers plan and deliver lessons, with principals also being trained to identify effective classroom practices and support staff with lesson design. Action 1.10 (English Learner Instructional Support) benefited from site-specific training provided by the coordinator, focusing on instructional strategies for English Learners. Action 1.12 (College and Career Readiness) saw an increase in the number of CTE courses offered, and supplementary instructional materials allowed students to practice new skills. Action 1.13 (Career Technical Education Materials and Resources) expanded opportunities for students to engage in CTE activities. Action 1.15 (Appropriately Credentialed Teachers) successfully supported new teachers through mentoring in classroom management, lesson planning, and overall support.

Challenges were also noted in several areas. In Action 1.5, the platform transition required additional staffing considerations for grading written work. In Action 1.6 (Special Education Supports), finding time to follow up on professional development was a challenge. In Action 1.9, the district had only two coordinators available to effectively support 50 teachers across three rounds of coaching, and the district plans to train additional coordinators for the following year. In Action 1.10, scheduling site-specific trainings around school site schedules presented logistical challenges.

Overall, the district's implementation of Goal 1 reflects a strong commitment to continuous improvement and equitable access to high-quality instruction for all students.

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

The district considers expenditures of greater or less than 15% of the budgeted amount as a material difference.

Action 1.2 reflects a material difference. The school sites paid for some of the items in this action with their own funds. Additionally, other items in this action were overbudgeted.

Action 1.3 reflects a material difference. There were fewer AP sections offered as students did not show in interest in those classes resulting in a material difference.
Action 1.4 reflects a material difference. The study trips were more expensive than budgeted.
Action 1.5 reflects a material difference. Summer school cost was less than budgeted as the district streamlined the offering. Additionally, the district did not continue with the Read180 program.
Action 1.7 reflects a material difference. The district did not fill the counselor position for VVVA. The position was rolled into another counselor's position.
Action 1.8 reflects a material difference. The number of additional CTE courses was more that originally planned which incurred extra payroll expenses. Additionally one time funds expended and some expenses were moved to the LCAP funding.
Action 1.9 reflects a material difference. The district increased the amount of professional development provided to all sites (the Instructional Framework). This caused for an increase in substitutes which incurred additional payroll expenses.
Action 1.10 reflects a material difference. This action incurred more payroll expenses than budgeted.
Action 1.11 reflects a material difference. This action was highly overbudgeted. Additionally, sites used their own funding for additional instructional materials.
Action 1.12 reflects a material difference. This action was also overbudgeted and sites used their own funding for study trips and other opportunities.
Action 1.13 reflects a material difference. This action was overbudgeted. The sites did increase their spending on materials to support CTE opportunities, however, they didn't use the entire budgeted amount.
Action 1.15 reflects a material difference. This action was under budgeted. The number of mentors for staff increased significantly.

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

Action 1.1: Curriculum and Instruction Support for Academic Success
Mixed Effectiveness: Strong ELA gains on Metric 1.1 with all students increasing 19.5 points, for EL (+23.4), LI (+23.5), AA (+31), and Homeless (+56.2). Math gains on Metric 1.2 all students increased 20.6 points, EL (+25.8), LI (+21.5), and Hispanic (+107.4). However, FY declined in both ELA (-5.6, Metric 1.1) and Math (-8.1, Metric 1.2). Metric 1.3 (ELPI) maintained flat for EL (-1%). Metric 1.12 (State Standards Implementation) declined by 2 across all domains. Site-level results on Metrics 1.15 and 1.16 show broad gains at AHS, HJH, LLA, and SHS, but VVHS declined for All Students, AA, Hispanic, and LI in ELA (Metric 1.15). FY academic achievement and the standards implementation decline require focused attention.
Overall, this action is producing strong academic gains for EL and LI students across both ELA and Math at the district and site levels. The decline for FY in both ELA and Math and the flat ELPI progress require focused attention. The decline in standards implementation perception on Metric 1.12 also warrants further exploration.

Action 1.2: English Learner Academic Success
Mixed effectiveness. Metric 1.9 (Reclassification) increased by 35.5%, reflecting exceptional progress for EL students near proficiency. However, Metric 1.3 (ELPI) maintained flat at -1% for EL students. On Metric 1.17, CIMS (+17.7%) and VVHS (+20.1%) showed strong gains, while LLA maintained (+0.7%). Reclassification is a strength; accelerating progress for EL students at earlier proficiency levels remains a need.
Overall, this action is highly effective in expanding college readiness for EL and FY students, with strong gains on both the CCI (M 1.24) and A-G metrics (M 1.21). The AP pass rate is an area for continued development.

Action 1.3: Equity in Access for College Readiness
Highly effective. Metric 1.4 (CCI) shows strong gains: All students increased17.9%, EL (+17.1%), FY (+24.9%), LI (+17.7%), SWD (+9.9%). Metric 1.10 (A-G) reflects similar growth: EL (+17.1%), FY (+25%), LI (+15.7%). Metric 1.11 (AP Pass Rate) increased modestly (+1.9%). Metric 1.25 (Broad Course Access) maintained at 100%. FY and EL students are benefiting significantly from expanded college readiness programs. AP pass rates may need additional instructional support.

Action 1.4: Legacy Program for LTELs
Mixed effectiveness. Metric 1.9 (Reclassification) increased 35.5%. Metric 1.10 (A-G) shows EL students increased 17.1%. Metric 1.17 shows strong gains at VVHS (+20.1%) and CIMS (+17.7%), while LLA maintained (+0.7%). Metric 1.3 (ELPI) remained flat. The program is effectively supporting LTEL students toward reclassification and A-G completion, though LLA requires continued refinement.
Overall, the Legacy Program is effectively supporting LTEL students toward reclassification and A-G completion. LLA requires continued attention, and strategies to accelerate language proficiency for LTELs at earlier stages should be explored.

Action 1.5: Credit Recovery and Intervention
Effective. Metric 1.5 (Graduation Rate) shows exceptional growth with all students increasing 3.6% while FY growth (+23.7%), with EL (+2.8%) and LI (+3.9%) also increasing. Metric 1.10 (A-G) reflects strong gains for FY (+25%) and EL (+17.1%). Metric 1.20 shows GIS All Students (+18.4%), LI (+20.1%), and VVHS SWD (+19.4%). Metric 1.12 (State Standards) declined by 2 across all domains. Credit recovery is a critical support for FY and EL graduation success.
Overall, credit recovery is a critical and effective support for FY and EL graduation success and A-G completion. The standards implementation decline on Metric 1.12 should be investigated further.

Action 1.6: Special Education Supports
Moderately effective. SWD increased 8.7 points in ELA (Metric 1.1) and 17.2 points in Math (Metric 1.2). Metric 1.19 (Alternative Diploma) enrollment grew by 13 students at VVHS. Metric 1.12 declined by 2 across all domains. Math gains for SWD are encouraging; the standards implementation decline warrants investigation.
Overall, math gains for SWD are encouraging, and the expansion of alternative diploma enrollment is a positive development. The standards implementation decline requires further attention.

Action 1.7: Personalized Learning Pathways
Effective for graduation; mixed effectiveness for academics. Metric 1.5 (Graduation Rate) shows All students increased 3.6%, LI increased 3.9%, while EL increased 2.8% and FY demonstrated an incredible 23.7% increase. Metric 1.7 (Dropout Rate) declined 1% for high school and 0.7% for middle school. However, on Metrics 1.1 and 1.2, FY declined in ELA (-5.6) and Math (-8.1) despite gains for EL and LI students. The pathways effectively support FY graduation and reduce dropouts, but additional academic interventions are needed for FY students.
Overall, the personalized learning pathways effectively support FY graduation and reduce dropout rates for EL, FY, and LI students. However, additional academic interventions are needed for FY students within these alternative settings to address the ELA and Math declines.

Action 1.8: CTE Program and Pathways

Mixed effectiveness. Metric 1.18 (CTE Enrollment) shows strong increases: All students increased 23%, EL (+27%), FY (+24%), LI (+25%). Metric 1.4 (CCI) reflects substantial gains for FY (+24.9%) and EL (+17.1%). However, Metric 1.6 (CTE Completers) shows FY declined 21.2% and All Students declined 4.8%, while EL increased 17.8%. Metric 1.21, site level A-G completion rate observed significant growth at AHS where All Students increased 8.3%; at SHS All students increased 26.6% and SWD increased 6.4% and VVHS All Students increased 15% and SWD increased 16%; however, GHS maintained 0%.On Metric 1.24, GHS declined for All Students (-1.7%), LI (-1.7%), and Hispanic (-1.3%). Enrollment gains are strong for EL and FY, but completion barriers persist, particularly for FY students.
Overall, CTE enrollment gains are strong for EL and FY students, and CCI gains are substantial. However, completion barriers persist, particularly for FY students, and GHS continues to show no progress on the CCI. Addressing FY pathway completion and GHS CCI should be priorities.

Action 1.9: Equity in Teaching and Learning
Highly effective. Metric 1.23 (EAP Math) increased 23.4%. Metric 1.22 (EAP ELA) increased 5.4%. Metric 1.26 (Science) shows gains for All Students (+3.2), EL (+2.7), FY (+6.5), and LI (+3.3). Metrics 1.1 and 1.2 show broad gains for EL and LI at the district level. Metrics 1.15 and 1.16 show gains across most sites. Metric 1.1 (ELA) All students increased 19.5 points, EL increased 23.4 and LI increased 23.5 points; however, FY declined 5.6. Metric 1.2 (Mathematics observed growth of 20.6 points for All students, 25.8 points for EL and LI increased 21.5 points; however, FY declined 8.1. Metric 1.3 (ELPI) maintained flat. Professional learning is producing strong results, particularly in math; FY academic achievement and ELPI acceleration remain areas of focus.
Overall, the Instructional Framework coaching model and professional learning are producing strong results, particularly in mathematics.

Action 1.10: English Learner Instructional Support
Moderately effective. Metric 1.9 (Reclassification) increased 35.5%. Metric 1.17 shows gains at CIMS (+17.7%) and VVHS (+2.7%), while LLA maintained (+0.7%). Metric 1.3 (ELPI) remained flat at -1%. Instructional materials are supporting reclassification for EL students effectively, but EL students at earlier proficiency levels need additional support.
Overall, instructional materials such as Ellevation and Flashlight 360 are effectively supporting EL reclassification. However, EL students at earlier proficiency levels need additional support to accelerate progress on the ELPI.

Action 1.11: Supplemental Resources and Intervention for Equitable Access
Effective. Metric 1.8 (STAR) shows Reading increased 18.9% for All Students and 12.3% for EL; Math increased 29.4% for All Students and 6.9% for EL. Metrics 1.1 and 1.2 show strong gains for EL and LI. Metric 1.26 (Science) shows gains for all groups including FY (+6.5). FY declined in ELA (-5.6, Metric 1.1) and Math (-8.1, Metric 1.2). Intervention materials are translating into measurable gains, especially in math for EL and LI students.
FY declines in ELA and Math indicate that supplemental resources alone are insufficient to address FY academic needs.

Action 1.12: College and Career Readiness
Effective. Metric 1.10 (A-G) shows strong gains: All Students (+17.2), EL (+17.1%), FY (+25%), LI (+15.7%). Metric 1.11 (AP Pass Rate) increased modestly (+1.9%). College visits and supplementary materials are effectively building a college-going culture for EL, FY, and LI students. AP pass rate growth is an area for continued development.
Overall, college visits, supplementary materials, and Dual Enrollment opportunities are effectively building a college-going culture for EL, FY, and LI students.

Action 1.13: Career Technical Education Materials and Resources
Mixed effectiveness. Metric 1.4 (CCI) shows strong gains for All Students (+17.2%) EL (+17.1%), FY (+24.9%), and LI (+17.7%). However, Metric 1.6 (Completers) shows FY declined 21.2% and All Students declined 4.8%, while LI increased 17.7% and EL increased 17.8%. Metric 1.14 shows completers increased by 165, and LI increased 8%, but EL declined 20% and FY maintained at 0%. Materials support EL engagement effectively; FY and LI completion barriers need to be addressed.
Overall, CTE materials effectively support EL engagement and CCI gains. However, FY and LI completion barriers need to be addressed, and the fact that FY maintained at 0% of A-G/CTE completers is a significant concern requiring targeted intervention.

Action 1.14: Core Instruction Support
Mixed effectiveness. Metrics 1.1 and 1.2 show strong gains for All Students (+19.5 ELA, +20.6 Math), EL (+23.4 ELA, +25.8 Math) and LI (+23.5 ELA, +21.5 Math). Metric 1.8 (STAR) shows Math All Students increased 29.4%and EL increased 12.3% and Reading increased 18.9% for All Students and 6.9% for EL. Metrics 1.15 and 1.16 show broad site-level gains. FY declined in ELA (-5.6, Metric 1.1) and Math (-8.1, Metric 1.2). Smaller class sizes benefit EL and LI students; additional targeted interventions within smaller settings are needed for FY students.
Overall, smaller class sizes are benefiting EL and LI students with strong academic gains. However, FY students continue to decline in both ELA and Math despite reduced class sizes, suggesting that additional targeted interventions within smaller settings are needed for FY students.

Action 1.15: Appropriately Credentialed Teachers
Effective. Metric 1.13 shows 38 fewer teacher misassignments (from 57 to 19). Metrics 1.1, 1.2, and 1.8 show broad academic gains. Metrics 1.15 and 1.16 show gains across most sites. The significant reduction in misassignments reflects strong progress in ensuring students receive instruction from appropriately credentialed teachers, likely contributing to the academic gains observed across multiple metrics.
Overall, the significant reduction in misassignments reflects strong progress and likely contributes to the academic gains observed across multiple metrics. Continued mentoring and new teacher development should be sustained.

Areas of Strength:
ELA and Math gains are strong for EL, LI, AA, and Homeless students across the district and at most school sites.
A-G completion and CCI show exceptional growth, particularly for FY (+25% A-G, +24.9% CCI) and EL (+17.1% both).
Graduation rates increased significantly, especially for FY (+23.7%).
CTE enrollment increased substantially across all student groups.
Teacher misassignments decreased by 38.
EL reclassification rates increased by 35.5%.

Areas of Concern:
FY declined in both ELA (-5.6 DFS) and Math (-8.1 DFS) at the district level.
ELPI remained flat for EL (-1%) and LTEL (+0.2%).
State Standards Implementation declined by 2 across all domains.
FY CTE completers declined by 21.2% and maintained at 0% of A-G/CTE completers.
VVHS showed ELA declines for All Students, AA, Hispanic, and LI.
GHS CCI remained at 0% for all student groups.

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.

There are no major changes to this goal, metrics, or target outcomes.
Action 1.5 was updated to include credit recovery during the summer months.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum and Instruction Support for Academic Success	The Educational Services Division provides a Director of Curriculum and Instruction, two coordinators (English Language Arts, Mathematics), and additional staff to support teaching and learning for all students to improve student academic outcomes. These positions will organize and facilitate professional learning for staff to include differentiation and engagement strategies. This action is principally directed toward English Learners, Foster Youth, and Low-Income students and will be measured by metrics 1.1, 1.2,1.3, 1.12, 1.15, and 1.16.	$1,600,000.00	Yes
1.2	English Learner Academic Success	In addition to the district coordinator (Action 2.1), Educational Services will provide EL site coordinators and bilingual paraprofessionals to monitor and support English Learners' and Long Term English Learners (LTELs) progress toward proficiency. In addition, the EL coordinator will provide professional development to improve strategies with Integrated ELD instruction. This action is limited to English Learners and will be measured by metrics 1.3, 1.9, and 1.17.	$1,984,000.00	Yes
1.3	Equity in Access for College Readiness	The Educational Services Division will provide teachers for programs, including but not limited to AVID, Advanced Placement, Dual Enrollment, and tutoring, to focus on student groups who traditionally do not attend college, in order to create equitable access to a broad course of study and higher education. This action is principally directed towards EL and FY and	$9,230,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		includes test preparation and will be measured by metrics 1.4, 1.10, 1.11, 1.25.		
1.4	Legacy Program for LTELs	The Educational Services Division will provide staff and services (including a part time coordinator, community speakers, college visits, and parent outreach) to administer the Legacy Program at all three comprehensive high schools, limited to Long-term English Learners (LTELs), for the purpose of equity in access to higher learning opportunities as measured by metrics 1.3, 1.9, 1.10, 1.17.	$658,000.00	Yes
1.5	Credit Recovery and Intervention	The Educational Services Division will provide certificated staff to support credit recovery services for students to support academic success. Master schedules will include credit recovery sections to support student success during the school day as well as a streamlined summer program. This action is principally directed towards EL and FY and will be measured by metrics 1.5, 1.10, 1.12 and 1.20.	$7,334,000.00	Yes
1.6	Special Education Supports	The Special Education Services Department will provide professional development for certificated and classified staff and additional staff (teachers and para-educators) to support smaller class sizes and small group instruction for students in special education for the purpose of access and success in all academic settings as measured by metric 1.1, 1.2, 1.12 and 1.19.	$11,594,500.00	No
1.7	Personalized Learning Pathways	The Educational Services Division will provide teachers and instructional resources for students who are not successful in the traditional school setting by maintaining a virtual program and independent study in order to increase academic outcomes in ELA and math. This action is principally directed towards EL, FY and LI as measured by metrics 1.1, 1.2, 1.5 and 1.7.	$1,905,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	CTE Program and Pathways	The College & Career Department will provide a CTE coordinator, and highly qualified teachers to create and sustain high-interest pathways in order to increase participation and success in college and career. This action is principally directed toward EL and FY as measured by metrics 1.4, 1.6, 1.18, 1.21, and 1.24.	$7,098,000.00	Yes
1.9	Equity in Teaching and Learning	The Curriculum and Instruction Department will conduct professional learning for all staff of all students (including teachers and administrators) to improve differentiated instructional practices to positively impact student academic achievement. This action support FY, LI and ELs and will be measured by metrics 1.1, 1.2,1.3, 1.15, 1.16,1.22, 1.23 and 1.26.	$1,509,000.00	Yes
1.10	English Learner Instructional Support	The Curriculum and Instruction Department will provide professional development for staff and provide instructional materials and supplementary resources (including Ellevation and Flashlight 360) for English Learners and Long Term English Learners (LTELs) in both designated and integrated classes to increase language acquisition and fluency as measured by metrics 1.3, 1.9 and 1.17.	$1,040,000.00	Yes
1.11	Supplemental Resources and Intervention for Equitable Access	The Curriculum and Instruction Division will provide instructional materials and supplementary resources for intervention teachers to support struggling students to improve academic outcomes. This action is principally directed towards EL, FY, and LI and will be measured by metrics 1.1, 1.2, 1.8 and 1.26.	$2,640,000.00	Yes
1.12	College and Career Readiness	The Educational Services Division will provide additional activities and supplementary instructional materials for all students to support equity in access to college and career opportunities including student study trips, college visits, and CTE programs for student groups who do not traditionally attend college. This action is principally directed toward EL, FY, and LI students and will be measured by metrics 1.10 and 1.11.	$1,341,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.13	Career Technical Education Materials and Resources	The Educational Services Division will provide additional consumable materials and supplies. This action will provide increased opportunities for students to participate in engaging activities and increase their development of real-world skills, problem solving, and work-place readiness aligned with industry. This action is principally directed towards ELs, FY and LI students and will be measured by metrics 1.4, 1.6, and 1.14.	$1,050,000.00	Yes
1.14	Core Instruction Support	The District will increase the number of staff at middle and high schools to reduce class size in core content areas to improve instruction and support for student groups who are struggling in ELA and math. This action is partially funded by the Learning Recovery Emergency Block Grant (LREBG) The District is using $1,687,000 from the LREBG to fund this action.This action is principally directed toward ELs, FY and LI students and will be measured by metrics 1.1, 1.2, 1.8, 1.15 and 1.16.	$8,287,000.00	Yes
1.15	Appropriately Credentialed Teachers	Victor Valley Union High School District will ensure, through teacher mentoring and new teacher development, that all students receive instruction from an appropriately credentialed teacher as measured by metrics 1.1, 1.2, 1.8, 1.13, 1.15 and 1.16.	$83,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The Victor Valley Union High School District will provide a safe learning environment that supports a positive school climate for students and staff with high levels of community engagement.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

VVUHSD has chosen to prioritize this broad goal to address state priorities 3-Family Involvement, 5-Student Engagement, and 6-School Climate. The educational partner feedback and District data from the annual climate survey indicates the need to provide a campus culture that promotes a safe learning environment for students, families, and staff. There is an ongoing need to increase wellness activities for students and staff, along with positive interventions to support academic and personal success. Additionally, the district recognizes the importance of school and home connectedness and has provided resources that support families with training related to understanding educational initiatives and how they can support the academic and social-emotional experiences of their children.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Panorama Survey - SEL Growth Mindset Metric: Percent of students who have a growth mindset: All Students ELs	Panorama Survey - SEL Growth Mindset - Spring 2024 All = 63% EL = 52%	Panorama Survey - SEL Growth Mindset - Spring 2025 All = 68% EL = 57%	Panorama Survey - SEL Growth Mindset - Spring 2026 All = 69% EL = 58%	Panorama Survey - SEL Growth Mindset - Spring 2027 All = 75% EL = 70%	All students increased 6% EL increased 6%
2.2	Panorama Survey - Climate: School	Panorama Survey - Climate: School Connectedness (sense	Panorama Survey - Climate: School Connectedness	Panorama Survey - Climate: School Connectedness	Panorama Survey - Climate: School Connectedness	All Students increased 7% EL increased 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Connectedness (sense of belonging) Metric: Percent of students who have a sense of belonging.	of belonging) - Spring 2024 All = 50% EL= 47%	(sense of belonging) - Spring 2025 All = 54% EL= 49%	(sense of belonging) - Spring 2026 All = 57% EL= 52%	(sense of belonging) - Spring 2027 All = 65% EL= 55%	
2.3	Panorama Climate - Support for Academic Learning Metric: Percent of students who report support for academic learning. Students Family Staff	Panorama Climate: Support for Academic Learning - Spring 2024 Students: All = 71% EL = 70% Family: All = 92% LI = 94% EL= 94% Staff = 91%	Panorama Climate: Support for Academic Learning - Spring 2025 Students: All = 73% EL = 71% Family: All = 93% LI = 94% EL= 93% Staff = 89%	Panorama Climate: Support for Academic Learning - Spring 2026 Students: All = 74% EL = 71% Family: All = 92% LI = 94% EL= 95% Staff = 90%	Panorama Climate: Support for Academic Learning - Spring 2027 Students: All = 80% EL = 80% Family: All = 98% LI = 100% EL= 100% Staff = 98%	Students: All increased 3% EL increased 1% Family: All maintained LI maintained EL increased 1% Staff: declined 1%
2.4	CA Dashboard Chronic Absenteeism Metric: Percent of students who are chronically absent	CA Dashboard Chronic Absenteesim 2023 All = 24.6% EL = 22.6% FY = 32.8% LI = 26.4% AA = 35.6% Two or More Races (MR) =31.9 % SWD = 38.2% CA Dashboard Chronic Absenteesim 2024	CA Dashboard Chronic Absenteesim 2024 All = 25.5% EL = 27.4% FY = 34.9% LI = 27.5% AA = 43.3% Two or More Races (MR) = 25.9% SWD = 38.9% Hispanic = 22.9%	CA Dashboard Chronic Absenteesim 2025 All = 26.6% EL = 20.9% FY = 39.2% LI = 29.2% AA = 43.3% Two or More Races (MR) = 31.7% SWD = 38.5% Hispanic = 23% Homeless = 46.7%	CA Dashboard Chronic Absenteesim 2026 All = 20% EL = 18% FY = 28% LI = 22% AA = 25% MR = 28 % SWD = 25% Hispanic = 12% Homeless = 25% LTEL = 18%	All Students increased 2.0% EL decreased 1.7% FY increased 6.4% LI increased 2.8% AA increased 7.7% MR decreased 0.2% SWD increased 0.3% Hispanic increased 0.1% Homeless decreased 8.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic = 22.9% Homeless = 55.4% LTEL = 29.3%	Homeless = 55.4% LTEL = 29.3%	LTEL = 22.7%		LTEL decreased 6.6%
2.5	CA Dashboard Suspension Metric: Percent of students who are suspended at least one day	2023 CA Dashboard Suspension All = 8.2% EL = 6.1% FY = 18.9% LI = 8.9% American Indian = 16.1%	2024 CA Dashboard Suspension All = 6.6% EL = 4.6% FY = 14.7% LI = 6.9% American Indian = 6.3%	2025 CA Dashboard Suspension All = 4.9% EL = 3.3% FY = 14.2% LI =5% American Indian = 10.5%	2026 CA Dashboard Suspension All = 5% EL = 4% FY =12% LI = 4% American Indian = 10%	All Students decreased 3.3% EL decreased 2.8% FY decreased 4.7% LI decreased 3.9% American Indian decreased 5.6%
2.6	CalPADs Data: HS Dropout Rate MS Dropout Rate Metric: Percent of students who dropped out of school	2022-23 CalPADs Data HS Dropout Rate: 2% MS Dropout Rate: 1%	2024 Cohort Drop-out Rate: CalPADs: High School = 1.4% Middle School = 0.1%	2025 Cohort Drop-out Rate: CalPADs: High School = 1.0% Middle School = 0.34%	2026 CalPADs Data HS Dropout: 0% MS Dropout: 0 %	High School declined 1% Middle School declined .66%
2.7	District SIS: Attendance Metric: Percent of students who are present.	2023 Attendance District SIS All Students = 90.8% EL = 90.9% FY = 89.9% LI = 91.5%	2024 Attendance District SIS 2024 Local Measure - Aeries Attendance All Students = 94% EL = 94.5% FY = 94.2% LI = 93.7%	2025 Attendance District SIS 2025 Local Measure - Aeries Attendance All Students = 89.5% EL = 88.6% FY = 85.3% LI = 89%	2026 Attendance District SIS All Students = 95% EL =95% FY = 95% LI = 95%	All decreased 1.3% EL decreased 2.3% FY decreased 4.6% LI decreased 2.5%
2.8	Data Quest: Expulsions Metric: Percent of students who have been expelled	2023 Data Quest: Expulsions All Students = 0.1% EL = 0% FY = 0.6% LI = 0.1%	2024 Data Quest: Expulsions All Students = 0.02% EL = 0% FY = 0% LI = .02%	2025 Data Quest: Expulsions All Students = 0.02% EL = 0% FY = 0% LI = .02%	2026 Data Quest: Expulsions All Students = 0.5% EL = 0% FY = 0% LI = 0%	All Students declined .08% EL maintained FY declined .6% LI declined .08%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	CA Dashboard Chronic Absenteeism School and Student Group Metric: Percent of students who are Chronically Absent	2023 CA Dashboard Chronic Absenteeism HJH AA = 45% FY = 36.4% MR = 48.2% W = 41.1% 2024 CA Dashboard Chronic Absenteeism HJH EL = 32.5% Hispanic = 38.8% LTEL = 38.1% LI = 41.3% SWD = 46% LLA All students = 28.6% AA = 43.6% EL = 23.8% Hispanic = 23.3% Homeless = 54.8% LTEL = 24.3% MR = 37.8% LI = 28.6% W = 31.3%	2024 CA Dashboard Chronic Absenteeism HJH AA = 51.6% FY = 41.3% MR = 36.1% W = 31.1% EL = 32.5% Hispanic = 38.8% LTEL = 38.1% LI = 41.3% SWD = 46% LLA All Students = 28.6% AA = 43.6% EL = 23.8% Hispanic = 23.3% Homeless = 54.8% LTEL = 24.3% MR = 37.8% LI = 28.6% W = 31.3%	2025 CA Dashboard Chronic Absenteeism HJH AA =52.4% FY = 45.8% MR = 41.75% W = 37.5% EL = 20.5% Hispanic = 36% LTEL = 21.2% LI = 40.9% SWD = 44.7% LLA All Students = 29.7% AA = 45.8% EL = 18.2% Hispanic = 23.5% Homeless =47.2% LTEL = 18.1% MR = 43.8% LI = 31.5% W = 38.3%	2026 CA Dashboard Chronic Absenteeism HJH AA = 30% FY = 22% MR = 35% W = 28% EL = 22% Hispanic = 30% LTEL = 30% LI = 30% SWD = 30% LLA All Students = 15% AA = 30% EL = 20% Hispanic = 20% Homeless = 25% LTEL = 14% MR = 25% LI = 20% W = 20%	HJH AA increased 7.4% FY increased 9.4% MR decreased 6.4% W decreased 3.6% EL = decreased 12% Hispanic =decreased 2.8% LTEL = decreased 16.9% LI = decreased 0.4% SWD = decreased 1.3% LLA All Students = increased 1.1% AA = increased 2.2% EL = decreased 5.6% Hispanic = increased 0.2% Homeless = decreased 7.6% LTEL = decreased 6.2% MR = increased 6% LI = increased 2.9% W = increased 7%
2.10	CA Dashboard Suspension	2023 CA Dashboard	2024 CA Dashboard	2025 CA Dashboard	2026 CA Dashboard	AHS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Metric: Percent of students who are suspended at least one day. School and Student Group	Suspension (at least one day) AHS FY = 27.5% HJH FY = 19.6% White = 19.7% LLA All Students = 18.5% AA = 33.9% Hispanic = 14.8% LI = 19.6% MR = 28% SHS FY = 19.8% MR = 16.8%	Suspension (at least one day) AHS FY = 11.2% HJH FY = 22.4% White = 8.3% LLA All Students = 16.3% AA = 34.9% Hispanic = 11.2% LI = 16.7% MR = 27.1% SHS FY = 21.2% MR = 11.9%	Suspension (at least one day) AHS FY = 11.2% HJH FY = 18.8% White = 19.4% LLA All Students = 10% AA = 24% Hispanic = 6.3% LI = 10.5% MR = 13.5% SHS FY = 9.2% MR = 7.2%	Suspension (at least one day) AHS FY = 15% HJH FY = 16.6% White = 16.7% LLA All Students = 15.5% AA = 28.9% Hispanic = 9.8% LI = 14.6% MR = 23% SHS FY = 10% MR = 12%	FY decreased 16.3% HJH FY decreased by 0.8% W decreased by 0.3 % LLA All decreased 8.5% AA decreased 9.9% H decreased 8.5% LI decreased 9.1% MR decreased 14.5% SHS FY decreased 10.7% MR decreased 9.6%
2.11	District - Home Communication DELAC Attendance Sign in Sheets Metric: Number of attendees at meetings	District - Home Communication 2024 DELAC Attendance (8 Meetings) = 623 Attendees	District - Home Communication 2025 DELAC Attendance (8 Meetings) = 279 Attendees	District - Home Communication 2026 DELAC Attendance (8 Meetings) = 196 Attendees	District - Home Communication 2027 DELAC Attendance (8 Meetings) = 800 Attendees	Attendance declined by 427
2.12	School - Home Connections Principal Meetings with Community/Families Sign in Sheets	2024 School - Home Connections Principal Meetings with Community/Families Sign in Sheets =	2025 School - Home Connections Principal Meetings with Community/Families	2026 - School - Home Connections Principal Meetings with Community/Families	School - Home Connections 2027 Principal Meetings with Community/Families	Attendance increased 1,966

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Metric: Number of attendees at meetings	300 community members attended over all schools	Sign-in Sheets = 1352 community members attended over all schools.	Sign-in Sheets = 2266 community members attended over all schools.	Sign in Sheets = 450 community members attended over all schools	
2.13	District - Home Connections Special Education Parent Advisory Committee Meetings Sign in Sheets Metric: Number of attendees at meetings	2024 District - Home Connections Special Education Parent Advisory Committee Meetings Sign in Sheets = New Committee, Baseline Year - 0 Attendees	2025 District - Home Connections Special Education Parent Advisory Committee Meetings Sign in Sheets = (2 Meetings) - 15 Attendees	2026 District - Home Connections - Special Education Parent Advisory Committee Meetings Sign in Sheets = (1 Meeting) 7 Attendees	District - Home Connections 2027 Special Education Parent Advisory Committee Meetings Sign in Sheets = 100 100 Attendees	Attendance increased by 7

Goal Analysis [2025-26]

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

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

The Victor Valley Union High School District demonstrated strong and consistent implementation of Goal 2, which focused on providing a safe learning environment that supports a positive school climate for students and staff with high levels of community engagement. All eight actions within Goal 2 were fully implemented during the 2025-26 school year (Actions 2.1 through 2.8), reflecting the district's dedication to fostering a supportive and connected school community for all students, with particular emphasis on English Learners, Foster Youth, and Low-Income students.

Implementation was largely carried out as planned.

The district experienced several notable successes throughout Goal 2.
In Action 2.2 (Home-District Connections), the district strengthened home-to-school communications by working more closely with the Public Engagement Officer, resulting in increased notices for families, including student incentives and enrollment fairs. Additionally, translators became more available for parent meetings, further supporting the district's English Learner families.
Action 2.3 (Home-school connections) saw Family Engagement Liaisons actively working to increase family engagement and parent education events across school sites.
Action 2.4 (Safety and Security) marked a significant milestone with the district's police department becoming fully operational and actively collaborating with school sites and participating in community meetings.

Action 2.8 (Resources and Recognition for Student Engagement) saw all schools utilizing the 5-Star program, and the ASB reimbursement system continued enhancing student engagement opportunities.

Challenges and Substantive Changes during implementation:
In Action 2.1 (Social Emotional and Wellness), additional hours were needed for Licensed Vocational Nurses (LVNs) and School Office Assistants (SOAs) to provide the level of support required by students and families, highlighting the growing demand for social-emotional and wellness services.
Action 2.5 (Safe Environment) the district added three Evolve weapon detection systems to provide additional safety measures at sites.
Action 2.7 (Participation and Decision-Making) demonstrated meaningful parental involvement at most schools, supporting the shared decision-making process. An identified an ongoing challenge is increasing parent participation at district-level meetings.
Action 2.8 (Resources and Recognition for student engagment) school sites ulitmately decided not to use an outside agency to execute this action as planned.

Overall, the district's full implementation of all actions within Goal 2 reflects a strong commitment to creating safe, welcoming, and connected school environments that support the well-being and engagement of all students and families.

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.

The district considers expenditures greater or less than 15% of the budgeted amount as a material difference.

The following material differences are noted:
Action 2.1 reflects a material difference stemming from the increase of payroll expenses.
Action 2.4 reflects a material difference in that the district underbudgeted. The first year of the new police department came with more unexpected expenditures.
Action 2.5 reflects a material difference in that the district added three Evolve weapons detection system lanes to meet the needs of the school sites.
Action 2.8 included ASB and other student engagement resources and mental health, and much of the material difference lies in coding issues as well as the decision to provide site autonomy to build these resources rather than contract with an outside agency as originally intended. Additionally, the ASB funds came in underbudget.

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

Action 2.1: Social Emotional and Wellness
Action 2.1 demonstrates effectiveness across the majority of its aligned metrics, with particularly strong results in suspension reduction and dropout prevention.
Effective. Metric 2.1: Growth Mindset increased for All Students (+6%) and EL (+6%).
Metric 2.5: Suspensions declined across all student groups: All Students (-3.3%), EL (-2.8%), FY (-4.7%), LI (-3.9%), and American Indian (-5.6%). Metric 2.6: Dropout rates declined for HS (-1%) and MS (-0.6%). Metric 2.7: EL attendance (-2.3%), All Students (-1.3%), FY (-4.6%) and LI (-2.4%) all declined. Metric 2.8: Expulsions declined for All Students (-0.08%) and FY (-0.6%); EL maintained; LI declined slightly (0.08%). Metric 2.10: Site suspensions declined broadly, notably AHS: FY decreased 16.3%. HJH: FY decreased 0.8%; White decreased

0.3%. LLA: All Students decreased 8.5%; African American decreased 9.9%; Hispanic decreased 8.5%; LI decreased 9.1%; Multi-Race decreased 14.5%. SHS: FY decreased 10.6%; Multi-Race decreased 9.6%
Overall, suspension reductions are a clear strength of this action, with meaningful declines for EL, FY, and LI students across the district and at individual school sites. The FY and LI attendance declines need targeted strategies to ensure that the social-emotional supports translate into improved daily attendance.

Action 2.2: Home-District Connections
Mixed effectiveness. Metric 2.2: Connectedness increased for All Students (+7%) and EL (+5%). Metric 2.4: (Chronic absenteeism) This metric presents a mixed picture. English Learners (-1.7%), Homeless (-8.7%), and LTEL (-6.6%) all show favorable decreases in chronic absenteeism. However, All Students (+2%) Foster Youth (+6.4%) and African American (+7.7%) students show concerning increases. Metric 2.7: EL (-2.3%), All Students (-1.3%), FY (-4.6%) and LI (-2.5%) all declined. Metric 2.9: Chronic Absenteeism by site - At HJH, EL (-12%) and LTEL (-16.9%) improved, but AA (+7.4%) and FY (+9.4%) worsened. At LLA, EL (-5.6%) and Homeless (-7.6%) improved, but MR (+6%) and W (+7%) worsened. Metric 2.10: Broad suspension declines. Metric 2.11: DELAC attendance decreased by 427. Metric 2.13: SEPAC increased by 7.
Overall, Action 2.2 demonstrates mixed effectiveness. The strongest evidence of positive impact is seen in the increased sense of belonging for All Students (+7%) and EL (+5%) in Metric 2.2, the favorable chronic absenteeism reductions for EL (-1.7%), LI (-2.8%), Homeless (-8.7%), and LTEL (-6.6%) in Metric 2.4, and the substantial site-level improvements for EL and LTEL students at HJH and LLA in Metric 2.9. The broad suspension declines in Metric 2.10 further support the action's contribution to a positive school climate. The EL attendance increase of 2.3% in Metric 2.7 also reflects the effectiveness of translator services and bilingual communication.
However, areas of concern include the chronic absenteeism increases for Foster Youth (+6.4%) and African American (+7.7%) students in Metric 2.4, the attendance declines for FY (-4.6%) and LI (-2.5%) in Metric 2.7, the significant DELAC attendance decline of 427 in Metric 2.11, and the limited SEPAC engagement in Metric 2.13. These findings suggest that while home-district communication strategies are effectively reaching EL and LTEL families, differentiated and intensified outreach approaches are needed for Foster Youth and African American families, and district-level advisory meeting engagement requires renewed attention.

Action 2.3: Home-School Connections
Moderately effective. Metric 2.2: Connectedness increased for All Students (+7%) and EL (+5%). Metric 2.3: Student support increased for All (+3%) and EL (+1%); Family support for All maintained, LI maintained, EL increased (+1%) and Staff declined (1%). Metric 2.12: Principal meeting attendance increased by 1,966. Overall, family engagement is growing significantly as evidenced by the dramatic increase in principal meeting attendance. School connectedness is improving for both All Students and EL students.

Action 2.4: Safety and Security
Moderately effective. Metric 2.2: Connectedness increased (+7% All, +5% EL). Metric 2.3: (Support for Academic Learning) Student support increased for All (+3%) and EL (+1%); Family support for All maintained, LI maintained, EL increased (+1%) and Staff declined (1%). Metric 2.4: Homeless (-30.4%) and LTEL (-6.6%) improved; FY (+6.4%) and AA (+5.5%) worsened. Metric 2.7: All Students (-1.3%), Foster Youth (-4.6%), EL (-2.3%) and Low-Income (-2.5%) all experienced attendance declines. Metric 2.9: Mixed across sites. At the site level, EL and LTEL students show strong improvements at both HJH (-12% and -16.9% respectively) and LLA (-5.6% and -6.2% respectively), suggesting that safety partnerships combined with community outreach are effectively supporting these populations. However, African American students at HJH (+7.4%) and Foster Youth at HJH (+9.4%) continue to experience rising chronic absenteeism, indicating that safety and security measures have not yet addressed the specific needs of these student groups at this site. Metric 2.11: DELAC decreased by 427.

Overall, the district's police department becoming fully operational and actively collaborating with school sites is supporting improved school connectedness. However, chronic absenteeism persists for key student groups, particularly FY and AA, suggesting that safety partnerships alone are not sufficient to address the root causes of absenteeism.

Action 2.5: Safe Environment
Effective. Metric 2.2: Connectedness increased (+7% All, +5% EL). Metric 2.3: (Support for Academic Learning) Student support increased for All (+3%) and EL (+1%); Family support for All maintained, LI maintained, EL increased (+1%) and Staff declined (1%). Metric 2.5: Suspensions declined across all groups, All students decreased 3.3%, EL (-2.8%), LI (3.9%) and notably American Indian (-5.6%) and FY (-4.7%). Metric 2.10:Site-level suspension data shows broad and meaningful declines across multiple student groups and schools. The most substantial reductions include Foster Youth at AHS (-16.3%), Multi-Race at LLA (-14.5%), Foster Youth at SHS (-10.6%), African American at LLA (-9.9%), Multi-Race at SHS (-9.6%), and Low-Income at LLA (-9.1%). Overall, comprehensive security measures, staff training, and district-wide communication are contributing to reduced suspensions and improved school climate. The broad-based suspension declines across all student groups and school sites indicate that this action is effectively supporting a safer learning environment.

Action 2.6: Resources and Recognition for Increased Attendance
Mixed effectiveness. Metric 2.4: Chronic Absenteeism - EL (-1.7%), Homeless (-8.7%), and LTEL (-6.6%) improved; All Students increased 2%, FY (+6.4%) and AA (+7.7%) worsened. Metric 2.7: All students (-1.3%), FY (-4.6%), EL (-2.3% and LI (-2.4%) declined. Metric 2.9: Mixed at HJH and LLA. At the site level, the attendance tracking and recognition resources show strong effectiveness for EL and LTEL students. At HJH, EL students decreased by 12% and LTEL students decreased by 16.9%, representing substantial improvements. At LLA, EL students decreased by 5.6% and LTEL students decreased by 6.2%. Homeless students at LLA also decreased by 7.6%.Overall, the SchoolStatus attendance tracking program and recognition resources show promise for EL and LTEL students, who are demonstrating improved attendance patterns. However, FY and AA students require intensified and differentiated attendance strategies, as current recognition-based approaches have not yet addressed the systemic barriers these student groups face. The cost decrease for the A2A program noted in the implementation narrative may have limited the scope of services available.

Action 2.7: Participation and Decision-Making
Mixed effectiveness. Metric 2.12: Principal meeting attendance increased by 1,966. Metric 2.11: DELAC meeting attendance decreased significantly from the baseline of 623 attendees to 196 attendees, representing a decline of 427. However, this is because fewer invites were sent out to only core participants. Metric 2.13: SEPAC increased by 7. Overall, school-level engagement is a clear strength, with a dramatic increase in community participation at principal meetings. The DELAC attendance decline was anticipated. The SEPAC meeting provided limited effectiveness as there was only 1 meeting and the attendance was low.

Action 2.8: Resources and Recognition for Student Engagement
Effective. Metric 2.1: Growth Mindset increased for All Students (+6%) and EL (+6%). Metric 2.2: Connectedness increased (+7% All, +5% EL). Metric 2.5: Suspensions declined for All Students (-3.3%), EL (-2.8%), FY (-4.7%), and LI (-3.9%). Metric 2.8: Expulsions declined for All Students and FY; EL maintained; LI declined slightly. Overall, SEL initiatives are improving climate and engagement for EL, FY, and LI students. The combination of growth mindset gains, improved connectedness, reduced suspensions, and near-elimination of expulsions for FY students demonstrates that this action is effectively supporting the social-emotional well-being and school engagement of unduplicated student groups.

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.

Metric 2.7 (Local measure Aeries) - updated Baseline data by rounding from 100ths place to 10ths place to be in alignment with the rest of the document.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social Emotional and Wellness	The Student Support Services Department will provide social-emotional and wellness support staff for students and families to improve school climate. This action is principally directed toward ELs, FY, and LI students and will be measured by metrics 2.1, 2.5, 2.6, 2.7, 2.8 and 2.10.	$4,675,000.00	Yes
2.2	Home-District Connections	The Educational Services Division will provide staff (to include translators) and services for students and families to improve home-school communication and family engagement activities and trainings. This action is principally directed toward ELs, FY, and LI students and will be measured by metrics 2.2, 2.4, 2.7, 2.9, 2.10, 2.11, and 2.13.	$1,060,000.00	Yes
2.3	Home-school connections	The Educational Services Division will provide staff (Family Engagement Liaisons), services, and resources (including but not limited to counseling, parent workshops, and volunteer clearances) to support school connectedness activities for increased family and student engagement. This action is principally directed towards EL, FY, and LI as measured by metrics 2.2, 2.3, and 2.12.	$1,095,000.00	Yes
2.4	Safety and Security	The District will provide trained security and police officers and partner with the Department of Probation for students and staff at all campuses to implement comprehensive safety standards, expand community support, and improve partnerships with families as measured by metrics 2.2, 2.3, 2.4, 2.7, 2.9 and 2.11.	$5,775,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Safe Environment	The district will provide comprehensive security measures including staff training and district-wide communication for all students and staff to increase the feeling of safety and security as measured by metrics 2.2, 2.3, 2.5 and 2.10.	$208,800.00	No
2.6	Resources and Recognition for Increased Attendance	The Student Services Department will provide a program to track attendance and contract with providers to provide resources for student attendance recognition for the purpose of decreasing Chronic Absenteeism and Suspension Rates. This action will be measured by metrics 2.4, 2.7, and 2.9. This action is principally directed toward EL, FY and Low Income students.	$308,000.00	Yes
2.7	Participation and Decision-Making	The District and/or school sites will present multiple opportunities for parent participation and involvement in decision-making. These meetings will include, but are not limited to, the LCAP Community meetings, School Site Councils, English Learner advisory councils, school site principal meetings, Back to School Night, and student performances in the large group setting. Additional small setting meetings for parents to discuss their individual students include parent conferences, 504 meetings, IEP (Individualized Educational Plan) meetings for students with disabilities, and attendance meetings for families struggling with Chronic Absenteeism. These events and meetings will look to increase parent participation while providing opportunities for parental input and strategizing support mechanisms. Additionally, parents are encouraged to become classroom volunteers and assist in chaperoning various field trips. Progress monitoring for this action will be measured by metrics 2.11, 2.12, and 2.13.	$0.00	No
2.8	Resources and Recognition for Student Engagement	The Student Services Department will contract with providers to provide resources for student social-emotional well-being and school connectedness. This action is principally directed towards English Learners, Foster Youth, and Low-Income students and will be measured by metrics 2.1, 2.2, 2.5 and 2.8.	$860,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Victor Valley Union High School District will provide clean campuses, access to technology, sufficient instructional materials and highly qualified teachers at all school sites.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

VVUHSD will address state priority 1 “Basic Services and Conditions” and state priority 4 “"Pupil Engagement." This goal is developed to ensure that all students have access to a safe learning environment with access to materials and learning resources, trained teachers and support staff, clean facilities and technology devices.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Williams Instructional Materials Audit - Standard Based Instructional Materials 1:1 for students. Metric: Percent of findings in the Williams Report	2023 Williams Instructional Materials Audit - Standard Based Instructional Materials 1:1 for students. 100% no findings	2024 Williams Instructional Materials Audit - Standard Based Instructional Materials 1:1 for students. 100% no findings	2025 Williams Instructional Materials Audit - Standard Based Instructional Materials 1:1 for students. 100% no findings	2026 Williams Instructional Materials Audit - Standard Based Instructional Materials 1:1 for students. 100% no findings	No difference
3.2	Williams Facilities FIT Report Metric: Percent of deficiencies	2023 Williams Facilities FIT Report No Findings / Zero Emergency Repair Deficiencies	2024 Williams Facilities FIT Report No Findings / Zero Emergency Repair Deficiencies	2025 Williams Facilities FIT Report No Findings / Zero Emergency Repair Deficiencies	2026 Williams Facilities FIT Report No Findings / Zero Emergency Repair Deficiencies	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Human Resource County Audit Teacher Credential Assignment Metric: Number of misassignments	2023 Human Resource County Audit Teacher Credential Assignment 57 Misassignments	2024 Human Resource County Audit Teacher Credential Assignment 33 Misassignments	2025 Human Resource County Audit Teacher Credential Assignment 19 Misassignments	2026 Human Resource County Audit Teacher Credential Assignment 10 Misassignments	38 fewer misassignments
3.4	Technology Survey 1:1 Technology access for every student Metric: Percent of students who have 1:1 devices	2023 Technology Survey 1:1 Devices in Classrooms for 100% of students	2024 Technology Survey 1:1 Devices in Classrooms for 100% of students	2025 Technology Survey 1:1 Devices in Classrooms for 100% of students	2026 Technology Survey 1:1 Devices in Classrooms for 100% of students	No difference
3.5	Local Measure - Aeries Attendance Metric: Percent of students in attendance	2023 Local Measure - Aeries Attendance All Students = 90.76% EL = 90.93% FY = 89.99% LI = 91.47%	2024 Local Measure - Aeries Attendance All Students = 91.1% EL = 91.6% FY = 92.6% LI = 91.6%	2025 Local Measure - Aeries Attendance All Students = 89.5% EL = 88.6% FY = 85.3% LI = 89%	2026 Local Measure - Aeries Attendance All Students = 95% EL = 95% FY = 95% LI = 96%	All Students declined 1.26% EL declined 2.33% FY declined 4.69 LI declined 2.47%
3.6	CA School Dashboard Academic Indicator: English Language Arts, District Metric: Distance from Standard	2023 CA School Dashboard Academic Indicator: English Language Arts, District All = -38.3 Distance from Standard (DFS) EL = -93.3 DFS FY = -69.9 DFS LI = -47.2 DFS	2024 CA School Dashboard Academic Indicator: English Language Arts, District All = -27.8 Distance from Standard (DFS) EL = -87.8 DFS FY = -100.3 DFS LI = -34.7 DFS	2025 CA School Dashboard Academic Indicator: English Language Arts, District All = -18.8 Distance from Standard (DFS) EL = -69.9 DFS FY = -75.5 DFS LI = -23.7 DFS	2026 CA School Dashboard Academic Indicator: English Language Arts, District All = -30 DFS EL = -80 DFS FY = -55 DFS LI = -35 DFS	All Students increased by 19.5 points EL increased by 23.4 FY declined by 5.6 LI increased by 23.5
3.7	CA School Dashboard Academic Indicator: Mathematics, District	2023 CA School Dashboard Academic	2024 CA School Dashboard Academic	2025 CA School Dashboard	2026 CA School Dashboard Academic	All Students increased 20.6 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Metric: Distance from Standard	Indicator: Mathematics, District All = -115.4 DFS EL = -161.4 DFS FY = -139.9 DFS LI = -123.8 DFS	Indicator: Mathematics, District All = -102.4 DFS EL = -146.4 DFS FY = -143.7 DFS LI = -111.2 DFS	Academic Indicator: Mathematics, District All = -94.8 DFS EL = -135.6 DFS FY = -148 DFS LI = -102.3 DFS	Indicator: Mathematics, District All = - 90 DFS EL = - 135 DFS FY = - 110 DFS LI = -105 DFS	EL increased by 25.8 FY declined by 8.1 LI increased by 21.5

Goal Analysis [2025-26]

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

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

The Victor Valley Union High School District made meaningful progress toward Goal 3, which focused on providing clean campuses, access to technology, and highly qualified teachers at all school sites.

Actions 3.1 (Maintain Facilities in Good Repair), 3.2 (Technology Access and Implementation), were all fully implemented as planned with no substantive differences, reflecting the district's consistent commitment to maintaining high-quality facilities, technology support, and standards-aligned instructional materials for all students.
Action 3.3 was fully implemented with one substantive difference.The Educational Services Division ensured that all students had access to standards-aligned core instructional materials and staffing support, including classified library technicians, during the 2025–26 school year. The planned core curriculum adoption and associated textbook purchases have been shifted to the 2026–27 school year; however, this timeline adjustment did not impact students' access to standards-aligned instructional materials.

These actions experienced substantive differences in implementation.
Action 3.4 (Transportation) was partially implemented, as the district was unable to purchase buses as originally planned as we continue to work through a zero emissions bus grant process. Additionally, the district did not fill the bus trainer position until the spring of 2026. That position was vacant for one year. Action 3.5 (Bridging Technology Gap) was also partially implemented due to two key factors: the arrival of a new Director of Tech Ed, which resulted in some items not yet being purchased or fewer items being purchased than planned, and a shift in the district's instructional direction toward reduced student technology use, which led to a slower Chromebook refresh cycle than originally anticipated.

Despite the partial implementation of some actions, the district experienced a notable success in Action 3.5, where Computer Media Specialists continued to provide extremely helpful support to staff at school sites, ensuring that technology needs were addressed in a timely manner.

Overall, the district maintained strong foundational supports in facilities, instructional materials, and technology staffing, while acknowledging areas where adjustments in transportation and technology purchasing will need continued attention in the coming year.

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

The district considers expenditures greater or less than 15% of the budgeted amount as a material difference.

Action 3.1 reflects a material difference specifically in the area of custodial supplies and equipment. The district overbudgeted.

Action 3.3 reflects a material difference. The textbook purchases and adoptions budgeted for the 25/26 school year is moved to the 26/27 school year.

Action 3.4 reflects a material difference. The district's vacancy of the bus driver trainer was not filled until the spring of 2026. Additionally, the district did not purchase busses due to application for a grant.

Action 3.5 reflects a material difference. Aligning with the district's effort to reduce the use of technology in the classrooms, the chromebook refresh was less than originally budgeted.

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

Action 3.1: Maintain Facilities in Good Repair
Effective. Metric 3.2 (Williams Facilities FIT Report): No difference from baseline — zero findings and zero emergency repair deficiencies maintained.
Overall, the maintenance department's provision of custodial supplies, additional custodians, and HVAC technicians is effectively ensuring that all students have access to clean and updated facilities. The consistent maintenance of zero findings reflects a strong commitment to providing safe and well-maintained learning environments across all school sites.

Action 3.2: Technology Access and Implementation
Effective. Metric 3.4 (1:1 Technology Access): No difference from baseline — 100% of students maintained 1:1 device access.
Overall, the district's investment in technology support staff is ensuring that students and staff have reliable access to devices and technical support throughout the school day. The Computer Media Specialists were noted in the implementation narrative as providing extremely helpful support to staff at school sites, ensuring that technology needs were addressed in a timely manner.

Action 3.3: Standards Based Instructional Materials
Effective. Metric 3.1 (Williams Instructional Materials Audit): No difference from baseline — 100% no findings maintained. Metric 3.3 (Teacher Misassignments): 38 fewer misassignments (from 57 to 19), reflecting significant progress in credentialing.

Overall, the provision of classified library technicians and sufficient adopted core curriculum materials is effectively ensuring equitable access to standards-aligned instructional materials. The substantial reduction in teacher misassignments further strengthens the quality of instruction students receive, as appropriately credentialed teachers are better positioned to deliver rigorous, standards-based instruction.

Action 3.4: Transportation
Mixed effectiveness. Metric 3.5 (Attendance): All Students declined 1.26%, EL declined 2.33%, FY declined 4.69 and LI declined 2.47% Overall, the district continues to struggle with attendance. While the district has maintained transportation services, the partial implementation — including the inability to purchase new buses and the delayed hiring of the bus trainer — may have constrained the action's effectiveness in improving attendance for unduplicated student groups. Given that VVUHSD spans a large geographic area with limited public transportation options, reliable school transportation remains a critical equity issue for EL, FY, and LI students. Educational partners, including parents and students, have consistently identified transportation as a top priority, and the Goodwill Independent Study CSI plan specifically identified the lack of transportation as a notable resource inequity. Full implementation of this action in the coming year will be important for addressing attendance barriers.

Action 3.5: Bridging Technology Gap
Mixed effectiveness. Metric 3.4: 1:1 access maintained at 100%. Metric 3.6 (ELA DFS): All Students increased 19.5 points, EL increased 23.4, LI increased 23.5, but FY declined 5.6. Metric 3.7 (Math DFS): All Students increased 20.6 points, EL increased 25.8, LI increased 21.5, but FY declined 8.1. Overall, technology access is effectively supporting academic gains for EL and LI students in both ELA and Math. The maintained 1:1 device access ensures that unduplicated students can access supplemental curriculum and online resources. However, the consistent FY declines in both ELA (-5.6 points) and Math (-8.1 points) despite maintained device access suggest that technology alone is insufficient to address the academic needs of Foster Youth. FY students may require additional targeted interventions — such as tutoring, mentoring, and trauma-informed instructional supports — that go beyond device access to address the unique barriers they face, including housing instability, frequent school transitions, and gaps in foundational knowledge. The partial implementation of this action may have also limited its full potential impact.

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.

There are no planned changes to the goal, metrics, target outcome or actions in the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Maintain Facilities in Good Repair	The maintenance department will provide resources, including materials (custodial supplies) and staff (additional custodians, HVAC technicians) for all students to ensure clean and updated facilities as measured by metric 3.2.	$3,740,000.00	No
3.2	Technology Access and Implementation	The District's Tech Ed Department will provide staff to support students and staff with reviewing data, educational software implementation, and troubleshooting and repair of student devices as measured by metric 3.4.	$922,000.00	No
3.3	Standards Based Instructional Materials	The Educational Services Division will provide staff, including classified library technicians, and sufficient adopted core curriculum materials to ensure all students have and can access standards-aligned core instructional materials as measured by metric 3.1 and 3.3.	$4,420,000.00	No
3.4	Transportation	The Transportation Department will continue to provide additional transportation to ensure that students are able to reach their school sites safely and on time. This goal is principally directed toward English Learners, Foster Youth, and Low-Income students and will be measured by metric 3.5.	$13,500,000.00	Yes
3.5	Bridging Technology Gap	The District's Tech Ed Department will provide access and support to bridge the technology gap in order for students to have access to supplemental curriculum and online resources and be able to complete assignments at home. This action is principally directed toward FY, LI, and EL students and will be measured by metrics 3.4, 3.6, and 3.7.	$6,130,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Victor Valley Union High School District will provide increased staff and resources over three years (2024 -2027) to increase African American student academic achievement, and graduation rates, decrease suspensions and create a college-going culture.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Through educational partner engagement meetings which included parents, students, staff, and the community, recommendations were solicited for action and services to improve African American (AA) achievement. Specific feedback included programs specifically supporting African American students in the area of academic support, a sense of belonging, and creating a college-going culture through connections to the community and college visits to Historically Black Colleges and Universities. African American student ELA scores on the CAASPP in 2023 were -83.6 Distance from Standard (DFS). In comparison, the All Student group scored -38.3 DFS. In math, our AA students scored -162.1 DFS and our All Student group scored -115.4 DFS. In addition, the All Student group graduation rate in 2023 was 86.5% and for AA it was 77.9%, 8.5% lower. Finally, the A-G rate for All Students was 34.5% and only 13.7% for AA students. This reflects an achievement gap which required focused attention. The Suspension rate dropped from 2022 by 2 points, however, it is still high at 17.1%. All of the data, including community input, led the District to expand this goal for AA students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CA Dashboard Graduation rate for AA Metric: Percent of AA cohort graduates	2023 CA Dashboard Graduation rate AA = 77.9%	2024 CA Dashboard Graduation rate AA = 87.4%	2025 CA Dashboard Graduation rate AA =86.4%	2026 CA Dashboard Graduation rate AA = 90%	Increase of 8.5%
4.2	CA Dashboard A-G/College and Career	2023 CA Dashboard A-G/College and Career	2024 CA Dashboard A-G/College and	2025 CA Dashboard A-G/College and	2026 CA Dashboard A-G/College and	Increase of 19.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Readiness indicator for AA Metric: Percent of AA students who are "prepared" on the College and Career Readiness indicator	Readiness indicator AA = 13.7%	Career Readiness indicator AA = 23.5%	Career Readiness indicator AA = 33.6%	Career Readiness indicator AA = 25%	
4.3	CA Dashboard ELA for AA Dashboard Math for AA Metric: Distance from Standard	2023 Dashboard ELA ELA = -83.6 DFS 2023 Dashboard Math Math = -162.1 DFS	2024 Dashboard ELA ELA = -67.3 DFS 2024 Dashboard Math Math = -143.4 DFS	2025 Dashboard ELA ELA = -52.6 DFS 2025 Dashboard Math Math = -139.8 DFS	2026 CA Dashboard ELA AA = -70 DFS 2026 CA Dashboard Math AA = -135 DFS	ELA increased 31 points Math increased 22.3 points
4.4	CA Dashboard Suspension rate for AA Metric: Percent of AA students who have been suspended at least one day	2023 Dashboard Suspension rate AA = 17.1%	2024 Dashboard Suspension rate AA = 15.9%	2025 Dashboard Suspension rate AA = 12%	2026 Dashboard Suspension rate AA =5%	Decline of 5.1%

Goal Analysis [2025-26]

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

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

The Victor Valley Union High School District demonstrated strong and consistent implementation of Goal 4, which focused on increasing African American student academic achievement and graduation rates, decreasing suspensions, and creating a college-going culture. Both actions within Goal 4 were fully implemented during the 2025-26 school year (Actions 4.1 and 4.2), with no substantive differences between planned and actual implementation.

The district experienced several notable successes across Goal 4. In Action 4.1 (Heritage Program Coordinators), coordinators at each comprehensive high school actively met with families and students to increase academic achievement, graduation rates, and college-going rates. This direct engagement with both students and families reflects the program's commitment to building strong relationships and providing individualized support for African American students. In Action 4.2 (Heritage Program Resources), community events were well

attended, demonstrating meaningful engagement with the broader school community. Additionally, data review practices supported the coordinators in understanding the factors behind student achievement and in designing informed next steps to continue improving outcomes for African American students. Furthermore, the student study trip took place at all three comprehensive high schools.

No challenges were identified in the implementation of either action within Goal 4. The full implementation and successes of both actions reflect the district's sustained commitment to addressing achievement gaps and fostering a supportive, college-going culture for African American students across all three comprehensive high schools.

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 4.2 showed a material difference. The budgeted expenditure for the Student Study Trip was mis-budgeted for only one school instead of three. Thus, the price for the trip tripled.

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

Action 4.1: Heritage Program Coordinators
Effective. Metric 4.1 (Graduation Rate): AA increased 8.5% (from 77.9% to 86.4%). Metric 4.2 (CCI): AA increased 19.9% (from 13.7% to 33.6%). Metric 4.3 (ELA): AA increased 31 points; (Math): AA increased 22.3 points. Metric 4.4 (Suspension): AA declined 5.1% (from 17.1% to 12%). All four metrics show strong positive movement for AA students. The coordinators' direct engagement with students and families is producing measurable results across academics, graduation, college readiness, and school climate. Overall, the Heritage Program Coordinators are producing measurable and meaningful results across all four metrics for AA students. The combination of transcript review, graduation and A-G monitoring, FAFSA and college application support, and direct engagement with students and families is effectively addressing the achievement gap, increasing graduation rates, building college readiness, and reducing suspensions for AA students at all three comprehensive high schools.

Action 4.2: Heritage Program Resources
Effective. Metric 4.1 (Graduation Rate): AA increased 8.5%. Metric 4.2 (CCI): AA increased 19.9%. The implementation narrative notes that community events were well attended, demonstrating meaningful engagement with the broader school community. Additionally, data review practices supported the coordinators in understanding the factors behind student achievement and in designing informed next steps to continue improving outcomes for AA students. The material difference noted in the budget, where the Student Study Trip was mis-budgeted for one school instead of three, causing the cost to triple, reflects the high demand and value placed on these experiences across all three comprehensive high schools.Overall, the Heritage Program Resources are effectively supporting a college-going culture for AA students. The combination of community speakers, culturally relevant events, and HBCU visits is producing measurable results in both graduation rates and college and career readiness. Both aligned metrics show strong positive movement, and the well-attended community events indicate that this action is resonating with AA students, families, and the broader community.

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.

There are no planned changes to this goal, metrics, target outcomes or actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Heritage Program Coordinators	Victor Valley Union High School District will provide a coordinator at each comprehensive high school to support African American students through the Heritage Program. The coordinator will review transcripts, monitor progress toward graduation and A-G, as well as support the completion of the FAFSA and college applications as measured by metrics 4.1, 4.2, 4.3, 4.4.	$396,500.00	No
4.2	Heritage Program Resources	Victor Valley Union High School District will provide resources and services, including but not limited to community speakers, culturally relevant events, and trips to HBCUs and other universities. College visits to HBCUs provide our AA students the vision of a college where they see students who they can relate to and feel a sense of belonging when they consider attending college. This action is measured by metrics 4.1, 4.2.	$424,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By June 2027, Goodwill Independent Study (GIS) will increase the graduation rate for all students, with a focus on African American (AA), Hispanic (H) and Low Income (LI), and increase the percentage of graduates prepared per the college and career indicator for all students (with a focus on African American (AA), H, and LI). Additionally, GIS will improve outcomes for LI students in mathematics.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal is required by the state as Goodwill Independent Study (GIS) is identified as an Equity Multiplier school. GIS qualifies for Equity Multiplier funds due to the prior year's instability rate of 67.4% and a socioeconomically disadvantaged rate of 84.2%. The Equity Multiplier funds are provided to schools to support student groups who scored lowest performing on state indicators. For GIS, the focus groups are Hispanic (H), Low Income (LI), and African American (AA).

The 2023 CA Dashboard data (Baseline data) for GIS indicates the following student groups:
College and Career Indicator
All Students = 0.8%
AA = 0%
Hispanic = 1.4%
LI = .8%

Graduation Rate
All Students = 60.0%
Hispanic = 62.6%
LI = 60.3%

The 2025 CA Dashboard data reflects both progress and ongoing challenges compared to the 2023 baseline. The College and Career Indicator was maintained for All Students, as well as African American, Hispanic, and Low-Income student groups, with 3.2% of All Students identified as prepared. Graduation rates increased significantly across all groups, including an 18.4% increase for All Students, 18.2% for Low-Income students, 14.3% for Hispanic students, and 21.2% for African American students. Additionally, Low-Income students demonstrated notable growth in mathematics, increasing by 38.1 points.

Feedback for Goodwill Independent Study includes parents and staff who also participate in the Goodwill High School programs. Thus, some of this feedback is also reflected in Goals 10 and 12.

Overall, the student feedback from the forum on 3/9/26 at Goodwill High School is mostly positive. In terms of suggestions for improvement, the students would like the same opportunities as the other sites, such as field trips, testing incentives, and sports.

The community partners' meeting took place on 2/18/26. Parental feedback essentially mirrored the student responses with appreciation for the individualized program available for their child. An emphasis on individualized support and program adaptations to meet diverse student needs align with their focus.

Based on this data, educational partners have identified key priorities, including expanding instructional opportunitites, strengthening in-school academic interventions, enhancing behavioral support resources and providing additional academic counseling support to improve college and career readiness and graduation rates. These initiatives aim to address equity gaps and create an inclusive environment where all students have the support needed to reach their full potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CA School Dashboard Academic Indicator: College/Career Metric: Percent Prepared	2023 CA School Dashboard Academic Indicator: College/Career All Students = 0.8% AA = 0% Hispanic = 1.4% LI = 0.8%	2024 CA School Dashboard Academic Indicator: College/Career All Students = 1.4% AA = 0% Hispanic = 2.4% LI = 1.5%	2025 CA School Dashboard Academic Indicator: College/Career All Students = 3.2% AA = 2.8% Hispanic = 3.9% LI = 3.3%	2026 CA School Dashboard Academic Indicator: College/Career All Students = 15% AA= 15% Hispanic= 18% LI = 15%	All Students increased 2.4% AA increased 2.8% Hispanic increased 2.5% LI increased 2.5%
5.2	CA School Dashboard: Academic Engagement Graduation Rate Metric: Percent Cohort Graduated	2023 CA School Dashboard: Academic Engagement Graduation Rate All Students = 60.6% Hispanic = 62.6% LI = 60.3% 2024 AA = 63.4%	2024 CA School Dashboard: Academic Engagement Graduation Rate All Students = 65.5% Hispanic = 62.8% LI = 65.7%	2025 CA School Dashboard: Academic Engagement Graduation Rate All Students = 79% Hispanic = 76.9% LI = 78.5% AA = 84.6%	2026 CA School Dashboard: Academic Engagement Graduation Rate All Students = 75% Hispanic = 80% LI = 80% AA = 80%	All Students increased 18.4% Hispanic increased 14.3% LI increased 18.2% AA increased 21.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			AA = 63.4%			
5.3	CA School Dashboard Academic Indicator: Mathematics Metric: Distance from Standard (DFS)	2024 CA School Dashboard Academic Indicator: Mathematics LI = -218.6 DFS	2024 CA School Dashboard Academic Indicator: Mathematics LI = -218.6 DFS	2025 CA School Dashboard Academic Indicator: Mathematics LI = -180.5 DFS	2026 CA School Dashboard Academic Indicator: Mathematics LI = -175 DFS	LI increased 38.1 DFS

Goal Analysis [2025-26]

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

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

Goodwill Independent Study (GIS) demonstrated varied levels of implementation across Goal 5, which focused on increasing graduation rates, college and career preparedness, and mathematics outcomes for all students with a focus on African American, Hispanic, and Low-Income student groups.

There are no fully implemented actions.

Partially implemented action with substantive differences between planned and actual implementation were identified across the following actions.

Action 5.1 (Professional Learning) was partially implemented. The contract with Solution Tree did not materialize to provide ongoing support to the site. However, District personnel provided professional learning to the site on a limited basis
Action 5.2 (Community Outreach) was partially implemented, with the Alternative Education Technician successfully supporting community connections. However, a challenge persisted in low parent attendance at forums and workshops, which limited the intended impact of family engagement efforts.
Action 5.3 (Student Recognition) was partially implemented, with student recognition items being well received by students, but, the Jostens program was not utilized. A challenge was noted in that Independent Study students do not typically attend field trips, which limited the college and career-focused trip component of this action.
Action 5.4 (Learning Environment), which focused on flexible seating and CTE course expansion, was partially implemented. One classroom was upgraded to provide unique learning spaces that allow for structured collaborative conversations. The site planned to upgrade 6 spaces. Additionally, it remains a priority to the site to provide CTE courses moving forward.
Action 5.6 (Supplemental Materials) was partially implemented, as students are not typically on campus due to the nature of the Independent Study program, and staff did not utilize additional supplemental resources to the extent it was budgeted.

Two actions were not implemented during the 2025-26 school year.

Action 5.5 was not implemented because no staff was available to provide tutoring.
Action 5.7 was not implemented.
The site will continue to refine its approach to better align actions with the needs of its student population in the coming year.

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

The district considers expenditures greater or less than 15% of the budgeted amount as a material difference.

Action 5.1 has a material difference due to the loss of the contract with Solution Tree. Much of the professional learning was provided by district personnel leading to this action being under budget at GIS.
Action 5.2 has a material difference because this was overbudgeted.
Action 5.3 has a material difference due to a reduction in enrollment across all three programs at Goodwill Education Center. This action was overbudgeted. The site did not utlize the Jostens program for student recognition
Action 5.4 has a material difference due to limited implementation but this action remains a priority for the site.
Action 5.5 has a material difference. Tutoring was not provided as planned.
Action 5.6 has a material difference due to overbudgeting.
Action 5.7 has a material difference. The Alternative Education Technician was hired but his salary was coded to action 5.2.

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

Action 5.1: Professional Learning
Effective. On Metric 5.1 (CCI), All Students increased by 2.4%, AA increased by 2.8%, Hispanic increased by 2.5%, and LI increased by 2.5%. On Metric 5.2 (Graduation Rate), All Students increased by 18.4%, Hispanic increased by 14.3%, LI increased by 18.2%, and AA increased by 21.2%. On Metric 5.3 (Math for LI), LI increased by 38.1 points (from -218.6 to -180.5 DFS). The Professional Learning action has been effective across all three aligned metrics. The most significant impact is seen in metric 5.2 (Graduation Rate), where AA students increased 21.2%, LI students increased 18.2%, All Students increased 18.4%, and Hispanic students increased 14.3%. Metric 5.3 (Mathematics) also showed strong results, with LI students increasing 38.1 points in distance from standard. Metric 5.1 (CCI) showed positive but modest gains for All Students (+2.4%), AA (+2.8%), Hispanic (+2.5%), and LI (+2.5%). It is important to note that this action was only partially implemented, as the contract with Solution Tree did not materialize and professional learning was provided on a limited basis by district personnel. The strong results achieved despite partial implementation suggest significant potential for even greater impact with full implementation in Year 3.

Action 5.2: Community Outreach
Moderate effectiveness. On Metric 5.1 (CCI), All Students increased by 2.4%, AA increased by 2.8%, Hispanic increased by 2.5%, and LI increased by 2.5%. On Metric 5.2 (Graduation Rate), All Students increased by 18.4%, Hispanic increased by 14.3%, LI increased by 18.2%, and AA increased by 21.2%. The Community Outreach action has been moderately effective based on the current difference from baseline across both metrics 5.1 and 5.2. Graduation rates on metric 5.2 showed strong gains for AA (+21.2%), All Students (+18.4%), LI (+18.2%),

and Hispanic (+14.3%) students. College and career preparedness on metric 5.1 showed positive but modest gains for All Students (+2.4%), AA (+2.8%), Hispanic (+2.5%), and LI (+2.5%). The partial implementation of this action, specifically the challenge of low parent attendance at forums and workshops, limited the full potential impact of the community outreach efforts. While the connections facilitated by the Alternative Education Technician supported community engagement, the Independent Study setting presents unique challenges in engaging families, as students and parents may have less regular contact with the school campus. The data suggests that while progress is being made, the outreach strategies may need to be adapted to better reach and engage AA, Hispanic, and LI families in the Independent Study context.

Action 5.3: Student Recognition
Moderate effectiveness. On Metric 5.1 (CCI), All Students increased by 2.4%, AA increased by 2.8%, Hispanic increased by 2.5%, and LI increased by 2.5%. On Metric 5.2 (Graduation Rate), All Students increased by 18.4%, Hispanic increased by 14.3%, LI increased by 18.2%, and AA increased by 21.2%. The Student Recognition action has been moderately effective based on the current difference from baseline across both metrics 5.1 and 5.2. Graduation rates on metric 5.2 showed strong gains for AA (+21.2%), All Students (+18.4%), LI (+18.2%), and Hispanic (+14.3%) students, suggesting that the recognition framework is contributing to a culture that supports student persistence, grit and graduation. College and career preparedness on metric 5.1 showed positive but modest gains for All Students (+2.4%), AA (+2.8%), Hispanic (+2.5%), and LI (+2.5%). The partial implementation of this action, particularly the limited ability to conduct college and career-focused field trips due to the nature of the Independent Study program, reduced the full potential impact on CCI outcomes. The recognition items themselves were noted as a success, indicating that the motivational component of this action is resonating with students, but the college and career exposure component requires adaptation to better serve the Independent Study population.

Action 5.4: Learning Environment
Moderate effectiveness. On Metric 5.1 (CCI), All Students increased by 2.4%, AA increased by 2.8%, Hispanic increased by 2.5%, and LI increased by 2.5%. On Metric 5.2 (Graduation Rate), All Students increased by 18.4%, Hispanic increased by 14.3%, LI increased by 18.2%, and AA increased by 21.2%. The Learning Environment action has been moderately effective based on the current difference from baseline across both metrics 5.1 and 5.2, though its impact is limited by the scope of implementation. This action was implemented on a limited basis during Year 2, with some flexible seating options provided but the CTE course expansion component not fully realized.

Action 5.5: Additional Staff Hours
Not implemented

Action 5.6: Supplemental Materials
Moderate effectiveness. On Metric 5.2 (Graduation Rate), All Students increased by 18.4%, Hispanic increased by 14.3%, LI increased by 18.2%, and AA increased by 21.2%. The metric shows positive movement for Hispanic and LI students. The Supplemental Materials action has been moderately effective based on the current difference from baseline on metric 5.2. Hispanic students increased 14.3% and LI students increased 18.2% in graduation rate, both of which are meaningful gains. All Students increased 18.4% and AA students increased 21.2%, further reflecting positive momentum across the school. However, the partial implementation of this action—driven by the reality that Independent Study students are not typically on campus and staff underutilized the supplemental resources—limits the degree to which these gains can be attributed to this specific action. The Independent Study model presents a unique challenge for delivering supplemental materials, as the traditional classroom-based approach to resource distribution does not fully align with how instruction and support are delivered in this setting.

Action 5.7: Alternative Education Technician
This action was not implemented and therefore unable to be analyzed for effectiveness.

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

As a result of ongoing data analysis and reflection on implementation, several adjustments will be made to Goal 5 for the upcoming year to strengthen its impact and address emerging needs.
Action 5.3 was reworded to exclude the use of Josten's Renaissance.
Action 5.4 was reworded to be more in alignment with similar actions for other Equity Multiplier sites.
Action 5.4 and 5.6 were updated to include the addition of Metric 5.3.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Professional Learning	GIS will support opportunities to participate in professional learning focused on improving instructional strategies in targeted areas (student engagement, literacy and math) as well as providing access to attend conferences and creating site-based professional learning communities for staff instructing all students, including AA, Hispanic and LI to improve graduation rates and increase college and career preparedness as measured by metrics 5.1, 5.2 and 5.3.	$20,000.00	No
5.2	Community Outreach	GIS will expand community outreach to families of all students with a focus on AA, Hispanic and LI by providing workshops and parent forums addressing college and career preparedness and graduation requirements as measured by metrics 5.1 and 5.2.	$30,000.00	No
5.3	Student Recognition	GIS will build an academic culture and community for all students and staff through recognition for hard work, field trips with a college and career focus and supporting student graduation for All students with a focus on AA, Hispanic and LI student groups as measured by metrics 5.1 and 5.2.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.4	Learning Environment	GIS will implement an instructional initiative in math and English classes focused on structured student collaboration, academic discourse, and problem-solving strategies to enhance achievement for all students, with targeted support for AA, H, and LI. Instruction will emphasize critical thinking, equitable access to rigorous content, and student engagement, with progress measured by metrics 5.1, 5.2 and 5.3	$10,000.00	No
5.5	Additional Staff Hours	GIS will provide additional staffing hours for teachers of all students to provide intensive intervention before and after school and sub coverage to attend professional learning (Teacher observations of model classrooms, differentiation, data review, etc) to improve outcomes and increase graduation rates as measured by metrics 5.2 and 5.3.	$5,000.00	No
5.6	Supplemental Materials	GIS will provide additional supplemental resources for teachers of all students, with a focus on Hispanic and LI, to provide targeted intervention and support to increase engagement, which will indirectly increase graduation rates as measured by metric 5.2 and 5.3.	$5,000.00	No
5.7	Alternative Education Technician	GIS will provide additional support for all students, with a focus on AA, Hispanic and LI, through the employment of an alternative education technician whose responsibilities include daily graduation and credit checks, which will directly impact college/career, and graduation rates as measured by metrics 5.1, 5.2 and 5.3.	$30,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	By June of 2027, Imogene Garner Hook Junior High School (HJH) will improve academic achievement in mathematics for all students (with a focus on African American (AA), English Learners (EL), Hispanic, Two or More Races (MR), Low Income (LI), Students with Disabilities (SWD) and White (W) and in English Language Arts for MR, W, Hispanic, LTEL, and SWD students by reducing the distance from standard. Additionally, the school will reduce the suspension rate for AA, MR, Foster Youth (FY) and W and reduce chronic absenteeism for All students and student groups AA, EL, FY, Hispanic, LTEL, LI, MR, SWD, and white students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal is required by the state as Imogene Garner Hook Junior High School (HJH) is identified as an Equity Multiplier school. HJH qualifies for Equity Multiplier funds due to the prior year's instability rate of 29.1% and a socioeconomically disadvantaged rate of 89.3%. The Equity Multiplier funds are provided to schools to support student groups who scored lowest performing on state indicators on the CA Dashboard.

The 2023 CA Dashboard data for HJH, the lowest performing indicators are:
Suspension Rate:
FY = 19.6%
W = 19.7%

ELA:
MR = -86.6 DFS
W = -91.5 DFS

Mathematics:
All Students =-148.6 DFS
AA = -171.2 DFS
EL = -172.1 DFS
H = -142.4 DFS
MR = -155.2 DFS

LI = -150.9 DFS
SWD = -216.5 DFS
W = -136.2 DFS

Chronic Absenteeism:
AA = 45%
FY = 36.4%
MR = 48.2%
W = 41.1%

The 2025 CA Dashboard data reflects both areas of progress and challenges compared to the 2023 baseline. Suspension Rate continues to be a struggle. Although SWD declined 4.3%, both W and FY maintained and AA and MR were added to metric 6.1. In English Language Arts, the 2023 student groups, MR and W, both enjoyed significant gains and no student groups remain in red. Mathematics saw increases across most student groups; however, AA and SWD both declined over the previous year. All students increased by 26.2 points, EL increased by 42 points, and MR increased by 55.1 points. AA did decline, but saw a 14.9 point increase from baseline. Chronic Absenteeism continues to present a challenge at HJH; W declined 10% and MR declined 11.9%, while AA and FY both increased, and All students were added, as well as EL, H, LTEL, LI, and SWD.

Throughout the spring months, HJH held multiple community engagement meetings to address the needs of the student groups in the lowest-performing indicators on the California School Dashboard. Educational partners, including parents, students, and staff, were invited to discuss the inequities around target groups. During a staff meeting for certificated and classified staff, a "5 Whys" activity was used to complete a root cause analysis. Additionally, all educational partners were invited to complete a survey. The Equity Multiplier plan was presented to the School Site Council on April 11th.

Input gathered from the February 6 student forum at Hook Junior High highlighted several consistent themes centered on school climate, safety, facilities, and expanded student opportunities. Students identified positive relationships with respect to teachers, a strong sense of school pride, access to counseling, and after-school programs as key strengths. However, concerns were raised regarding the condition and cleanliness of restrooms, campus safety (including unsecured areas and supervision in shared spaces like the park), aging infrastructure such as water systems and lighting, and the need for repairs to athletic facilities and campus grounds. Students also expressed a desire for increased academic and enrichment opportunities, including more clubs, field trips, and elective courses, as well as improved access to resources like updated technology, classroom supplies, and library materials. Additionally, feedback emphasized the importance of fostering a stronger academic culture, enhancing student behavior expectations, and creating more engaging, supportive learning environments through improved facilities and student-centered supports.

Input gathered from the January 23, 2026, parent engagement meeting at Hook Junior High highlighted key themes related to communication, school safety, academic support, and family engagement. Parents expressed appreciation for caring staff and the availability of student supports, while emphasizing the need for more consistent and timely communication between the school and families, particularly regarding student progress, events, and available resources. Safety remained a priority, with concerns about campus supervision, student behavior, and maintaining secure, well-monitored spaces. Academically, parents identified a need for additional supports and interventions to ensure all students are successful, along with access to enrichment opportunities that prepare students for high school and beyond. Families

also expressed interest in more opportunities to be involved on campus, including workshops and meetings that are accessible and responsive to their needs. Overall, feedback underscored the importance of strengthening partnerships with families, improving communication systems, and ensuring a safe, supportive, and academically engaging environment for all students.

Based on this data, educational partners have identified key priorities, including expanding instructional opportunities, strengthening in-school academic interventions, enhancing behavioral support resources, and providing additional academic counseling services to support students' self-management and social skills. These initiatives aim to address equity gaps and create an inclusive environment where all students have the support needed to reach their full potential.

SPSA plan approved on April 30, 2026.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	California School Dashboard - Suspension Rate Metric: Percent of students who were suspended at least one day	2023 CA Dashboard Suspension Rate FY = 19.6% W = 19.7% 2024 SWD = 17% 2025 AA = 18.8% MR = 19.5%	2024 CA Dashboard Suspension Rate FY = 22.6% W = 8.3% SWD = 17%	2025 CA Dashboard Suspension Rate FY = 18.8% W = 19.4% SWD = 12.7% AA = 18.8% MR = 19.5%	2026 CA Dashboard Suspension Rate FY = 16.6% W = 16.7% SWD = 10% AA = 10% MR = 10%	FY maintained -.8 W maintained +.3% SWD declined 4.3% AA not applicable MR not applicable
6.2	California School Dashboard Academic Indicator English Language Arts Metric: Distance from Standard (DFS)	2023 CA Dashboard Academic Indicator: English Language Arts MR = -86.6 DFS W = -91.5 DFS 2024 Hispanic = -72.6 DFS LTEL = -119.6 DFS SWD = -155.9 DFS	2024 CA Dashboard Academic Indicator: English Language Arts MR = -59.9 DFS W = -72.5 DFS Hispanic = -72.6 DFS LTEL = -119.6 DFS SWD = -155.9 DFS	2025 CA Dashboard Academic Indicator: English Language Arts MR = -42 DFS W = -59.8 DFS Hispanic = -63.3 DFS LTEL = -112.4 DFS SWD = -143.7 DFS	2026 CA Dashboard Academic Indicator: English Language Arts MR = -76.6 DFS W = -81.5 DFS Hispanic = -60 DFS LTEL = -100 DFS SWD = -140 DFS	MR increased 44.6 points W increased 31.7 points Hispanic increased 9.3 LTEL increased 7.2 SWD increased 12.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.3	California School Dashboard Academic Indicator Mathematics Metric: Distance from Standard (DFS)	2023 CA Dashboard Academic Indicator: Mathematics All Students =-148.6 DFS AA = -171.2 DFS EL = -172.1 DFS H = -142.4 DFS MR = -155.2 DFS LI = -150.9 DFS SWD = -216.5 DFS W = -136.2 DFS	2024 CA Dashboard Academic Indicator: Mathematics All Students =-126.8 DFS AA = -147.9 DFS EL = -144.6 DFS H = -122.6 DFS MR = -165.5 DFS LI = -130.9 DFS SWD = -209.2 DFS W = -100.4 DFS	2025 CA Dashboard Academic Indicator: Mathematics All Students =-122.4 DFS AA = -156.3 DFS EL = -130.1 DFS H = -116.2 DFS MR = -100.1 DFS LI = -122.8DFS SWD = -211.9 DFS W = -90.2 DFS	2026 CA Dashboard Academic Indicator: Mathematics All Students =-138 DFS AA = -155 DFS EL = -155 DFS H = -130 DFS MR = -138 DFS LI = -138 DFS SWD = -200 DFS W = -125 DFS	All students increased 26.2 points AA increased 14.9 points EL increased 42 points Hispanic increased 26.2 points MR increased 55.1 points LI increased 28.1 points SWD increased 4.6 points W increased 46 points
6.4	California School Dashboard - Chronic Absenteeism Metric: Percent of students who are chronically absent	2023 California School Dashboard Chronic Absenteeism AA = 45% FY = 36.4% MR = 48.2% W = 41.1% 2024 All students = 40.8% EL = 35.2% Hispanic = 38.8% LTEL = 38.1% LI = 41.3% SWD = 46%	2024 California School Dashboard Chronic Absenteeism AA = 51.6% FY = 41.3% MR = 36.1% W = 31.1% All students = 40.8% EL = 35.2% Hispanic = 38.8% LTEL = 38.1% LI = 41.3% SWD = 46%	2025 California School Dashboard Chronic Absenteeism All students = 40.1% AA = 52.4% FY = 45.8% MR = 41.7% W = 37.5% EL = 20.5% Hispanic = 36% LTEL = 21.2% LI = 40.9% SWD = 44.7%	2026 California School Dashboard Chronic Absenteeism AA = 40% FY = 31.4% MR = 43.2% W = 36.1% All students = 30% EL = 30% Hispanic = 30% LTEL = 30% LI = 30% SWD = 30%	AA increased 7.4% FY increased 9.4% MR declined 6.5% W declined 3.6% All students declined .7 EL declined 14.7% Hispanic declined 2.8% LTEL declined 16.9% LI maintained -.4 SWD declined 1.3%

Goal Analysis [2025-26]

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

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

Imogene Garner Hook Junior High School (HJH) demonstrated strong overall implementation of Goal 6, which focused on improving academic achievement in mathematics and English Language Arts, reducing suspension rates, and decreasing chronic absenteeism for multiple student groups.

Fully implemented actions - actions that were implemented as a planned with no substantive differences from the original plan.

Among the fully implemented actions several notable successes were achieved.
Action 6.1 (Professional Learning) saw ongoing success with the implementation of PLC training, which continues to strengthen instructional strategies in ELA and mathematics.
Action 6.2 (Additional Staffing) was fully implemented. The Data Steward role was a success, with the team effectively reviewing data and supporting student attendance. Instructional Coaching provided by the district, further enhanced the instruction being provided at the site.
Action 6.4 (Student Recognition) fully implemented the Jostens Renaissance framework, with resources, materials, and study trips which according to student feedback encouraged students to work harder and achieve more.

Action 6.7 (Supplemental Materials) provided intervention materials for math and ELA that supported staff in improving student engagement and outcomes.
Action 6.8 (Flexible Learning Spaces) was fully implemented, though a challenge with the timing of placing orders resulted in items being purchased in the spring rather than earlier in the year. The action was implemented later at a higher cost than anticipated.
Action 6.9 (Advocate and Thrive) was fully implemented with the introduction of the Thrive course for middle school students, which successfully connected students to school and ensured their basic needs were met. Notably, the Thrive teacher's support extended beyond the single class period, providing students with consistent support throughout the school day.

Partially implemented actions - actions that were implemented with measurable progress toward intended outcomes, though full implementation has not yet been achieved.
Action 6.3 (Wellness Center) was partially implemented. While the Multicultural professional position was not filled, the addition of a BCBA and RBT expanded the site’s capacity to support students with behavioral and wellness needs.

Action 6.5 (Access to Tutoring) was partially implemented. While after-school transportation has remained a challenge, teachers continued to provide tutoring to their students.

Actions not implemented
Action 6.6 (Community Outreach) was not implemented as no outreach occurred.

Overall, HJH made meaningful progress toward the goals outlined in Goal 6, with particular strengths in professional learning, wellness supports, student recognition, supplemental materials, and the new Thrive course. The site will continue to address challenges related to transportation for tutoring access and community outreach in the coming year.

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

The district considers expenditures greater or less than 15% of the budgeted amount as a material difference.
Action 6.1 (Professional Learning) reflects a material difference due to the cost of professional learning coming in higher than originally anticipated.
Action 6.2 (Additional Staffing) reflects a material difference due to staffing costs being higher than anticipated.
Action 6.3 (Wellness/Intervention Center) reflects a material difference due to the contracts for the RBT and BCBA coming in higher than originally budgeted.
Action 6.4 (Student Recognition) reflects a material difference due to underbudgeting for student recognition.
Action 6.5 (Access to Tutoring) reflects a material difference due to fewer students attending tutoring.
Action 6.6 (Community Outreach) reflects a material difference due to the action not being implemented.
Action 6.7 (Supplemental Materials) reflects a material difference due to the fact that the site authorized considerably more supplemental materials and resources than originally budgeted.
Action 6.8 (Flexible Learning Spaces) reflects a material difference due to materials being significantly more costly than anticipated.
Action 6.9 (Advocate and Thrive) reflects a material difference due to the fact that the additional wellness courses cost more than originally budgeted.

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

Action 6.1: Professional Learning
Action 6.1 has been highly effective across both aligned metrics. On Metric 6.2 (ELA DFS), MR increased by 44.6 points, W increased by 31.7 points, Hispanic increased by 9.3 points, LTEL increased by 7.2 points, and SWD increased by 12.2 points. On Metric 6.3 (Math DFS), All Students increased by 26.2 points, AA increased by 14.9 points, EL increased by 42 points, Hispanic increased by 26.2 points, MR increased by 55.1 points, LI increased by 28.1 points, SWD increased by 4.6 points, and W increased by 46 points. All student groups show positive movement on both metrics. It is recommended that this action be maintained given the consistent and broad-based academic gains across both ELA and Mathematics. To further strengthen the action, it is recommended that professional learning be modified to include more targeted strategies for SWD in Mathematics, whose 4.6-point gain on Metric 6.3 significantly lags behind other student groups.

Action 6.2: Additional Staffing
Action 6.2 demonstrates mixed effectiveness across its four aligned metrics, with strong academic gains but uneven results in suspension and chronic absenteeism. On Metric 6.1 (Suspension Rate), FY maintained at -0.8%, W showed a slight increase of 0.3%, and SWD declined by 4.3%. On Metric 6.2 (ELA DFS), gains were observed across all groups as noted in Action 6.1. On Metric 6.3 (Math DFS), gains were observed across all groups as noted in Action 6.1. On Metric 6.4 (Chronic Absenteeism), AA rose by 7.4%, FY rose by 9.4%, MR declined by 6.5%, W declined by 3.6%, All Students declined by 0.7%, EL declined by 14.7%, Hispanic declined by 2.8%, LTEL declined by

16.9%, LI maintained at -0.4%, and SWD declined by 1.3%.It is recommended that this action be maintained with modifications. The instructional coaching and Data Steward components are contributing to strong academic outcomes and should be continued. However, the Data-Driven Response Committee should be modified to place greater emphasis on attendance and behavioral data for FY and AA students, whose chronic absenteeism rates increased by 9.4% and 7.4% respectively on Metric 6.4.

Action 6.3: Wellness/Intervention Center
Action 6.3 demonstrates mixed effectiveness across its two aligned metrics. On Metric 6.1 (Suspension Rate), FY maintained at -0.8%, W showed a slight increase of 0.3%, and SWD declined by 4.3%. On Metric 6.4 (Chronic Absenteeism), EL declined by 14.7%, and LTEL declined by 16.9%, while AA rose by 7.4% and FY rose by 9.4%. SWD suspension showed positive movement. However, FY and W suspension rates and AA and FY chronic absenteeism rates continue to present challenges that will need to be addressed through continued and expanded implementation. This action will be changed and will no longer include the multicultural professional; instead, concentrating on the behavior specialists.

Action 6.4: Student Recognition
Action 6.4 has been effective across both aligned metrics. On Metric 6.2 (ELA DFS), MR increased by 44.6 points, W increased by 31.7 points, Hispanic increased by 9.3 points, LTEL increased by 7.2 points, and SWD increased by 12.2 points. On Metric 6.3 (Math DFS), All Students increased by 26.2 points, AA increased by 14.9 points, EL increased by 42 points, Hispanic increased by 26.2 points, MR increased by 55.1 points, LI increased by 28.1 points, SWD increased by 4.6 points, and W increased by 46 points. All student groups show positive movement on both metrics. It is recommended that this action be maintained given the consistent positive academic gains across all student groups on both metrics. The Jostens Renaissance framework and study trips are contributing to a positive academic culture. To further strengthen this action, it is recommended that the recognition framework be expanded to more intentionally celebrate incremental academic progress for SWD students in Mathematics (+4.6 on Metric 6.3) and LTEL students in ELA (+7.2 on Metric 6.2), ensuring that recognition criteria are inclusive of the diverse ways these student groups demonstrate growth.

Action 6.5: Access to Tutoring demonstrates limited effectiveness due to partial implementation.
Action 6.5: Limited effectiveness due to partial implementation. Action 6.5 was only partially implemented because transportation challenges prevented the intended expansion of access to before- and after-school tutoring, although teachers continued to provide tutoring to students. Academic outcomes on the aligned metrics showed positive movement. On Metric 6.2, ELA outcomes improved for MR (+44.6 points), White (+31.7), Hispanic (+9.3), LTEL (+7.2), and SWD (+12.2). On Metric 6.3, Mathematics outcomes improved for All Students (+26.2 points), EL (+42), Hispanic (+26.2), MR (+55.1), LI (+28.1), SWD (+4.6), and White (+46). However, because the transportation component was not fully implemented, these academic gains cannot be attributed specifically to Action 6.5, and the action did not fully achieve its intended purpose of removing barriers to tutoring access. The action therefore demonstrates limited effectiveness and should be modified to address the persistent transportation barrier. Alternative approaches may include embedding tutoring within the school day, offering virtual tutoring options, restructuring tutoring schedules to align with available transportation, or identifying other strategies that provide students equitable access to tutoring.

Action 6.6: Community Outreach
Action 6.6 is not to be analyzed for effectiveness due to not being implemented.
Action 6.7: Supplemental Materials

Action 6.7 demonstrates strong effectiveness across both aligned metrics. On Metric 6.2 (ELA DFS), MR increased by 44.6 points, W increased by 31.7 points, Hispanic increased by 9.3 points, LTEL increased by 7.2 points, and SWD increased by 12.2 points. On Metric 6.3 (Math DFS), All Students increased by 26.2 points, AA increased by 14.9 points, EL increased by 42 points, Hispanic increased by 26.2 points, MR increased by 55.1 points, LI increased by 28.1 points, SWD increased by 4.6 points, and W increased by 46 points. All student groups show positive movement on both metrics. It is recommended that this action be maintained given the positive academic gains across all student groups. The supplemental materials for targeted intervention and hands-on learning are contributing to improved engagement and outcomes. To further strengthen this action, it is recommended that supplemental materials be specifically curated to address the needs of SWD students in Mathematics (+4.6 on Metric 6.3) and LTEL students in ELA (+7.2 on Metric 6.2).

Action 6.8: Flexible Learning Spaces
As a new action, Action 6.8 has had limited time for full implementation and its direct impact cannot yet be fully evaluated.
New action — demonstrated mixed effectiveness. The current difference from baseline data shows positive academic movement on Metrics 6.2 and 6.3 and mixed chronic absenteeism results on Metric 6.4, though these outcomes are primarily attributable to other actions. It was noted that a challenge with the timing of placing orders resulted in items being purchased in the spring rather than earlier in the year.

Action 6.9: Advocate and Thrive
As a new action, Action 6.9 is not yet effective.
Action 6.9 is a new action with a timespan beginning in 2025. While the Thrive course was successfully introduced and noted as a success in connecting students to school and meeting basic needs, the chronic absenteeism data for the primary target population presents a concern. On Metric 6.4 (Chronic Absenteeism), FY rose by 9.4%, highlighting the continued need for targeted supports for this student group.

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.

Goal 6 was changed in a number of areas. The goal description and Metric 6.1 (Suspension Rate) was updated to include AA and MR as they were in the lowest performing indicator on the 2025 CA Schools Dashboard.
Action 6.8 (Flexible Learning Spaces) was revised to Inclusive School Climate and Culture, with the description updated to support strengthening school culture in response to student forum feedback.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Professional Learning	HJH will support opportunities to participate in additional professional learning focused on improving instructional strategies in English Language Arts and mathematics, utilize consultants to support PLCs and increase	$180,000.00	No

Action #	Title	Description	Total Funds	Contributing
		opportunities for staff to attend conferences to improve outcomes and increase academic achievement for all students, including AA, EL, Hispanic, LTEL, MR, LI, SWD and W as measured by metrics 6.2 and 6.3.		
6.2	Additional Staffing	HJH will allocate additional staff hours to support all students—including AA, EL, FY, Hispanic, LTEL, MR, SWD, W, and LI—through instructional coaching during prep periods and for co-teaching, tutoring, and release time for evidence-based instructional practice. The site will also utilize a Data Steward to manage and interpret attendance, suspension, and academic data, and to lead the Data-Driven Response Committee in identifying students in need of support and fostering a culture of accountability and growth. Effectiveness will be measured by metrics 6.1, 6.2, 6.3, and 6.4.	$140,000.00	No
6.3	Wellness/Intervention Center	HJH will expand the Wellness Center to increase intervention supports for all students with focus for target groups including AA, FY, EL, Hispanic, LTEL, MR, LI, SWD and W by providing a dedicated space and adding staff such as a Board Certified Behavior Analyst and a Registered Behavioral Technician to support student behavioral goals as measured by metrics 6.1 and 6.4.	$280,000.00	No
6.4	Student Recognition	HJH will build an academic culture and community for all students and staff by utilizing the research-based framework established by Josten's Renaissance. The 6Rs formula will be used to recognize and reward hard work through study trips and resources and materials that will motivate all students, including AA, EL, Hispanic, LTEL, MR, LI, SWD, and W student groups as measured by metrics 6.2 and 6.3.	$75,000.00	No
6.5	Access to Tutoring	HJH will provide additional transportation services for students to remove barriers to accessing before and after-school tutoring services in English Language Arts and Mathematics for all students, including AA, EL, Hispanic, LTEL, MR, LI, SWD, and W student groups as measured by metrics 6.2 and 6.3.	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
6.6	Community Outreach	HJH will expand community outreach for families of all students with focus for target groups AA, EL, Hispanic, FY, LI, LTEL MR, SWD, and W to attend various workshops that will increase school connectedness and reduce absenteeism as measured by metrics 6.1 and 6.4.	$20,000.00	No
6.7	Supplemental Materials	HJH will provide additional supplemental resources for all math and ELA classrooms to provide targeted intervention, hands-on learning, and classroom materials to improve outcomes and increase engagement for all students, including AA, EL, Hispanic, LTEL, MR, LI, SWD, and W student groups as measured by metrics 6.2 and 6.3.	$60,000.00	No
6.8	Inclusive School Climate and Culture	HJH will strengthen the Wrangler community by fostering an inclusive climate for all students with a particular focus on AA, EL, FY, Hispanic, LTEL, MR, SWD, W, and LI differentiated instructional strategies that address diverse learning needs by expanding learning opportunities beyond traditional classroom settings. These efforts will increase student engagement, belonging and academic success particularly for unduplicated populations. This action will be measured by metrics 6.2, 6.3, and 6.4.	$420,000.00	No
6.9	Advocate and Thrive	HJH will develop and implement elective courses aimed at enhancing student well-being. These courses will prepare students to succeed academically and socio-emotionally, with a particular focus on supporting the basic needs of foster youth and addressing barriers to attendance for all students, as indicated by metric 6.4.	$237,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	By June 2027, Lakeview Leadership Academy (LLA) will improve academic achievement in mathematics for All Students including African American (AA), English Learners (ELs), White (W), Low-Income (LI), Hispanic, and Students with Disabilities (SWD). Additionally, they will increase achievement in ELA for all students including AA, EL, Hispanic, Long-Term English Learners (LTEL), LI, SWD, and W students by increasing the distance from standard. They will also improve English Learner Progress for all students including EL and LTEL. The school will also decrease suspension rates for all students including AA, Hispanic, Two or More Races (MR), LI, Homeless, LTEL and SWD and reduce chronic absenteeism for all students including AA, EL, Hispanic, Homeless, LTEL, MR, LI, SWD and W.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal is required by the state as Lakeview Leadership Academy (LLA) is identified as an Equity Multiplier school. LLA qualifies for Equity Multiplier funds due to the prior year's instability rate of 28.7% and a socioeconomically disadvantaged rate of 84.9%. The Equity Multiplier funds are provided to schools to support student groups who scored lowest performing on state indicators.

2023 CA School Dashboard data:

Suspension Rates
All Students = 18.5%
AA = 33.9%
H = 14.8%
MR = 28%
LI = 19.6%

English Language Progress Indicator
EL = 32.9% making progress

Mathematics
All Students = -142.6 DFS

AA = -164.8 DFS
EL = - 164.2 DFS
LI = -149 DFS
W = -123.1 DFS

English
AA = -93.6 Distance from Standard (DFS)

The 2025 CA Dashboard data reflects both areas of progress and challenges compared to the 2023 baseline. The Suspension Rate declined by 8.5% for All Students, and no longer has any student groups in the lowest performing indicator. In English Language Arts, AA declined 3.4 points; however, the All Students group increased 16 points and no student groups remain in the lowest performing indicator. Mathematics enjoyed significant increases of 21 points from EL, 18.9 from W, and 16.4 for LI. No student groups remain in the lowest performing indicator for mathematics. The English Learner Progress Indicator for All Students was maintained at 33.6% making progress towards English Language Progress. Chronic Absenteeism continues to be an area of focus with 6 student groups remaining in the lowest performing indicator and SWD being added in 2025. While the All Student group increased 1.1% to 29.7% of students chronically absent, EL, LTEL and Homeless all demonstrated significant declines of 5.6%, 6.2% and 7.6% respectively.

Throughout the month of April 2026, Lakeview Leadership Academy held multiple community engagement meetings to address the needs of the student groups in the lowest-performing indicators of the California School Dashboard. The educational partners, including parents, staff members, and students, were informed about the Equity Multiplier funding and were invited to discuss how to best serve the student groups indicated. The parent forum was held on 2/12/26 and included representatives from AA, W, H, and EL. A student forum took place on 4/826, and included students identifying as representatives from AA, H, W, and MR. The following is a synthesis of the data received through discussions, forums, and surveys. The findings were presented to the Community Partners Meeting and were approved by the School Site Council on 4/23/26.

The student forum held at Lakeview Leadership Academy on April 8 focused primarily on fostering student agency and improving the campus climate through open dialogue between students and administration. Key discussions centered on the expansion of senior year programming, specifically for the Class of 2026, with a focus on sustainable fundraising strategies for landmark events like Grad Nite and prom. Additionally, students addressed the results of recent Social-Emotional Learning (SEL) surveys, advocating for more consistent mental health resources and peer-led support groups to strengthen the "Spartan community." The forum concluded with a commitment to campus safety and integrity, emphasizing student-led initiatives to improve daily classroom engagement and mutual respect among peers.

The Community Forum took place on 2/12/26. The council discussed LCAP updates, where parents expressed a desire for increased communication and involvement in improving student attendance. It was proposed that additional funding to PBIS could provide student incentitves to improve attendance.

The LLA needs assessment identifies a need to strengthen instructional capacity through targeted, job-embedded professional development aligned to California School Dashboard trends. Priority areas include equity-based instructional practices, support for English Learners and long-term English Learners, second language acquisition, and mathematics instruction. Additionally, ELA, mathematics, and EL teachers require dedicated data release time to analyze student performance, identify skill gaps, and plan targeted reteaching.

To support consistent data-driven instruction, the site would benefit from implementing a comprehensive data collection and progress monitoring system. Expanding access to Response to Intervention (RTI) during the school day is also needed to provide Tier II and Tier III supports in literacy and mathematics through structured, data-informed intervention courses.

The needs assessment further reflects the importance of a multi-tiered system of support addressing academic, behavioral, and social-emotional needs. This includes professional development in trauma-informed practices, culturally responsive teaching, and positive behavioral supports. Educational partner input emphasized the need for increased mental health resources, student engagement, and attendance incentives.

To address these needs, additional staffing—such as an intervention counselor and behavior specialist—is necessary to support targeted interventions and strengthen SST processes. Structured programming focused on social-emotional learning, student agency, and school connectedness, along with expanded opportunities for student recognition and engagement, are also needed.

Finally, increasing bilingual instructional support is critical to ensure English Learners have access to both content and language development in core classes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	CA Schools Dashboard Academic Indicator: Suspension Rate Metric: Percent of students who are suspended at least one day	2023 CA Schools Dashboard Academic Indicator: Suspension Rate All Students = 18.5% AA = 33.9% Hispanic = 14.8% MR = 28% LI = 19.6% 2024 Homeless = 30% LTEL = 10.9% SWD = 20.9%	2024 CA Schools Dashboard Academic Indicator: Suspension Rate All Students = 16.3% AA = 34.9% Hispanic = 11.2% MR = 27.1% LI = 16.7% Homeless = 30% LTEL = 10.9% SWD = 20.9%	2025 CA Schools Dashboard Academic Indicator: Suspension Rate All Students = 10% AA = 24% Hispanic = 6.3% MR = 13.6% LI = 10.5% Homeless = 13.2% LTEL = 5.7% SWD = 12.4%	2026 CA Schools Dashboard Academic Indicator: Suspension Rate All Students = 13.5% AA = 28.9% Hispanic = 9.8% MR = 23% LI = 14.6% Homeless = 20% LTEL = 7% SWD = 15%	All Students declined 8.5% AA declined 9.9% Hispanic declined 8.5% MR declined 14.4% LI declined 9.1% Homeless declined 16.8% LTEL declined 5.2% SWD declined 8.5
7.2	CA School Dashboard Academic Indicator: English Language Arts	2023 CA School Dashboard Academic Indicator:	2024 CA School Dashboard	2025 CA School Dashboard	2026 CA School Dashboard	AA declined 3.4 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Metric: Distance from Standard (DFS)	English Language Arts AA = -93.6 Distance from Standard (DFS) 2024 All Students = -83 DFS EL = -111.3 Hispanic = -78.5 DFS LTEL = -131.5 LI = -85.9 DFS SWD = -127.1 DFS W = -80.3 DFS	Academic Indicator: English Language Arts AA = -111.5 Distance from Standard (DFS) All Students = -83 DFS EL = -111.3 Hispanic = -78.5 DFS LTEL = -131.5 LI = -85.9 DFS SWD = -127.1 DFS W = -80.3 DFS	Academic Indicator: English Language Arts All Students = -67 Distance from Standard (DFS) AA = -97 DFS EL = -93.8 DFS Hispanic = -64.9 DFS LTEL = -126.6 LI = -69.2 DFS SWD = -117.5 DFS W = -47.6 DFS	Academic Indicator: English Language Arts AA = -83.6 DFS All Students = -60 DFS EL = -90 Hispanic = -60 DFS LTEL = -120 LI = -60 DFS SWD = -110 DFS W = -60 DFS	All Students increased 16 points EL increased 17.5 Hispanic increased 13.6 LTEL increased 4.9 LI increased 15.7 SWD increased 9.6 W increased 32.7
7.3	CA School Dashboard Academic Indicator: Mathematics Metric: Distance from Standard (DFS)	2023 CA School Dashboard Academic Indicator Mathematics All Students = -142.6 DFS AA = -164.8 DFS EL = - 164.2 DFS LI = -149 DFS W = -123.1 DFS 2024 Hispanic = -141.6 DFS SWD = -171.8 DFS	2024 CA School Dashboard Academic Indicator: Mathematics All Students = -142.3 DFS AA = -164.2 DFS EL = - 157.4 DFS LI = -145.3 DFS W = -110.4 DFS Hispanic = -141.6 DFS SWD = -171.8 DFS	2025 CA School Dashboard Academic Indicator: Mathematics All Students = -129.2 DFS AA = -153.9 DFS EL = - 143.2 DFS LI = -132.6 DFS W = -104.2 DFS Hispanic = -129.2 DFS SWD = -161.6DFS	2026 CA School Dashboard Academic Indicator: Mathematics All Students = -132 DFS AA = - 150 DFS EL = -150 DFS LI = - 132 DFS W = -110 DFS Hispanic = -130DFS SWD = -150 DFS	All Students increased 13.4 points AA increased 10.9 points EL increased 21 points LI increased 16.4 points W increased 18.9 points Hispanic increased 12.4 points SWD increased 10.2 points
7.4	CA School Dashboard Academic Indicator:	2023 CA Dashboard Academic Indicator:	2024 CA Dashboard	2025 CA Dashboard	2026 CA Dashboard	EL maintained +.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English Learner Progress Indicator (ELPI) Metric: Progress Toward English Language Proficiency	English Learner Progress Indicator (ELPI) ELs = 32.9% 2024 LTEL = 30.1%	Academic Indicator: English Learner Progress Indicator (ELPI) All Students = 31.9% ELs = 31.9% LTEL = 30.1%	Academic Indicator: English Learner Progress Indicator (ELPI) All Students = 33.6% ELs = 33.6% LTEL = 32.5%	Academic Indicator: English Learner Progress Indicator (ELPI) All Students = 40% ELs= 40% LTEL = 40%	LTEL increased 2.4%
7.5	CA Schools Dashboard Academic Indicator: Chronic Absenteeism Metric: Percent of students who are chronically absent	2024 CA Dashboard Academic Indicator: Chronic Absenteeism All Students = 28.6% AA = 43.6% EL = 23.8% Hispanic = 23.3% Homeless = 54.8% LTEL = 24.3% MR = 37.8% LI = 28.6% W = 31.3% 2025 SWD =36.1%	2024 CA Dashboard Academic Indicator: Chronic Absenteeism All Students = 28.6% AA = 43.6% EL = 23.8% Hispanic = 23.3% Homeless = 54.8% LTEL = 24.3% MR = 37.8% LI = 28.6% W = 31.3%	2025 CA Dashboard Academic Indicator: Chronic Absenteeism All Students = 29.7% AA = 45.8% EL = 18.2% Hispanic = 23.5% Homeless = 47.2% LTEL = 18.1% MR = 43.8% LI = 31.5% W = 38.3% SWD =36.1%	2026 CA Dashboard Academic Indicator: Chronic Absenteeism All Students = 25% AA = 30% EL = 15% Hispanic = 15% Homeless = 30% LTEL = 15% MR = 30% LI = 20% W = 20% SWD =20%	All Students increased 1.1% AA increased 2.2% EL declined 5.6% Hispanic maintained +.2% Homeless declined 7.6% LTEL declined 6.2% MR increased 6% LI increased 2.9% W increased 7% SWD not applicable

Goal Analysis [2025-26]

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

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

Lakeview Leadership Academy (LLA) demonstrated a strong commitment to the implementation of Goal 7, which focused on improving academic achievement in mathematics and English Language Arts, improving English Learner progress, decreasing suspension rates, and reducing chronic absenteeism for multiple student groups.

Fully Implemented Actions - actions that were implemented as planned with no substantive differences from the original plan.
Among the fully implemented actions, several successes were noted.
Action 7.1 (Unity Forums for Students) saw students and staff attend Unity Camps and follow-up trainings, strengthening connectedness in a diverse school environment.
Action 7.3 (Student Behavioral Supports) was fully implemented by providing supports for tier 3 intervention.
Action 7.5 (Additional Staffing Hours) provided staff with valuable collaboration time on data release days, supporting the use of data to improve instructional strategies.
Action 7.7 (Academic Success) successfully provided learning labs for individualized academic supports in English Language Arts and mathematics.
Action 7.8 (Student Recognition) was implemented with fidelity through the Josten's Renaissance framework, and students attended study trips that reinforced a positive academic culture.
Action 7.10 (Student Leadership for Inclusive School Culture) was fully implemented, utilizing student leadership programs, such as CADA summer camp, to promote voice, inclusion, and empowerment.

Partially Implemented Actions - actions that were implemented with measurable progress toward intended outcomes, though full implementation has not yet been achieved.
Action 7.4 (Professional Learning) was partially implemented, with PLC training and some conference attendance completed. A substantive difference was that the site did not hire a consultant for English Learners as originally planned and instead utilized district staff to provide that support.
Action 7.6 (English Learner Support) successfully provided additional Bilingual Instructional Assistant hours, but an additional person was not hired.
Action 7.9 (Equity Based Supports) was partially implemented, with some mentors provided. A challenge was experienced in finding mentors for families, and no specific successes were noted at this point.

Not Implemented
Action 7.2 (Wellness Center) was not implemented as it had been discontinued. No funds were allocated to this action.

Overall, LLA made meaningful progress toward the goals outlined in Goal 7, with particular strengths in Unity Forums, staff collaboration, English Learner support, and student recognition. The site will continue to address challenges related to securing mentors for families, behavioral supports, and academic intervention programs in the coming year.

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

The district considers expenditures greater or less than 15% of the budgeted amount as a material difference.
Action 7.1 reflects a material difference due to the cost for Unity Camps coming in less than budgeted.
Action 7.3 reflects a material difference due to personnel costs came in higher than anticipated.
Action 7.4 reflects a material difference due to professional learning being delivered by district staff rather than outside contractors.

Action 7.5 reflects a material difference due to overbudgeting.
Action 7.6 has a material difference as the site was unable to hire an additional Bilingual Instructional Assistant. However, it continues to show up in the sites needs assessment so LLA will continue to fly the position.
Action 7.8 has a material difference due to the cost of providing student recognition being more expensive than originally budgeted.
Action 7.9 has a material difference due to challenges in securing contracts for mentoring services.
Action 7.10 has a material difference due to overbudgeting. This action has been realigned for 26/27

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

Action 7.1: Unity Forums for Students
Effective. Metric 7.1: Suspensions declined for all groups, notably Homeless (-16.8%), MR (-14.4%), AA (-9.9%), LI (-9.1%), and SWD (-8.5%). The Unity Forums and Unity Camp trainings appear to have contributed positively to building a more connected and inclusive school environment, which is reflected in the broad-based reductions in suspension rates across all student groups identified in this action. The particularly strong declines among Homeless students (-16.8%) and MR students (-14.4%) suggest that efforts to foster connectedness through an equity lens are reaching some of the most vulnerable student populations. Overall, this action is demonstrating meaningful progress toward the suspension reduction component of Goal 7.

Action 7.2: Wellness Center
Not Contributing | Metric: 7.1
Cannot be evaluated — discontinued; not implemented.

Action 7.3: Student Behavioral Supports
Mixed effectiveness. Metric 7.1: Strong suspension declines across all groups. Metric 7.5: EL (-5.6%), Homeless (-7.6%), LTEL (-6.2%) improved, but W (+7%), MR (+6%), LI (+2.9%), AA (+2.2%) worsened. Overall, Action 7.3 has been effective in reducing suspensions across all student groups, suggesting that the additional behavioral support staffing and tier 3 elective are positively impacting student behavior. However, the action has been less effective in addressing chronic absenteeism, particularly for AA (+2.2%), MR (+6.0%), LI (+2.9%), and W (+7.0%) students. While notable progress has been made for EL (-5.6%), Homeless (-7.6%), and LTEL (-6.2%) students in chronic absenteeism, the increases among other student groups suggest that additional or modified strategies may be needed to more comprehensively address attendance challenges as part of this action moving forward.

Action 7.4: Professional Learning
Mixed effectiveness. Metric 7.2 (ELA): W (+32.7), AA (-3.4), EL (+17.5), LI (+15.7), Hispanic (+13.6), SWD (+9.6), LTEL (+4.9). Metric 7.3 (Math): EL (+21), W (+18.9), LI (+16.4), Hispanic (+12.4), AA (+10.9), SWD (+10.2). Metric 7.4 (ELPI): EL maintained (+0.7%); LTEL (+2.4%). Strong academic gains; ELPI needs acceleration. Overall, Action 7.4 has been effective in improving academic achievement in Mathematics across all student groups and largely effective in ELA, with notable gains for W (+32.7), EL (+17.5), LI (+15.7), and Hispanic (+13.6) students on Metric 7.2, and strong gains for EL (+21), W (+18.9), and LI (+16.4) on Metric 7.3. However, the decline of 3.4 points for AA students in ELA (Metric 7.2) represents an area where the action has been ineffective for that specific student group and warrants focused attention. Additionally, the English Learner Progress Indicator (Metric 7.4) shows only modest growth, with EL maintaining at +0.7% and LTEL increasing by 2.4%, suggesting that professional learning efforts may need to be more intentionally focused on English language proficiency development to accelerate progress toward the Year 3 target. It is also noted that this action was only partially implemented, as

the site did not hire a consultant for English Learners as originally planned and instead utilized district staff, which may have contributed to the limited ELPI growth.

Action 7.5: Additional Staffing Hours
Effective. Academic gains across all groups on Metrics 7.2 and 7.3 as noted above. Metric 7.4: EL maintained (+0.7%); LTEL (+2.4%). Overall, Action 7.5 has been effective in improving academic achievement in both ELA and Mathematics for the majority of student groups. Notable gains include W (+32.7), EL (+17.5), and LI (+15.7) in ELA (Metric 7.2), and EL (+21), W (+18.9), and LI (+16.4) in Mathematics (Metric 7.3). However, the action has been ineffective for AA students in ELA, who declined by 3.4 points (Metric 7.2), suggesting that data release days and observations may need to include a more intentional focus on the instructional needs of AA students. Additionally, despite the action's explicit focus on second language acquisition, the English Learner Progress Indicator (Metric 7.4) shows only modest growth, with EL maintaining at +0.7% and LTEL increasing by 2.4%.

Action 7.6: English Learner Support
Mixed effectiveness. Metric 7.2: EL (+17.5), LTEL (+4.9). Metric 7.3: EL (+21). Metric 7.4: EL maintained (+0.7%); LTEL (+2.4%). Academic gains are positive; ELPI remains flat. Overall, Action 7.6 has been effective in improving academic achievement for English Learners, with EL increasing by 17.5 points in ELA (Metric 7.2) and 21 points in Mathematics (Metric 7.3), and LTEL increasing by 4.9 points in ELA (Metric 7.2). These gains demonstrate that the Bilingual Instructional Assistants are providing valuable classroom support that is helping English Learners access academic content. However, the action has been less effective in accelerating English language proficiency, with EL maintaining at only +0.7% and LTEL increasing by 2.4% on the English Learner Progress Indicator (Metric 7.4). This disconnect between academic content gains and language proficiency growth suggests that while the bilingual support is helping students learn content, it may not be sufficiently promoting the English language development needed to drive progress on the ELPI. Moving forward, providing Bilingual Instructional Assistants with targeted professional development in strategies that promote English language acquisition alongside content access could strengthen the effectiveness of this action across all three aligned metrics.

Action 7.7: Academic Success
Effective. Gains across all groups on Metrics 7.2 and 7.3. Metric 7.4: EL maintained (+0.7%); LTEL (+2.4%). Overall, Action 7.7 has been effective in improving academic achievement in both ELA and Mathematics for the majority of identified student groups. In ELA (Metric 7.2), notable gains include W (+32.7 points), EL (+17.5 points), LI (+15.7 points), Hispanic (+13.6 points), SWD (+9.6 points), and LTEL (+4.9 points). In Mathematics (Metric 7.3), all student groups showed positive movement, with EL (+21 points), W (+18.9 points), LI (+16.4 points), Hispanic (+12.4 points), AA (+10.9 points), and SWD (+10.2 points) all demonstrating meaningful gains. The data collection platform and individualized lesson supports, combined with highly qualified content tutors, appear to be contributing to broad-based academic improvement.

Action 7.8: Student Recognition
Mixed effectivenss. Metrics 7.2/7.3: Academic gains across all groups. Metric 7.5: Improved for EL, Homeless, LTEL; worsened for W (+7%), MR (+6%), LI (+2.9%), AA (+2.2%). Overall, Action 7.8 has been effective in supporting academic achievement in both ELA and Mathematics for the majority of identified student groups. In ELA (Metric 7.2), notable gains include W (+32.7 points), EL (+17.5 points), LI (+15.7 points), Hispanic (+13.6 points), SWD (+9.6 points), and LTEL (+4.9 points). In Mathematics (Metric 7.3), all student groups showed positive movement, with EL (+21 points), W (+18.9 points), LI (+16.4 points), Hispanic (+12.4 points), AA (+10.9 points), and SWD (+10.2

points) all demonstrating meaningful gains. The Josten's Renaissance framework appears to be contributing to a positive academic culture that supports student achievement.

Action 7.9: Equity Based Supports
Mixed effectiveness. Suspensions and academics show positive movement. Metric 7.5: Chronic absenteeism worsened for AA, MR, LI, and W. Challenges securing mentors limited full impact. Action 7.9 demonstrates mixed effectiveness, further limited by partial implementation due to challenges securing mentoring contracts. Suspension rates (Metric 7.1) declined across all student groups, and Mathematics (Metric 7.3) showed universal gains, led by EL (+21 points) and W (+18.9 points). ELA (Metric 7.2) gains were broad, though AA students declined by 3.4 points. The ELPI (Metric 7.4) showed limited progress, with EL at +0.7% and LTEL at +2.4%. Chronic absenteeism (Metric 7.5) improved for Homeless (-7.6%), LTEL (-6.2%), and EL (-5.6%), but worsened for W (+7.0%), MR (+6.0%), LI (+2.9%), and AA (+2.2%). Securing reliable mentoring partnerships and prioritizing connections for AA, LI, and EL families could strengthen this action's impact moving forward.

Action 7.10: Student Leadership for Inclusive School Culture
As a new action beginning in 2025, Action 7.10 has had limited time for full implementation, and its direct impact on the metrics cannot yet be fully evaluated. However, the current difference from baseline data provides important context for the conditions under which this action is being implemented. Suspension rates (Metric 7.1) are declining across all groups, and Mathematics (Metric 7.3) shows universal gains, providing a positive climate and academic foundation. ELA (Metric 7.2) gains are broad, though AA students declined by 3.4 points. The ELPI (Metric 7.4) shows limited progress with EL at +0.7% and LTEL at +2.4%. Chronic absenteeism (Metric 7.5) remains a significant challenge, with increases for W (+7.0%), MR (+6.0%), LI (+2.9%), and AA (+2.2%), while Homeless (-7.6%), LTEL (-6.2%), and EL (-5.6%) showed improvement. As this action matures, intentionally centering student voice and leadership around attendance, inclusion of EL and LTEL students, and empowerment of AA students could help strengthen its contribution to Goal 7 across all five metrics.

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.

There were a number of changes made to Goal 7. The goal description was updated to include the addition of SWD for chronic attendance. Additionally, metric 7.5 was updated to reflect the SWD student group falling into the lowest performing indicator for chronic attendance. Metric 7.4: the All Student metric was removed from the Baseline simply to reduce confusion regarding this metric.
A number of changes were made to Actions 7.8 and 7.10. It was decided to move the leadership activities from 7.10 to 7.8. As a result, the title for Action 7.8 was changed from Student Recognition to Student Recognition and Leadership. The description for Action 7.8 was updated to include the leadership focus.
Action 7.10 is being revised to better align with the intended outcomes of the goal. The title will be updated from Student Leadership for Inclusive School Culture to Inclusive School Climate and Culture to reflect a broader, more comprehensive focus. Additionally, funds previously allocated for leadership conferences under Action 7.10 will be reallocated to Action 7.8 to ensure alignment of expenditures. The revised action will focus on strengthening the Spartan community by fostering an inclusive climate for all students, including AA, Hispanic, Homeless, LTEL, ELs, SWD, MR, and LI, through differentiated instructional strategies and expanded learning opportunities beyond the traditional classroom. These efforts are intended to increase student engagement, belonging, and academic success, particularly for unduplicated pupil populations. This effectiveness of this action will now be measured by Metrics 7.1 and 7.5 only.

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Unity Forums for Students	Lakeview Leadership Academy students and staff will participate in training through an equity lens by attending Unity Camp and creating Unity Forums in order to increase student connectedness in a diverse school environment for all students with a focus on AA, Hispanic, Homeless, LTEL, SWD, MR and LI as measured by metric 7.1.	$121,000.00	No
7.2	Wellness Center	LLA will establish a Wellness Center for all students including AA, Hispanic, MR and LI to improve their mental and physical well-being through a fitness and behavioral health lab as an alternative to suspension as measured by metric 7.1. This action has been discontinued.	$0.00	No
7.3	Student behavioral supports	LLA will provide additional staff members such as an intervention counselor, an intervention administrator and a behavioral analyst, as well as the creation of a support based elective for students receiving Tier 3 intervention for All Students including AA, Hispanic, Homeless, LTEL, ELs, SWD, MR and LI in order to support student behavioral goals and reduce suspension rates and increase attendance as measured by metric 7.1, and 7.5.	$472,000.00	No
7.4	Professional Learning	LLA will provide additional professional learning such as conferences, workshops and professional consulting services and other resources (math maniuplatives etc) for teachers of all students including AA, Hispanic, LTEL, SWD, W, LI and EL to improve academic achievement as measured by metric 7.2, 7.3 and 7.4.	$107,000.00	No
7.5	Additional Staffing Hours	LLA will provide additional staffing hours including time for data release days and classroom observations for staff of all students to increase	$66,000.00	No

Action #	Title	Description	Total Funds	Contributing
		second language acquisition practices and instructional strategies as measured by metric 7.2, 7.3 and 7.4.		
7.6	English Learner Support	LLA will provide additional staff to include Bilingual Instructional Assistant to provide direct support for all ELs in the classrooms as measured by metrics 7.2,7.3 and 7.4.	$30,000.00	No
7.7	Academic Success	LLA will provide Mathematics and English Language Arts Learning Labs and tutoring programs as a resource to reduce risk factors for all students by adding a platform for data collection and individualized lesson supports as well as providing highly qualified content tutors in order to improve academic achievement for all students including AA, Hispanic, LTEL, SWD, W, LI and EL as measured by metrics 7.2, 7.3 and 7.4.	$154,000.00	No
7.8	Student Recognition and Leadership	Lakeview Leadership Academy will build a positive academic culture and community for all students and staff, with a focus on African American, Hispanic, Homeless, Long-Term English Learner, Multiracial, White, Low-Income, English Learner, and Students with Disabilities populations, by implementing the research-based Jostens Renaissance framework. This approach will promote student recognition for academic achievement and attendance, expand access to enrichment opportunities such as field trips, support on-time graduation, and develop student leadership skills, as measured by Metrics 7.2, 7.3, and 7.5.	$121,710.00	No
7.9	Equity Based Supports	LLA will provide mentors for families (parents and students) of all students for academic, behavioral and socio-emotional supports as measured by metrics 7.1, 7.2, 7.3, 7.4 and 7.5.	$10,000.00	No
7.10	Inclusive School Climate and Culture	LLA will strengthen the Spartan community by fostering an inclusive climate for all students including AA, Hispanic, Homeless, LTEL, ELs,	$106,000.00	No

Action #	Title	Description	Total Funds	Contributing
		SWD, MR and LI through differentiated instructional strategies that address diverse learning needs and by expanding learning opportunities beyond traditional classroom settings. These efforts will increase student engagement, belonging, and academic success, particularly for unduplicated pupil populations, as measured by Metrics 7.1 and 7.5		

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	By June 2027, Silverado High School (SHS) will improve academic achievement in mathematics for English Learners (ELs), Long-term English Learners (LTEL), Hispanic, Low Income (LI) students and Students with Disabilities (SWD) and increase achievement in English Language Arts for African American (AA), ELs and SWDs by decreasing the distance from standard.The school will improve outcomes for all students including EL and Long-Term English Learners as measured by the English Learner Progress Indicator. The school will also decrease suspension rates for all students including AA, Foster Youth (FY) Homeless, LI, SWD, and Two or More Races (MR). Additionally, the school will increase the Graduation Rate and College and Career Readiness for SWDs.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal is required by the state as Silverado High School (SHS) is identified an Equity Multiplier school. SHS qualifies for Equity Multiplier funds due to the prior year's instability rate of 30.7% and a socioeconomically disadvantaged rate of 76.7%. The Equity Multiplier funds are provided to schools to support student groups who scored lowest performing on state indicators on the CA School Dashboard.

2023 CA School Dashboard data:

Suspension Rate
FY = 19.8%
MR = 16.8%

Graduation Rate
SWD = 67%

English Language Arts
EL = -100.3 Distance from Standard (DFS)
SWD = -116.7 DFS

Math
EL = -197.2 DFS
Hispanic = 147.2 DFS
LI = 152.9 DFS
SWD = -207.7 DFS

College and Career Indicator
SWD = 5.4%

The 2025 CA Dashboard data reflects both areas of progress and challenges as compared to the 2023 baseline. The suspension rate was definitely an area of progress with the All Student group declining 7.7%. This growth was typical of all student groups moving the Suspension Rate into the green performance level. There are no student groups in the lowest performing indicators. Graduation rate continues to be a focus for SWD. While the All Student group increased to 89%, the SWD student group declined to 66.7%. In English Language Arts, the site experienced success with SWD demonstrating a 25.2 point increase, AA increased 27.3 and EL increased 35.1 points. Mathematics demonstrated great success as well with a 40.6 point increase for EL and a 50.8 point increase for SWD. However, LTEL's declined to -180 points distance from standard so they were added to the lowest performance indicator. The college and career indicator for SWD increased 6.3% leaving no student groups in the lowest performance indicator. The English Learner Progress Indicator also increased 2.9% for All Students, leaving no student groups in the lowest performance indicator as well.

Throughout the months of January - April 2026, SHS held multiple community engagement meetings to address the needs of the student groups in the lowest performing indicators of the California School Dashboard in order to address the allocation of Equity Multiplier Funds. The educational partners, including parents, staff members and students were informed about the Equity Multiplier funding and were invited to discuss how to best serve the student groups indicated. Input gathered from the February 20, 2026 student forum at Silverado High School highlighted several key themes related to school climate, engagement, safety, and student support. Students noted positive relationships with staff, particularly when teachers are supportive, approachable, and engaging, as an important strength contributing to their school experience. At the same time, students expressed a need for increased consistency in expectations for behavior and accountability across classrooms and campus. Safety and supervision were also identified as areas for improvement, particularly in common areas and during unstructured times. Academically, students emphasized the importance of relevant, engaging instruction and access to supports that help them stay on track for graduation, including tutoring and intervention opportunities. Additionally, students voiced a desire for expanded extracurricular activities, school events, and incentives that build school pride and strengthen campus culture. Overall, the feedback highlights the need to continue fostering strong relationships, while improving consistency, safety, and opportunities for meaningful student engagement.

Input gathered from the December 17, 2025 parent engagement meeting at Silverado High School highlighted key themes related to communication, safety, academic support, and family involvement. Parents expressed appreciation for staff efforts and available programs, while emphasizing the need for clearer, more consistent communication regarding student progress, expectations, and school events. Safety was a recurring concern, including supervision, student behavior, and ensuring a secure campus environment. Families also identified a need for increased academic supports such as tutoring, credit recovery, and resources to help students stay on track for graduation and postsecondary success. Additionally, parents expressed interest in more meaningful opportunities for engagement, including accessible workshops and meetings that provide strategies to support their students at home. Overall, the feedback underscores the importance of

strengthening communication systems, enhancing safety and supervision, and expanding academic and family support structures to better meet student needs. The biggest concern continues to be student safety in regards to the rehabilitation center currently under construction across the street from the Silverado campus.

To further support our students, the needs assessment concluded that a multi-faceted approach must continue to be taken to support students' social and behavioral development. The needs assessment indicates a further need for intensive support for FY. In addition to a FY center, youth mentorships, home visits, and community outreach, the site will provide a new course offering. The Thrive class will ensure foster students start out with the resources and tools they need to be successful in their school day. SHS students and staff will continue to need additional support to manage behavior. SHS will continue to provide a Board Certified Behavioral Analyst (BCBA) and a Registered Behavioral Technician (RBT). They will also add intervention administration to monitor and support the implementation of the LCAP actions for the student groups in the lowest performance indicators. The needs assessment also revealed a need for students to continue participating in study trips to build positive public interactions and relationships with themselves and the world around them.

This plan was presented and approved by the School Site Council on 4-8-26.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	CA Schools Dashboard: Suspension Rate Metric: Percent of students suspended at least one day	2023 Ca Schools Dashboard: Suspension Rate FY = 19.8% MR = 16.8% 2024 CA Schools Dashboard All students = 11.2% AA = 23.3% Homeless = 16.3% LI = 11.6% SWD = 13.9%	2024 Ca Schools Dashboard: Suspension Rate FY = 21.2% MR = 11.9% All students = 11.2% AA = 23.3% Homeless = 16.3% LI = 11.6% SWD = 13.9%	2025 Ca Schools Dashboard: Suspension Rate All students = 3.5% FY = 9.2% MR = 7.2% AA = 6.7% Homeless = 3.4% LI = 3.4% SWD = 5.7%	2026 Ca Schools Dashboard: Suspension Rate FY = 10% MR = 12% All students = 8% AA =12% Homeless = 12% LI = 8% SWD = 10%	FY decreased 10.6% MR declined 9.6% All students = decreased 7.7% AA = decreased 16.6% Homeless = decreased 12.9% LI = decreased 8.2% SWD = decreased 8.2%
8.2	CA Schools Dashboard: Graduation Rate Metric: Percent of cohort graduated	2023 CA Schools Dashboard: Graduation Rate SWD = 67%	2024 CA Schools Dashboard: Graduation Rate SWD = 69.3%	2025 CA Schools Dashboard: Graduation Rate SWD = 66.7%	2026 CA Schools Dashboard: Graduation Rate SWD = 75%	SWD maintained -0.3%
8.3	CA Schools Dashboard: English Language Arts	2023 CA Schools Dashboard:	2024 CA Schools Dashboard:	2025 CA Schools Dashboard:	2026 CA Schools Dashboard:	EL increased 35.1 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Distance from Standard (DFS) Metric: ELA Distance from Standard	English Language Arts Distance from Standard (DFS) EL = -100.3 DFS SWD = -116.7 DFS 2024 CA Schools Dashboard AA = -58.2 DFS	English Language Arts Distance from Standard (DFS) EL = -99.6 DFS SWD = -110.9 DFS AA = -58.2 DFS	English Language Arts Distance from Standard (DFS) EL = -65.2 DFS SWD = -91.5 DFS AA = -30.9 DFS	English Language Arts Distance from Standard (DFS) EL = -90 DFS SWD = -100 DFS AA = -45 DFS	SWD increased 25.2 points AA increased 27.3 points
8.4	CA Schools Dashboard: Mathematics Distance from Standard (DFS) Metric: Math Distance from Standard	2023 CA Schools Dashboard: Mathematics Distance from Standard (DFS) EL = -197.2 DFS H = -147.3 DFS LI = -152.9 DFS SWD = -207.7 DFS 2025 LTEL = -180	2024 CA Schools Dashboard: Mathematics Distance from Standard (DFS) EL = -184.4 DFS H = -124.9 DFS LI = -131.4 DFS SWD = -188.2 DFS	2025 CA Schools Dashboard: Mathematics Distance from Standard (DFS) EL = -156.6 DFS H = -119.1 DFS LI = -118 DFS SWD = -156.9 DFS LTEL = -180 DFS	2026 CA Schools Dashboard: Mathematics Distance from Standard (DFS) EL = -185 DFS H = -137 DFS LI = -142 DFS SWD = -195 DFS LTEL = -160 DFS	EL increased 40.6 points Hispanic increased 28.2 points LI increased 34.9 points SWD increased 50.8 points LTEL not applicable
8.5	CA Schools Dashboard: College/Career Metric: Percent of students prepared for College/Career	2023 CA Schools Dashboard: College/CareerSWD = 5.4%	2024 CA Schools Dashboard: College/Career SWD = 7.2%	2025 CA Schools Dashboard: College/Career SWD = 11.7%	2026 CA Schools Dashboard: College/Career SWD = 11%	SWD increased 6.3%
8.6	CA Schools Dashboard: English Learner Progress Indicator Percentage of EL students making progress Metric: Percent of student making progress toward English proficiency	2024 CA Schools Dashboard: English Learner Progress Indicator All students = 32.1% EL = 32.1% LTEL = 33.1%	2024 CA Schools Dashboard: English Learner Progress Indicator All students = 32.1% EL = 32.1% LTEL = 33.1%	2025 CA Schools Dashboard: English Learner Progress Indicator All students = 34.9% EL = 34.9% LTEL = 35.5%	2026 CA Schools Dashboard: English Learner Progress Indicator All students = 45% EL = 45% LTEL = 45%	All Students increased 2.8 % EL increased 2.8% LTEL increased 2.4%

Goal Analysis [2025-26]

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

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

Silverado High School demonstrated strong overall implementation of Goal 8 during the 2025–26 school year. The majority of actions were fully implemented, reflecting the school's commitment to improving academic achievement, reducing suspension rates, and increasing college and career readiness for its targeted student groups.

Fully Implemented Actions - actions that were implemented as planned with no substantive differences from the original plan.
8.1 (Community Outreach) - included the creation of Home Visit Teams, mentorships and parent workshops.
8.2 (Student Behavioral Supports) - included the hiring of additional behavioral support personnel and enhanced security measures.
8.6 (Technology Support for Students) - provided intervention platforms and modernized technology.
8.9 (Study Trips) - expanded college visit opportunities for students.

Partially Implemented Actions - actions that were implemented with measurable progress toward intended outcomes, though full implementation has not yet been achieved.

8.3 (Foster Youth Support) - This action was partially implemented. Originally the action was designed to be a Foster Youth Center, but due to the lack of space and other obstacles the site pivoted in the implementation of this action. Currently all supports addressing Foster Youth are provided through Thrive. This course is approved and developed based on the specific needs of students enrolled.

Action 8.4 (Staff Support for Student Achievement) was partially implemented. While roving substitute teachers were hired to provide release time for teacher collaboration and Bilingual Instructional Assistants successfully supported English Learner students, math coaches were not hired as originally planned. Despite this, the collaboration time and BIA support were noted as successes.

Action 8.5 (Teacher Professional Learning) was also partially implemented. A substantive difference occurred in that contracts with external content specialists were not secured as planned; instead, the district provided instructional support and coaching for staff. Staff who received one-on-one coaching experienced success, though a challenge was noted in not being able to reach the entire staff with this level of support.

Action 8.7 (A–G and Graduation Rate) was partially implemented, with A–G eligibility monitoring and transcript review conducted; however, this work was ultimately determined to be most appropriately led by counselors trained in student academic advising in lieu of hiring A-G specialists.

Action 8.8 was partially implemented during the 2025-26 school year. Although no expenditures were originally planned for the action, the school ultimately spent approximately $5,000 on replacement STEM materials to support continued implementation of the program. These purchases were made in response to educational partner feedback indicating a desire to continue the STEM-related opportunities provided through this action. Based on that feedback and the continued identified need, the program is planned for full implementation moving forward.

Action 8.11 (Student Recognition) was partially implemented through effective use of the 5 Star recognition program to support a positive academic culture; however, the Jostens model did not align with site needs, and the site is currently exploring alternative vendors.

Not Implemented
Action 8.10 was fully implemented in 24/25 and no funds were allocated in 25/26, with literature resources from Action 8.10 transitioning to Action 8.11.

Overall, Silverado High School made meaningful progress toward its Goal 8 objectives, with strong implementation across the majority of its actions and targeted successes for its identified student groups. Areas for continued growth include expanding professional learning to reach all staff and securing math coaching support to further strengthen academic outcomes.

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

The district considers expenditures greater or less than 15% of the budgeted amount as a material difference.
Action 8.1 has a material difference due to the transportation costs coming in slightly under budget.
Action 8.2 has a material difference due to the contract for the BCBA and RBT coming in higher than budgeted as well as underbudgeting for other personnel costs. This will be adjusted for 26/27.
Action 8.3 has a material difference due to the lack of space to provide for a foster youth center.
Action 8.4 has a material difference due to shifts in organizational strategies. The need for coaching remains a focus but will be delivered by the district coordinators through Instructional Framework coaching.
Action 8.5 has a material difference due to the inability to procure a contract for content coaching. This will be addressed in much the same way as Action 8.4.
Action 8.7 has a material difference as the planned A-G specialist was not hired. The site is transitioning to a different model for supporting SWD.
Action 8.8 has a material difference as planned expenditures were $0 however, funds were used to purchase replacement materials for the STEM activities.
Action 8.11 reflects a material difference as the Jostens model did not align with site needs prompting the site to now explore alternative vendors.

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

Action 8.1: Community Outreach
Effective. Metric 8.1: Suspensions declined broadly, notably AA (-16.6%), Homeless (-12.9%), FY (-10.6%), SWD (-8.2%). Metric 8.3 (ELA): EL (+35.1), AA (+27.3), SWD (+25.2). Metric 8.4 (Math): SWD (+50.8), EL (+40.6), LI (+34.9), Hispanic (+28.2). The data across Metrics 8.1, 8.3, and 8.4 suggests that this action is on a strong positive trajectory and should be maintained, as suspension rates, ELA and math outcomes are all moving in the desired direction for the targeted student groups.

Action 8.2: Student Behavioral Supports

Effective. Metric 8.1: All Students (-7.7%), AA (-16.6%), Homeless (-12.9%), FY (-10.6%), LI (-8.2%), SWD (-8.2%), MR (-9.6%). The data on Metric 8.1 suggests that this action is on a strong positive trajectory and should be continued, as every targeted student group experienced meaningful suspension rate declines from baseline.

Action 8.3: Foster Youth Support
Very Effective. Metric 8.1: FY decreased 10.6% (from 19.8% to 9.2%). The data on Metric 8.1 suggests that this action is on a strong positive trajectory and should be continued, as the 10.6% decrease in Foster Youth suspension rates indicates that meeting basic needs is directly supporting improved behavioral outcomes.

Action 8.4: Staff Support for Student Achievement
Effective. Metric 8.3 (ELA): EL (+35.1), AA (+27.3), SWD (+25.2). Metric 8.4 (Math): SWD (+50.8), EL (+40.6), LI (+34.9), Hispanic (+28.2). Metric 8.6 (ELPI): All Students (+2.8%), EL (+2.8%), LTEL (+2.4%). The data across Metrics 8.3, 8.4, and 8.6 suggests that this action is on a positive trajectory but would benefit from strengthening, as ELA and Math gains are strong while ELPI growth remains modest, indicating a need for deeper support for English Learners and Long-Term English Learners in language acquisition.

Action 8.5: Teacher Professional Learning
Mixed effectiveness. Metric 8.2 (Graduation): SWD maintained from baseline (+3%) but dipped in Year 2 (66.7%) from Year 1 (69.3%). Metrics 8.3/8.4: Strong gains as noted above. Metric 8.6: ELPI gains modest (+2.8%). SWD graduation rate warrants monitoring. The data across Metrics 8.2, 8.3, 8.4, and 8.6 suggests that this action requires strategic adjustment, as strong academic gains in ELA and Math are offset by a stagnant SWD graduation rate on Metric 8.2, indicating that professional learning may need to be more intentionally targeted toward supporting SWD persistence and completion.

Action 8.6: Technology Support for Students
Effective. Metric 8.2: SWD (+3%). Metric 8.3/8.4: Strong gains as noted above. Metric 8.5 (CCI): SWD increased 6.3% (from 5.4% to 11.7%). The data across Metrics 8.2, 8.3, 8.4, and 8.5 suggests that this action is on a positive trajectory, as academic and college/career readiness gains are strong, though the flat SWD graduation rate on Metric 8.2 indicates that technology supports alone may not be sufficient to address graduation barriers for SWD.

Action 8.7: A-G and Graduation Rate
Effective. Metric 8.2: SWD (+3%). Metric 8.5: SWD (+6.3%). The data across Metrics 8.2 and 8.5 suggests that this action needs recalibration, as the 6.3% increase in SWD college/career readiness on Metric 8.5 is encouraging but the flat SWD graduation rate on Metric 8.2 signals that transcript monitoring and A-G eligibility reviews have not yet translated into improved graduation outcomes. The site will be addressing this through the addition of specially trained support staff.

Action 8.8: STEM Activities
Metric 8.4 (Math): SWD (+50.8), EL (+40.6), LI (+34.9), Hispanic (+28.2) The data on Metric 8.4 suggests that this action is on a positive trajectory and the reinstatement of funding is well-supported , as all targeted student groups demonstrated strong Math gains from baseline.

Action 8.9: Study Trips

Very Effective. Metric 8.1: Broad suspension declines. Metric 8.2: SWD (+3%). The data across Metrics 8.1 and 8.2 suggests that this action is on a positive trajectory for suspension reduction but has not yet demonstrated a measurable impact on SWD graduation rates, indicating that study trips are effectively supporting engagement and school climate while graduation outcomes may require additional complementary strategies.

Action 8.10: Literacy
This action was not implemented, but this data indicated sustained progress. Effective. Metric 8.3 (ELA): EL (+35.1), AA (+27.3), SWD (+25.2). Metric 8.4 (Math): SWD (+50.8), EL (+40.6), LI (+34.9), Hispanic (+28.2). The data across Metrics 8.3 and 8.4 suggests that the reinstatement of this action is reasonable given the overall positive academic trajectory, though its individual contribution is difficult to determine since it was discontinued and its resources were absorbed into other actions.

Action 8.11: Student Recognition
Effective. All six metrics show positive movement: suspensions declined, academics improved, CCI for SWD (+6.3%), and ELPI increased (+2.8%). The data across all six metrics (8.1, 8.2, 8.3, 8.4, 8.5, and 8.6) suggests that this action is on a positive trajectory as a culture-building strategy, though its broad alignment with every metric makes it difficult to isolate its specific impact, and the flat SWD graduation rate on Metric 8.2 indicates that recognition alone is insufficient to address all areas of need.

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.

Goal 8 description was updated to reflect the changing target groups revealed in the 2025 CA School Dashboard metrics.
Metric 8.4 (Mathematics) was updated to include LTEL as they fell to the lowest performing indicator.
The description for Action 8.3 was updated to reflect the current implementation of the Thrive Course, but there is no plan to proceed with a Foster Youth Center.
Action 8.8 includes funding for 2026–27 as a result of educational partner feedback; although initial large purchases suggested completion, additional resources are required to maintain the STEM Center and replenish Makerspace materials. Additionally, Action 8.8 has been updated from STEM to STEAM to broaden student participation and enhance learning opportunities through the integration of the arts across science, technology, engineering, and mathematics.
Action 8.10 includes funding allocated for 2026–27 to sustain systemwide access to high-interest literature and ensure ongoing replenishment of the book vending machine as part of a comprehensive literacy engagement strategy.
Based on the needs assessment, Action 8.12 was added to provide instructional support for mathematics and English language arts to increase student engagement, academic discourse, and access to differentiated instructional supports. The initiative will provide designated, structured collaborative learning strategies during the school day that incorporate specialized scaffolds, language supports, and differentiated instruction aligned to IEP and language proficiency needs. This service extends beyond core instruction and is designed to accelerate critical thinking and problem-solving skills.

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

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Community Outreach	SHS staff will establish community outreach services for all students with a particular focus on AA, EL, Hispanic, Homeless, FY, LI, MR and SWD by creating home visit teams, offering student mentorship, providing parent workshops and improving transportation services in order to reduce suspension rates and improve academic outcomes as measured by metrics 8.1, 8.3 and 8.4.	$10,000.00	No
8.2	Student Behavioral Supports	SHS will hire additional personnel, including a Board Certified Behavioral Analyst and a Registered Behavioral Technician. SHS will also enhance security measures and site administration to oversee the implementation and effectiveness of interventions for all students, particularly focusing on AA, FY, H, LI, MR, and SWD in order to assist with resources to address behavioral issues and improve student performance, which will be evaluated using metric 8.1.	$762,000.00	No
8.3	Foster Youth Support	SHS will establish a Thrive course for Foster Youth to obtain basic necessities such as clothing, and provide services including laundry facilities to increase their self-esteem and fulfill basic needs so students can focus on learning as measured by metric 8.1.	$22,000.00	No
8.4	Staff Support for Student Achievement	SHS will provide additional support staff such as Bilingual Instructional Assistants and Roving Substitute Teachers to support teachers and parents of all student groups giving priority to AA, EL, Hispanic, LI, LTEL and SWD for the purpose of providing release time for teachers to collaborate and co-teach lessons as well as offer content-specific support to families in order increase academic achievement in English Language Arts, Mathematics and English Language acquisition as measured by metrics 8.3, 8.4 and 8.6.	$205,000.00	No

Action #	Title	Description	Total Funds	Contributing
8.5	Teacher Professional Learning	SHS will provide additional professional learning opportunities in areas of literacy, critical thinking, instructional design and methodology through contracts with content specialists and conference attendance for teachers of all students with a specific focus given to AA, EL, Hispanic, LTEL, SWD and LI for the purpose of improving academic outcomes in English Language Arts and mathematics as measured by metrics 8.2, 8.3, 8.4 and 8.6.	$25,000.00	No
8.6	Technology Support for Students	SHS will provide access to additional technology and intervention platforms for All students with focus on AA, EL, SWD, Hispanic and LI students in order to improve academic outcomes as measured by metrics 8.2, 8.3, 8.4 and 8.5.	$150,000.00	No
8.7	A-G and Graduation Rate	SHS will add support to monitor A to G eligibility and review transcripts with a specific focus given to SWD for the purpose of improving graduation rate and college and career preparedness as measured by metrics 8.2 and 8.5.	$475,000.00	No
8.8	STEAM activities	SHS will expand STEAM courses and activities and provide a dedicated location to expand their Maker Space for all students with a specific focus on EL, Hispanic, SWD and LI in order to increase the practical application of mathematical concepts leading to improved academic outcomes as measured by metric 8.4.	$90,000.00	No
8.9	Study Trips	SHS will expand opportunities for educational study trips for All students with a specific focus on AA, Homeless, LI, SWD, FY and MR to visit college campuses, and experience career opportunities in a real-world setting in order to reduce suspension rate and increase graduation rates as measured by metrics 8.1 and 8.2.	$70,000.00	No
8.10	Literacy	SHS will create a print-rich environment on campus through the addition of high-interest literature and guest speakers all students with a focus on EL,	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		H, SWD and LI in order to improve academic outcomes in English Language Arts and mathematics as measured by metrics 8.3 and 8.4.		
8.11	Student Recognition	SHS will establish a framework to build academic culture and community for all staff and students, with a focus on AA, EL, Hispanic, Homeless, LI, LTEL and SWD, guided by the researched-based Josten's Renaissance 6 R's formula which recognizes academic achievement through study trips and other materials that motivate students to be engaged in their academic success as measured by metrics 8.1, 8.2, 8.3, 8.4, 8.5 and 8.6.	$20,000.00	No
8.12	Learning Environment	SHS will implement an instructional initiative in math and English classes focused on structured student collaboration, academic discourse, and problem-solving strategies to enhance achievement for all students, with targeted support for AA, EL, H, LTEL, LI, and SWD. Instruction will emphasize critical thinking, equitable access to rigorous content, and student engagement, with progress measured by metrics 8.3 and 8.4.	$50,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
9	By June 2027, Victor Valley High School will increase academic achievement in Mathematics for all students with a focus on AA, EL, Hispanic, LI, LTEL and SWD and English Language Arts for all students with a focus on AA, Hispanic, LI and SWD by reducing the distance from standard. Additionally, the school will improve English Learner Progress for EL and LTEL, as well as improve graduation rates and college and career preparedness for students with disabilities.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal is required by the state as Victor Valley High School (VVHS) is identified an Equity Multiplier school. VVHS qualifies for Equity Multiplier funds due to the prior year's instability rate of 28.3% and a socioeconomically disadvantaged rate of 84.8%.The Equity Multiplier funds are provided to schools to support student groups who scored lowest performing on state indicators on the CA School Dashboard.

English Language Arts:
All students = -72.8 Distance from Standard (DFS)
AA = -108.3 DFS
H = -67 DFS
LI = -79.3 DFS

Mathematics
All Students = -169 Distance from Standard
AA = -220.6 DFS
H = -160 DFS
LI = -174.4 DFS

English Learner Progress
ELs = 28.6%

College/Career
SWD = 4.7%

Graduation Rate
FY = 71%
SWD = 65.9%

The 2025 CA Dashboard data reflects both areas of progress and challenges as compared to the 2023 baseline. English Language Arts saw significant increases. All students increased 28.5 points, LI increased 34.3 points and AA had a tremendous increase of 45.9 points. Mathematics also saw increases from from the 2023 baseline; however, declines from the 2024 to 2025 dashboard left the All Student group, as well as, AA, EL Hispanic, LTEL, LI and SWD in the lowest performance indicator. Overall, All students increased 13.3 points, LI increased 17.1 points and AA increased by 27.1 points. The English Learner Progress Indicator also saw significant declines from 2024 to 2025 dropping all student groups into the lowest performing indicator and adding LTEL as a focus group. Students with Disabilities observed an 8.8% increase on the College and Career indicator and a net 16.7% increase in graduation rate.

Throughout the months of March and April 2026, VVHS held multiple community engagement meetings to address the diverse needs of the student groups in the lowest-performing indicators of the California School Dashboard. The community partners were given information about the Equity Multiplier funds and asked to provide feedback on how VVHS should allocate the funding.

Input gathered from the Victor Valley High School parent engagement on 1/30/26, highlighted key themes centered on communication, academic support, safety, and family involvement. Parents expressed appreciation for dedicated staff and existing programs, while emphasizing the need for more consistent, timely communication regarding student progress, graduation requirements, and available resources. Academic support was a priority, with families requesting expanded tutoring, intervention, and college and career readiness opportunities to ensure students remain on track for postsecondary success. Safety and student behavior were also identified as concerns, with a desire for increased supervision and clear, consistently enforced expectations. Additionally, parents expressed interest in more accessible and meaningful opportunities for engagement, including workshops and events that equip them to better support their students at home. Overall, the feedback underscores the importance of strengthening communication, enhancing academic supports, and fostering stronger partnerships between the school and families.

Input gathered from the Victor Valley High School student forum held 2/25/26, highlighted key themes related to school climate, engagement, safety, and academic support. Students identified positive relationships with supportive and approachable staff as a significant strength, contributing to a sense of connection on campus. At the same time, students emphasized the need for greater consistency in behavior expectations and accountability to improve overall campus culture. Safety and supervision, particularly in common areas and during unstructured times, were also noted as areas for improvement. Academically, students expressed a desire for more engaging, relevant instruction and access to supports such as tutoring and interventions to help them stay on track for graduation. Additionally, students highlighted the importance of expanded extracurricular opportunities, school events, and incentives that build school pride and increase student involvement. Overall, the feedback reflects a need to strengthen consistency, safety, and engagement while continuing to build positive relationships across campus.

The findings were presented to the VVHS School Site Council on 4/8/26.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.1	CA School Dashboard: English Language Arts Distance from Standard (DFS) Metric: Distance from Standard	2023 CA School Dashboard: English Language Arts Distance from Standard (DFS) All students = -72.8 DFS AA = -108.3 DFS H = -67 DFS LI = -79.3 DFS 2024 CA Schools Dashboard: SWD = -155.1 DFS	2024 CA School Dashboard: English Language Arts Distance from Standard (DFS) All students = -34.4 DFS AA = -50.5 DFS H = -28.3 DFS LI = -45.2 DFS SWD = -155.1 DFS	2025 CA School Dashboard: English Language Arts Distance from Standard (DFS) All students = -44.3 DFS AA = -62.4 DFS H = -48.2 DFS LI = -45 DFS SWD = -144 DFS EL = -98.3 DFS LTEL = -122.6 DFS	2026 CA School Dashboard: English Language Arts All students = -62 DFS AA = -85 DFS H = -55 DFS LI = -62 DFS SWD = -125 DFS	All students increased 28.5 points AA increased 45.9 points Hispanic increased 18.8 points LI increased 34.3 points SWD increased 11.1 points
9.2	CA School Dashboard: Mathematics Distance from Standard (DFS) Metric: Distance from Standard	2023 CA School Dashboard: Mathematics: Distance from Standard (DFS) All Students = -169 AA = -220.6 DFS H = -160 DFS LI = -174.4 DFS 2024 CA Schools Dashboard EL = -196.3 DFS LTEL = -209.4 DFS SWD = -221.5 DFS	2024 CA School Dashboard: Mathematics: Distance from Standard (DFS) All Students = -151.7 AA = -165.1 DFS H = -148.6 DFS LI = -152.4 DFS 2024 CA Schools Dashboard EL = -196.3 DFS LTEL = -209.4 DFS SWD = -221.5 DFS	2025 CA School Dashboard: Mathematics: Distance from Standard (DFS) All Students = -155.7 AA = -193.5 DFS H = -154.8 DFS LI = -157.3 DFS EL = -194.4 DFS LTEL = -206.8 DFS SWD = -224 DFS	2026 CA School Dashboard: Mathematics All Students = -160 DFS AA = -200 DFS H = -140 DFS LI = -160 DFS EL = -160 DFS LTEL = -170 DFS SWD = -200 DFS	All students increased 13.3 points AA increased 27.1 points Hispanic increased 5.2 points LI increased 17.1 points EL increased 1.9 points LTEL increased 2.6 points SWD declined 2.5 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.3	CA School Dashboard: English Learner Progress Metric: Percent of students making progress toward English Proficiency	2023 CA School Dashboard: English Learner Progress ELs= 28.6% 2025 LTEL = 33.8%	2024 CA School Dashboard: English Learner Progress ELs= 48.7%	2025 CA School Dashboard: English Learner Progress All students = 31.3% EL = 31.3% LTEL = 33.8%	2026 CA School Dashboard: English Learner Progress ELs = 45% LTEL = 45%	EL increased 2.7% LTEL not applicable
9.4	CA School Dashboard: College/Career Metric: Percent of students who are prepared for college/career.	2023 CA School Dashboard: College/Career SWD = 4.7%	2024 CA School Dashboard: College/Career SWD = 1.1%	2025 CA School Dashboard: College/Career SWD = 13.5%	2026 CA School Dashboard: College/Career SWD = 12%	SWD increased 8.8%
9.5	CA School Dashboard: Graduation Rate Metric: Percent of cohort graduated	2023 CA School Dashboard: Graduation Rate FY = 54.5% SWD = 65.9%	2024 CA School Dashboard: Graduation Rate FY = 66.7% SWD = 63%	2025 CA School Dashboard: Graduation Rate FY = no data SWD = 82.6%	2026 CA School Dashboard: Graduation Rate FY = 85 SWD = 78%	FY no data SWD increased 16.7%

Goal Analysis [2025-26]

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

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

Victor Valley High School demonstrated exceptional implementation of Goal 9 during the 2025–26 school year.

Actions that were fully implemented as planned, with no substantive differences from the original plan:

Action 9.1 (Professional Development) was fully implemented, with a notable success in the collaboration with the district office on the Collaborative Teaching Model, which supported improved instructional strategies for AA, SWD, EL, LTEL, Hispanic, and LI students.
Action 9.2 (Learning Environment) was fully implemented, with additional classrooms outfitted with unique learning spaces to enhance student engagement and critical thinking.
Action 9.3 (Additional Staffing) was fully implemented, with program coordinators providing meaningful support for EL and AA students through transcript review, grades monitoring, attendance tracking, and behavioral support.

Action 9.4 (Targeted Support Initiative for Foster Youth) was fully implemented, including the successful launch of the Thrive class, which provided additional support for Foster Youth. The positive student response was noted as a significant success. A minor challenge was experienced with first-year implementation as systems were being established, but this did not impede overall progress.
Action 9.6 (A-G Readiness) was fully implemented, with staff carefully reviewing transcripts to ensure SWD students are placed in the correct courses and earning strong grades. The additional adults on campus to support students was highlighted as a success.

Actions that were partially implemented as planned, with substantive differences from the original plan:
Action 9.5 (Mentorship to Close Achievement Gaps for AA) was partially implemented through the Family Assistance Program, providing academic support in ELA and math for AA students. The contract with Amazing Grace did not materialize.
Action 9.7 (Improved Communication for ELs) was partially implemented, with Bilingual Instructional Assistants now supporting English Learner students throughout the entire school day, providing increased homework help, translation, and assignment support. However, the site has one position unfilled.
Action 9.8 (Recognizing Success) was partially implemented, with study trips and other motivational materials utilized to recognize performance for AA, LTEL, SWD, EL, Hispanic, and LI students; however, the site was unable to employ a data coach to monitor student data.
Action 9.9 (Targeted Learning Enhancements) was partially implemented. The majority of the planned resources were not implemented. A new administrator was hired after the creation of this goal and these supports so while the supports were provided to students they were minimally funded and through another source.
Overall, Victor Valley High School demonstrated a comprehensive and well-coordinated approach to addressing the academic and support needs of its most vulnerable student populations. The school's successes in collaborative teaching, Foster Youth support, EL services, and A-G readiness monitoring position it well for continued progress toward its 2027 targets.

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.

The district considers expenditures greater or less than 15% of the budgeted amount as a material difference.
A number of material differences exist due to a mid-year change in leadership.
Action 9.1 has a material difference due to overbudgeting. Much of the professional learning was provided by district office personnell keeping implementation costs much lower than anticipacted.
Action 9.2 was over budget due to the rising cost of creating personalized learning spaces for students.
Action 9.5 has a material difference due to the contract for the Family Assistance Program being lower than the quote provided by Amazing Grace.
Action 9.7 has a material difference due to a vacancy remaining unfilled.
Action 9.8 has a material difference due to the overbudgeting for a data coach. This position remains unfilled.
Action 9.9 has a material difference as the Targeted Learning Enhancements were minimally funded as a majority of the resources were not purchased.

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

Action 9.1: Professional Development
Mixed effectiveness. Metric 9.1 (ELA): AA (+45.9), LI (+34.3), All Students (+28.5), Hispanic (+18.8), SWD (+11.1). Metric 9.2 (Math): AA (+27.1), LI (+17.1), All Students (+13.3), Hispanic (+5.2), EL (+1.9), LTEL (+2.6), SWD (-2.5). Strong ELA gains; Math gains modest for EL, LTEL, Hispanic, and SWD declined. The professional development action has been effective in ELA across all student groups, with particularly strong results for AA and LI students. In Mathematics, while AA and LI students have shown solid improvement, the minimal gains for EL and LTEL students and the decline for SWD students indicate that the current professional learning approach may need to be refined or supplemented to better address the instructional needs of these groups in math.

Action 9.2: Learning Environment
Effective. Metric 9.1: Strong gains for AA (+45.9), LI (+34.3), Hispanic (+18.8). Metric 9.2: AA (+27.1), LI (+17.1), Hispanic (+5.2). The Learning Environment action has been effective in ELA, with strong gains across all student groups, most notably for AA (+45.9) and LI (+34.3) students. In Mathematics, the action has shown positive results for AA and LI students but has had limited impact on EL (+1.9), LTEL (+2.6), and SWD (-2.5) students. The decline for SWD students in math is a particular area of concern, as the collaborative spaces were intended to enable better access to the curriculum for all learners, including those with disabilities. Based on this analysis the school is going to ensure that the learning spaces include accessibility features and supports such as designated areas for small-group intervention, sensory-friendly zones, or technology stations that can provide differentiated support for SWD and EL students.

Action 9.3: Additional Staffing
Effective. Metric 9.1: Gains across all groups. Metric 9.2: Gains for AA (+27.1) and LI (+17.1); Hispanic modest (+5.2). The Additional Staffing action has been effective in ELA, with all identified student groups showing improvement from baseline, led by AA (+45.9) and LI (+34.3) students. In Mathematics, the action has produced strong results for AA and LI students but has shown limited effectiveness for EL (+1.9), LTEL (+2.6), and Hispanic (+5.2) students, and a decline for SWD (-2.5) students. The goal analysis acknowledged that a mid-year leadership change created shifting priorities, which may have impacted the consistency and focus of the additional staffing supports, particularly in mathematics.

Action 9.4: Targeted Support Initiative for Foster Youth
Effective. 9.5 (Graduation Rate): While the Year 2 CA Dashboard outcome for Foster Youth (FY) reports "no data" due to potential small cohort size suppression, internal school data indicates that the FY graduation rate improved to 87% in Year 2. This represents a significant increase of 32.5 percentage points from the 2023 baseline of 54.5%, and continued growth from the Year 1 outcome of 66.7%. This upward trajectory strongly suggests that the Targeted Support Initiative, including the successful launch of the Thrive class, pull-out services, tutoring, and mentoring, has been highly effective in supporting Foster Youth toward graduation.

Action 9.5: Mentorship to Close Achievement Gaps for AA
Effective. Metric 9.1: AA (+45.9). Metric 9.2: AA (+27.1). The Mentorship to Close Achievement Gaps for AA action has been highly effective based on the current difference from baseline across both metrics 9.1 and 9.2. AA students have demonstrated the strongest gains of any student group in both ELA (+45.9 points) and Mathematics (+27.1 points). Despite beginning with the largest distance from standard in both subject areas, AA students are making the most significant progress toward closing achievement gaps. The mentoring and academic support provided through the Family Assistance Program appears to be a key contributor to these outcomes

Action 9.6: A-G Readiness
Effective. Metric 9.4 (CCI): SWD increased 8.8% (from 4.7% to 13.5%). Students with Disabilities (SWD) increased 8.8 percentage points from the 2023 baseline (from 4.7% to 13.5%). This represents a substantial improvement in college and career preparedness for SWD students. The trajectory of this metric is particularly noteworthy: after a decline in Year 1 to 1.1%, the action produced a significant rebound in Year 2, reaching 13.5%—nearly triple the original baseline. This suggests that the A-G coordinators' efforts in reviewing transcripts, ensuring proper course placement, and counseling SWD students on college eligibility have gained meaningful traction.

Action 9.7: Improved Communication for ELs
Moderate effectiveness. Metric 9.3 (ELPI): EL increased 2.7% (from 28.6% to 31.3%). Positive but modest. Significant fluctuation between Year 1 (48.7%) and Year 2 (31.3%) warrants monitoring. The Improved Communication for ELs action has been moderately effective based on the current difference from baseline on metric 9.3. EL students increased 2.7 percentage points from baseline, which is a positive but modest gain. The significant decline from the Year 1 outcome of 48.7% to the Year 2 outcome of 31.3% raises concerns about the sustainability and consistency of supports for English Learners. The partial implementation of this action, with one BIA position remaining unfilled, likely contributed to the limited progress. Additionally, the LTEL baseline of 33.8% established in Year 2 highlights the need for intensified support for Long-Term English Learners as the school moves into Year 3.

Action 9.8: Recognizing Success
Mixed effectiveness. Metric 9.2: AA (+27.1), LI (+17.1), All Students (+13.3), Hispanic (+5.2), EL (+1.9), LTEL (+2.6), SWD (-2.5). The Recognizing Success action has been mixed in its effectiveness based on the current difference from baseline on metric 9.2. AA students (+27.1 points) and LI students (+17.1 points) showed meaningful gains, and All Students (+13.3 points) reflected moderate improvement. However, the action has shown limited effectiveness for Hispanic (+5.2 points), LTEL (+2.6 points), and EL (+1.9 points) students, and ineffectiveness for SWD students, who declined 2.5 points from baseline. The partial implementation of this action—specifically the inability to hire a data coach—likely contributed to the uneven results, as the school lacked the systematic, data-driven approach needed to identify and target recognition and motivational supports to the student groups with the greatest need. Without a data coach guiding the process, the recognition efforts may not have been strategically directed toward the students and content areas where they were most needed.

Action 9.9: Targeted Learning Enhancements
Not implemented. Effectiveness could not be fully determined. While Metrics 9.1 and 9.2 reflect positive outcomes for several student groups, Action 9.9 experienced limited implementation during the year. As a result, there is insufficient evidence to determine whether the observed changes in student outcomes were attributable to this action. The action is planned for full implementation in the coming year, which will provide a stronger basis for assessing its effectiveness.

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.

Goal 9 description has been updated to reflect the target groups represented by the 2025 CA Schools Dashboard.
Metric 9.3 - ELPI added LTEL in the lowest performing indicator.

Action 9.2 description was changed to more appropriately align with the intent of the action. Also student groups were added to metrics 9.1, 9.2 and 9.3.

Action 9.5 - The description was changed to remove Amazing Grace, opening the action up to any local mentoring providers.

Action 9.7 - Students groups were updated due to the addition of LTEL in Metric 9.3

Action 9.9 - Metrics 9.1 and 9.2 were added to extend the action to additional academic areas.

Action 9.10 - was added due the success of the Community Outreach actions at other Equity Multiplier sites. It was determined by the needs assessment that Victor High School could also benefit from home visit teams.

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

Actions

Action #	Title	Description	Total Funds	Contributing
9.1	Professional Development	VVHS supports opportunities to participate in additional professional learning focused on Collaboration, Math and ELA strategies and the Collaborative Teaching Model as well as provides access for conference attendance for staff of all students with a focus on AA, SWD, EL, LTEL, H and LI to improve outcomes and increase academic achievement as measured by metrics 9.1 and 9.2.	$400,000.00	No
9.2	Learning Environment	VVHS will implement an instructional initiative in math and English classes focused on structured student collaboration, academic discourse, and problem-solving strategies to enhance achievement for all students, with targeted support for AA, EL, H, LTEL, LI, and SWD. Instruction will emphasize critical thinking, equitable access to rigorous content, and student engagement, with progress measured by metrics 9.1 and 9.2.	$600,000.00	No
9.3	Additional Staffing	VVHS will enhance staffing to provide direct support for all students, including AA, H, SWD, EL, LTEL, LI populations. This initiative will facilitate the use of substitute teachers to give teachers dedicated release time for mentorship, modeling lessons, and supporting other evidence-based	$500,000.00	No

Action #	Title	Description	Total Funds	Contributing
		instructional strategies, as well as adding a site administrator to actively monitor the implementation of these strategies and assess their effectiveness. The success of this action will be evaluated using metrics 9.1 and 9.2.		
9.4	Targeted Support Initiative for Foster Youth	VVHS will provide additional targeted support for Foster Youth including pull out services, tutoring and mentoring in order to improved graduation rates. This action is focused on Foster Youth and will be measured by metric 9.5.	$100,000.00	No
9.5	Mentorship to Close Achievement Gaps for AA	VVHS will provide mentoring for academic support in ELA and math for AA students through services provided by local mentoring providers in an effort to close the significant disparities in achievement as compared to all other student groups. This action is focused on AA students and will be measured by metrics 9.1 and 9.2.	$125,000.00	No
9.6	A-G Readiness	VVHS will provide staff (A-G coordinators) to review A-G eligibility with students and review school-wide data to ensure students are counseled on their college eligibility. Additionally, students will participate in activities including study trips to colleges. This action is focused on SWD and will be measured by metric 9.4	$280,000.00	No
9.7	Improved Communication for ELs	VVHS will provide additional hours for Bilingual Instructional Assistants (BIA) to support English Learners in core classes through homework help, translation and support on assignments. Additionally, BIAs will connect with parents to improve communication about academic requirements and progress. This action is focused on ELs andv LTELs and will be measured by metric 9.3.	$63,500.00	No
9.8	Recognizing Success	Victor Valley High School will establish a framework to build an academic culture and community for all students and staff guided by moving to a research-based decision-making process. VVHS will employ a data coach	$400,000.00	No

Action #	Title	Description	Total Funds	Contributing
		who will monitor student data to recognize performance through materials, activities, and study trips that will motivate all students with a focus on AA, LTEL, SWD, EL, H and LI student groups as measured by metric 9.1, 9.2 and 9.3.		
9.9	Targeted Learning Enhancements	VVHS will provide additional supplemental resources for all math and ELA classrooms to provide targeted intervention, hands-on learning, and classroom materials to improve outcomes and increase engagement for All Students with focus on AA, EL, Hispanic, LI, LTEL, FY, and SWD student groups as measured by metrics 9.1 and 9.2.	$75,000.00	No
9.10	Community Outreach	VVHS staff will establish community outreach services for all students with a particular focus on AA, EL, H, LI, LTEL, FY and SWD by creating home visit teams, offering student mentorship, providing parent workshops and improving transportation services in order to increase graduation rates and college and career readiness, as well as improving academic outcomes as measured by metrics 9.1, 9.2, 9.3, 9.4 and 9.5.	$340,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
10	By June 2027, Goodwill High School will increase the percentage of high school graduates who are prepared based on the College and Career indicator for all students with a focus on Hispanic (H) and Low Income (LI) student groups.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal is required by the state as Goodwill High School (GHS) is identified as an Equity Multiplier school. GHS qualifies for Equity Multiplier funds due to the prior year's instability rate of 81.9% and a socioeconomically disadvantaged rate of 83.9%.

College/Career
All students = 1.7%
H = 1.3%
LI = 1.7%

The 2025 CA Dashboard data reflects areas of challenge as compared to the 2023 baseline. The College and Career Indicator showed a decline in from the 2023 baseline. All students fell from 1.7% to 0% which is considered maintained for the 2nd year in a row.

Overall, the student feedback from the forum on March 9th at Goodwill High School is mostly positive. Students enjoy the atmosphere, the opportunities for credit recovery such as the APEX program, and feel that the smaller class sizes continue to work well for them. They appreciate the counseling staff and continue to recognize some staff members as having a positive impact on students. Students appreciate the faster pace at Goodwill and find it easier to graduate compared to other schools. There continues to be less chaos and fewer issues at Goodwill compared to traditional high schools.

However, some areas need improvement. Students feel that the staff could continue to be more caring and engaged. Additionally, there is a lack of A-G courses. Finally, the students continue to have concerns about the length of time it takes to receive feedback on their assignments.

In terms of suggestions for improvement, students would like to see more A-G courses and field trips. Addressing these inequities has been a focus for the site. Courses will be added, such as a third-year math class, in order to continue to increase the offerings of A-G pathways. Additionally, the site will continue to work with consultants from the San Bernardino County Superintendent of Schools to support the staff in building relationships and providing scaffolds to At-Promise students so they see the value in graduating college and career ready. Field trips

to colleges, career fairs, and local businesses will continue to be added as well. Meeting the diverse needs of the students enrolled at GHS continues to be a priority for all community partners.

The community partners meeting took place on 2/18/26. Parental feedback essentially mirrored the student responses with appreciation for the individualized program available for their child. An emphasis on individualized support and program adaptations to meet diverse student needs would align with their focus. Further, broader engagement in enhancing academic support can be inferred as beneficial.

These summaries reflect the need to enhance specific aspects of each educational environment to meet their unique challenges as indicated in their focus areas for the Equity Multiplier initiative.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10.1	CA School Dashboard - College/Career Metric: Percent of students who are prepared for college/ career.	2023 CA School Dashboard - College/Career All students = 1.7% H = 1.3% LI = 1.7%	2024 CA School Dashboard - College/Career All students = 0% H = 0% LI = 0%	2025 CA School Dashboard - College/Career All students = 0% H = 0% LI = 0%	2026 CA School Dashboard - College/Career All students = 10.7% H = 10.3% LI = 10.7%	All students maintained -1.7% Hispanic maintained -1.3% LI maintained -1.7%

Goal Analysis [2025-26]

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

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

Goodwill High School made progress toward Goal 10 during the 2025–26 school year, though implementation varied across the five actions.

Action 10.1 (Professional Learning) was partially implemented. A notable success was the work with the Professional Learning Community (PLC) consultant, which supported staff in improving instructional strategies focused on college and career preparedness for Hispanic and LI students; however, the implementation occurred later in the year.

Action 10.2 (Community Outreach) was partially implemented. While workshops and parent forums were held and the new Alternative Education Technician worked directly with students and families—which was noted as a success—attendance at the workshops and forums remained low, presenting an ongoing challenge in engaging Hispanic and LI families in college and career readiness conversations.

Action 10.3 (Student Recognition) was partially implemented. A substantive difference occurred in that the Jostens Renaissance framework was not utilized as originally planned. An alternative approach to student recognition was used; however, the specific framework will need to be confirmed with the site principal. Students were recognized for their efforts and work, which was noted as a success.

Action 10.4 (Learning Environment) was partially implemented. Due to vendor ordering delays, only a limited amount of the planned furniture was able to be purchased during the year. As a result, the action was not implemented to the full extent originally planned.

Action 10.5 (Additional Staffing) was not implemented as originally planned. A substantive difference was noted in that the small class sizes at GHS allowed intervention to be provided during the regular school day during class time, eliminating the need for additional staff hours. While the intended outcome of providing intensive intervention was still addressed through existing class structures, the action itself was not carried out as described.

Overall, Goodwill High School demonstrated commitment to professional learning and student recognition, though challenges remain in community engagement and the full execution of planned initiatives. As the College and Career Indicator remains at 0% for All Students, Hispanic, and LI students, continued attention to full implementation of all actions will be critical in the coming year to move the needle on college and career readiness for the school's targeted student groups.

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.

The district considers expenditures greater or less than 15% of the budgeted amount as a material difference.

GIS has constructed a 3-year plan. The administration had the intention to implement these actions, but they have not yet been put into place leading to material differences in all actions except 10.2.
Action 10.1 has a material difference because of a late implementation of the contract with Solution Tree.
Action 10.3 has a material difference because of the Jostens Renaissance program was not purchased.
Action 10.4 has a material difference because of delays in project implementation.
Action 10.5 has a material difference because the interventions were built into the school day.

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

Action 10.1: Professional Learning
Limited effectiveness. On Metric 10.1 (CCI), All Students maintained at -1.7%, Hispanic maintained at -1.3%, and LI maintained at -1.7%. The Solution Tree contract and site-based PLCs built foundational awareness of CCI needs for Hispanic and LI students, but late implementation limited impact.

Action 10.2: Community Outreach
Limited effectiveness. On Metric 10.1 (CCI), All Students maintained at -1.7%, Hispanic maintained at -1.3%, and LI maintained at -1.7%. Workshops and parent forums had limited turnout among targeted Hispanic and LI families, reducing the intended impact on building college and career awareness.

Action 10.3: Student Recognition
Limited effectiveness. On Metric 10.1 (CCI), All Students maintained at -1.7%, Hispanic maintained at -1.3%, and LI maintained at -1.7%. Compliance issues and difficulty finding meaningful incentives for Hispanic and LI students limited impact. A student survey is planned to identify more effective recognition strategies.

Action 10.4: Learning Environment
Limited effectiveness. On Metric 10.1 (CCI), All Students maintained at -1.7%, Hispanic maintained at -1.3%, and LI maintained at -1.7%. Small improvements were made to learning spaces, but space constraints continue to prevent the addition of CTE courses and A-G pathways critical to improving CCI for Hispanic and LI students.

Action 10.5: Additional Staffing
Partially effective. On Metric 10.1 (CCI), All Students maintained at -1.7%, Hispanic maintained at -1.3%, and LI maintained at -1.7%. The addition of an RTI math course is a positive step, but staff roles need to be refined to directly target CCI components such as dual enrollment and CTE completion.

Summary
CCI remains at 0% for All Students, Hispanic, and LI — maintained from a very low baseline. All actions were only partially implemented in this first year of a three-year plan. Key barriers include limited A-G/CTE course offerings, space constraints, and the unique challenges of the continuation school setting. Foundational work has been completed, and full implementation in the coming years will be critical to moving the CCI for Hispanic and LI students.

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

Action 10.3 was reworded to exclude the use of Jostens Renaissance program.
Action 10.4 was reworded to more closely align with the intent of the action.

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

Actions

Action #	Title	Description	Total Funds	Contributing
10.1	Professional Learning	GHS will support opportunities to participate in additional Professional Learning focused on improving instructional strategies in targeted areas as well as providing access for attending conferences and creating site-based professional learning communities for staff instructing all students	$65,000.00	No

Action #	Title	Description	Total Funds	Contributing
		(including Hispanic and LI) to improve outcomes and increase college and career preparedness as measured by metric 10.1.		
10.2	Community Outreach	GHS will expand community outreach to families of all students with focus on Hispanic and LI by providing workshops and parent forums addressing college and career preparedness as measured by metric 10.1.	$30,000.00	No
10.3	Student Recognition	GHS will build an academic culture and community for all students and staff by building a college and career-going culture through recognition for hard work, field trips with a college and career focus and supporting student graduation. This action is principally directed toward Hispanic and LI student groups as measured by metric 10.1.	$2,000.00	No
10.4	Learning Environment	GHS will implement an instructional initiative in math and English classes focused on structured student collaboration, academic discourse, and problem-solving strategies to enhance achievement for all students, with targeted support for H, and LI. Instruction will emphasize critical thinking, equitable access to rigorous content, and student engagement, with progress measured by metrics 10.1.	$40,000.00	No
10.5	Additional Staffing	GHS will provide additional staff hours for teachers of all students to provide intensive intervention during the school day to improve outcomes and increase college and career preparedness as measured by metric 10.1.	$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
11	By June 2027, Adelanto High School (AHS) will improve academic achievement in mathematics for all students with a focus on African American (AA), Hispanic (H), Low Income (LI), Long-term English Learners (LTEL) and students with disabilities (SWD) and improve academic achievement in English Language Arts for all students with a focus on AA, EL, H, LI, and SWD. In addition, AHS will decrease the suspension rate for FY and AA, and increase college and career readiness for ELs and SWD.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Victor Valley Union High School District developed this Equity Multiplier goal at Adelanto High School to improve academic achievement and college and career readiness, as well as reduce suspension rates. A supportive and nurturing environment is essential for students to thrive academically and personally. Addressing social and emotional needs plays a critical role in overall well-being and success.

This Equity Multiplier goal prioritizes providing support systems, wellness and additional personnel and resources to Adelanto High School to boost student engagement and implement targeted behavior and learning interventions.

2023 California Schools Dashboard data:

Suspension Rate
FY = 27.5%

English Language Arts
All students = -70.4 DFS
AA = -102 DFS
EL = -156.2 DFS
H = -63.4 DFS
LI = -71.8 DFS
SWD = -180.2 DFS

Mathematics

All students = -160.8 DFS
AA = -191.9 DFS
EL = -210.4 DFS
H = -152.7 DFS
LI = -162.4 DFS
SWD = -253.9 DFS

College/Career
EL = 1.9%
SWD = 5.1%

The 2025 CA Dashboard data reflects both progress and ongoing challenges compared to the 2023 baseline. Most notably, the Suspension Rate for Foster Youth declined significantly by 15.8%; however, African American students were newly identified with a Suspension Rate of 10.8%. In English Language Arts, there were substantial gains, including increases of 62.6 points for Low-Income students, 76.2 points for English Learners, and 85.2 points for African American students. Mathematics also showed overall growth; however, declines from 2024 to 2025, along with the addition of the Long-Term English Learner group, resulted in mathematics remaining in the lowest performance indicator. Both English Learners and Students with Disabilities demonstrated notable improvement in the College and Career Indicator. These metrics reflect the effectiveness of current strategies while underscoring the need for continued focus on areas of improvement. Although the school did not qualify for Equity Multiplier funding in 2025–26, funding has been restored for the 2026–27 school year, and the school will continue to pursue this goal.

Input gathered from the Adelanto High School parent engagement meeting on 2/11/26, highlighted key themes related to communication, safety, academic support, and family involvement. Parents expressed appreciation for committed staff and existing programs, while emphasizing the need for more consistent, timely communication regarding student progress, expectations, and available resources. Safety and student behavior were identified as ongoing concerns, with families requesting increased supervision and clearer, consistently enforced expectations across campus. Academically, parents emphasized the importance of expanded supports, including tutoring, credit recovery, and college and career readiness opportunities to ensure students remain on track for graduation. Additionally, families expressed a desire for more accessible and meaningful opportunities to engage with the school, including workshops and events that provide strategies to support student success at home. Overall, the feedback underscores the importance of strengthening communication, enhancing safety, and expanding academic and family support systems.

Input gathered from the Adelanto High School student forum on 1/20/26, highlighted key themes related to school climate, safety, engagement, and academic support. Students identified positive relationships with supportive and caring staff as a strength, contributing to a sense of connection on campus. However, they emphasized the need for greater consistency in behavior expectations and accountability to improve overall school culture. Safety and supervision, particularly in common areas and during unstructured times, were also identified as areas for improvement. Academically, students expressed a desire for more engaging and relevant instruction, along with increased access to tutoring and intervention supports to help them succeed in English Language Arts and mathematics. Additionally, students voiced interest in expanded extracurricular opportunities, school events, and incentives that build school pride and increase student involvement. Overall,

the feedback reflects a need to strengthen consistency, safety, and engagement while continuing to build positive relationships and academic supports across campus.

Among the desired improvements, students requested incentives for excelling in the science CAASPP, akin to those offered in other subjects. They proposed general rewards, such as food trucks, to boost engagement for completing essential tasks. Accessibility for physical examinations was a pressing issue, with students needing more convenient options for transportation. Additionally, there were calls for expanding CTE offerings to include cooking, cosmetology, and driving programs to better support students without transportation. A strong desire emerged for more college exposure through study trips and visits; personal stories shared in the forum underscored the significant impact these experiences can have on students' futures. The library's limited selection, particularly in genres like self-help and fiction, was also highlighted as a concern.

The forum highlighted a growing interest in more 0 period course offerings to ease classroom crowding, as well as a push for enhanced college readiness programs that are inclusive of all students, not just those in AVID. Concerns about the Wellness Center's visibility and the stigma surrounding its use were brought to light, alongside a request for workshops focused on mental health to provide a safe space for students. While improvements in cafeteria operations have led to shorter lunch lines, students emphasized the need for continued strategies to streamline food distribution. Finally, reliable transportation options for varying schedules emerged as a critical need for accommodating students' commitments.

In summary, the Adelanto High School Student Forum provided an important platform for students to share their insights and recommendations, fostering a collaborative dialogue aimed at enhancing their educational experience. The plan was approved by the School Site Council on April 21, 2026.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
11.1	CA School Dashboard: Suspension Rate Metric: Percent of students suspended for at least one day	2023 CA School Dashboard: Suspension Rate FY = 27.5% 2025 AA = 10.8%	2024 CA School Dashboard: Suspension Rate FY = 11.2%	2025 CA School Dashboard: Suspension Rate FY = 11.7% AA = 10.8%	2026 CA School Dashboard: Suspension Rate FY = 17.5% AA = 6%	FY declined 15.8% AA not applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
11.2	CA Schools Dashboard: English Language Arts Distance from Standard (DFS) Metric: Distance from Standard	2023 CA Schools Dashboard: English Language Arts All students = -70.4 DFS AA = -102 DFS EL = -156.2 DFS H = -63.4 DFS LI = -71.8 DFS SWD = -180.2 DFS	2024 CA Schools Dashboard: English Language Arts All students = -28.2 DFS AA = -49 DFS EL = -108 DFS H = -21.3 DFS LI = -31.4 DFS SWD = -122.4 DFS	2025 CA Schools Dashboard: English Language Arts All students = -8.9 DFS AA = -16.8 DFS EL = -80 DFS H = -10.3 DFS LI = -9.2 DFS SWD = -118.5 DFS	2026 CA Schools Dashboard: English Language Arts All students = - 60 DFS AA = - 80 DFS EL = -140 DFS H = -50 DFS LI = -60 DFS SWD = -165 DFS	All students increased 61.5% points AA increased 85.2 points EL increased 76.2points Hispanic increased 53.1 points LI increased 62.6 points SWD increased 61.7points
11.3	CA Schools Dashboard - Mathematics Distance from Standard (DFS) Metric: Distance from Standard	2023 CA Schools Dashboard Mathematics All students = -160.8 DFS AA = -191.9 DFS EL = -210.4 DFS H = -152.7 DFS LI = -162.4 DFS SWD = -253.9 DFS 2025 LTEL = -209.8 DFS	2024 CA Schools Dashboard Mathematics All students = -147.1 DFS AA = -191.9 DFS EL = -209.7 DFS H = -139.4 DFS LI = -148.3 DFS SWD = -211.2 DFS	2025 CA Schools Dashboard Mathematics All students = -149.7 DFS AA = -155 DFS EL = -195.1 DFS H = -149.8 DFS LI = -149.7 DFS SWD = -223.7 DFS LTEL = -209.8 DFS	2026 CA Schools Dashboard Mathematics All students = -150 DFS AA = - 175 DFS EL = - 195 DFS H = -137 DFS LI = -150 DFS SWD = -240 DFS	All students increased 11.1 points AA increased 36.9 points EL increased 15.3 points Hispanic increased 2.9 points LI increased 12.7points SWD increased 30.2 points LTEL not applicable
11.4	CA Schools Dashboard - College/Career Metric: Percent of students who are prepared for college/career.	2023 CA Schools Dashboard College/Career EL = 1.9% SWD = 5.1%	2024 CA Schools Dashboard College/Career EL = 12.9% SWD = 12.1%	2025 CA Schools Dashboard College/Career EL = 24.4% SWD = 23.8%	2026 CA Schools Dashboard College/Career EL = 7% SWD = 10%	EL increased 22.5% SWD increased 18.7%

Goal Analysis [2025-26]

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

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

Adelanto High School demonstrated strong implementation of Goal 11 during the 2025–26 school year.

Fully Implemented Actions - actions that were implemented with no substantive differences from the original actions:
Action 11.2 (Professional Learning) was fully implemented. In addition to Instructional Framework Coaching, pull-out days for Science, math and ELA were successfully conducted.
Action 11.3 (Staffing and Support for Student Intervention) was fully implemented with no substantive differences. The expanded academic and behavioral interventions were successfully provided, including graduation support, A–G coursework, tutoring, and testing assistance for AA, EL, Hispanic, LI, and SWD students.
Action 11.4 (Support System) was fully implemented with no substantive differences. The provision of transportation was highlighted as a success, as it provided easier access for home visit teams to develop supportive relationships with families of AA, EL, FY, Hispanic, LI, and SWD students.
Action 11.5 (Student Recognition) was fully implemented with no substantive differences. Study trips were identified as a success, increasing student awareness of careers and colleges for AA, EL, Hispanic, and LI students and supporting improved college and career readiness outcomes.
Action 11.6 (Non-traditional Learning Spaces) was fully implemented in 24/25. Numerous outdoor spaces were created and tailored to diverse learning needs for AA, EL, H, SWD and LI.
Action 11.7 (Foster Youth Materials and Resources) was fully implemented as planned with no substantive differences. The dedicated period during the school day for Foster Youth was successfully implemented, providing additional academic and socio-emotional supports and removing obstacles to student participation and engagement.

Partially Implemented Actions - actions that were implemented with measurable progress toward intended outcomes, though full implementation has not yet been achieved.
Action 11.1 (Wellness Center) was partially implemented. While the site has been expanding an existing space and moving equipment, no students have received services.

Overall, Adelanto High School achieved strong implementation across Goal 11, with notable successes in wellness support, student recognition through study trips, transportation for home visits, and dedicated Foster Youth programming. The primary area for continued growth is in professional learning, where ensuring full implementation of PLC training and strengthening follow-up monitoring after professional development days will be important for sustaining and accelerating academic gains for the school's targeted student groups.

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.

The District considers expenditures greater or less than 15% of the budgeted amount as a material difference.

Action 11.1 Wellness Center has material difference. An existing space is currently under renovations to better serve the needs of the students. The costs in this action relate to construction so no staffing has been put into place at this time.
Action 11.2 Professional Learning has a material difference. The contract for Solution Tree cost more than anticipated which led to this action being over budget.
Action 11.3 Staffing for Student Intervention has a material difference. The staffing for the student intervention including extra periods to support intervention courses cost more than originally budgeted.
Action 11.4 Support System has a material difference. The planned expenses for 24/25 were actually encumbered in 25/26.
Action 11.5 Student Recognition has a materials difference. This action was overbudgeted and will be addressed in 26/27 allocations.
Action 11.6 did not have a material difference in the prior year. Although the action was believed to have been fully implemented, actual costs were higher than anticipated and a portion of the expenses was not fully paid until the current year. As a result, some of the costs associated with the action are reflected in the current-year expenditures rather than the prior year.
Action 11.7 Foster Youth Support has a material difference. Resources cost less than expected.

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

Action 11.1: Wellness Center
This action was not fully implemented. On Metric 11.1 (Suspension Rate), FY declined by 15.8%. On Metric 11.4 (CCI), EL increased by 22.5% and SWD increased by 18.7%. While these gains are encouraging, they cannot be attributed to this action given that no students have received Wellness Center services. The positive outcomes on Metrics 11.1 and 11.4 are more likely the result of other fully implemented actions within Goal 11. Full implementation of the Wellness Center, including staffing and student access, will be critical to evaluating this action's effectiveness in future years. It is recommended that this action be maintained with modifications to prioritize full implementation in the coming year. Given that the Wellness Center is specifically designed to support FY, EL, and SWD students—populations that have shown strong gains through other actions—completing the renovation, hiring the psychologist and intervention specialist, and opening the center to students could provide an additional layer of support that sustains and accelerates the progress already made.

Action 11.2: Professional Learning
Demonstrates strong effectiveness in making progress toward the goal. On Metric 11.2 (ELA DFS), All Students increased by 61.5 points, AA increased by 85.2 points, EL increased by 76.2 points, Hispanic increased by 53.1 points, LI increased by 62.6 points, and SWD increased by 61.7 points. On Metric 11.3 (Math DFS), All Students increased by 11.1 points, AA increased by 36.9 points, EL maintained at 15.3 points, Hispanic increased by 2.9 points, LI increased by 12.7 points, and SWD increased by 30.2 points. Action 11.2 has been highly effective in ELA and effective in Mathematics. On Metric 11.2 (ELA), gains are exceptional across all identified student groups, led by AA (+85.2 points), EL (+76.2 points), LI (+62.6 points), SWD (+61.7 points), All Students (+61.5 points), and Hispanic (+53.1 points). On Metric 11.3 (Mathematics), all student groups showed positive movement, with AA (+36.9 points) and SWD (+30.2 points) demonstrating the strongest growth, followed by EL (+15.3 points), LI (+12.7 points), and All Students (+11.1 points). However, the modest gain of 2.9 points for Hispanic students in Mathematics (Metric 11.3) warrants attention. LTEL was newly identified in Metric 11.3 and a current difference from baseline is not applicable. It is recommended that this action be maintained given the strong and consistent academic gains across both ELA and Mathematics. The professional learning investments in PLCs, best first instruction, standards-based grading, and conference attendance are clearly contributing to improved instructional practices. To strengthen the action further, it is recommended that professional learning in

Mathematics be modified to include targeted strategies for Hispanic students, whose 2.9-point gain on Metric 11.3 significantly lags behind other student groups.

Action 11.3: Staffing and Support for Student Intervention
Action 11.3 has been effective across all four aligned metrics. On Metric 11.1 (Suspension Rate), FY declined by 15.8%. On Metric 11.2 (ELA DFS), All Students increased by 61.5 points, AA increased by 85.2 points, EL increased by 76.2 points, Hispanic increased by 53.1 points, LI increased by 62.6 points, and SWD increased by 61.7 points. On Metric 11.3 (Math DFS), All Students increased by 11.1 points, AA increased by 36.9 points, EL maintained at 15.3 points, Hispanic increased by 2.9 points, LI increased by 12.7 points, and SWD increased by 30.2 points. On Metric 11.4 (CCI), EL increased by 22.5% and SWD increased by 18.7%. It is recommended that this action be maintained given its broad effectiveness across all four metrics. The expanded academic and behavioral interventions, including graduation support, A–G coursework, tutoring, and testing assistance, are contributing to meaningful progress for all identified student groups. To further strengthen this action, it is recommended that the intervention supports in Mathematics be modified to include more targeted strategies for Hispanic students, whose 2.9-point gain on Metric 11.3 is the most modest among all groups.

Action 11.4: Support System
Action 11.4 has been effective in supporting positive outcomes across all three aligned metrics. On Metric 11.1 (Suspension Rate), FY declined by 15.8%. On Metric 11.2 (ELA DFS), All Students increased by 61.5 points, AA increased by 85.2 points, EL increased by 76.2 points, Hispanic increased by 53.1 points, LI increased by 62.6 points, and SWD increased by 61.7 points. On Metric 11.3 (Math DFS), All Students increased by 11.1 points, AA increased by 36.9 points, EL maintained at 15.3 points, Hispanic increased by 2.9 points, LI increased by 12.7 points, and SWD increased by 30.2 points. It is recommended that this action be maintained with modifications to ensure full implementation in the coming year. The home visit teams and transportation services have been identified as a success when available, and ensuring consistent access to transportation will be critical to strengthening the supportive relationships between the school and families of AA, EL, FY, H, LI, and SWD students.

Action 11.5: Student Recognition
Action 11.5 has been highly effective across all three aligned metrics. On Metric 11.2 (ELA DFS), All Students increased by 61.5 points, AA increased by 85.2 points, EL increased by 76.2 points, Hispanic increased by 53.1 points, and LI increased by 62.6 points. On Metric 11.3 (Math DFS),All Students increased by 11.1 points, AA increased by 36.9 points, EL maintained at 15.3 points, Hispanic increased by 2.9 points, and LI increased by 12.7 points. On Metric 11.4 (CCI), EL increased by 22.5% and SWD increased by 18.7%. It is recommended that this action be maintained given its strong contribution to academic culture and college/career readiness. The Jostens Renaissance framework and study trips are clearly motivating students and supporting engagement across multiple student groups. To further strengthen this action, it is recommended that the recognition framework be expanded to more intentionally celebrate Mathematics achievement for Hispanic students, whose 2.9-point gain on Metric 11.3 suggests that current incentives may not be equally motivating for this group in math.

Action 11.6: Non-Traditional Learning Spaces
Action 11.6 was fully implemented and discontinued, having achieved its intended purpose of establishing outdoor learning spaces in 24/25 so it will not be evaluated for effectiveness.

Action 11.7: Foster Youth Materials and Resources

Effective. On Metric 11.1 (Suspension Rate), FY declined by 15.8% (from 27.5% to 11.7%). It is recommended that this action be maintained given its demonstrated effectiveness in reducing FY suspension rates beyond the Year 3 target. The dedicated class period model has proven to be a successful strategy for providing structured academic and socio-emotional supports to Foster Youth. To further strengthen this action, it is recommended that the site continue to monitor FY suspension rates to ensure the gains are sustained.

Summary
Goal 11 demonstrates strong progress across the majority of its metrics, reflecting the effectiveness of Adelanto High School's comprehensive approach to improving academic achievement, reducing suspensions, and increasing college and career readiness.

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.

With Adelanto High School again receiving Equity Multiplier funds, several revisions have been made to Goal 11. Funding for ongoing actions were adjusted following the loss of the 2025–26 Equity Multiplier allocation, and the original plan no longer aligned with site needs. As a result, multiple actions within Goal 11 have been significantly revised. The goal description was updated to reflect the California School Dashboard metrics that found AA dropped to the lowest performing indicator in Suspension Rate and LTEL dropped to the lowest performing indicator in mathematics. This changed also impacted the Action Descriptions.
The following changes were made:
Action 11.1 Description was reworded. AA was added as a focus student group. Additionally,The action description is being revised to more accurately reflect that expenditures are allocated for contracted services rather than facilities or physical space.
Action 11.3 Title was changed from "Staffing and Support for Student Intervention" to "Staffing for Expanded Learning Supports". Additionally, the action description was updated to reduce the emphasis on interventions and increase the focus on access, oppportunities, support and engagement. This better aligns with what the site is doing while maintaining a clear connection to improving outcomes for identified student groups.
Action 11.4 (Support System) was more appropriately named Home-School Partnerships and the action reworded to provide more focus specifically on the home-school relationship.
Action 11.5 (Student Recognition) was renamed Student Recognition and Leadership was reworded in an effort to expand the capacity of the action to build leadership on the campus.
Action 11.6 was restructured to provide the site the ability to expand the school culture and capitalize on school connectedness.

All metrics were updated with the unit of measure.

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

Actions

Action #	Title	Description	Total Funds	Contributing
11.1	Wellness Center	Adelanto High School will implement a Wellness Center as a dedicated space staffed with specialized personnel, including a psychologist and intervention specialist, to support students in overcoming academic and social-emotional barriers. With a targeted focus on AA, FY, EL, and SWD student groups, the Wellness Center will provide coordinated interventions and supports designed to improve student well-being, reduce suspension rates, and increase college and career readiness, as measured by metrics 11.1 and 11.4.	$50,000.00	No
11.2	Professional Learning	Adelanto High School Staff will initiate additional professional learning in ELA and Math to support all students with particular focus given to AA, EL, H, LI, LTEL and SWD through Professional Learning Communities, best first instruction, and standards-based grading as well as providing access and opportunities for staff to attend conferences such as Good Teaching and the California Math Council annual conference in to order increase student efficacy and achievement as measured by metrics 11.2 and 11.3.	$100,000.00	No
11.3	Staffing for Expanded Learning Supports	AHS will provide staff and resources to expand learning opportunities and student supports that promote academic achievement, engagement, and well-being. This includes increased access to graduation support, A–G coursework, tutoring, testing assistance in English and Math, enrichment opportunities, and nutritional guidance for participants. Additional staffing will provide students with greater access to individualized academic assistance, mentoring, and supportive relationships with school staff. Campus safety and positive school climate will be strengthened through added security and proactive behavioral supports. Targeted efforts will focus on AA, EL, H, LI, LTEL, and SWD student groups, measured by metrics 11.1–11.4.	$945,000.00	No
11.4	Home-School Partnerships	AHS will establish a comprehensive academic support system that includes home visit teams and opportunities for families to participate in workshops and conferences to strengthen home–school partnerships and reduce barriers to engagement. These efforts will support all students, with a focus on AA, EL, FY, H, LI, LTEL and SWD, and are intended to improve academic outcomes as measured by metrics 11.1, 11.2, and 11.3.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
11.5	Student Recognition and Leadership	Adelanto High School will build a positive academic culture and community for all staff and students, with a focus on AA, ELs, H, LI, LTEL and SWD, guided by the research-based Jostens Renaissance 6 R's formula. This framework will recognize academic achievement through study trips and other incentives that motivate students to engage in their academic success, including progress in English, Math, CTE, and Dual Enrollment courses. These efforts will support improved college and career readiness outcomes and develop student leadership skills as measured by metrics 11.2, 11.3, and 11.4.	$100,000.00	No
11.6	Inclusive School Climate and Culture	AHS will strengthen the Saint community by fostering an inclusive climate for all students including AA, EL, FY, Hispanic, LI, LTEL, and SWD through differentiated instructional strategies that address diverse learning needs and by expanding learning opportunities beyond traditional classroom settings. These efforts will increase student engagement, belonging, and academic success, particularly for unduplicated pupil populations, as measured by Metrics 11.1, 11.2, 11.3 and 11.4.	$40,000.00	No
11.7	Foster Youth Materials and Resources	AHS will support Foster Youth by providing a period during the school day which will ensure additional adademic and socio-emotional supports. Additionally, resources and materials will be provided so FY have access to participate in school events and activities in order to remove obstacles to student participation and increase engagement in school as measured by metric 11.1.	$20,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
12	By June 2027, Victor Valley Virtual Academy will improve academic outcomes in English Language Arts for all students by decreasing the distance from standard on the CAASPP. Additionally the site will reduce Chronic Absenteeism for All Students with a focus on Low Income Students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal is required by the state as Victor Valley Virtual Academy (VVVA) is identified as an Equity Multiplier school. VVVA qualifies for Equity Multiplier funds due to the prior year's instability rate of 63.9% and a socioeconomically disadvantaged rate of 81.4%. The Equity Multiplier funds are provided to schools to support student groups who scored lowest performing on state indicators on the California School Dashboard.

English Language Arts
All Students = -88.8 Distance from Standard

The release of the 2025 CA Dashboard indicates that VVVA made significant progress in closing the achievement gap, with the All Student group increasing 102.9 points in English Language Arts. However, chronic absenteeism emerged as an area of concern, with reported increases of 82.9% for All Students and 80.6% for Low-Income students, suggesting that 100% of middle school students were chronically absent. While this data is alarming, the district has since identified and addressed a reporting error that contributed to these results. Internal audits provide a more accurate picture, indicating that approximately 7% of 7th grade students and 19% of 8th grade students are chronically absent.

Feedback for Victor Valley Virtual Academy, particularly Goal 12, incorporates insights from both parents and staff involved with the Goodwill High School programs, intersecting with Goal 10 and 5 as well.

The student forum for Victor Valley Virtual Academy took place at Goodwill High School on March 9th. The feedback overall was positive. Students value the academic support and flexibility the online program provides. They also spoke positively about the incentives to increase attendance and academic achievement. There were some areas for growth. They believe that the staff do not understand their reasons for choosing a virtual school setting. They would also like more opportunity to take electives and more rigorous courses.

During the community partners' meeting on February 18, parental feedback echoed the sentiments of the students, emphasizing their appreciation for the individualized programs available for their children. They highlighted the importance of personalized support and program

adaptations to accommodate diverse needs, suggesting that broader engagement in academic support would be beneficial. Consequently, educational partners have identified key priorities, including expanding instructional opportunities and providing additional academic counseling.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
12.1	CA Schools Dashboard - English Language Arts Distance from Standard (DFS) Metric: Distance from Standard	2023 CA Schools Dashboard - English Language Arts All Students = -88.8 Distance from Standard	2024 CA Schools Dashboard - English Language Arts All Students = -41.2 Distance from Standard	2025 CA Schools Dashboard - English Language Arts All Students = 14.1 Distance from Standard	2026 CA Schools Dashboard - English Language Arts All Students = -78.8 DFS	All students increased 102.9 points DFS
12.2	California School Dashboard - Chronic Absenteeism Metric: Percent of students who are chronically absent	2025 California School Dashboard Chronic Absenteeism All students = 100% LI = 100%	N/A	2025 California School Dashboard Chronic Absenteeism All students = 100% LI = 100%	2025 California School Dashboard Chronic Absenteeism All students = 10% LI = 10%	All students not applicable LI not applicable

Goal Analysis [2025-26]

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

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

Valley Virtual Academy made progress toward Goal 12 during the 2025–26 school year, though implementation varied across the three actions.

Action 12.1 (Professional Learning) was partially implemented. A substantive difference was noted in that professional learning was provided by the district office at no cost to the site, rather than through conferences or site-based professional learning communities as originally planned. Staff did not attend conferences due to the virtual nature of the program. No major successes or challenges were identified.

Action 12.2 (Community Outreach) was fully implemented with no substantive differences. The Alternative Education Technician worked directly with families and students, which was noted as a success. A challenge remained in getting families to attend forums and workshops, which is an ongoing area of focus for the site.

Action 12.3 (Student Recognition) was partially implemented. The virtual nature of the program, staffing limitations, and other factors contributed to the limited ability to carry out this action. The Jostens Renaissance framework was not utilized, and no student recognition activities, field trips, or graduation support events were conducted as planned.

Overall, Victor Valley Virtual Academy demonstrated commitment to community outreach through the work of the Alternative Education Technician and benefited from district-provided professional learning. However, the unique challenges of operating a virtual program—including limited opportunities for in-person conferences, difficulty engaging families in workshops, and barriers to implementing student recognition activities—impacted the full execution of Goal 12 actions.

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.

The District considers expenditures greater or less than 15% of the budgeted amount as a material difference.

The administration had the intention to implement these actions, but they have not yet been put into place leading to material differences in all actions.

Action 12.1 Professional Learning has a material difference due to the late implementation of the contract with Solution Tree and limited availability / timing of conferences for the virtual academy staff.

Action 12.3 Student Recognition has a material difference due to non implementation of Jostens and lack of staff to support this action. There is a renewed focus on this for the 2026/27 school year.

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

Action 12.1: Professional Learning
This action demonstrates strong effectiveness on one of its two aligned metrics. On Metric 12.1 (ELA Distance from Standard), All Students increased by an exceptional 102.9 points (from -88.8 DFS to 14.1 DFS), moving from well below standard to above standard. This represents remarkable academic growth and suggests that the professional learning provided — even though it was delivered by district office personnel rather than through conferences or site-based PLCs as originally planned — contributed to a significant improvement in ELA instruction and student outcomes.

Action 12.2: Community Outreach
This action demonstrates strong effectiveness on one of its two aligned metrics. On Metric 12.1 (ELA Distance from Standard), All Students increased by 102.9 points (from -88.8 DFS to 14.1 DFS). The Alternative Education Technician's direct work with families and students was noted as a success in the implementation narrative, and this engagement likely contributed to the strong academic gains observed for All

Students. The community outreach efforts appear to be building meaningful connections between the school and families, which research consistently links to improved student outcomes.

Action 12.3 (Student Recognition)
Action 12.3 demonstrates strong effectiveness on one of its two aligned metrics, though its contribution is difficult to isolate due to partial implementation. On Metric 12.1 (ELA Distance from Standard), All Students increased by 102.9 points (from -88.8 DFS to 14.1 DFS). While this gain is exceptional, the implementation narrative noted that this action was only partially implemented. the Jostens Renaissance framework was not utilized, and no student recognition activities, field trips, or graduation support events were conducted as planned. The virtual nature of the program, staffing limitations, and other factors contributed to the limited ability to carry out this action. As a result, the strong ELA gains observed on Metric 12.1 are more likely attributable to other actions within Goal 12 rather than to this action specifically.

Overall, while the ELA data is encouraging, the partial implementation of this action limits the ability to attribute the academic gains directly to student recognition efforts. Full implementation of recognition activities, field trips, and attendance incentives for All Students and LI students, will be critical in the coming year to evaluate this action's true effectiveness across both Metric 12.1 and Metric 12.2.

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.

Chronic attendance fell into the lowest performance indicator. This led to a number of changes to Goal 12. The Goal desription was updated and Chronic Absenteeism was added as a metric (metric #12.2). Metric 12.2 was added to Action 12.1, 12.2 and 12.3. Action 12.3 was changed to remove Josten's Renaissance.

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

Actions

Action #	Title	Description	Total Funds	Contributing
12.1	Professional Learning	VVVA will provide opportunities to participate in additional Professional Learning focused on improving instructional strategies in English as well as providing access for attending conferences and creating site-based professional learning communities for staff instructing all students to improve academic outcomes and attendance as measured by metric 12.1 and 12.2.	$10,000.00	No
12.2	Community Outreach	VVVA will expand community outreach to families of all students with a focus on LI by providing workshops and parent forums addressing how to	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		support their students in English and attendance as measured by metric 12.1 and 12.2.		
12.3	Student Recognition	VVVA will build an academic culture and community for all students with a focus on low income and staff by building an academic culture through recognition for hard work, field trips with a college focus, and supporting students with attandance and graduation as measured by metric 12.1 and 12.2.	$30,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$50,567,425.00	$6,240,588

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
36.585%	8.167%	$10,821,502.68	44.752%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Curriculum and Instruction Support for Academic Success **Need:** The 2024 CA Schools Dashboard data shows that the ELA All Students group scored -27.8 Distance from Standard (DFS), the EL	After assessing the identified needs of our English Learners (EL), Foster Youth (FY), and Low-Income (LI) students, this action is designed to support their academic success by equipping teachers with instructional strategies tailored to these students' needs. Strategies such as differentiated instruction, development of essential standards, and targeted literacy supports help address	1.1, 1.2, 1.3, 1.12, 1.15 and 1.16

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	achieved -87.8 DFS, the FY scored -100.3 DFS and LI scored -34.7 DFS. Additionally, in mathematics, the All Student group scored -102.4.4 DFS. The EL students scored -146.4 DFS, the FY scored -143.7 DFS and LI scored -111.2 DFS. The English Learner Progress (EPLI) is 40.8% Making Progress Toward Standard. The Long Term English Learner (LTEL) progress toward English Proficiency is 41.3% These scores reveal an achievement gap between All Students and our EL, FY and LI students. There is a continued need for support for staff to understand and implement performance standards, to differentiate instruction and better meet the needs of our student groups. Through staff feedback sessions and surveys, there were requests for professional development connected to differentiation, using formative assessment and working with essential standards. Students mentioned in focus groups that they would like their teachers to better support them when they don't understand their work. **Scope:** LEA-wide	language barriers, gaps in foundational skills, and instructional access. This action is implemented on an LEA-wide basis to ensure all students have equitable access to enhanced educational resources and consistent, equitable high-quality instruction, while providing a learning environment conducive to accelerating learning for Foster Youth, English Learners, and Low-Income students.	
1.3	**Action:** Equity in Access for College Readiness **Need:**	After assessing the identified needs for our EL, FY, and LI students, this action is designed to provide students with access to and support for success in AP, Dual Enrollment (DE), and honors level courses in order to increase college readiness and	1.4, 1.10, 1.11 and 1.25

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The 2024 CA Schools Dashboard data shows the College and Career indicator for all students is 35% while our ELs are at 14.1%, FY is at 13.3%. The All Student group is graduating with 46.5% A-G eligible. The EL students are graduating A-G eligible at 17.2%, FY at 17.2%. We need to continue to support unduplicated student groups as they recover from COVID-19-related learning loss. Feedback from our community partners includes support for increased access to Dual Enrollment courses and counseling support to understand college-going culture, A-G, and support with college applications. **Scope:** LEA-wide	is provided to support students who traditionally do not attend college. This includes additional sections of AVID, DE, and AP courses in the master schedules to create smaller classes and more individualized support for students. Research shows that smaller class sizes allow for more individualized attention, enabling teachers to better address the unique needs of FY and EL students. This can lead to improved academic achievement, especially in challenging classes. Smaller class sizes specifically allow teachers to effectively implement differentiated instruction tailored to FY and EL students. This can include scaffolded assignments, flexible grouping, and adaptive technologies. This action is implemented on an LEA-wide basis to ensure all students have equitable access to high-quality instruction in smaller settings while providing a learning environment conducive to accelerating learning for FY and English Learners.	
1.5	**Action:** Credit Recovery and Intervention **Need:** There is a need for our student groups to increase their college readiness as measured by A-G and graduation rates. The All Student group has 46.5% of students meeting A-G requirements. The A-G completion rate for EL is 17.2% and FY is 17.2%. The graduation rate per the 2024 CA Schools Dashbaord for the All Student group is 87.4%, while the ELs graduation rate is 84.2%, the FY rate is 79%. Specifically, there continues to be a need at at Silverado High School (SHS) for SWDs	By providing credit recovery services through online platforms including APEX and Acellus during the school day and after school, students will have the opportunity to increase their A-G completion rates. Qualified teachers will provide additional instruction and intervention for students to access the standards-based curriculum. The opportunity to recover credits also increases our graduation rates as students can recover more than one class per semester. In the 24/25 school year the following groups grew significantly: Goodwill Independent Study (GIS) increased the graduation rate for All Students to 87%, LI increased to 87.2%, and the Hispanic group increased to 84.9%.	1.5, 1.10, 1.12, 1.20

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
	(66.7%). Additionally Victor Valley High School (VVHS) was added for SWD (63%). The All Student CCI on the 2024 CA Dashboard is 35%. The LCAP Advisory Committee reviewed the number and percentage of Ds and Fs that contribute to students not achieving A-G eligibility. The group suggested that the district continue with options for credit recovery as well as improving our evidence-based instructional practices (addressed in Action 1). **Scope:** LEA-wide	This action is implemented on an LEA-wide basis to ensure all students have equitable access to recover credits while providing a learning environment conducive to intervention and credit recovery for FY, and EL students.	
1.7	**Action:** Personalized Learning Pathways **Need:** A review of the data reflects the following: the Foster Youth (FY) achievement on the 2024 CA Dashboard ELA indicator is -100.3 DFS while the All Student group is -27.8.DFS. The Low Income (LI) students also are underperforming the All Student group by 6.9 points and English Learners are -87.8 DFS. The CA Dashboard Math indicator for All Students is -102.4 DFS, for FY the indicator is -143.7, LI is -111.2 DFS and EL is -146.4 DFS. FY also has a lower graduation rate at 79% than the All Student group, which is 87.4%. The dropout rate for the All Student Group in high school is 1.4%, while the rate for EL is 14%, FY is 31.1%, and LI is 10.1%. In meeting with parent groups, they expressed a	The Educational Services Department will provide teachers and instructional resources for students who are not successful in the traditional school setting by maintaining a virtual program and an independent study.These alternative settings will enable students who face challenges attending classes daily, as well as those experiencing challenges in the traditional setting. These programs allow teachers to provide more individual attention to students. Additionally, students in this setting have a more flexible schedule which allows for credit recovery or acceleration. Evidence has long existed that well-designed online learning environments can offer personalized learning experiences, flexibility in pacing, and access to a wide range of resources, leading to improved student engagement and achievement. For instance, a meta-analysis by the U.S. Department of Education found that, on	1.1, 1.2, 1.5 and 1.7

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
	need for the option to offer non-traditional settings such as virtual and independent study for students who do not perform well in traditional settings. **Scope:** Schoolwide	average, students in online learning conditions performed modestly better than those receiving face-to-face instruction. — U.S. Department of Education, 2010. Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies. This action is implemented on an school-wide basis to ensure that there is equitable access to a non-traditional learning program for all students and providing an opportunity for our EL, FY and LI students to participate in a program that meets their needs.	
1.8	**Action:** CTE Program and Pathways **Need:** The 2024 Ca Dashboard College and Career indicator All Students is 35%, ELs are at 14.1% and FY are at 13.3%. According to CalPADs VVUHSD had 483 CTE Completers in grades 10-12. Additionally, 66 were ELs and 4 were FY. There is a need to support the ELs and FY to enroll in and complete CTE programs. The challenge is the transient rate of the FY. These programs open doors for students to go directly into the workforce with the necessary skills for success. The feedback from students and staff reflects a need to continue to fund support and increase CTE programs. **Scope:** LEA-wide	Teachers and district staff work together to create additional pathways that engage students academically and socially. Students in CTE pathways typically have good attendance and grades in school. Examples of increased pathways include barbering, as well as TV and video production (AHS). We also bolstered the Public Services pathway, by building a simulated 911 Call Center. At VVHS, the district added a Broadcasting and Photography pathway, increasing options for students. CTE pathways have shown significant promise in supporting the success of unduplicated students, including our FY and ELs. For example: Improved Graduation Rates: Research by the Association for Career and Technical Education (ACTE) indicates that students involved in CTE programs have higher graduation rates compared to their non-CTE peers. Additionally, CTE programs improve Career Readiness: According to research from the American Institutes for Research (AIR), CTE programs help prepare students for the workforce	1.4, 1.6, 1.18, 1.21, 1.24

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		by providing them with technical skills and industry-recognized certifications. This is particularly beneficial for unduplicated students, who may face additional barriers to entering the workforce. This action is implemented on an LEA-wide basis to ensure all students have equitable access to enhanced, engaging, and hands-on educational opportunities while providing a learning environment that enables FY and ELs to reach their full potential.	
1.9	**Action:** Equity in Teaching and Learning **Need:** The 2024 CA Schools Dashboard data shows that the ELA All Students group scored -27.8.3 Distance from Standard (DFS), the EL achieved -87.8 DFS, the FY scored -100.3 DFS and LI scored -34.7 DFS. Additionally, in mathematics, the All Student group scored -102.4 DFS. The EL students scored -146.4 DFS, the FY scored -143.7 DFS and LI scored -111.2 DFS. The English Learner Progress (EPLI) is 40.8% Making Progress Toward Standard. These scores reveal an achievement gap between All Students and our EL, FY and LI students. Parents in the DELAC meetings expressed support for instruction which meets their students where they are and is differentiated for their students. **Scope:** LEA-wide	This action will support new and veteran teachers through a combination of in-house professional learning and conferences. We will focus on the needs of our ELs, FY, and LI students and develop the capacity of our staff to provide evidence-based practices with differentiated instruction to improve teaching and learning. The in-house training will use current formative assessments and data to provide equity-based professional learning for our staff. This action includes the summer professional learning conference for certificated and classified staff to improve instruction. Additionally, the department will contract with providers for professional learning in targeted areas including district-wide programs, send staff to conferences, and provide specific support to new teachers. The teacher in the classroom has the most impact on student learning. Research by Darling-Hammond (2000) emphasized the importance of teacher quality and its impact on student learning. Additionally, according to Tomlinson (2001, 2015) differentiation in the classroom increases contextualized learning and increases comprehension resulting in improved academic performance.	1.1, 1.2, 1.3, 1.15,1.16, 1.22, 1.23

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		The action provides comprehensive professional learning across the entire district to ensure that all students receive high-quality instruction aligned with the curriculum. This approach particularly supports FY, ELs, and LI students by providing an equitable learning environment that enables them to thrive and achieve higher levels of learning.	
1.11	**Action:** Supplemental Resources and Intervention for Equitable Access **Need:** Students, especially in the target student groups, are achieving at low or very low levels on the academic indicators on the dashboard. The2024 CA Schools Dashboard data shows that the ELA All Students group scored -27.8 Distance from Standard (DFS), the EL achieved -87.8 DFS, the FY scored -100.3 DFS and LI scored -34.7 DFS. Additionally, in mathematics, the All Student group scored -102.4 DFS. The EL students scored -146.4 DFS, the FY scored -143.7 DFS and LI scored -111.2 DFS. Educational Partners have requested additional professional development in areas including educational technology and curriculum resources. **Scope:** LEA-wide	This action addresses the need of our ELs, FY, and LI student groups by providing additional instructional materials to support learning. EL students often require language development support to access grade-level content in science, math, and ELA, as well as specific scaffolding for academic vocabulary and comprehension. Online course licenses (APEX and Acellus) allow for teachers to select or customize courses with embedded supports for ELs, such as subtitles, translated resources, and visual aids. Curriculum supports including the use of supplemental instructional materials specifically designed for ELs, such as sentence frames, interactive vocabulary tools, and scaffolded practice tasks will be used. FY students often face disruptions in their education, leading to gaps in foundational knowledge. They may also require additional emotional and academic support to succeed in rigorous coursework. The use of online Course Licenses (APEX and Acellus) ensures access to credit recovery programs, allowing FY students to catch up on missed content and stay on track for graduation. Curriculum Supports for FY supplement traditional instruction with trauma-informed practices and	1.1, 1.2 and 1.8

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
		materials that include SEL components to address both academic and emotional needs. LI students often face limited access to resources such as technology, high-quality instructional materials, and enrichment opportunities. They may also benefit from additional supports to close opportunity gaps. Onlie Course Licenses ensure the availablity of courses that meet A-G requirements and offer credit recovery to support college readiness. Additionally, curriculum supports deliver hands-on, engaging, and culturally relevant materials in science, math, and ELA that are designed to meet diverse learning needs. This action will support staff in filling in learning gaps for all students and thus will be available LEA-wide, ensuring high-quality instruction aligned with the curriculum. This approach particularly supports FY, EL, and LI students by providing an equitable learning environment that enables them to reach their full potential.	
1.12	**Action:** College and Career Readiness **Need:** There is a need to increase the College and Career Readiness (CCR) of our students based on the data below. The according to the 2024 CALPADS A-G completion rate for all students is 46.5%. Our ELs meet A-G at the rate of 17.2% and only 17.2% of FY meet A-G requirements. Our LI students are currently achieving at 43.6%.	This action will provide opportunities for students to attend study trips, including college visits, obtain Dual Enrollment instructional materials, and cover fees for college readiness exams. This will allow for our unduplicated student groups to have real-world experiences, take advantage of college-level courses and participate in required college entrance exams. Additionally, to address the student concern about lack of recognition for academic achievement, the district will honor students who increase their academic achievement.	1.10 and 1.11

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
	College and career readiness allow students to have more opportunities when they leave high school. The district believes that every student should have 5 opportunities available to them as they graduate: 4-year college, 2-year college, trade school, workforce, and the military. Many students in our community do not have the opportunity to participate in college visits or have larger experiences which may prepare them for post-secondary options. Barriers exist for our unduplicated student populations to pay for college readiness and entrance exams as well as participate in Dual Enrollment courses held outside the school day at community colleges. Educational partners expressed the importance of study trips, especially college visits. Students expressed the sentiment that they often do not feel recognized for their achievements. **Scope:** LEA-wide	Providing this action on an LEA-wide basis will ensure that all students have access to College and Career Readiness resources. This approach reduces the barriers that FY, ELs, and LI students experience and will provide equitable opportunities and experiences that enable them to thrive and achieve College and Career Readiness.	
1.14	**Action:** Core Instruction Support **Need:** According to the 2024 CA Dashboard, students, especially in target student groups, are achieving at low or very low levels on the academic indicators on the dashboard. The data shows that the ELA All Students group scored -27.8 Distance from Standard (DFS), the EL achieved -87.8 DFS, the FY scored -	This action reduces the class sizes in middle school core classes (Language Arts, Math, Science and Social Science), and at the high schools in English and Math. Research shows that smaller classes can have a positive impact on student learning (US News and World Report, August 2022). Teachers will be able to provide differentiated assistance, small group instruction, and 1 to 1 support as needed.	1.1, 1.2, 1.15 and 1.16

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	100.3 DFS and LI scored -34.7 DFS. Additionally, in mathematics, the All Student group scored -102.4 DFS. The EL students scored -146.4 DFS, the FY scored -143.7 DFS and LI scored -111.2 DFS. The data from students and staff highlighted the need for teachers to have fewer students in their classes. Students stated that the teachers don't know who they are and their classes are too big to get individual attention. **Scope:** LEA-wide	Smaller class sizes allow for more individualized instruction, which can lead to higher academic performance. A study by the National Education Policy Center found that students in smaller classes scored higher on standardized tests and showed greater improvement in reading and mathematics compared to their peers in larger classes. Better Student Engagement: With fewer students, teachers can give more attention to each student, fostering a more engaging and interactive learning environment. The Center for Public Education reports that small class sizes encourage more student participation and facilitate stronger teacher-student relationships. According to a study by the American Educational Research Association, teachers in smaller classes can more effectively differentiate instruction and provide targeted support, which benefits students with varying abilities and learning styles. Providing small classes in core areas on an LEA-wide basis will ensure that all students receive equitable opportunities for learning. This approach particularly supports FY, ELs, and LI students, enabling them to thrive and achieve higher levels of learning.	
2.1	**Action:** Social Emotional and Wellness **Need:** The data below reflects a need for student support in their social-emotional wellness. The 2023 CA Schools Dashboard Chronic Absenteeism data for All Students is 24.6%, ELs is 22.6%, FY is 32.8% and LI is 26.4%.	Providing support staff to increase social-emotional learning (SEL) ensures that all students receive equitable opportunities for SEL growth. SEL is a critical foundation for academic success, especially for unduplicated student groups such as Foster Youth (FY), Low-Income (LI), and English Learners (ELs). Research demonstrates that SEL programs improve students' emotional regulation,	2.1, 2.5, 2.6, 2.7, 2.8 and 2.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The suspension rate for the All Student group is 8.2%, while the suspension rate for FY is 18.9% and LI is 8.9%. The district has had success with the EL, FY, and LI student groups and will continue to provide services to ensure the attendance rates continue to improve. The Panorama survey indicates low responses when asked about growth mindset with 63% of all students and 52% of ELs responding positively. This reflects a need for our students to increase their belief in themselves and their ability to learn. Parent and student feedback requested that the Mental Health Clinicians (MHC) be maintained as they do provide direct support to students. The parents of FY and LI students also mentioned their appreciation of the MHCs and LVNs in their support of their students and addressing their social-emotional needs. **Scope:** LEA-wide	resilience, and interpersonal skills, which are essential for overcoming barriers to academic achievement. While SEL benefits all students, the need is particularly acute for Fy, LI and EL students, as they often face systemic challenges, including trauma, economic hardship, and language barriers, which directly impact their ability to thrive in school. Implementing SEL support staff across the district ensures a consistent, equitable approach to providing social-emotional resources for all students. However, unduplicated students benefit disproportionately from SEL initiatives due to the unique challenges they face: FY Students: Often experience frequent school changes, trauma, and instability that make emotional regulation and trust-building more difficult. Research from the National Child Traumatic Stress Network (NCTSN) shows that trauma-informed SEL improves academic and behavioral outcomes for students who have experienced trauma. LI Students: Face higher levels of stress linked to financial insecurity, which can hinder focus, emotional well-being, and academic performance. CASEL (Collaborative for Academic, Social, and Emotional Learning) highlights that SEL interventions have a significant impact on improving academic outcomes for low-income students. EL Students: Manage the dual challenge of adjusting to a new language and culture while navigating academic expectations, which can lead to social isolation or stress. Studies from the	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		American Institutes for Research (AIR) show that SEL practices that integrate cultural competence are effective for ELs in improving social and academic outcomes. The MHCs will be available for students and will focus their wellness support on our FY and LI students and families. The MHCs and LVNs at school sites will provide direct support in the form of counseling, SEL lessons, and medical attention to students in small groups or one-on-one as needed. This service helps students to feel safe to attend school, as Maslow's Hierarchy of Needs stipulates that students cannot learn unless they feel safe. Additionally, MHCs work with students and families to provide tools for students to make better choices and decisions, which will decrease suspension rates. By explicitly addressing the unique challenges faced by FY, LI, and EL students, this action ensures that SEL strategies provide greater benefit to these student groups. The evidence-based practices outlined above demonstrate how SEL interventions can more effectively close opportunity gaps and improve outcomes for these students, even within an LEA-wide framework.	
2.2	**Action:** Home-District Connections **Need:** The district needs to reduce chronic absenteeism rates, increase attendance, and increase school connectedness as shown in the data below.	The district understands the importance of home-to-school communication, especially when it relates to getting students to school. The translator works with the attendance teams at school to ensure Spanish-speaking parents understand the school concerns (achievement and social-emotional wellbeing) when students do not come to school. The translators also support families	2.2, 2.4, 2.7, 2.9, 2.10, 2.11, 2.13

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The 2023 CA Dashboard reflects the All Student group as 24.6% chronically absent. Our EL students experienced 22.6%, the FY group is experiencing 32.8% chronic absenteeism and the LI students are at 26.4% chronically absent. Aeries attendance shows All students at 90.76%, EL at 90.93%, FY at 89.9%, and LI at 91.47%. Panorama survey results indicate a continued need for home-school connectedness with only 50% of all students reporting feeling connected to school and only 47% of ELs feeling connected to school. Our EL parents commented many times that they appreciate the translators who help them to better understand what is happening at school with their children. **Scope:** LEA-wide	when they attend trainings and activities provided by the Family Engagement Liaisons, which are usually in English. Additional tools (Aeries, ParentSquare) help parents to know when their students are not attending school and how to support their students to get them to want to attend school. Providing ParentSquare on an LEA-wide basis will ensure that all students receive equitable opportunities for communication. This approach particularly supports FY, LI, and ELs enabling them to thrive and achieve higher levels of learning.	
2.3	**Action:** Home-school connections **Need:** the 2023 Panorama survey indicates a need for home-school connectedness. The specific data shows that 71% of all students and 70% of ELs feel connected to school. Regarding a Climate of Support for Academic Learning, the student response is at 70% while 92% of all parents feel their students are	The need for increased home-to-school connectedness is addressed primarily by our Family Engagement Liaisons (FELs). They conduct activities with families, provide a welcoming environment on campus, and facilitate parent workshops. Parents want to volunteer on campus but often do not have the resources to complete the application. This action provides resources (support in the fingerprinting process) to support our parent volunteers and conduct engagement activities including Parent Institute for Quality Education (PIQE), California Association of	2.2, 2.3, 2.12

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	supported academically and 91% of staff feel students are supported. This disparity needs to be reviewed by staff to develop a better understanding of their students. **Scope:** LEA-wide	Bilingual Educators (CABE), and parent workshops. Additionally, the FY counselor will work directly with FY to develop their connection to school and provide necessary support so they feel welcome and comfortable at school. Providing home to school connections on an LEA-wide basis will ensure that all students receive equitable opportunities for family engagement and support. This approach particularly supports FY, LI, and ELs enabling them to thrive and reach their full potential.	
2.6	**Action:** Resources and Recognition for Increased Attendance **Need:** The rising rates of chronic absenteeism among the updduplicated pupil groups represent a critical challenge for our district, necessitating immediate and focused supports. According to the 2024 California Schools Dashboard, the overall chronic absenteeism rate for our All Students group stands at an concerning 25.5%. Within this context, the data reveals significant disparities impacting our most vulnerable populations. English Learner (EL) students have experienced a marked increase in absenteeism, rising by 4.8% from 2023 to 2024, resulting in a chronic absenteeism rate of 27.4%. This trend raises serious concerns about their engagement and access to educational opportunities. Low-Income students are also disproportionately affected, with a chronic absenteeism rate of 27.5%. This highlights the challenges these students face,	Improved monitoring of attendance through SchoolStatus, coupled with robust support systems, will provide essential data to identify and address the root causes of chronic absenteeism. This platform enables real-time tracking of attendance trends disaggregated by student group, which allows staff to identify and intervene early with Foster Youth, Low-Income, and English Learner students—who statistically experience higher rates of absenteeism due to systemic barriers such as poverty, housing instability, and lack of access to transportation and healthcare (Balfanz & Byrnes, 2012; Attendance Works, 2021). Implementing this action on an LEA-wide basis ensures consistency in data collection, intervention protocols, and communication practices across all schools. Research shows that districtwide attendance systems are more effective when they are aligned and consistently implemented (FutureEd, 2019). While all students benefit from improved attendance tracking and outreach, unduplicated students derive greater benefit because the system enables staff to tailor supports to their unique needs—such as providing	2.4, 2.7, 2.9

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	which may stem from socioeconomic barriers, thereby hindering their academic success and overall well-being. Most alarmingly, our Foster Youth population exhibits a staggering chronic absenteeism rate of 34.9%. This figure underscores the significant vulnerabilities these students encounter, including instability in their living situations and lack of supportive resources, severely impacting their educational outcomes. Additionally, educational partner feedback showed that families are concerned about students wanting to be at school and better reporting services for when students are absent (LMS). Feedback also included the appreciation of translators to help families understand school communication especially when trying to understand attendance reports, rules and resources. Given these troubling statistics and the educational partner feedback, the district recognizes an urgent need to implement targeted strategies aimed at improving attendance for these unduplicated pupil groups. **Scope:** LEA-wide	translated outreach, connecting families to basic needs services, and coordinating with liaisons or counselors for case management. Providing Resources and Recognition for Increased Attendance also fosters a positive attendance culture. Evidence supports that multi-tiered systems of support (MTSS), when applied to attendance, improve outcomes especially for at-risk students (Kidron & Lindsay, 2014). Recognizing improvements and maintaining proactive family engagement has been shown to reduce chronic absenteeism and increase student engagement (Sheldon & Epstein, 2004). This comprehensive LEA-wide strategy not only strengthens overall attendance, but also addresses persistent equity gaps by ensuring that FY, LI and EL students receive the intensified, differentiated support needed to stay connected to school and thrive academically. Improved monitoring of attendance through SchoolStatus, coupled with robust support systems, will provide essential data to address the underlying factors contributing to chronic absenteeism. It will help the district monitor attendance patterns, specifically for unduplicated pupils. The data can inform tailored interventions. By prioritizing attendance interventions tailored to these populations, we can help ensure equitable access to education, foster student engagement, and enhance overall academic achievement. This approach particularly supports FY, LI, and ELs enabling them to thrive and reach their full potential.	
2.8	**Action:**	This action provides resources to develop social-emotional support for students. Resources may	2.1, 2.2, 2.5 and 2.8.

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
	Resources and Recognition for Student Engagement **Need:** This action addressed the needs of our FY, EL, and LI who often require additional social-emotional supports. The data below also reflects a need for student support in their social-emotional wellness. The 2023 CA Schools Dashboard suspension rate for the All Student group is 8.2%, while the suspension rate for FY is 18.9% and Low income is 8.9%. All Student expulsions total 11, with 5 being LI students. The Panorama Climate Survey for School Connectedness (sense of belonging) shows the All Student group feeling a sense of belonging at 50% and ELs at 47%. The listening sessions revealed that students often take "mental health days" from school, and parents do not want to argue with their children to get them to school. Students also reported that they are often not recognized for what they do well. **Scope:** LEA-wide	include Character Strong, Daybreak Health, and SEL professional development for staff. Research shows that "students who participate in social-emotional learning programs show an 11 percentile-point gain in academic achievement, improved attitudes and behaviors, and a 10% reduction in emotional distress and suspensions" (Durlak et al., 2011). This action is being provided on an LEA-wide basis to ensure that all students, particularly unduplicated students such as FY, LI, and ELs, have equitable opportunities for social-emotional learning growth. It is believed that this approach will help our students feel more connected to school and will reduce the likelihood of suspensions and enable them to thrive and achieve higher levels of learning.	
3.4	**Action:** Transportation **Need:** The 2024 attendance data is as follows: All Students = 94.4%, ELs =	The buses and staff to manage and maintain the buses will support students in transporting them to and from school to increase attendance. Reliable transportation is directly linked to better school attendance. According to research by the National Center for Education Statistics, "students	3.5

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	94.5%, FY = 94.2%, LI = 93.7%. The district saw growth in overall attendance. The growth reflects a need to continue to support our student groups in getting to school. VVUHSD spans a large geographic area, with students living in various parts of the community, some of which are quite distant from school sites. The rural and suburban mix of the area means that walking to school is not feasible for many students due to long distances, lack of sidewalks, and safety concerns. The spread-out nature of the community also means that public transportation options are limited or non-existent, further exacerbating the issue. Lack of transportation is a significant barrier to consistent school attendance. Chronic absenteeism is a known predictor of lower academic performance and higher dropout rates. In VVUHSD, students without reliable transportation are at a greater risk of missing school, which can lead to gaps in learning and decreased engagement. Providing transportation can help reduce absenteeism, ensuring that all students have the opportunity to succeed academically. Transportation is a critical equity issue. Without it, students from low-income families are disproportionately disadvantaged, as they are more likely to face challenges in accessing school. By providing transportation, we can ensure that all students, regardless of their economic background or where they live, have equal access to education. This is particularly important for students with disabilities, English	who have access to reliable transportation are more likely to attend school regularly, which in turn positively impacts their academic performance and graduation rates" (NCES, 2018). Additionally, providing transportation ensures that all students, regardless of their socio-economic background, have equal access to education. This is particularly important for students from low-income families who might not have other means of getting to school. The American Educational Research Association states that "school transportation plays a critical role in leveling the playing field for disadvantaged students by providing them with the opportunity to attend school regularly and benefit from educational resources" (AERA, 2015). Providing buses on an LEA-wide basis is critical for students to have transportation to and from school. This will increase attendance and academic performance. This action is primarily directed toward FY, EL , and LI students to ensure equitable access to the school.	

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
	learners, and other vulnerable groups who may face additional barriers to attending school. Parents and guardians have expressed concerns about the lack of reliable transportation options for their children. In community surveys and meetings, transportation has been consistently highlighted as a top priority. Providing this service would not only address a critical need but also demonstrate the district's commitment to supporting families and removing barriers to education. The safety of students is a paramount concern. Many students in VVUHSD face potentially hazardous conditions if they attempt to walk to school, including high-traffic areas, extreme weather conditions, and unsafe neighborhoods. Providing transportation ensures that students can travel to and from school safely, reducing the risk of accidents or exposure to unsafe situations **Scope:** LEA-wide		
3.5	**Action:** Bridging Technology Gap **Need:** According to the 2024 CA Dashboard, students, especially in unduplicated student groups, are achieving at low or very low levels on the academic indicators on the dashboard.	Site-based technicians are available to provide immediate support, ensuring there is no disruption to learning during the school day. Chromebooks will provide increased access to the supplemental curriculum, online tutoring, differentiated instruction, and software programs that reinforce instruction. Students are also able to complete research, projects, and assignments at home. The	3.4, 3.6, 3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The data shows that the ELA All Students group scored -27.8 Distance from Standard (DFS), the ELs achieved -87.8 DFS, the FY scored -100.3 DFS, and LI scored -34.7 DFS. Additionally, in mathematics, the All Student group scored -102.4 DFS. The ELs achieved -146.4 DFS, the FY scored -143.7 DFS, and LI scored -111.2 DFS. The district experienced growth in both ELA and math. This reflects the continued need to support our students with efficient and effective technology as many of the instructional supports we provide to increase student achievement are online. The district continues to need to supply additional Chromebooks and classroom technology to support new students and refresh outdated technological materials. Students in our district benefit from technology they can use at school and at home. Our Educational Partners, including parents and students, continue to comment that they need to be able to use the same devices all day and to take them home to complete assignments. Additionally, many of our unduplicated students face barriers to obtaining technology, having a device available at home at all times, and supporting it (wifi) at home. **Scope:** LEA-wide	Chromebook refresh and carts ensure every student has a working and efficient device at school and at home. FY students often face instability in housing and frequent school transitions, which can disrupt their education. They may lack consistent access to technology at home, making it challenging to complete assignments and stay on track academically. Chromebooks provide FY a portable, consistent tool for learning that students can take with them wherever they go, helping to mitigate the impact of frequent school changes. Site-based technicians ensure that any technical issues are resolved promptly, reducing learning disruptions for students who may already experience educational gaps due to instability. According to research from the National Center for Youth Law highlights that access to consistent technology improves academic engagement and outcomes for FY students. Low Income students are more likely to lack access to devices and reliable internet at home, creating significant barriers to completing assignments, accessing online tutoring, and engaging with supplemental curriculum. By providing Chromebooks and ensuring they are functional through the refresh program, the action eliminates the need for families to purchase devices, reducing financial strain. Access to online tutoring and differentiated instruction ensures that LI students can receive individualized academic support tailored to their needs.	

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		Site-based technicians address technical issues immediately, ensuring no prolonged interruptions in learning caused by broken or malfunctioning devices. Studies from the Pew Research Center indicate that providing devices and internet access reduces the "homework gap" for low-income students, improving academic outcomes. EL students require access to tools that support language development and help them bridge gaps in academic content knowledge. They may also face additional challenges navigating technology due to language barriers. Chromebooks ensure access to software programs tailored for ELs, such as language development tools, digital dictionaries, and translation programs. Online tutoring accessible through devices can provide EL students with targeted academic support, delivered in their primary language or with scaffolds to support language acquisition. Differentiated instruction made available via Chromebooks ensures EL students receive personalized support aligned to their English proficiency level.Research from the American Institutes for Research (AIR) shows that technology-based tools significantly improve EL students' language acquisition and academic performance when paired with appropriate supports. This action is implemented on an LEA-wide basis to ensure all students have access to technology; however, it is particularly impactful for our student groups, including FY, LI, and ELs. These groups are more likely to face barriers to technology access at home and school. By removing these barriers, this action provides greater benefit to FY,	

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		LI, and EL students, ensuring equitable access to learning tools and resources tailored to meet their unique needs.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	**Action:** English Learner Academic Success **Need:** The reclassification rate is 90% of eligible English Learners and 40.8% of ELs are making progress on the English Language Proficiency Indicator. This is leading to an equity gap for our ELs as they struggle to access the core curriculum. English learners are also scoring 60 points below All Students in the ELA dashboard and 44 points below the All Students group in math. The A-G (college readiness) rate for ELs is 14.1% in comparison to 35% of All Students. Feedback from parents, staff and students suggests that the additional support in the classroom is helpful and effective for our ELs. The data point demonstrates the need to provide increased services and meaningful support for English Learners. **Scope:**	Bilingual Paraprofessionals directly support English Learners in their core classes to address the disparity in achievement. They will provide homework help, in-class instructional support, translation as needed, and small group instruction. The paraprofessionals will support the diverse needs of English Learners by working as a team to provide data-informed, daily support. Additionally, support for ELs includes professional development for staff to improve their strategies with Integrated ELD instruction. This will support progress in the ELPI for all students through professional learning opportunities and other services directly for teachers and site administrators.	1.3, 1.9, 1.17

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)		
1.4	**Action:** Legacy Program for LTELs **Need:** The data reflect that our Long-term English Learners face challenges in gaining second language proficiency, which affects their progress in school. Progress on the ELPI reflects 40.8% of EL students making progress toward English Language Proficiency. The reclassification rate of English Learners who had an ELPAC level of 4, meeting the minimum requirement, was 90% with an overall 7% of ELs reclassifying in 2024/25. The A-G college Readiness is 14.1% which is well below the 35% rate for the All Student group. Parents in DELAC and student feedback from listening sessions both requested the continuation of the expanded Legacy Program. **Scope:** Limited to Unduplicated Student Group(s)	Legacy program provides long-term English learners with support in language acquisition and A-G completion through transcript evaluation, mentoring, college visits, and academic support provided by a part-time coordinator. The students will receive additional support using language programs and extra tutoring. The long-term English Learners meet with the coordinator to review grades, transcripts, course placement, provide tutoring, etc., to ensure they get on track to graduate and be college-eligible as measured by A-G. This service is provided to LTELs in the 10 - 12 grades only.	1.3, 1.9, 1.10, and 1.17
1.10	**Action:** English Learner Instructional Support **Need:** The data shows that our English Learners require more support to access the curriculum and succeed academically. The reclassification rate is 90% of eligible English Learners and 40.8% of ELs are making	By providing resources and materials (Ellevation) for teachers to use with students (Flashlight 360), and for students to utilize directly, we increase the opportunities for language development. The resources specifically address the needs of ELs - the need to speak and write in English. Additionally, professional development (Quality Teaching of English Learners) and collaboration	1.3,1.9, and 1.17

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	progress on the English Language Proficiency Indicator. This is leading to an equity gap for our ELs as they struggle to access the core curriculum. English learners are also scoring 60 points below All Students in the ELA dashboard and 44 points below the All Students group in math. The A-G (college readiness) rate for ELs is 17.2% in comparison to 46.5% of All Students. Feedback from staff suggests that the additional support of smaller classes and additional teachers is helpful in providing targeted support. **Scope:** Limited to Unduplicated Student Group(s)	time to evaluate data is needed for EL teachers to effectively support EL students.	
1.13	**Action:** Career Technical Education Materials and Resources **Need:** The 2023 CA Dashboard College and Career Indicator (CCI) shows that the All Student group achieved College and Career Readiness at 35%. Comparatively, our ELs are achieving readiness only at 14.1%, while our FY at 13.3%, and LI at 33.6%. One measure of the CCI is the number of Career Technical Education (CTE) completers. CTE completers are defined as students who completed the first and second level classes of a CTE Pathway. The number of 12th graders who meet the A-G requirements and are CTE Completers 2023 = 12th graders only is (338 Completers): EL = 61 (18% of completers), FY	This action will provide additional materials for extra practice for CTE courses so the students can have extra in the skills they are learning in these engaging and impactful classes. The projects in these classes provide students with soft skills including collaboration, communication, math, and ELA skills, which are preparing them for success in the workforce. An integral part of CTE courses is work-based learning (WBL) and project-based learning. Research shows that students can be much more successful when participating in project-based or WBL. While direct instruction is an important way to introduce skills, there is a consensus that students also need opportunity to practice skills and evaluate them in real-world situations (Cellura and Lepe, 2022; Deep et al., 2020; Evans, 2020; Fettes et al., 2020; Musset, 2019). Project-based learning and work-based learning experiences are particularly suited to these types of experiences. Project-based learning	1.4, 1.6, 1.14

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	= 0 (0% of completers), LI = 255 (75% of completers). There is a significant gap between our All Student group college readiness and our ELs, FY and SWD student groups. Paths to college readiness include CTE completion (see definition of a "completer" above). CTE courses are steeped in work-based or project-based learning. Educational Partners advocated for more hands-on learning opportunities for students to improve their real-world problem solving and partnerships with local businesses. Both of these are addressed through CTE programs. **Scope:** Limited to Unduplicated Student Group(s)	promotes collaborative work in real-world contexts which facilitates deeper learning through practice and feedback (Evans, 2020). Career Technical Education classes are based in work-based learning. Additionally, WBL learning provides EL students with opportunities to use English in real-world settings, which enhances their language acquisition and proficiency. According to a study by the National Research Center for Career and Technical Education (NRCCTE), EL students involved in WBL experiences demonstrated improved language skills because they were required to communicate in English in authentic work environments. Students in CTE programs must have multiple opportunities to practice their skills, which requires additional materials and supplies, for example: construction materials to practice building, and additional grocery items for extra practice baking and cooking. This action is limited to FY, Els, and LI students to provide equitable access to enhanced educational resources, while providing a learning environment conducive to accelerating learning.	

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.

Bilingual Paraprofessionals directly support English Learners in their core classes to address the disparity in achievement. They will provide homework help, in-class instructional support, translation as needed and small group instruction (Action 1.2). The paraprofessionals will support the diverse needs of English Learners by working as a team to provide data-informed, daily support. The district provides a FY counselor who works directly with our Foster Youth to provide services, review academics, and provide overall support.
Additionally, class size reduction in middle school core courses and high school ELA and math supports students directly (Action 1.14). The smaller classes allow staff to differentiate instruction, build relationships with students and provide individualized attention.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	138,219,012	50,567,425.00	36.585%	8.167%	44.752%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$78,933,500.00	$23,623,210.00	$0.00	$7,290,300.00	$109,847,010.00	$75,244,000.00	$34,603,010.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Curriculum and Instruction Support for Academic Success	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,600,000.00	$0.00	$1,200,000.00			$400,000.00	$1,600,000.00	
1	1.2	English Learner Academic Success	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$1,918,000.00	$66,000.00	$473,000.00			$1,511,000.00	$1,984,000.00	
1	1.3	Equity in Access for College Readiness	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2027	$9,200,000.00	$30,000.00	$9,000,000.00			$230,000.00	$9,230,000.00	
1	1.4	Legacy Program for LTELs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Adelanto High School, Silverado High School and Victor Valley High School 10-12	2024-2027	$258,000.00	$400,000.00	$103,000.00			$555,000.00	$658,000.00	
1	1.5	Credit Recovery and Intervention	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2027	$7,334,000.00	$0.00	$6,584,000.00			$750,000.00	$7,334,000.00	
1	1.6	Special Education Supports	Students with Disabilities	No			All Schools	2024-2027	$7,175,500.00	$4,419,000.00	$7,300,000.00	$4,173,000.00		$121,500.00	$11,594,500.00	

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
1	1.7	Personalized Learning Pathways	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Victor Valley Virtual Academy	2024-2027	$1,900,000.00	$5,000.00	$1,900,000.00			$5,000.00	$1,905,000.00	
1	1.8	CTE Program and Pathways	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2027	$7,063,000.00	$35,000.00	$6,850,000.00	$59,000.00		$189,000.00	$7,098,000.00	
1	1.9	Equity in Teaching and Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$415,000.00	$1,094,000.00	$500,000.00			$1,009,000.00	$1,509,000.00	
1	1.10	English Learner Instructional Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$900,000.00	$140,000.00	$900,000.00			$140,000.00	$1,040,000.00	
1	1.11	Supplemental Resources and Intervention for Equitable Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$2,640,000.00	$1,600,000.00			$1,040,000.00	$2,640,000.00	
1	1.12	College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$80,000.00	$1,261,000.00	$1,160,000.00			$181,000.00	$1,341,000.00	
1	1.13	Career Technical Education Materials and Resources	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$1,050,000.00	$1,050,000.00				$1,050,000.00	
1	1.14	Core Instruction Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$8,287,000.00	$0.00	$6,600,000.00	$1,687,000.00			$8,287,000.00	
1	1.15	Appropriately Credentialed Teachers	All	No				2024-2027	$50,000.00	$33,000.00	$33,000.00			$50,000.00	$83,000.00	
2	2.1	Social Emotional and Wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$4,400,000.00	$275,000.00	$2,660,000.00	$2,000,000.00		$15,000.00	$4,675,000.00	

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
2	2.2	Home-District Connections	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$600,000.00	$460,000.00	$1,060,000.00				$1,060,000.00	
2	2.3	Home-school connections	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$900,000.00	$195,000.00	$560,000.00	$390,000.00		$145,000.00	$1,095,000.00	
2	2.4	Safety and Security	All	No			All Schools	2024-2027	$5,275,000.00	$500,000.00	$5,770,000.00	$5,000.00			$5,775,000.00	
2	2.5	Safe Environment	All	No			All Schools	2024-2027	$0.00	$208,800.00	$200,000.00			$8,800.00	$208,800.00	
2	2.6	Resources and Recognition for Increased Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$308,000.00	$308,000.00				$308,000.00	
2	2.7	Participation and Decision-Making	All	No				2024-2027	$0.00	$0.00	$0.00				$0.00	
2	2.8	Resources and Recognition for Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$240,000.00	$620,000.00	$820,000.00			$40,000.00	$860,000.00	
3	3.1	Maintain Facilities in Good Repair	All	No			All Schools	2024-2027	$1,040,000.00	$2,700,000.00	$840,000.00	$2,900,000.00			$3,740,000.00	
3	3.2	Technology Access and Implementation	All	No			All Schools	2024-2027	$922,000.00	$0.00	$922,000.00				$922,000.00	
3	3.3	Standards Based Instructional Materials	All	No			All Schools	2024-2027	$1,120,000.00	$3,300,000.00	$1,120,000.00	$3,300,000.00			$4,420,000.00	
3	3.4	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$7,500,000.00	$6,000,000.00	$13,500,000.00				$13,500,000.00	
3	3.5	Bridging Technology Gap	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$2,130,000.00	$4,000,000.00	$5,700,000.00	$130,000.00		$300,000.00	$6,130,000.00	
4	4.1	Heritage Program Coordinators	AA	No			Specific Schools: Comprehensive High Schools - Adelanto	2024-2027	$302,500.00	$94,000.00	$96,500.00			$300,000.00	$396,500.00	

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
							HS, Silverado HS and Victor Valley HS 10-12									
4	**4.2**	Heritage Program Resources	AA	No			Specific Schools: Comprehensive High Schools - Adelanto HS, Silverado HS and Victor Valley HS 10-12	2024-2027	$4,000.00	$420,000.00	$124,000.00			$300,000.00	$424,000.00	
5	**5.1**	Professional Learning	All AA, H, LI	No			Specific Schools: Goodwill Independent Study	2024-2027	$0.00	$20,000.00		$20,000.00			$20,000.00	
5	**5.2**	Community Outreach	All AA, H, LI	No			Specific Schools: Goodwill Independent Study	2024-2027	$30,000.00	$0.00		$30,000.00			$30,000.00	
5	**5.3**	Student Recognition	All AA, H, LI	No			Specific Schools: Goodwill Independent Study	2024-2027	$0.00	$10,000.00		$10,000.00			$10,000.00	
5	**5.4**	Learning Environment	All AA, H, LI	No			Specific Schools: Goodwill Independent Study	2024-2027	$0.00	$10,000.00		$10,000.00			$10,000.00	
5	**5.5**	Additional Staff Hours	All	No			Specific Schools: Goodwill Independent Study	2024-2027	$5,000.00	$0.00		$5,000.00			$5,000.00	
5	**5.6**	Supplemental Materials	All H, LI	No			Specific Schools: Goodwill	2024-2027	$0.00	$5,000.00		$5,000.00			$5,000.00	

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
							Independent Study									
5	**5.7**	Alternative Education Technician	All AA, H, LI	No			Specific Schools: Goodwill Independent Study	2025-2027	$30,000.00	$0.00		$30,000.00			$30,000.00	
6	**6.1**	Professional Learning	AA, EL, H, LTEL, MR, LI, SWD and W	No			Specific Schools: HJH	2024-2027	$0.00	$180,000.00		$180,000.00			$180,000.00	
6	**6.2**	Additional Staffing	All AA, EL, FY, H, LTEL, MR, LI, SWD and W	No			Specific Schools: HJH	2024-2027	$140,000.00	$0.00		$140,000.00			$140,000.00	
6	**6.3**	Wellness/Intervention Center	All AA, EL, H, LTEL, MR, LI, SWD and W	No			Specific Schools: HJH	2024-2027	$0.00	$280,000.00		$280,000.00			$280,000.00	
6	**6.4**	Student Recognition	All AA, EL, H, LTEL, MR, LI, SWD and W	No			Specific Schools: HJH	2024-2027	$0.00	$75,000.00		$75,000.00			$75,000.00	
6	**6.5**	Access to Tutoring	All AA, EL, H, LTEL, MR, LI, SWD and W	No			Specific Schools: HJH	2024-2027	$0.00	$25,000.00		$25,000.00			$25,000.00	
6	**6.6**	Community Outreach	All AA, EL, FY, H, LTEL, MR, LI, SWD and W	No			Specific Schools: HJH	2024-2027	$0.00	$20,000.00		$20,000.00			$20,000.00	
6	**6.7**	Supplemental Materials	All AA, EL, H, LTEL, MR, LI, SWD and W	No			Specific Schools: HJH	2024-2027	$0.00	$60,000.00		$60,000.00			$60,000.00	
6	**6.8**	Inclusive School Climate and Culture	All AA, EL, FY, H, LTEL, MR, LI, SWD and W	No			Specific Schools: HJH	2025-2027	$0.00	$420,000.00		$420,000.00			$420,000.00	
6	**6.9**	Advocate and Thrive	All FY	No			Specific Schools: Hook	2025-2027	$227,000.00	$10,000.00		$237,000.00			$237,000.00	

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
							Junior High									
7	**7.1**	Unity Forums for Students	All AA,H, MR and LI	No			Specific Schools: LLA	2024-2027	$6,000.00	$115,000.00		$121,000.00			$121,000.00	
7	**7.2**	Wellness Center	All AA, H, MR and LI	No			Specific Schools: LLA	2024-2027	$0.00	$0.00		$0.00			$0.00	
7	**7.3**	Student behavioral supports	All AA, H, MR and LI	No			Specific Schools: LLA	2024-2027	$472,000.00	$0.00		$472,000.00			$472,000.00	
7	**7.4**	Professional Learning	All AA, W, LI and EL	No			Specific Schools: LLA	2024-2027	$0.00	$107,000.00		$107,000.00			$107,000.00	
7	**7.5**	Additional Staffing Hours	All	No			Specific Schools: LLA	2024-2027	$66,000.00	$0.00		$66,000.00			$66,000.00	
7	**7.6**	English Learner Support	EL	No			Specific Schools: LLA	2024-2027	$30,000.00	$0.00		$30,000.00			$30,000.00	
7	**7.7**	Academic Success	All AA, W, LI and EL	No			Specific Schools: LLA	2024-2027	$85,000.00	$69,000.00		$154,000.00			$154,000.00	
7	**7.8**	Student Recognition and Leadership	All AA, W, LI and EL	No			Specific Schools: LLA	2024-2027	$0.00	$121,710.00		$121,710.00			$121,710.00	
7	**7.9**	Equity Based Supports	All AA, LI and EL	No			Specific Schools: LLA	2024-2027	$0.00	$10,000.00		$10,000.00			$10,000.00	
7	**7.10**	Inclusive School Climate and Culture	All	No			Specific Schools: LLA	2025-2027	$0.00	$106,000.00		$106,000.00			$106,000.00	
8	**8.1**	Community Outreach	All AA, EL, H, HY, LI, MR, and SWD	No			Specific Schools: SHS	2024-2027	$0.00	$10,000.00		$10,000.00			$10,000.00	
8	**8.2**	Student Behavioral Supports	All AA, FY, H, LI, MR, and SWD	No			Specific Schools: SHS	2024-2027	$732,000.00	$30,000.00		$762,000.00			$762,000.00	

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
8	8.3	Foster Youth Support	Foster Youth	No			Specific Schools: Silverado High School	2024-2027	$22,000.00	$0.00		$22,000.00			$22,000.00	
8	8.4	Staff Support for Student Achievement	All AA, EL, H, LI, LTEL and SWD	No			Specific Schools: SHS	2024-2027	$205,000.00	$0.00		$205,000.00			$205,000.00	
8	8.5	Teacher Professional Learning	All AA, EL, H, LTEL, LI, SWD	No			Specific Schools: SHS	2024-2027	$0.00	$25,000.00		$25,000.00			$25,000.00	
8	8.6	Technology Support for Students	All AA, EL, H, LI, and SWD	No			Specific Schools: SHS	2024-2027	$0.00	$150,000.00		$150,000.00			$150,000.00	
8	8.7	A-G and Graduation Rate	Students with Disabilities SWD	No			Specific Schools: SHS	2024-2027	$475,000.00	$0.00		$475,000.00			$475,000.00	
8	8.8	STEAM activities	All EL, H, LI and SWD	No			Specific Schools: SHS	2024-2027	$0.00	$90,000.00		$90,000.00			$90,000.00	
8	8.9	Study Trips	All AA, HY, LI, FY, MR and SWD	No			Specific Schools: SHS	2024-2027	$0.00	$70,000.00		$70,000.00			$70,000.00	
8	8.10	Literacy	All EI, HL, LI, and SWD	No			Specific Schools: SHS	2024-2027	$0.00	$20,000.00		$20,000.00			$20,000.00	
8	8.11	Student Recognition	All AA, EL, H, HY, LI, LTEL and SWD	No			Specific Schools: SHS	2024-2027	$0.00	$20,000.00		$20,000.00			$20,000.00	
8	8.12	Learning Environment	AA, EL, H, LTEL, LI, SWD	No			Specific Schools: SHS	2026 - 2027	$0.00	$50,000.00		$50,000.00			$50,000.00	
9	9.1	Professional Development	All AA, H and LI	No			Specific Schools: VVHS	2024-2027	$200,000.00	$200,000.00		$400,000.00			$400,000.00	
9	9.2	Learning Environment	All AA, H EL, LTEL and SWD and LI	No			Specific Schools: VVHS	2024-2027	$0.00	$600,000.00		$600,000.00			$600,000.00	

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
9	**9.3**	Additional Staffing	All AA, H, SWD, EL, LTEL, LI	No			Specific Schools: VVHS	2024-2027	$500,000.00	$0.00		$500,000.00			$500,000.00	
9	**9.4**	Targeted Support Initiative for Foster Youth	FY	No			Specific Schools: VVHS	2024-2027	$70,000.00	$30,000.00		$100,000.00			$100,000.00	
9	**9.5**	Mentorship to Close Achievement Gaps for AA	AA Males	No			Specific Schools: VVHS	2024-2027	$0.00	$125,000.00		$125,000.00			$125,000.00	
9	**9.6**	A-G Readiness	Students with Disabilities SWD	No			Specific Schools: VVHS	2024-2027	$80,000.00	$200,000.00		$280,000.00			$280,000.00	
9	**9.7**	Improved Communication for ELs	ELs	No			Specific Schools: VVHS	2024-2027	$50,000.00	$13,500.00		$63,500.00			$63,500.00	
9	**9.8**	Recognizing Success	All AA, EL, H, and LI	No			Specific Schools: VVHS	2024-2027	$50,000.00	$350,000.00		$400,000.00			$400,000.00	
9	**9.9**	Targeted Learning Enhancements	All AA, EL, H, LI, LTEL, FY and SWD	No			Specific Schools: VVHS	2025-2027	$0.00	$75,000.00		$75,000.00			$75,000.00	
9	**9.10**	Community Outreach	All AA, EL, H, LI, LTEL, FY and SWD	No			Specific Schools: VVHS	2026-2027	$100,000.00	$240,000.00		$340,000.00			$340,000.00	
10	**10.1**	Professional Learning	All H and LI	No			Specific Schools: GHS	2024-2027	$0.00	$65,000.00		$65,000.00			$65,000.00	
10	**10.2**	Community Outreach	All H and LI	No			Specific Schools: GHS	2024-2027	$30,000.00	$0.00		$30,000.00			$30,000.00	
10	**10.3**	Student Recognition	All H and LI	No			Specific Schools: GHS	2024-2027	$0.00	$2,000.00		$2,000.00			$2,000.00	
10	**10.4**	Learning Environment	All H and LI	No			Specific Schools: GHS	2024-2027	$0.00	$40,000.00		$40,000.00			$40,000.00	

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
10	**10.5**	Additional Staffing	All	No			Specific Schools: GHS	2024-2027	$10,000.00	$0.00		$10,000.00			$10,000.00	
11	**11.1**	Wellness Center	Students with Disabilities AA, FY, EI and SWD	No			Specific Schools: Adelanto High School	2024-2027	$50,000.00	$0.00		$50,000.00			$50,000.00	
11	**11.2**	Professional Learning	All AA, EL, H, LI, LTEL and SWD	No			Specific Schools: AHS	2024-2027	$50,000.00	$50,000.00		$100,000.00			$100,000.00	
11	**11.3**	Staffing for Expanded Learning Supports	All AA, EL, H, LI, LTEL and SWD	No			Specific Schools: AHS	2024-2027	$895,000.00	$50,000.00		$945,000.00			$945,000.00	
11	**11.4**	Home-School Partnerships	AA, EL, FY, H, LI, LTEL and SWD	No			Specific Schools: AHS	2024-2027	$0.00	$10,000.00		$10,000.00			$10,000.00	
11	**11.5**	Student Recognition and Leadership	All AA, EL, H, LI, LTEL and SWD	No			Specific Schools: AHS	2024-2027	$0.00	$100,000.00		$100,000.00			$100,000.00	
11	**11.6**	Inclusive School Climate and Culture	All AA, EL, FY H, LI, LTEL and SWD	No			Specific Schools: AHS	2024-2027	$0.00	$40,000.00		$40,000.00			$40,000.00	
11	**11.7**	Foster Youth Materials and Resources	FY	No			Specific Schools: Adelanto High School	2024-2027	$10,000.00	$10,000.00		$20,000.00			$20,000.00	
12	**12.1**	Professional Learning	All	No			Specific Schools: VVVA	2024-2027	$0.00	$10,000.00		$10,000.00			$10,000.00	
12	**12.2**	Community Outreach	All	No			Specific Schools: VVVA	2024-2027	$10,000.00	$0.00		$10,000.00			$10,000.00	
12	**12.3**	Student Recognition	All	No			Specific Schools: VVVA	2024-2027	$0.00	$30,000.00		$30,000.00			$30,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
138,219,012	50,567,425.00	36.585%	8.167%	44.752%	$62,528,000.00	0.000%	45.238 %	**Total:**	$62,528,000.00
								LEA-wide Total:	$58,102,000.00
								Limited Total:	$2,526,000.00
								Schoolwide Total:	$1,900,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Curriculum and Instruction Support for Academic Success	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,200,000.00	
1	1.2	English Learner Academic Success	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$473,000.00	
1	1.3	Equity in Access for College Readiness	Yes	LEA-wide	English Learners Foster Youth	All Schools	$9,000,000.00	
1	1.4	Legacy Program for LTELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Adelanto High School, Silverado High School and Victor Valley High School 10-12	$103,000.00	
1	1.5	Credit Recovery and Intervention	Yes	LEA-wide	English Learners Foster Youth	All Schools	$6,584,000.00	
1	1.7	Personalized Learning Pathways	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Victor Valley Virtual Academy	$1,900,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	CTE Program and Pathways	Yes	LEA-wide	English Learners Foster Youth	All Schools	$6,850,000.00	
1	1.9	Equity in Teaching and Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500,000.00	
1	1.10	English Learner Instructional Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$900,000.00	
1	1.11	Supplemental Resources and Intervention for Equitable Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,600,000.00	
1	1.12	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,160,000.00	
1	1.13	Career Technical Education Materials and Resources	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$1,050,000.00	
1	1.14	Core Instruction Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,600,000.00	
2	2.1	Social Emotional and Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,660,000.00	
2	2.2	Home-District Connections	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,060,000.00	
2	2.3	Home-school connections	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$560,000.00	
2	2.6	Resources and Recognition for Increased Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$308,000.00	
2	2.8	Resources and Recognition for Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$820,000.00	
3	3.4	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,500,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.5	Bridging Technology Gap	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,700,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$92,854,801.00	$80,210,300.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Curriculum and Instruction Support for Academic Success	Yes	$1,331,401.00	$1,392,000.00
1	**1.2**	English Learner Academic Success	Yes	$2,327,000.00	$1,918,000.00
1	**1.3**	Equity in Access for College Readiness	Yes	$8,240,000.00	$6,720,000.00
1	**1.4**	Legacy Program for LTELs	Yes	$604,000.00	$702,000.00
1	**1.5**	Credit Recovery and Intervention	Yes	$4,905,000.00	$3,400,000.00
1	**1.6**	Special Education Supports	No	$5,261,400.00	$5,553,000.00
1	**1.7**	Personalized Learning Pathways	Yes	$1,592,500.00	$1,281,000.00
1	**1.8**	CTE Program and Pathways	Yes	$6,071,000.00	$7,335,000.00
1	**1.9**	Equity in Teaching and Learning	Yes	$930,500.00	$1,156,000.00
1	**1.10**	English Learner Instructional Support	Yes	$553,000.00	$705,000.00
1	**1.11**	Supplemental Resources and Intervention for Equitable Access	Yes	$7,550,000.00	$2,350,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	College and Career Readiness	Yes	$1,998,000.00	$1,260,000.00
1	1.13	Career Technical Education Materials and Resources	Yes	$1,050,000.00	$874,000.00
1	1.14	Core Instruction Support	Yes	$6,269,000.00	$6,550,000.00
1	1.15	Appropriately Credentialed Teachers	No	$33,000.00	$100,000.00
2	2.1	Social Emotional and Wellness	Yes	$3,442,000.00	$4,855,000.00
2	2.2	Home-District Connections	Yes	$715,000.00	$610,000.00
2	2.3	Home-school connections	Yes	$931,000.00	$972,000.00
2	2.4	Safety and Security	No	$5,061,000.00	$6,616,000.00
2	2.5	Safe Environment	No	$23,700.00	$233,000.00
2	2.6	Resources and Recognition for Increased Attendance	Yes	$303,600.00	$330,000.00
2	2.7	Participation and Decision-Making	No	$0.00	$0.00
2	2.8	Resources and Recognition for Student Engagement	Yes	$1,320,700.00	$950,000.00
3	3.1	Maintain Facilities in Good Repair	No	$3,935,000.00	$2,313,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Technology Access and Implementation	No	$900,000.00	$991,000.00
3	3.3	Standards Based Instructional Materials	No	$3,100,000.00	$1,733,000.00
3	3.4	Transportation	Yes	$10,378,000.00	$7,400,000.00
3	3.5	Bridging Technology Gap	Yes	$5,320,000.00	4,000,000.00
4	4.1	Heritage Program Coordinators	No	$300,000.00	$288,000.00
4	4.2	Heritage Program Resources	No	$484,000.00	$408,000.00
5	5.1	Professional Learning	No	$160,000.00	$30,000.00
5	5.2	Community Outreach	No	$45,000.00	$31,000.00
5	5.3	Student Recognition	No	$50,000.00	$3,000.00
5	5.4	Learning Environment	No	$40,000.00	$10,000
5	5.5	Additional Staff Hours	No	$5,000.00	$0.00
5	5.6	Supplemental Materials	No	$5,000.00	$2000.00
5	5.7	Alternative Education Technician	No	$150,000.00	$0.00
6	6.1	Professional Learning	No	$150,000.00	$215,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	6.2	Additional Staffing	No	$140,000.00	$175,000.00
6	6.3	Wellness/Intervention Center	No	$170,000.00	$290,000.00
6	6.4	Student Recognition	No	$50,000.00	$73,000.00
6	6.5	Access to Tutoring	No	$25,000.00	$7,800.00
6	6.6	Community Outreach	No	$20,000.00	$0.00
6	6.7	Supplemental Materials	No	$15,000.00	$121,000.00
6	6.8	Flexible Learning Spaces	No	$175,000.00	$416,000.00
6	6.9	Advocate and Thrive	No	$160,000.00	$237,000.00
7	7.1	Unity Forums for Students	No	$112,000.00	$98,000.00
7	7.2	Wellness Center	No	$0.00	$0.00
7	7.3	Student behavioral supports	No	$260,000.00	$443,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
7	7.4	Professional Learning	No	$200,000.00	$128,000.00
7	7.5	Additional Staffing Hours	No	$75,000.00	$25,000.00
7	7.6	English Learner Support	No	$130,000.00	$23,000.00
7	7.7	Academic Success	No	$175,000.00	$179,000.00
7	7.8	Student Recognition	No	$54,000.00	$108,000.00
7	7.9	Equity Based Supports	No	$40,000.00	$0.00
7	7.10	Student Leadership for Inclusive School Culture	No	$80,000.00	$55,000.00
8	8.1	Community Outreach	No	$280,000.00	$230,000.00
8	8.2	Student Behavioral Supports	No	$320,000.00	$748,000.00
8	8.3	Foster Youth Support	No	$70,000.00	$27,000.00
8	8.4	Staff Support for Student Achievement	No	$200,000.00	$94,000.00
8	8.5	Teacher Professional Learning	No	$100,000.00	$33,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
8	8.6	Technology Support for Students	No	$225,000.00	$231,000.00
8	8.7	A-G and Graduation Rate	No	$150,000.00	$27,000.00
8	8.8	STEM activities	No	$0.00	$5,000.00
8	8.9	Study Trips	No	$150,000.00	$156,000.00
8	8.10	Literacy	No	$0.00	$0.00
8	8.11	Student Recognition	No	$150,000.00	$27,000.00
9	9.1	Professional Development	No	$470,000.00	$188,000.00
9	9.2	Learning Environment	No	$600,000.00	$500,000.00
9	9.3	Additional Staffing	No	$400,000.00	$354,000.00
9	9.4	Targeted Support Initiative for Foster Youth	No	$50,000.00	$73,000.00
9	9.5	Mentorship to Close Achievement Gaps for AA	No	$84,000.00	$25,000.00
9	9.6	A-G Readiness	No	$280,000.00	$302,000.00
9	9.7	Improved Communication for ELs	No	$50,000.00	$22,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
9	**9.8**	Recognizing Success	No	$470,000.00	$128,000.00
9	**9.9**	Targeted Learning Enhancements	No	$75,000.00	$1500.00
10	**10.1**	Professional Learning	No	$65,000.00	$10,000.00
10	**10.2**	Community Outreach	No	$30,000.00	$31,000.00
10	**10.3**	Student Recognition	No	$55,000.00	$1500.00
10	**10.4**	Learning Environment	No	$40,000.00	$1000.00
10	**10.5**	Additional Staffing	No	$30,000.00	$0.00
11	**11.1**	Wellness Center	No	$350,000.00	$187,000.00
11	**11.2**	Professional Learning	No	$100,000.00	$162,000.00
11	**11.3**	Staffing and Support for Student Intervention	No	$300,000.00	$387,000.00
11	**11.4**	Support System	No	$40,000.00	$262,000.00
11	**11.5**	Student Recognition	No	$150,000.00	$87,000.00
11	**11.6**	Non-traditional learning spaces	No	$0.00	$190,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
11	**11.7**	Foster Youth Materials and Resources	No	$35,000.00	$17,000.00
12	**12.1**	Professional Learning	No	$60,000.00	$6500.00
12	**12.2**	Community Outreach	No	$30,000.00	$31000.00
12	**12.3**	Student Recognition	No	$30,000.00	$1000.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
47,983,401	$54,723,600.00	$42,514,000.00	$12,209,600.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Curriculum and Instruction Support for Academic Success	Yes	$939,000.00	$983,000.00		
1	1.2	English Learner Academic Success	Yes	$920,000.00	$410,000.00		
1	1.3	Equity in Access for College Readiness	Yes	$8,000,000.00	$6,300,000.00		
1	1.4	Legacy Program for LTELs	Yes	$197,000.00	$300,000.00		
1	1.5	Credit Recovery and Intervention	Yes	$2,960,000.00	$1,432,000.00		
1	1.7	Personalized Learning Pathways	Yes	$1,570,000.00	$1,283,000.00		
1	1.8	CTE Program and Pathways	Yes	$5,555,000.00	$7,055,000.00		
1	1.9	Equity in Teaching and Learning	Yes	$270,000.00	$400,000.00		
1	1.10	English Learner Instructional Support	Yes	$450,000.00	$674,000.00		
1	1.11	Supplemental Resources and Intervention for Equitable Access	Yes	$6,250,000.00	$600,000.00		
1	1.12	College and Career Readiness	Yes	$1,610,000.00	$550,000.00		
1	1.13	Career Technical Education Materials and Resources	Yes	$1,050,000.00	$520,000.00		
1	1.14	Core Instruction Support	Yes	$5,040,000.00	$6,566,000.00		

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)
2	2.1	Social Emotional and Wellness	Yes	$1,880,000.00	$2,780,000.00		
2	2.2	Home-District Connections	Yes	$715,000.00	$400,000.00		
2	2.3	Home-school connections	Yes	$265,000.00	$357,000.00		
2	2.6	Resources and Recognition for Increased Attendance	Yes	$303,600.00	$52,000.00		
2	2.8	Resources and Recognition for Student Engagement	Yes	$1,181,000.00	$802,000.00		
3	3.4	Transportation	Yes	$10,378,000.00	$7,100,000.00		
3	3.5	Bridging Technology Gap	Yes	$5,190,000.00	$3,950,000.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
132,510,564	47,983,401	4.039%	40.250%	$42,514,000.00	0.000%	32.083%	$10,821,502.68	8.167%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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