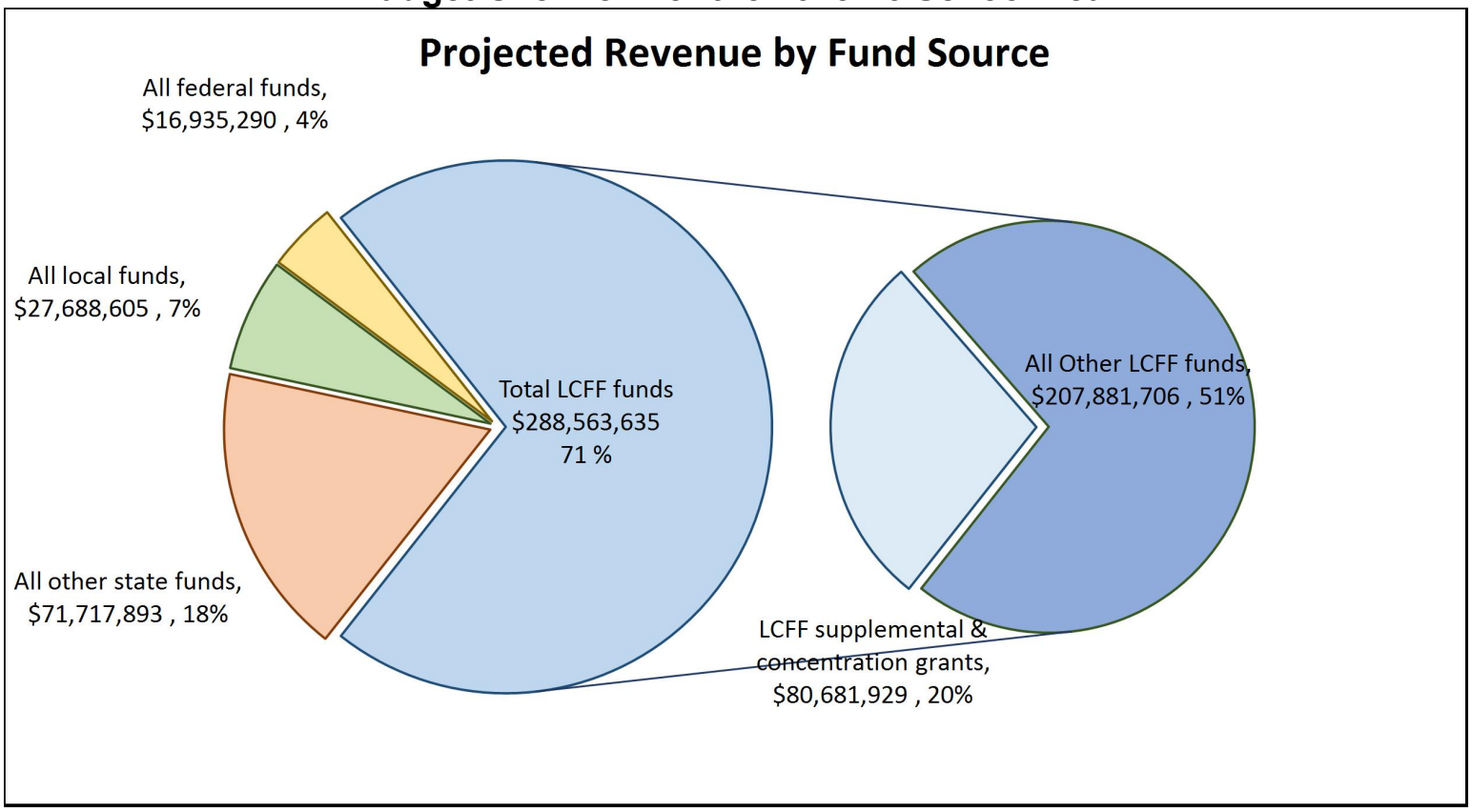
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Val Verde Unified School District
CDS Code: 33 75242 0000000
School Year: 2025-26
LEA contact information:
Dr. Gordon Amerson
Superintendent
gamerson@valverde.edu
(951) 940-6100

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

Budget Overview for the 2025-26 School Year

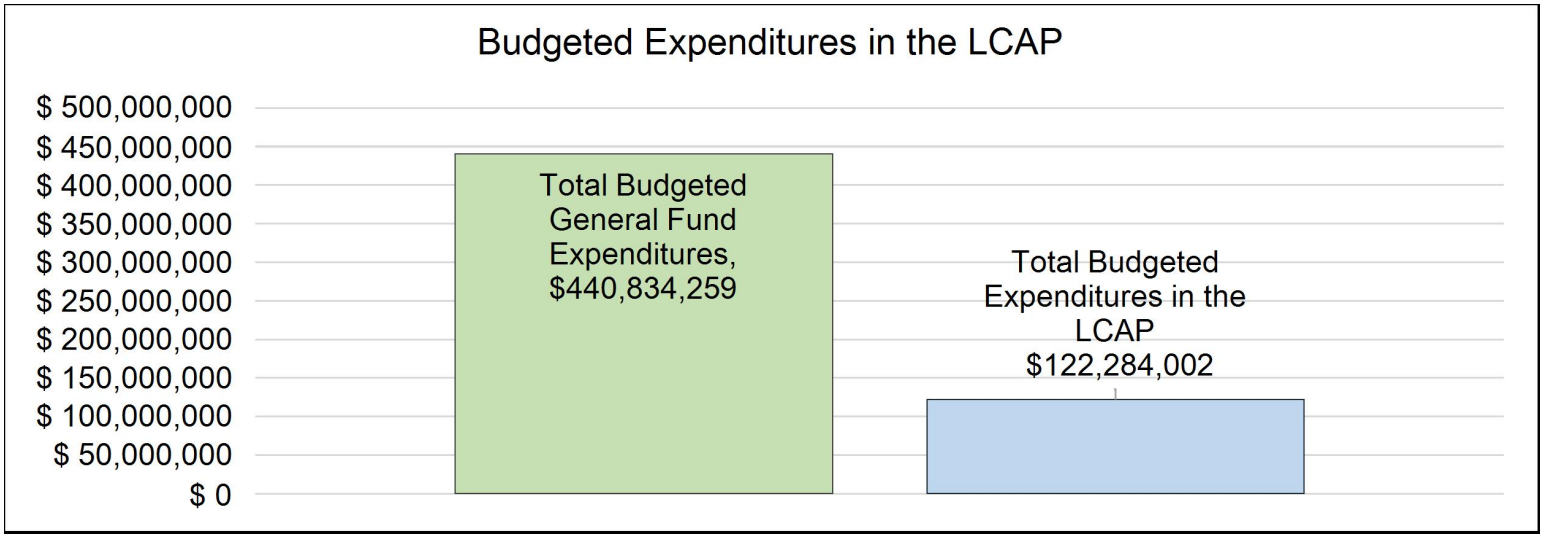


This chart shows the total general purpose revenue Val Verde Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Val Verde Unified School District is $404,905,423, of which $288,563,635 is Local Control Funding Formula (LCFF), $71,717,893 is other state funds, $27,688,605 is local funds, and $16,935,290 is federal funds. Of the $288,563,635 in LCFF Funds, $80,681,929 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Val Verde Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Val Verde Unified School District plans to spend $440,834,259 for the 2025-26 school year. Of that amount, $122,284,002 is tied to actions/services in the LCAP and $318,550,257 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

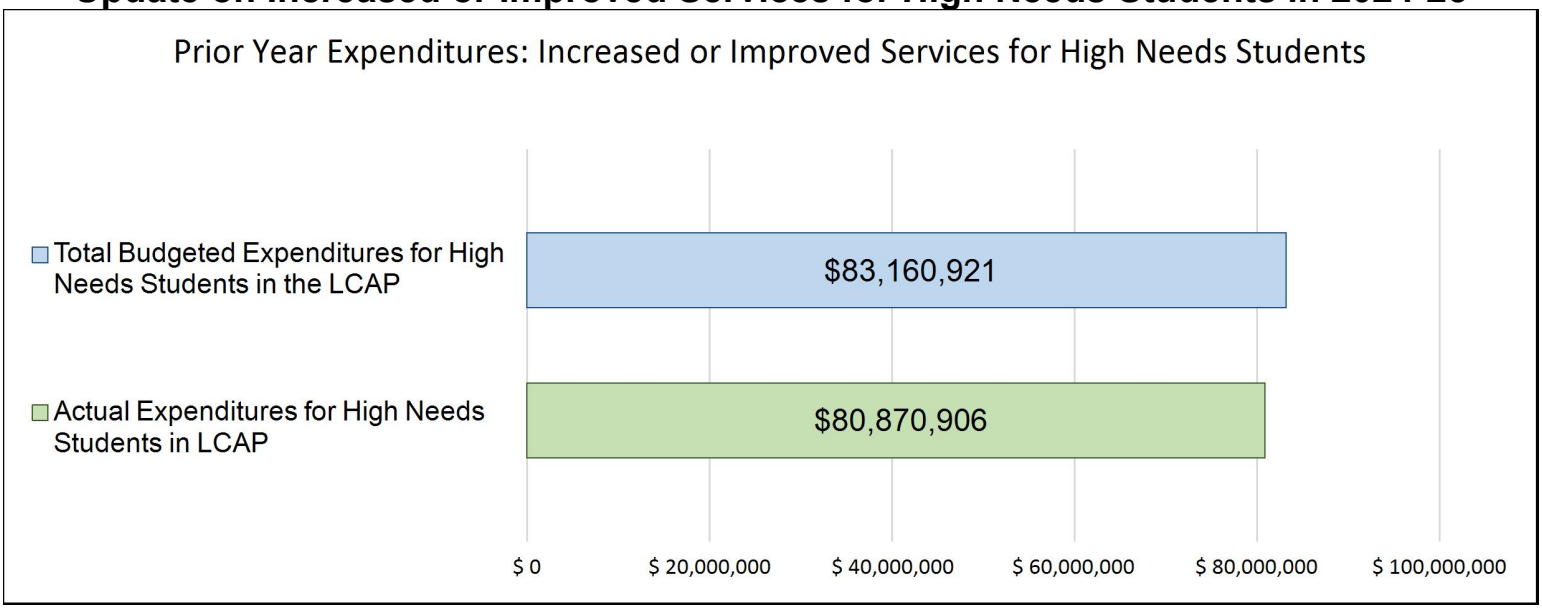
In the 2025–2026 school year, Val Verde Unified School District plans to spend about $440.8 million from its General Fund. Of that amount, about $122.3 million is specifically used for programs and services described in the Local Control and Accountability Plan (LCAP). The remaining $318.6 million is used for other important needs that are not included in the LCAP. These include things like keeping our schools clean and safe, paying for transportation, maintaining school buildings, paying staff, and covering basic operational costs that help the district run smoothly every day.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Val Verde Unified School District is projecting it will receive $80,681,929 based on the enrollment of foster youth, English learner, and low-income students. Val Verde Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Val Verde Unified School District plans to spend $86,295,637 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, Val Verde Unified School District's LCAP budgeted $83,160,921 for planned actions to increase or improve services for high needs students. Val Verde Unified School District actually spent $80,870,906 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $2,290,015 had the following impact on Val Verde Unified School District’s ability to increase or improve services for high needs students:

Val Verde Unified School District planned to spend approximately $83.2 million in 2024–2025 to support students who need extra support, such as English Learners, Foster Youth, and Socio-Economically Disadvantaged students. However, the actual amount spent was slightly less than what was originally planned.

While funds weren't spent entirely as intended, services and supports for our high needs students were implemented with fidelity. The district stayed focused on making sure high needs students received the support necessary to ensure positive outcomes. We continue to work toward providing the best services possible and making sure every student has what they need to be successful.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Val Verde Unified School District	Dr. Gordon Amerson Superintendent	gamerson@valverde.edu (951) 940-6100

Plan Summary [2025-26]

General Information

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

Val Verde Unified School District is located at the heart of the Inland Empire and is a mixture of suburban and rural. The local economy includes large-scale logistical warehouses and trade manufacturing. The district consists of 12 elementary schools, 4 middle schools, 3 comprehensive high schools, 1 continuation high school, and 1 blended online school. The communities within the district's boundaries reflect the total spectrum of socioeconomic levels and many different backgrounds. In the 2023-2024 school year 87.7% of the district's 19,361 students were unduplicated, qualifying as low-income (87.5%), foster youth (1.0%), or English learner pupils (21.3%). The demographic breakdown of students is: American Indian: 0.2%; Asian: 1.5%; Pacific Islander: 0.2%; Filipino: 1.1%; Hispanic: 80.1%; African American: 10.7%; White: 3.5%; Two or More Races: 1.9%. The district experienced a slight decrease in enrollment.

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

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

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

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

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

Reflections: Annual Performance

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

2023-2024 Annual Performance Data and Reflections

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

For the class of 2024 the district earned a performance level of Yellow for the College/Career Readiness with 48.4% prepared. Four student groups received a performance level of Orange (African American 40.3%, Foster Youth 12.2%, Homeless Youth 30.3%, and Students with Disabilities 14.5%)

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

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

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

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

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

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

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

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

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

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

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

Student Groups at the school level receiving the lowest performance level on one or more state indicators on the 2024 Dashboard:
1. African American
* Citrus Hill High - Suspension Rate (22.7%, +1.5% change)
* Lasselle Elementary - Chronic Absenteeism Rate (24.1%, +2.6% change), Suspension Rate (4.7%, +2.1% change)
* Lakeside Middle - Math (-158.9 DFS, +2.2 change)

* March Middle - Math (-130.6 DFS, -11.2 change), ELA (-70.4 DFS, -7.0 change)
* Mary Mcleod Bethune Elementary - Chronic Absenteeism Rate (36%, +0.1% change)
* Orange Vista High - Suspension Rate (10.6%, +0.2% change)
* Rainbow Ridge Elementary - Math (-103.8 DFS, -4.7 change)
* Sierra Vista Elementary - Math (-115.3 DFS, -3.3 change)
* Val Verde High - Suspension Rate (22.6%, +11.6% change)

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

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

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

5. Homeless
* Columbia Elementary - Chronic Absenteeism Rate (40.2%, +1.8% change)
* Sierra Vista Elementary - Chronic Absenteeism Rate (47.3%, +12.1% change)
* Tomas Rivera Middle - Chronic Absenteeism Rate (31.1%, +0.8% change)
* Vista Verde Middle - Chronic Absenteeism Rate (41.9%, +7.6% change)

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

7. Long-Term English Learner

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

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

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

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

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

The overall A-G completion rate has increased from 54% for the class of 2018 to 59% for the class of 2024. In addition, A-G completion rates for low-income students (53% class of 2018 to 57% for class of 2024), Foster Youth students (18% class of 2018 to 27% for class of 2024),

African American students (50% class of 2018 to 60% for class of 2024), Hispanic students (55% class of 2018 to 57% for class of 2024), and students with disabilities (19% class of 2018 to 25% for class of 2024) have demonstrated historical increases with only slight fluctuations.

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

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

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

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

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

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

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

2022-2023 Annual Performance Data and Reflections:

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

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

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

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

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

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

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

This year, Val Verde had no consistently low-performing student groups or low-performing schools identified by the state. Below are the Student Groups and Schools that received Red indicators on the 2023 California School Dashboard indicators. This data indicates the District needs to continue to be more proactive in meeting the academic and social-emotional needs of students and reduce the barriers to attendance. Specific actions designed to address these Student Groups, Schools, and Student Groups at schools that received Red indicators on the 2023 California School Dashboard are included in goals 1 and 3.

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

Student Groups at the District level receiving the lowest performance level on one or more state indicators on the 2023 Dashboard:
1. African American student group - Math (-109.7 DFS, +1 change)

2. Hispanic student group - Math (-96.6 DFS, -2 change)
3. Two or More Races student group - Chronic Absenteeism Rate (32.5%, 0 change)
4. Socioeconomically Disadvantaged student group - Math (-100 DFS, -1 change)
5. Foster Youth student group - ELA (-71.8 DFS, -3), Graduation Rate (66.7%, -9 change)
6. English Learner student group - ELA (-76.6 DFS, -10 change), Math (-119.1 DFS, -6 change)
7. Students With Disabilities student group - ELA (-126.6 DFS, -7 change), Math (-161.3 DFS, -1 change)

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

2. Hispanic
* Citrus Hill High - Math (-119.1 DFS, -17 change)
* Columbia Elementary - ELA (-70.3 DFS, -1 change)
* Lakeside Middle - Math (-126.6 DFS, -8 change)
* March Middle - Math (-108.3 DFS, -12 change), Chronic Absenteeism Rate (28.2%, +1 change)
* Mary McLeod Bethune Elementary - Chronic Absenteeism Rate (45.0%, +18 change)
* Mead Valley Elementary - Chronic Absenteeism Rate (36.3%, +6 change)
* Orange Vista High - Math (-129.9 DFS, -14 change)
* Rancho Verde High - Math (-128.2 DFS, -23 change)
* Tomas Rivera Middle - Math (-130.7 DFS, -6 change)
* Val Verde Elementary - Suspension Rate (3.7%, +2 change)
* Val Verde High - Graduation Rate (73.2%, -6 change), College/Career Indicator (3.2%)
* Vista Verde Middle - Math (-102.8 DFS, -11 change)

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

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

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

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

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

* Val Verde High - Graduation Rate (67.8%, -2 change), College/Career Indicator (1.1%)
* Victoriano Elementary - ELPI (37.8%, -33 change)
* Vista Verde Middle - ELA (-96.9 DFS, -30 change), Math (-151.6 DFS, -19 change), Suspension Rate (12.3%, +9 change)

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

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

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

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

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

DFS = Distance From Standard
ELA = English Language Arts
ELPI = English Learner Progress Indicator

Reflections: Technical Assistance

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

During the 2023–2024 school year, Val Verde Unified School District received technical assistance from the Riverside County Office of Education (RCOE) in response to performance concerns related to our Foster Youth student group. On the 2023 California School Dashboard, the district received a Red performance level for Foster Youth in both the English Language Arts and Graduation Rate indicators, signaling a need for targeted support and intervention.

Following focused efforts and collaboration with RCOE, Val Verde successfully exited Differentiated Assistance during the 2024–2025 school year based on the 2024 California School Dashboard. While this marks a significant improvement, the district remains committed to sustaining progress and equity for all student groups.

Val Verde will continue its partnership with RCOE to ensure that Foster Youth—as well as all students—receive the targeted academic, social-emotional, and wraparound supports necessary to thrive and achieve long-term success.

Comprehensive Support and Improvement

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

Schools Identified

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

No schools were identified for comprehensive support and improvement.

Support for Identified Schools

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

No schools were identified for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

No schools were identified for comprehensive support and improvement.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parent Advisory Committee (PAC)	At meetings of the Parent Advisory Committee (PAC), members and guests received regular updates on the progress of the Local Control and Accountability Plan (LCAP) and were provided with opportunities to offer input and recommendations. In addition to PAC meetings, all parents and guardians were invited to share their perspectives through the annual LCAP survey, which gathered valuable feedback on district priorities and initiatives. To further strengthen community involvement, the district hosted three large-scale LCAP Community Engagement Nights, offering families and stakeholders meaningful opportunities to engage in dialogue, ask questions, and provide feedback to inform the development and refinement of the LCAP.
District English Learner Parent Advisory Committee (DELAC)	At meetings of the District English Learner Advisory Committee (DELAC), members and guests received updates on the implementation and progress of the Local Control and Accountability Plan (LCAP). These meetings provided a structured forum for participants to ask questions, share insights, and offer input on how the LCAP addresses the needs of English Learner (EL) students and their families.
Student Advisory Committee (SAC)	To elevate student voice and inform districtwide planning, students were surveyed on key topics including Social-Emotional Learning, Climate of Academic Support, Sense of Belonging, and Campus Safety. A total of 10,868 students participated in the survey, providing

Educational Partner(s)	Process for Engagement
	critical insights into their experiences and perceptions across school sites. Following the survey, student leaders at each high school were convened to engage in structured discussions about the findings. These sessions offered students the opportunity to reflect on their own experiences, interpret the survey results, and provide meaningful feedback to guide future efforts in improving school climate and student well-being.
African American Parent Advisory Committee (AAPAC)	At meetings of the Val Verde African American Parent Advisory Committee (AAPACC), members and guests received timely updates on the development and progress of the Local Control and Accountability Plan (LCAP). These meetings served as a platform for stakeholders to engage in meaningful dialogue, ask questions, and provide feedback to ensure that the needs and perspectives of African American students and families are reflected in district priorities and actions.
Local Bargaining Units	Negotiations and other communications with bargaining units (CSEA and VVTA) were held throughout the year to collaborate on ideas and collect feedback.
Teachers and Other School Personnel	Teachers and other school personnel were actively engaged in the development of the Local Control and Accountability Plan (LCAP) through multiple feedback opportunities. Staff were invited to complete the annual staff survey, which gathered valuable input on district goals, instructional initiatives, and areas for growth. Additionally, employees were encouraged to participate in three large-scale LCAP Community Engagement Nights, where they collaborated with families, students, and community members to share insights and help shape district priorities. To further strengthen alignment between instructional practice and district planning, the Val Verde USD Curriculum Council was also invited to review and provide targeted feedback on current LCAP goals and actions, ensuring that the plan reflects the needs and expertise of educators across all grade levels.

Educational Partner(s)	Process for Engagement
Principals and Administrators	Administrators—including principals, assistant principals, and district office leaders—met regularly throughout the year to engage in collaborative discussions centered on the California School Dashboard and other local performance data. These meetings served as a vital forum for analyzing student outcomes, identifying areas of need, and aligning site-level practices with districtwide goals. Through this ongoing dialogue, administrators provided meaningful input on the development and refinement of LCAP goals and actions, while also discussing strategies for effective implementation at school sites. This collaborative process ensured coherence between district planning and site-based execution, ultimately supporting more responsive and targeted improvements in teaching and learning.
Equity Multiplier School Sites - Val Verde Academy, Val Verde High School, Student Success Academy	School administration and the School Site Council at each campus were actively consulted to assess the needs of students and families. As part of this process, schools conducted a thorough review of the California School Dashboard alongside other local performance data to identify areas requiring focused attention and support. At Val Verde High School, data indicated a need to increase the graduation rate and reduce the suspension rate. Through root cause analysis, it was determined that expanding access to academic and social-emotional counseling, particularly for Foster Youth residing in group homes, would provide critical support in addressing these challenges and improving student outcomes. At Val Verde Academy, the review identified a need to improve performance in both the ELA and Math academic indicators. Root cause analysis at this site pointed to the importance of enhancing academic interventions. Additional instructional support and targeted intervention strategies were identified as essential to accelerating student learning and closing achievement gaps. The review at Val Verde Student Success Academy revealed a need for improvement in both ELA and Math academic indicators. Through

Educational Partner(s)	Process for Engagement
	root cause analysis, the site identified a critical need to strengthen academic interventions, improve attendance through engagement, and support students mental health. Providing additional instructional support and implementing targeted intervention strategies were recognized as key steps to accelerate student progress and close existing achievement gaps.
Board of Education	At meetings of the Board of Education, reviews of the California School Dashboard and other local data were ongoing throughout the year to update members and gather feedback on priorities for the district. In addition, our Mid-Year LCAP Update was presented to the Board of Education on February 11, 2025.
Special Education Local Plan Area (SELPA)	The District consulted with the Special Education Local Plan Area (SELPA) on ways to meet the needs of Students with Disabilities and ensure their inclusion within the LCAP. In addition, the special education department regularly collaborates with general education to ensure students with disabilities are considered in all other actions.

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

Three common themes emerged from engagement with educational partners:
1. The need to continue to address barriers to students' academic success through students' social-emotional learning and mental health resources. Goal 3
2. The need to continue to address the academic needs of students through smaller class sizes, additional support staff and supplemental materials and supplies. Goals 1 and 4
3. The need to continue to support families with resources to allow full participation as educational partners in their students' academic achievement. Goal 2

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

The LCAP was reviewed by and written comments were collected from the Parent Advisory Committee on 5/20/2025
The Parent Advisory Committee (PAC) comments: The Parent Advisory Committee (PAC) has reviewed the plan and is pleased to see that it focuses on helping the whole child — supporting academics, emotions, and mental health. We're thrilled to see more funding going directly to school sites, so each school can meet the specific needs of its students and families. We're happy to see early reading support and training for teachers as top priorities. These steps help our kids build strong learning foundations. We also support the focus on Social-Emotional Learning and Positive Behavior programs, which help students feel safe, supported, and ready to learn. The PAC also appreciates efforts to

strengthen family engagement and improve access to technology. These help families stay involved and make sure students are ready for success in today's world. In addition, prioritizing school facilities remains important as clean, safe, and welcoming schools help our children feel proud and ready to learn every day.

The LCAP was reviewed by and written comments were collected from the District English Language Advisory Committee on 5/12/2025. The District English Learner Advisory Committee (DELAC) comments: Parents appreciate the district's current support efforts and are interested in exploring further opportunities for strategies that help students demonstrate English proficiency. There is strong interest in investigating successful models that amplify reclassification while ensuring EL students maintain access to a full range of educational opportunities. Suggestions included providing families with resources on instructional materials for home use to reinforce classroom learning and expanding access to ongoing tutoring services throughout the school year to strengthen students' preparation for the annual language proficiency assessment. Additionally, parents have expressed enthusiasm for ensuring broad access to specialized programs across the district. They encourage expanding opportunities such as Mandarin language classes to reach more students district-wide. Parents also advocate for inclusive participation in school activities, specifically offering opportunities for all high school bands to participate in community events like parades. Further, parents shared positive feedback about the Family Engagement Center and district-wide initiatives such as inclusive cultural events. They appreciate programs that actively involve both students and families in meaningful school activities. There is strong support for expanding family engagement initiatives to additional school sites to promote early literacy development, cultural learning, and broader community participation. Parents consistently emphasize that adequate funding for school sites, ongoing professional development for teachers, and comprehensive positive behavior support systems remain key drivers of educational success. Addressing these priority areas will strengthen student progress, amplify effective teaching practices, and ensure all students can participate fully in a high-quality educational experience. Our DELAC members would like to sincerely thank the district for its commitment to English Learners and trust that they will continue to prioritize their needs as well as that of the entire student population. DELAC looks forward to being an active participant in next year's planning.

Response from Superintendent, Dr. Gordon Amerson, to comments received from PAC and DELAC: -
On behalf of the Val Verde Unified School District, I extend my heartfelt appreciation to both the Parent Advisory Committee (PAC) and the District English Learner Advisory Committee (DELAC) for your thoughtful feedback and steadfast commitment to the success of all students. Your active engagement in the Local Control and Accountability Plan (LCAP) process is vital in ensuring that our plan truly reflects the needs, aspirations, and priorities of our diverse community. We are grateful for your strong support of our whole-child approach—particularly in areas such as early literacy, mental health, social-emotional learning, and site-level flexibility in funding. Your recognition of our work to enhance family engagement, improve access to technology, and maintain clean, safe, and welcoming campuses affirms the alignment of our goals with community priorities. We are especially appreciative of DELAC's input on strengthening services for English Learners. Your calls for increased access to tutoring, effective reclassification strategies, enrichment programs like Mandarin, and expanded home learning resources provide valuable guidance as we plan for the coming year. Your advocacy for equity and inclusive programming plays a critical role in shaping a more responsive and supportive educational environment. We also acknowledge and value your continued calls for investment in professional development, increased funding at school sites, and efforts to build inclusive, positive school climates. These insights are helping to refine our LCAP and ensure that every student has access to the tools and opportunities they need to thrive.Looking ahead, the district remains committed to transparency, shared decision-making, and meaningful collaboration with all educational partners. Together, we will continue building on Val Verde's legacy of excellence, ensuring that every student receives a high-quality, enriching education in a safe and supportive setting.

Students revealed that food quality, well-maintained facilities, and engaging classroom instruction were the top priorities the district should continue to address. These areas were frequently cited as having a direct impact on students' daily school experience and overall sense of connection and motivation.

Bargaining units, teachers, and other school personnel feedback was focused on supporting all staff to ensure the best outcomes for students, including continuous professional development while considering a balanced workload and open communication between staff and administration to ensure the safety and mental well-being of staff and students.

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

The SELPA provided feedback on several key actions, including Action 1.2 (Multi-Tiered System of Support for Academics), Action 1.7 (Teachers on Special Assignment), Action 3.1 (Multi-Tiered System of Support for Climate and Culture), and Action 3.4 (Social-Emotional Learning Supports for Students with Disabilities). It was noted that Actions 1.2 and 3.1 take a proactive approach to supporting all students, including those with disabilities, by addressing both academic and behavioral needs. Both actions are grounded in a tiered support framework, ensuring that all students have access to appropriate interventions. However, targeted support is only implemented when Tier I strategies are insufficient to meet a student's needs. In contrast, Actions 1.7 and 3.4 are specifically designed to address the unique needs of students with disabilities. Action 1.7 provides supports to ensure the integration of Universal Design for Learning (UDL) to ensure all students can access academic content effectively. Whereas, action 3.4 provides focused social-emotional learning supports tailored to students with disabilities, reinforcing the district's commitment to equitable and inclusive education.

Goal 5 was designed by Educational Partner Feedback from Verde High School (Equity Multiplier school): Hire additional staff to improve graduation rates and reduce suspension rates.

Goal 6 was designed by Educational Partner Feedback from Val Verde Academy (Equity Multiplier school): Hire additional staff to support students in academics.

Goal 7 was designed by Educational Partner Feedback from Val Verde Student Success Academy (Equity Multiplier school): Hire an impact substitute to support students in increasing engagement and academics.

The Board of Education echoed the feedback of educational partners and emphasized three key priorities: maintaining Reading by Third Grade as the top focus, continuing efforts to improve student attendance, and advancing strategies to increase math achievement across the district.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

For the class of 2023 the district earned a medium level for the College/Career Readiness with 48.6% prepared. For the class of 2024 the district earned a performance level of Yellow for the College/Career Readiness with 48.4% prepared. Four student groups received a performance level of Orange (African American 40.3%, Foster Youth 12.2%, Homeless Youth 30.3%, and Students with Disabilities 14.5%). Actions and services around College/Career Readiness are working helping us maintain consistency, but additional work needs to take place, especially for Foster Youth, Homeless, African American, and our Students with Disabilities student groups.

The overall A-G completion rate has increased from 54% for the class of 2018 to 59% for the class of 2025. In addition, A-G completion rates for English Learner students (32% class of 2023 to 34% class of 2024) and African American students (59% class of 2023 to 60% for class of 2024) have increased. We saw a slight decline in A-G completion rates for our low-income students (59% class of 2023 to 57% for class of 2024), Foster Youth students (32% class of 2023 to 27% for class of 2024), Hispanic students (59% class of 2023 to 57% for class of 2024), and students with disabilities (28% class of 2023 to 25% for class of 2024).

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

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

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

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

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

- Avalon - ELPI (32.9%, -43.9 change) actions 1.2, 1.5, 1.6
- Columbia - ELPI (34.4%, -7.9 change) actions 1.2, 1.5, 1.6
- Mead Valley Elementary - ELPI (37.4%, -1.9 change) actions 1.2, 1.5, 1.6

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

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

2. Hispanic
* Citrus Hill High - Math (-119.1 DFS, -17 change) action 1.2
* Columbia Elementary - ELA (-70.3 DFS, -1 change) action 1.2
* Lakeside Middle - Math (-126.6 DFS, -8 change) action 1.2
* March Middle - Math (-108.3 DFS, -12 change) action 1.2
* Orange Vista High - Math (-129.9 DFS, -14 change) action 1.2
* Rancho Verde High - Math (-128.2 DFS, -23 change) action 1.2
* Tomas Rivera Middle - Math (-130.7 DFS, -6 change) action 1.2
* Val Verde High - Graduation Rate (73.2%, -6 change) actions 1.2, 1.3, College/Career Indicator (3.2%) action 1.3
* Vista Verde Middle - Math (-102.8 DFS, -11 change) action 1.2

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

4. Socioeconomically Disadvantaged
* Citrus Hill High - Math (-122.5DFS, -19 change) action 1.2
* Columbia Elementary - ELA (-70.4 DFS, +1 change) action 1.2
* Lakeside Middle - Math (-130.6 DFS, -8 change) action 1.2
* March Middle - Math (-109.2 DFS, -8 change) action 1.2

* Orange Vista High - Math (-135.9 DFS, -16 change) action 1.2
* Rancho Verde High - Math (-137.9 DFS, -22change) action 1.2
* Tomas Rivera Middle - Math (-133.2 DFS, -5 change) action 1.2
* Val Verde High - College/Career Indicator (4.4%) action 1.2
* Vista Verde Middle - Math (-108.7 DFS, -4 change) action 1.2

5. Foster
* None

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

7. English Learner
* Avalon Elementary - ELPI (32.9%, -44 change) actions 1.2, 1.5, 1.6
* Citrus Hill High - ELPI (28.9%, -16 change) actions 1.2, 1.5, 1.6, ELA (-120.4 DFS, -11 change) action 1.2, Math (-183.9 DFS, -10 change) action 1.2
* Columbia Elementary - ELPI (34.4%, -8 change) actions 1.2, 1.5, 1.6, ELA (-83.6 DFS, 0 change)
* Lakeside Middle - ELA (-84.0 DFS, +3 change) action 1.2, Math (-166.0 DFS, -6 change) action 1.2
* March Middle - ELA (-91.5 DFS, -14 change) action 1.2, Math (-151.9 DFS, -14 change) action 1.2
* Mead Valley Elementary - ELPI (37.4%, -12 change) actions 1.2, 1.5, 1.6, ELA (-85.7 DFS, -15 change)
* Orange Vista High - ELA (-127.5 DFS, -35 change) action 1.2, Math (-194.4 DFS, -15 change) action 1.2
* Rainbow Ridge Elementary - ELA (-82.0 DFS, -32 change) action 1.2, Math (-99.2 DFS, -2 change) action 1.2
* Rancho Verde High - ELPI (34.8%, -16 change) actions 1.2, 1.5, 1.6, ELA (-143.1 DFS, -32 change) action 1.2, Math (-208.5 DFS, -24 change) action 1.2
* Sierra Vista Elementary - Math (-119.0 DFS, -18 change) action 1.2
* Tomas Rivera Middle - ELA (-103.8 DFS, -3 change) action 1.2, Math (-160.0 DFS, -6 change) action 1.2
* Val Verde Elementary - ELPI (37.1%, -20 change) actions 1.2, 1.5, 1.6, ELA (-73.0 DFS, -10 change) action 1.2
* Val Verde High - Graduation Rate (67.8%, -2 change) actions 1.2, 1.3, College/Career Indicator (1.1%) action 1.3
* Victoriano Elementary - ELPI (37.8%, -33 change) actions 1.2, 1.5, 1.6
* Vista Verde Middle - ELA (-96.9 DFS, -30 change) action 1.2, Math (-151.6 DFS, -19 change) action 1.2

8. Students with Disabilities
* Avalon Elementary - ELA (81.8 DFS, +1 change) actions 1.2, 1.7
* Citrus Hill High - ELA (-125.2 DFS, -1 change) actions 1.2, 1.7
* Columbia Elementary - ELA (-140.0 DFS, -2 change) actions 1.2, 1.7
* Lakeside Middle - ELA (-144.8 DFS, -8 change) actions 1.2, 1.7
* Lasselle Elementary - Math (-125.4 DFS, +1 change) actions 1.2, 1.7
* Manuel L. Real Elementary - ELA (-86.6 DFS, -1410 change) actions 1.2, 1.7
* March Middle - ELA (-131.3 DFS, -14 change) actions 1.2, 1.7, Math (-168.5 DFS, -9 change) actions 1.2, 1.7
* Mary McLeod Bethune Elementary - Math (-129.5 DFS, -7 change) actions 1.2, 1.7

* May Ranch Elementary - ELA (-107.9 DFS, -1 change) actions 1.2, 1.7
* Mead Valley Elementary - ELA (-143.9 DFS, -20 change) actions 1.2, 1.7, Math (-160.1 DFS, -1 change) actions 1.2, 1.7
* Orange Vista High - ELA (-130.6 DFS, -9 change) action 1.2
* Rainbow Ridge Elementary - ELA (-128.2 DFS, -12change) actions 1.2, 1.7, Math (-142.7 DFS, -1change) actions 1.2, 1.7
* Rancho Verde High - ELA (-134.0 DFS, -41 change) actions 1.2, 1.7, Math (-196.5 DFS, -5 change) actions 1.2, 1.7
* Sierra Vista Elementary - ELA (-100.6 DFS, -4 change) actions 1.2, 1.7, Math (-142.1 DFS, -10 change) action 1.2
* Tomas Rivera Middle - ELA (-157.2 DFS, -2 change) actions 1.2, 1.7, Math (-198.7 DFS, +2 change) actions 1.2, 1.7
* Triple Crown Elementary - ELA (-111.9 DFS, -31 change) actions 1.2, 1.7, Math (-122.9 DFS, -23 change) actions 1.2, 1.7
* Val Verde High - College/Career Indicator (0.0%) actions 1.3, 1.7
* Victoriano Elementary - ELA (116.9 DFS, +1 change) actions 1.2, 1.7
* Vista Verde Middle - ELA (-148.9 DFS, -11 change) actions 1.2, 1.7, Math (-195.0 DFS, 0 change) actions 1.2, 1.7

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

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

- Students with Disabilities student group - ELA (-124.2 DFS, +2.4 change), Math (-162.7 DFS, -1.4 change) actions 1.2, 1.7
- Foster Youth student group - ELA (-81.8 DFS, -10) actions 1.2, 1.4
- Homeless Youth student group - Math (-110.7 DFS, +0.4) actions 1.1, 1.2, 1.3

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

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

Student Groups at the school level receiving the lowest performance level on one or more state indicators on the 2024 Dashboard:
1. African American
* Lakeside Middle - Math (-158.9 DFS, +2.2 change) action 1.2
* March Middle - Math (-130.6 DFS, -11.2 change) action 1.2, ELA (-70.4 DFS, -7.0 change) action 1.2
* Rainbow Ridge Elementary - Math (-103.8 DFS, -4.7 change) action 1.2
* Sierra Vista Elementary - Math (-115.3 DFS, -9 change) action 1.2

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

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

5. Foster
* None

6. Homeless
* None

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

8. Long-Term English Learner
* Citrus Hill High - Math (-186.4 DFS, -0.2 change) actions 1.2, 1.5, 1.6
* Lakeside Middle - ELA (-109.5 DFS, -4.3 change), ELPI (40.3%, -12.3% change) action 1.2, 1.5, 1.6
* March Middle - ELA (-115.6 DFS, -0.7 change) actions 1.2, 1.5, 1.6
* Tomas Rivera Middle - ELA (-134.9 DFS, -11.4 change) action 1.2, 1.5, 1.6
* Val Verde Academy - ELPI (25%, -5.3% change) actions 1.2, 1.5, 1.6, 1.8
* Val Verde High - ELPI (31.3%, -2.6% change) actions 1.2, 1.5, 1.6

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

* Val Verde High - College/Career Indicator (0%, 0% change) actions 1.3, 1.7
* Victoriano Elementary - Math (-119 DFS, -6.7 change) actions 1.2, 1.7
* Vista Verde Middle - ELA (-155.4 DFS, -6.5 change) actions 1.2, 1.7

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	College/Career Readiness Rate (California School Dashboard)	Class of 2023 All 49% AA 42% Hisp 49% Wht 53% LI 48% EL 18% SWD15% FY 19% HY 33%	Class of 2024 All 48% AA 40% Hisp 49% Wht 55% LI 47% EL 22% SWD15% FY 12% HY 30%		Class of 2026 All at least 60% AA at least 60% Hisp at least 60% Wht at least 60% LI at least 60% EL at least 60% SWD at least 50% FY 3-year average of at least 45% HY at least 60%	All - Decrease of 1% AA - Decrease of 2% Hisp - No change - 0% Wht - Increase of 2% LI - Decrease of 1% EL - Increase of 4% SWD - No change - 0% FY - Decrease of 7% HY - Decrease of 3%
1.2	High School Graduation Rate	Class of 2023 All 93% AA 95%	Class of 2024 All 94% AA 94%		Class of 2026 All at least 95% AA at least 95%	All - Increase of 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(California School Dashboard)	Hisp 93% Wht 86% LI 93% EL 79% SWD 81% FY 67% HY 89%	Hisp 94% Wht 92% LI 94% EL 87% SWD 85% FY 73% HY 88%		Hisp at least 95% Wht at least 95% LI at least 95% EL at least 95% SWD at least 95% FY 3-year average of at least 90% HY at least 95%	AA - Decrease of 1% Hisp - Increase of 1% Wht - Increase of 6% LI - Increase of 1% EL - Increase of 8% SWD - Increase of 4% FY - Increase of 6% HY - Decrease of 1%
1.3	A-G Completion Rate (Dataquest)	Class of 2023 All 59% AA 59% Hisp 59% Wht 63% LI 59% EL 32% SWD 28% FY 32% HY 37%	Class of 2024 All 59% AA 60% Hisp 57% Wht 65% LI 57% EL 34% SWD 25% FY 28% HY 36%		Class of 2026 All at least 65% AA at least 65% Hisp at least 65% Wht at least 65% LI at least 65% EL at least 65% SWD at least 65% FY 3-year average of at least 45% HY at least 65%	All - Maintained 0% AA - Increase of 1% Hisp - Decrease of 2% Wht - Increase of 2% LI - Decrease of 2% EL - Increase of 2% SWD - Decrease of 3% FY - Decrease of 4% HY - Decrease of 1%
1.4	CTE Pathway Completion Rate	Class of 2023 All 45%	Class of 2024 All 50%		Class of 2026 All at least 65%	All - Increase of 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(CALPADS)	AA 33% Hisp 47% Wht 45% LI 45% EL 31% SWD 31% FY 24% HY 38%	AA 37% Hisp 53% Wht 44% LI 51% EL 44% SWD 43% FY 24% HY 37%		AA at least 65% Hisp at least 65% Wht at least 65% LI at least 65% EL at least 65% SWD at least 65% FY 3-year average of at least 45% HY at least 65%	AA - Increase of 4% Hisp - Increase of 6% Wht - Decrease of 1% LI - Increase of 6% EL - Increase of 13% SWD - Increase of 12% FY - Maintained 0% HY - Decrease of 1%
1.5	A-G and CTE Pathway Completion (California School Dashboard Additional Report)	Class of 2023 All 27% AA 22% Hisp 28% Wht 24% LI 27% EL 10% SWD 8% FY 8% HY 19%	Class of 2024 All 29% AA 24% Hisp 31% Wht 26% LI 29% EL 15% SWD 10% FY 7% HY 16%		Class of 2026 All at least 50% AA at least 50% Hisp at least 50% Wht at least 50% LI at least 50% EL at least 50% SWD at least 50% FY 3-year average of at least 40% HY at least 50%	All - Increase of 2% AA - Increase of 2% Hisp - Increase of 3% Wht - Increase of 2% LI - Increase of 2% EL - Increase of 5% SWD - Decrease of 2% FY - Decrease of 1% HY - Decrease of 3%
1.6	“COLLEGE READY” Percent Exceeded in 11th-grade	2022-2023 School Year (Class of 2024) All 13%	2023-2024 School Year (Class of 2025)		2025-2026 School Year (Class of 2027)	All - Increase of 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	in English Language Arts (CAASPP Test Results)	AA 8% Hisp 12% Wht 26% LI 11% EL 0% SWD 0% FY 6% HY 6%	All 18% AA 13% Hisp 17% Wht 22% LI 17% EL 0% SWD 3% FY 0% HY 15%		All 35% AA at least 35% Hisp at least 35% Wht at least 35% LI at least 35% EL at least 20% SWD at least 20% FY at least 25% HY at least 35%	AA - Increase of 5% Hisp - Increase of 5% Wht - Decrease of 4% LI - Increase of 6% EL - No change - 0% SWD - Increase of 3% FY - Decrease of 6% HY - Increase of 9%
1.7	“COLLEGE READY” Percent Exceeded in 11th-grade in Math (CAASPP Test Results)	2022-2023 School Year (Class of 2024) All 2% AA 1% Hisp 1% Wht 7% LI 1% EL 0% SWD 0% FY 0% HY 2%	2023-2024 School Year (Class of 2025) All 2% AA 1% Hisp 2% Wht 6% LI 2% EL 0% SWD 0% FY 0% HY 0%		2025-2026 School Year (Class of 2027) All 35% AA at least 35% Hisp at least 35% Wht at least 35% LI at least 35% EL at least 20% SWD at least 20% FY at least 25% HY at least 35%	All - No change - 0% AA - No change - 0% Hisp - Increase of 1% Wht - Decrease of 1% LI - Increase of 1% EL - No change - 0% SWD - No change - 0% FY - No change - 0% HY - Decrease of 2%
1.8	English Language Arts - Distance From Standard (DFS)	2022-2023 School Year All -39 DFS AA -52 DFS	2023-2024 School Year All -34 DFS		2025-2026 School Year All +5 DFS	All - Increase +5 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(California School Dashboard)	Hisp -41 DFS Wht -17 DFS Hisp -41 LI -44 DFS EL -77 DFS SWD -127 DFS FY -72 DFS HY -58 DFS	AA -43 DFS Hisp -36 DFS Wht -15 DFS Hisp -41 DFS LI -40 DFS EL -69 DFS SWD -124 DFS FY -82 DFS HY -63 DFS		AA +5 DFS Hisp +5 DFS Wht +5 DFS LI +5 DFS EL +5 DFS SWD +5 DFS FY +5 DFS HY+5 DFS	AA - Increase +9 DFS Hisp - Increase +5 DFS Wht - Increase +2 DFS Hisp - Maintained 0 DFS LI - Increase +4 DFS EL - Increase +8 DFS SWD - Increase +3 DFS FY - Decrease -10 DFS HY - Decrease -5 DFS
1.9	Math - Distance From Standard (DFS) (California School Dashboard)	2022-2023 School Year All -94 DFS AA -110 DFS Hisp -97 DFS Wht -68 DFS LI -100 DFS EL -119 DFS SWD -161 DFS FY -124 DFS HY -111 DFS	2023-2024 School Year All -89 DFS AA -102 DFS Hisp -91 DFS Wht -72 DFS LI -94 DFS EL -111 DFS SWD -163 DFS FY -113 DFS HY -111 DFS		2025-2026 School Year All -5 DFS AA -5 DFS Hisp -5 DFS Wht -5 DFS LI -5 DFS EL -5 DFS SWD -5 DFS FY -5 DFS HY-5 DFS	All - Increase +5 DFS AA - Increase +8 DFS Hisp - Increase +6 DFS Wht - Decrease -4 DFS LI - Increase +6 DFS EL - Increase +8 DFS SWD - Decrease -2 DFS FY - Increase +11 DFS HY - Maintained 0 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Percent At or Above Benchmark for Early Literacy in Grades K - 2 (Acadience End-of-Year Report)	2023-2024 School Year All 56% AA 62% Hisp 55% Wht 58% LI 55% EL 45% SWD 13% FY 53% HY 45%	2024-2025 School Year All 58% AA 67% Hisp 56% Wht 70% LI 57% EL 43% SWD 13% FY 58% HY 49%		2026-2027 School Year All at least 65% AA at least 65% Hisp at least 65% Wht at least 65% LI at least 65% EL at least 65% SWD at least 45% FY at least 65% HY at least 65%	All - Increase of 2% AA - Increase of 5% Hisp - Increase of 1% Wht - Increase of 12% LI - Increase of 2% EL - Decrease of 2% SWD - Maintained 0 Change FY - Increase of 5% HY - Increase of 4%
1.11	Percent of students who passed at least one of the Advanced Placement Exams with a score of 3 or higher (College Board)	2022-2023 School Year All 38% AA 32% Hisp 37% Wht 49% LI 36% EL 43% SWD 28% FY 0% HY	2023-2024 School Year All - 45% AA - 32% Hisp - 44% Wht - 57% LI - 43% EL - 41% SWD - 21% FY - 3% HY - No Data		2025-2026 School Year All at least 50% AA at least 50% Hisp at least 50% Wht at least 50% LI at least 50% EL at least 50% SWD at least 50% FY at least 50% HY at least 50%	All - Increase of 7% AA - Maintained 0 change Hisp - Increase of 7% Wht - Increase of 8% LI - Increase of 7% EL - Decrease of 2% SWD - Decrease of 7% FY - Increase of 3% HY - No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	CTE/Military Science Course Participation Rate grades 9 - 12 (Student Information System)	2023-2024 School Year All 56% AA 53% Hisp 57% Wht 56% LI 57% EL 47% SWD 50% FY 41% HY 33%	2024-2025 School Year All 61% AA 56% Hisp 62% Wht 64% LI 61% EL 48% SWD 55% FY 49% HY 56%		2026-2027 School Year All at least 50% AA at least 50% Hisp at least 50% Wht at least 50% LI at least 50% EL at least 50% SWD at least 50% FY at least 50% HY at least 50%	All - Increase of 5% AA - Increase of 3% Hisp - Increase of 5% Wht - Increase of 8% LI - Increase of 4% EL - Increase of 1% SWD - Increase of 5% FY - Increase of 8% HY - Increase of 23%
1.13	University of California Honors Credit Course Participation Rate (Includes AP & IB) (Student Information System)	2023-2024 School Year All 30% AA 23% Hisp 29% Wht 36% LI 28% EL 7% SWD 6% FY 7% HY 9%	2024-2025 School Year All 29% AA 22% Hisp 29% Wht 31% LI 28% EL 6% SWD 6% FY 7% HY 11%		2026-2027 School Year All at least 20% AA at least 20% Hisp at least 20% Wht at least 20% LI at least 20%% EL at least 5% SWD at least 5% FY at least 10% HY at least 20%	All - Decrease of 1% AA - Decrease of 1% Hisp - Maintained 0 change Wht - Decrease of 5% LI - Maintained 0 change EL - Decrease of 1% SWD - Maintained 0 change FY - Maintained 0 change HY - Increase of 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	Visual & Performing Arts Course Participation Rate grades 9 - 12 (Student Information System)	2023-2024 School Year All 49% AA 51% Hisp 46% Wht 47% LI 49% EL 37% SWD 49% FY 52% HY 36%	2024-2025 School Year All 51% AA 52% Hisp 50% Wht 52% LI 51% EL 37% SWD 51% FY 53% HY 47%		2026-2027School Year All at least 50% AA at least 50% Hisp at least 50% Wht at least 50% LI at least 50% EL at least 50% SWD at least 50% FY at least 50% HY at least 50%	All - Increase of 2% AA - Increase of 1% Hisp - Increase of 4% Wht - Increase of 5% LI - Increase of 2% EL - Maintained 0 change SWD - Increase of 2% FY - Increase of 1% HY - Increase of 11%
1.15	English Learner Progress Indicator (ELPI) (California School Dashboard and CAASPP-ELPAC results website)	2022-2023 School Year 43% of EL students making progress towards English language proficiency	2023-2024 School Year 44% of EL students making progress towards English language proficiency 42% of LTEL7 students making progress towards English language proficiency		2025-2026 School Year at least 50% of EL students making progress towards English language proficiency	ELPI Progress ELs - Increase 1% LTELs - Baseline 42%
1.16	English Learner Reclassification Rate (DataQuest or local data)	2022-2023 School Year 13.8% of EL students reclassified as Fluent	2023-2024 School Year 8.6 % of EL students		2025-2026 School Year 3-year average of at least 15% of EL	Decrease of 5.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Proficient as measured by local data.	reclassified as Fluent English Proficient as measured by local data.		students reclassified as Fluent English Proficient	
1.17	High School Dropout Rate (DataQuest 4-year Cohort)	Class of 2023 All 5% AA 3% Hisp 5% Wht 7% LI 5% EL 14% SWD 6% FY 32% HY 10%	Class of 2024 All 5% AA 5% Hisp 5% Wht 5% LI 5% EL 11% SWD 8% FY 22% HY 12%		Class of 2026 All 5% or less AA 5% or less Hisp 5% or less Wht 5% or less LI 5% or less EL 5% or less SWD 5% or less FY 5% or less HY 5% or less	All - Maintained 0 change AA - Increase of 2% Hisp - Maintained 0 change Wht - Decrease of 2% LI - Maintained 0 change EL - Decrease of 3% SWD - Increase of 2% FY - Decrease of 10% HY - Increase of 2%
1.18	Middle School Dropout Rate (CALPADS)	2022-2023 School Year All 0.2% AA 0.0% Hisp 0.3% Wht 0.0% LI 0.3% EL 0.8% SWD 0.7% FY 0.0% HY 0.0%	2023-2024 School Year All 0.4% AA 0.3% Hisp 0.4% Wht 0.1% LI 0.3% EL 0.9% SWD 0.4% FY 0.0% HY 0.2%		2025-2026 School Year All 1% or less AA 1% or less Hisp 1% or less Wht 1% or less LI 1% or less EL 1% or less SWD 1% or less FY 1% or less HY 1% or less	All - Increase of 0.2% AA - Increase of 0.3% Hisp - Increase of 0.1% Wht - Increase of 0.1% LI - Maintained 0 change EL - Increase of 0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						SWD Decrease of 0.3% FY - Maintained 0 change HY - Increase of 0.2%
1.19	Common Core State Standards (CCSS) Aligned Curriculum Materials (VVUSD Units of Study for Math, ELA, and Science)	2023-2024 School Year 100% of ELA Units of Study aligned to CCSS 100% of Math Units of Study aligned to CCSS 100% of ELA Units of Study are aligned with ELD standards 100% of Science Units of Study aligned to NGSS	2024-2025 School Year 100% of ELA Units of Study aligned to CCSS 100% of Math Units of Study aligned to CCSS 100% of ELA Units of Study are aligned with ELD standards 100% of Science Units of Study aligned to NGSS		2026-2027School Year 100% of ELA Units of Study aligned to CCSS 100% of Math Units of Study aligned to CCSS 100% of ELA Units of Study are aligned with ELD standards 100% of Science Units of Study aligned to NGSS	Maintained 100% alignment to CCSS Aligned Curriculum
1.20	Sufficient Access to Instructional Materials Williams Act Reports on the SARC	2023-2024 School Year Maintain stock of standards aligned instructional materials to ensure every pupil has sufficient access. Resolution adopted by the Board of Education	2024-2025 School Year Maintain stock of standards aligned instructional materials to ensure every pupil has sufficient access. Resolution adopted by the Board of Education		2026-2027School Year Maintain stock of standards aligned instructional materials to ensure every pupil has sufficient access.	Maintained stock of standards aligned instructional materials to ensure every pupil has sufficient access. Resolution adopted by the Board of Education

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.21	Teachers Fully Credentialed for Subject and Student Placement (DataQuest)	2021-2022 School Year 86%	2022-2023 School Year 88%		2025-2026 School Year 95%	Increase of 2%
1.22	Broad Course of Study (Student Information System and Dashboard Local Indicator)	2023-2024 School Year 100% of students in grades 1 - 6 have access to instruction in English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education. 100% of students in grades 7 - 12 have access to instruction in English, Social Science, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education.	2024-2025 School Year 100% of students in grades 1 - 6 have access to instruction in English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education. 100% of students in grades 7 - 12 have access to instruction in English, Social Science, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and		2026-2027 School Year 100% of students in grades 1 - 6 have access to instruction in English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education. 100% of students in grades 7 - 12 have access to instruction in English, Social Science, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and	Maintained 100% student access to a broad course of study.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Career Technical Education.		Career Technical Education.	

Goal Analysis [2024-25]

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

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

During the 2024–2025 school year, Val Verde Unified School District implemented most Goal 1 actions as planned, with a strong emphasis on improving instructional quality, early literacy, and postsecondary readiness. While the overarching goals remained consistent, several adjustments were made during the year based on site-level decisions, staffing realities, and evolving student needs. These led to substantive differences in how some actions were carried out.

One success in implementation was the effective rollout of the Walk-to-Intervention model in grades K–2. This model provided structured, small-group literacy instruction that contributed to noticeable gains in foundational literacy skills. However, implementation challenges emerged when optional district-wide literacy professional development sessions saw low attendance. Many school sites prioritized keeping teachers in classrooms rather than releasing them for district-led training. As a result, nearly $438,000 originally allocated for substitute coverage and training went unspent.

Another key area of implementation was in Multi-Tiered Systems of Support (MTSS). Training on Universal Design for Learning (UDL), the Science of Reading, and Keys to Content Literacy was successfully delivered to teachers across the district. In addition, instructional support for math was strengthened through the work of our math TOSAs (Teachers on Special Assignment). However, the adoption of a new math curriculum presented a challenge when costs came in $1.9 million higher than anticipated, requiring a reallocation of funds from another goal area (Goal 4, Action2). Despite robust training, lower-than-expected consultant fees, limited use of substitutes, and unspent site funds contributed to a significant amount in unspent allocations, highlighting the need for more accurate forecasting and coordination as we move into next school year.

College and career readiness supports were generally well-implemented. Additional CTE teachers, enrichment opportunities, and the elimination of exam fees helped reduce barriers for students. Yet, staffing needs were overestimated, leading to a $809,000 surplus when fewer CTE positions were required than planned.

Implementation efforts for programs supporting English Learners, Foster Youth, and Long-Term English Learners (LTELs) were targeted and adaptive. Mid-year, the district expanded LTEL supports in response to positive feedback from students and families, resulting in an additional $8,974 allocated to enhance these services. In contrast, the English Learner program ended the year with $794,000 in unspent funds. This was primarily due to unfilled staff positions and overestimated costs for materials and professional development.

Other initiatives, such as the Alternative Options program and class size reduction, were carried out as planned, with no major deviations. However, broader implementation challenges emerged, including staffing shortages, inconsistent participation in professional development, and a need for more strategic alignment between spending and student outcomes.

Overall, while Goal 1 actions were implemented broadly across the district and aligned with intended objectives, a number of challenges—particularly related to staffing, site-level decision-making, and cost planning—impacted full implementation. These experiences will inform improved planning and coordination in the 2025–2026 school year to ensure resources are fully leveraged in support of student success.

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

In 2024–2025, Val Verde Unified School District advanced its commitment to ensuring students are prepared for college and career success through a wide range of strategic actions. These efforts yielded notable progress in early literacy, academic interventions, and postsecondary readiness. At the same time, the district encountered challenges related to staff vacancies, shifts in site-level decision-making, and cost adjustments that led to significant differences between planned and actual expenditures.

Early Literacy (Action 1.1):
The district's early literacy efforts centered on the Walk-to-Intervention model, which provided targeted, small-group instruction for students in grades K–2. This approach was effective, with data showing strong growth in foundational literacy skills across the district. However, a shift in school site preferences resulted in less professional development participation than expected. Teachers opted to remain in classrooms rather than attend optional literacy training sessions. As a result, approximately $438,000 earmarked for substitute coverage and training went unspent, representing a significant variance from the original plan.

Academic MTSS (Action 1.2):
Professional development in Universal Design for Learning (UDL), the Science of Reading, and Keys to Content Literacy strengthened Tier 1 instruction districtwide. Math Teachers on Special Assignment (TOSAs) also supported site teams with strategies aligned to the CRA Framework, laying the groundwork for a smooth transition to the new K–8 math curriculum in 2025–2026. However, the cost of adopting the new math curriculum exceeded estimates by $1.9 million, requiring a reallocation of funds from Goal 4, Action 2. Additionally, many planned expenditures were not realized. Factors contributing to this included unspent site-level funds (over $500,000), lower-than-expected consultant and training costs, adjustments to staffing, and the cancellation of a planned districtwide literacy book study.

College and Career Readiness (Action 1.3):
To expand access to a broad and equitable course of study, the district added CTE teachers, enhanced middle and high school enrichment opportunities, and eliminated PSAT/SAT/AP exam fees. These supports contributed to improvements in A–G completion rates and CTE pathway completion. However, the district hired fewer CTE teachers than initially anticipated, leading to a budget surplus of approximately $809,000 in this area.

Foster Youth Supports (Action 1.4):

Foster Youth received enhanced mentoring and tutoring support, along with outreach to caregivers regarding academic and mental health resources. A major challenge continued to be the high mobility of this population, which made consistent support more difficult. Despite this, additional funds were used to maintain robust and responsive services aimed at fostering stability and academic progress.

English Learner Supports (Action 1.5):
The district expanded its Dual Language Immersion program and provided bilingual aide support and teacher training in integrated and designated ELD. While these initiatives strengthened services for EL students, several staffing and cost issues led to underspending. One EL TOSA and a bilingual clerk position remained unfilled, and the cost of materials and professional development days was overestimated. As a result, $794,000 went unspent. Additionally, funds were reallocated from this action to support Long-Term English Learners (Action 1.6).

Long-Term English Learner (LTEL) Supports (Action 1.6):
Mentoring programs and supplemental curriculum were introduced to support LTEL students, with strong positive feedback from students and families. Due to increased need and successful implementation, an additional $8,974 was redirected from Action 1.5 to strengthen these services.

Special Education TOSAs (Action 1.7):
With an increase in students qualifying for special education services and continued performance gaps among Students with Disabilities, the district invested an additional $1 million in this action. These TOSAs provided essential coaching and training to help general and special education staff integrate UDL and specialized supports, aiming to accelerate progress for this high-need group.

Alternative Options (Action 1.8):
This newly implemented program provided flexible learning pathways for students through a comprehensive alternative education model. The rollout was successful and included staffing, professional learning, and site infrastructure. There were no notable deviations from the planned budget.

Preschool (Action 1.9):
The district continued to offer quality preschool education to low-income, Foster Youth, English Learners, and students with disabilities. While the action was carried out successfully, it remains funded outside of the LCAP and showed no substantive differences in implementation.

Class Size Reduction (Action 1.10):
Class sizes were successfully reduced in grades 4–12 and combination classes were minimized in early grades. This action supported improved learning environments, particularly for unduplicated and special education students. Funds were spent as intended with no major changes.

LREBG Supports (Action 1.11):
This new initiative launched reading tutors and impact substitutes to enhance intervention and enrichment opportunities. The focus on strengthening literacy among unduplicated students positions this program to further support early reading success in future years.

Overall, Goal 1 actions led to clear academic gains and stronger instructional systems, particularly in early literacy, math, and postsecondary readiness. However, significant differences between budgeted and actual expenditures—driven by staffing shifts, site-level decision-making,

and lower-than-expected implementation costs—necessitated adjustments and reallocations. Moving forward, the district will use these insights to improve fiscal planning and continue refining services for its highest-need students.

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

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

Action 1.1: Early literacy efforts continued to yield positive results, especially in the development of foundational reading skills among students in grades K–2. Student growth, as measured by the Acadience Reading assessment (1.10), confirmed the effectiveness of the Walk-to-Intervention model and Science of Reading-aligned practices. However, a slight decline in reading proficiency among English Learners signals a need for more targeted support within this subgroup. While overall student outcome data is promising, implementation challenges did emerge. Approximately $438,000 allocated for substitute coverage and professional development was not utilized due to limited teacher participation in optional training sessions—highlighting the need for stronger systems to support professional learning at scale.

Action 1.2: Multi-Tiered System of Support (MTSS) showed positive results across multiple metrics with increases in graduation rates (1.2), and ELA and Math CAASPP results (1.6; 1.7; 1.8; 1.9). According to the 2024 ELA CAASPP Assessment (1.8), DFS improved by +5 for all students, +9 for African American students, and +8 for English Learners, but decreased by 10 points for our Foster Youth and by 5 points for our homeless youth. While targeted supports are proving effective for many of our students, there needs to be continued efforts in meeting the needs of our Foster and Homeless youth population. CAASPP Math DFS (1.9) also improved by +5 overall and +8 for ELs, +6 for our Socioeconomically Disadvantaged students, and +11 for our Foster Youth students, but decreased by 2 points for our Students with Disabilities. Student outcomes demonstrate progress in academic achievement and engagement. However, implementation challenges arose in aligning resource use to needs. Unfilled staffing assignments, modifications to planned support, and training components were under budget, contributing to a significant amount of unspent funds.

Action 1.3: College and Career Readiness Supports produced mixed results. While the overall College/Career Indicator remained fairly steady (1.1) and A-G and CTE completion improved (1.3; 1.4; 1.5), Foster Youth and Students with Disabilities continued to experience lower rates of success, with both groups demonstrating declines in the percentage of students meeting CCI requirements (1.1; 1.5). Challenges included limited academic readiness and barriers to participation in college-aligned coursework, resulting in a renewed focus on the development of equity-driven master scheduling to support increased participation in advanced placement courses and CTE courses (1.11; 1.12). Implementation of this action was partially adjusted, as fewer CTE teachers were hired than projected, resulting in an $809,000 surplus.

Action 1.4: Foster Youth Supports saw moderate success. With an increase in Math DFS of 11 points (1.9) and an increase of 6% in graduation rates for our Foster Youth (1.2), it appears expanded mentoring and outreach efforts have had a positive impact. However, a 10-point decline in their ELA DFS (1.8) points to a continuing need for intensive academic intervention. Additional funds were strategically invested to support this high-need group, reflecting responsive implementation.

Actions 1.5 and 1.6: English Learner and Long-Term English Learner Supports were less effective in improving academic outcomes, despite comprehensive programming. Our English Learner Progress Indicator showed minimal progress for our English Learner students with only 44% of our EL students making progress towards English proficiency on the ELPAC (1.15). Though this reflects some growth over the prior year, the data underscores the continued need for more personalized, intensive language support. Additionally, implementation adjustments were necessary: unfilled positions, overestimated costs for materials, and fewer professional development days led to an underspend of $794,000. Funds were reallocated to support LTEL programs, which expanded in response to strong student and family feedback.

Action 1.7: Special Education TOSAs was strengthened with an additional $1 million to respond to a rise in students qualifying for services and the continued performance gaps for students with disabilities. This investment supported professional development in Universal Design for Learning and the integration of specialized supports. Implementation was successful and aligned with growing needs.

Actions 1.8 through 1.10, including Alternative Options, Preschool, and Class Size Reduction, were implemented as planned. Early literacy efforts were supported through smaller class sizes in our kindergarten - 2nd grade classes resulting in most student groups demonstrating an increase in reading proficiency (1.10) and our overall CAASPP DFS for both Math and ELA increased by 5 points (1.8;1.9). In addition, our Alternative Options Schools supported students with completing the coursework necessary to ensure they were on track to graduate as demonstrated by the 1% increase in graduation rates for our Socioeconomically Disadvantaged population and 8% increase in graduation rates for our English Learner Students (1.2). These actions supported improved student engagement and access for students and showed no major differences between projected and actual implementation.

Action 1.11: LREBG is a new initiative focused on early literacy intervention through the use of impact substitutes and reading tutors. While it is in the early stages, it aligns with Metric 1.1 and is expected to contribute positively to future early reading outcomes for Foster Youth, English Learners, and low-income 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.

Reflecting on the outcomes of the 2023-2024 and 2024–2025 school year, Val Verde Unified School District is planning a few strategic adjustments for 2025–2026 to better meet the needs of all students.

Action 1.1: Early Literacy - There are no planned adjustments to this action, as our team will continue to focus on strengthening core instruction in grades K-2 to support early literacy. Professional development will support building teachers' capacity in early literacy, assessments and time for administration, our Literacy TOSA, and additional materials and supplies.

Action 1.2: Multi-Tiered System of Support (MTSS) - Plans for this action will continue as there is an ongoing need to provide tiered academic support for all students, specifically our low-income, English learner, and foster youth populations. There has been an adjustment to planned expenditures to reflect a newly revised professional development plan supporting the implementation of our new math curriculum. Given that math scores (Metrics 1.9 and 1.7) did not show sufficient growth, and with the implementation of a new math framework on the

horizon, our Math TOSAs will play a critical role this year in supporting teachers to implement the new curriculum with fidelity and effectiveness.

Action 1.3: College and Career Readiness - Most plans in this action will remain the same for the 25-26 school year. Targeted efforts have been made to ensure proper CTE staffing. In addition, based on reflections from prior implementation, the district will expand this action by adding elementary and middle school STEAM teachers to strengthen early exposure to college and career readiness skills. Additional support will be provided through increased course access, targeted professional development, and expanded outreach to students and families. These changes are designed to improve student success in A–G, CTE, and college-level coursework, particularly for our lowest-performing student groups.

Action 1.4: Foster Youth Supports: There are no major changes to the planned goal, metrics, or actions for the coming year. However, the projected budget has been adjusted to more accurately reflect actual expenditures from the 2024–2025 school year, ensuring continued alignment of resources with the needs of Foster Youth students.

Actions 1.5 and 1.6: While no major changes are being made to the overall goals or metrics, reflections on implementation and student performance have informed important adjustments. The 2025–2026 budget has been revised to reflect prior underspending caused by unfilled positions and overestimated costs. In response to continued academic challenges—particularly in CAASPP performance (Metric 1.2)—the district will maintain its focus on expanding targeted supports for LTELs and strengthening language development strategies through more personalized and intensive programming.

Action 1.7: Special Education TOSAs - There are no changes to the planned goal or metrics for this action; however, the budget has been adjusted to reflect the additional $1 million invested in 2024–2025 to address increased student needs and persistent performance gaps. This funding supported expanded professional development in Universal Design for Learning and strengthened implementation of specialized supports, which aligned well with identified priorities and will continue into the new year.

Actions 1.8 (Alternative Options), 1.9 (Preschool), and 1.10 (Class Size Reduction) - Plans for these actions will continue and no major changes are predicted.

Action 1.11: LREBG - This is a new action added to Goal 1 to support literacy intervention in grades K-12. Planned actions in this section are funded through Learning Recovery Emergency Block Grant funds and will be monitored using metrics 1.8 and 1.10.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Early Literacy	Increase and improve staff and resources to continue to develop teachers' effectiveness in the classroom and provide additional learning opportunities and supports to meet the needs of unduplicated students in achieving grade-level reading proficiency by 3rd grade • Staff development for teachers, support staff, and administrators in areas of first-best instruction in the Science of Reading. • Acadience assessments • 95% Group intervention materials and Walk-To-Intervention protocols Staff includes: • Teacher on Special Assignment (TOSA)	$1,727,710.00	Yes
1.2	Multi-Tiered System of Support for Academics	Staff throughout the district will collaborate with educational partners to continue to develop and refine a Multi-Tiered System of Support. This system aims to support staff and students in best first instruction in the classroom. In addition, tier 2 and tier 3 support will be provided and refined to ensure the success of all students. • Staff development for counselors, teachers, support staff, and administrators in areas of academic development. • Staff development for counselors, teachers, support staff, and administrators in areas of first-best instruction. • Staff development for counselors, teachers, support staff, and administrators in strategies to reduce Math Anxiety. • Implementation of the Writing Rope framework. • Implementation of the Keys to Content Literacy. • Implementation of The Science of Reading. • Implementation of Universal Design for Learning (UDL) and other evidence-based best practices with fidelity. • Implementation of cooperative learning strategies with fidelity. • Implementation of Concrete Representational Abstract (CRA) framework in Math. • Implementation of newly adopted math curriculum (K-8). • Implementation of a full array of assessments (screeners, diagnostics, formative, summative).	$25,558,191.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Extention activities like field trips, Spelling Bee, History Day, and Science Fair. • Academic support programs and interventions. • Supplemental materials and supplies to create engaging lessons and learning environments. • Refine, strengthen, and monitor the effective use of curriculum aligned with culturally relevant sustaining practices and trauma-informed practices. Staff includes: • Teachers on Special Assignment (TOSA) • Staff Development Days + 5 minutes/day for teachers (equivalent to 2 additional days). • Directors • Coordinators • Manager • Specialist • Library Staff • Clerical support This action addresses the lowest-performing groups and schools, as noted above in the Goal Explanation section, including Foster Youth, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities.		
1.3	College and Career Readiness Supports	Increase support for students to access courses and opportunities to produce life-long learners who will become responsible, contributing citizens able to function in a culturally diverse society. • Increase access and provide support for success in A-G courses with additional course sections and professional development for teachers. • Increase access and provide support for success in Career Technical Education (CTE) courses and pathways with additional course sections and professional development for teachers.	$13,103,743.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Increase access and provide support for success in college-level coursework (Dual Enrollment, Middle College Program) with additional sections and professional development for teachers. • Reduce barriers to Advanced Placement courses and exams by paying for exam fees, AP Readiness programs, and professional development for teachers • Pay for college assessments like PSAT and SAT. • Maintain opportunities for students to participate in college/career readiness activities. • Professional development for counselors, teachers, support staff, and administrators in areas of college and career readiness. • Outreach to students and families through targeted training and workshops in areas of academic development, and college and career readiness. • Career events to promote CTE pathways. • Create/Maintain college and career partnerships with local organizations, universities, and colleges. • Build post-secondary academic plans with students. Staff includes: • Director • Guidance Techs • ROCP/CTE teachers • Teachers On Special Assignment (TOSA) • elementary/middle school STEAM teachers • elementary Music teachers • middle school choir teachers • high school World Language teachers (ASL) • middle school World Language teachers (Spanish) • Counselor on Special Assignment (COSA) This action addresses the lowest-performing groups and schools, as noted above in the Goal Explanation section.		

Action #	Title	Description	Total Funds	Contributing
1.4	Foster Youth Supports	Val Verde was identified for Differentiated Assistance for our Foster Youth student group performance level for in ELA and Graduation Rate indicators on the 2023 California School Dashboard. While we exited Differentiated Assistance based on indicators on the 2024 California School Dashboard, we will continue to monitor the progress of our Foster Youth population. • Direct support for foster youth students and their families • Mentoring • Tutoring • Attendance support • Transition support for students entering the district. • Transition supports for students preparing for life after high school. The district will continue to work with RCOE to improve the accuracy of identifying Foster Youth in the student information system, which will improve the fidelity of support implementation. This action addresses the lowest-performing groups and schools, as noted above in the Goal Explanation section.	$290,750.00	Yes
1.5	English Learner Students Supports	EL support to improve the implementation of English language development (ELD) standards and improve English Learner Progress Indicator (ELPI) Resources and supports include: • English learner support personnel. • Professional development specific to the implementation of programs for ELs. • Designated and integrated ELD. • Direct support for students. Dual Language Immersion Newcomer Academy Mentors for ELs Tutoring/intervention Other Support Services for ELs • Family and community engagement for supporting ELs. • Supplemental instructional materials Staff includes:	$12,047,708.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Director • Coordinator • Teacher on Special Assignment (TOSA) • DLI Teachers • High school ELD/ELA teachers • Language Assessment Center Supervisor • Bilingual Assessment techs • Bilingual aides • Staff Development Day This action addresses the lowest-performing groups and schools, as noted above in the Goal Explanation section.		
1.6	Long Term English Learner Students Supports	In addition to action 1.5, specific supports for LTEL students include: • One-on-one mentorship sessions through goal-setting and empathy interviews • Increased opportunities to engage with the language one-on-one • LTEL supplemental curriculum • Enrichment opportunities and support for LTELs • Professional development specific to supporting the specialized academic, linguistic, and engagement needs of LTELs This action addresses the lowest-performing groups and schools, as noted above in the Goal Explanation section.	$72,888.00	Yes
1.7	Special Education Teachers on Special Assignment	Personnel whose primary objective is to support the implementation of Universal Design for Learning (UDL) for students with exceptional needs in the least restrictive environment, including Preschool Least Restrictive Environment–Separate Setting. Staff includes: • Special Education Teachers on Special Assignment (TOSA)	$2,270,708.00	No

Action #	Title	Description	Total Funds	Contributing
		This action addresses the lowest-performing groups and schools, as noted above in the Goal Explanation section.		
1.8	Alternative Options	Provide diverse and accessible educational alternatives for students and families to tailor their educational experiences. This includes personnel, substitutes, extra duty, professional development, professional services, utilities, materials, and supplies for alternative school settings. These settings offer a non-traditional educational environment that provides additional options for low-income students and families. • Val Verde Academy • Student Success Academy • Mary McCleod Bethune Independent Studies Program Staff includes: • Teachers • Assistant Principals • Counseling Therapist • Clerical support	$2,875,824.00	Yes
1.9	Preschool	The preschool program has been "held harmless" for lower enrollment coming out of the pandemic. The program will be staffed to accommodate pre-pandemic enrollment levels. If enrollment falls short, these funds will be used to cover the cost of the preschool program to ensure consistent high-quality teachers and access for low-income and Foster Youth students, inclusive of students with exceptional needs and English Learner students.	$0.00	No
1.10	Class Size Reduction	Additional teachers to reduce class sizes for grades 4-12 per the collective bargaining agreement with Val Verde Teacher Association (VVTA) • Grades 4-5 from 34 to 30 • Grades 6-12 from 37 to 35 for academic classes	$5,396,638.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Grades 6-12 from 54 to 50 for physical education classes and other applicable classes Additional teachers to reduce/eliminate combination classes in grades TK-2 Services directed and primarily effective for unduplicated students include morning meetings for social-emotional support, designated ELD time, and universal access.		
1.11	Literacy Intervention and Support	LREBG Action Provide additional instructional support through the use of substitute teachers and reading tutors at the elementary level to deliver targeted early literacy intervention for students in grades K–2. These supports will assist in implementing small-group and individualized reading instruction for students who are not meeting early literacy benchmarks. Research indicates that early intervention in foundational literacy skills is critical for long-term academic success, particularly for students in underserved populations. Providing dedicated personnel for early literacy allows classroom teachers to focus on Tier 1 instruction while intervention staff provide Tier 2 and Tier 3 supports aligned to student needs. These supports are designed to improve reading fluency, phonemic awareness, comprehension, and vocabulary development during the critical early years of literacy acquisition. Staff Includes: • 41 Impact Substitutes • 107 Reading Tutors Metric being used to monitor the action: Metric 1.8, 1.10 LREBG Funds supporting this action: $2,963,247 for the 25-26 school year	$2,963,247.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						EL - Decrease of 1% SWD - Maintained 0 change FY - Decrease of 11%
2.2	# of Responses (Annual LCAP Family Survey inclusive of families of students with exceptional needs and unduplicated student groups)	2023-2024 School Year All 1,876 AA 164 responses Hisp 1,228 responses Wht 125responses LI 1,487 responses EL 331 responses SWD 226 responses FY 32 responses	2024-2025 School Year All 1,084 AA 107 responses Hisp 744 responses Wht 75 responses LI 838 responses EL 188 responses SWD 143 responses FY 20 responses		2026-2027 School Year All at least 4,000 responses AA at least 480 responses Hisp at least 3,120 responses Wht at least 150 responses LI at least 1,330 responses EL at least 780 responses SWD at least 470 responses FY at least 50 response	All - Decrease of 792 AA - Decrease of 57 Hisp - Decrease of 484 Wht - Decrease of 25 LI - Decrease of 649 EL - Decrease of 143 SWD - Decrease of 83 FY - Decrease of 12
2.3	Number of Family Engagement Courses/Events/Offerings (Family Engagement Center Sign-In Sheets)	2023-2024 School Year 308 courses/events/offerings • 308 supported families of Low-income students • 97 supported families of English	2024-2025 School Year 332 courses/events/offerings • 332 supported families of Low-income students		2026-2027 School Year At least 200 courses/events/offerings	Courses/Events/Offerings • Increase of 24 Support Families of Low-Income Students • Increase of 24

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Learner students • 10 supported families of Foster Youth	• 72 supported families of English Learner students • 12 supported families of Foster Youth			Supported Families of English Learner Students • Decrease of 25 Supported Families of Foster Youth • Increase of 2
2.4	Number of Participants in Family Engagement Courses/Events/Offerings (Family Engagement Center Sign-In Sheets)	2023-2024 School Year 18,370 participants	2024-2025 School Year 23,860 participants		2026-2027 School Year At least 10,000 participants	Increase of 5,490
2.5	Building Relationships Between School Staff and Families (Priority 3 Self-Reflection)	2023-2024 School Year Full Implementation and Sustainability	2024-2025 School Year Full Implementation and Sustainability		2026-2027 School Year Full Implementation and Sustainability	Maintained 0 change
2.6	Building Partnerships for Student Outcomes (Priority 3 Self-Reflection)	2023-2024 School Year Full Implementation and Sustainability	2024-2025 School Year Full Implementation and Sustainability		2026-2027 School Year Full Implementation and Sustainability	Maintained 0 change
2.7	Seeking Input for Decision-Making (Priority 3 Self-Reflection)	2023-2024 School Year Full Implementation and Sustainability	2024-2025 School Year Full Implementation and Sustainability		2026-2027 School Year Full Implementation and Sustainability	Maintained 0 change

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

Goal Analysis [2024-25]

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

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

In 2024–2025, Val Verde Unified School District implemented its family engagement strategies as planned, maintaining full operations of the Family Engagement Center and districtwide interpretation and translation services. Key supports remained in place, including cultural events, wellness and literacy workshops, and targeted outreach for English Learner and Foster Youth families. While internal systems remained strong—as reflected in the district maintaining "Full Implementation and Sustainability" across all Priority 3 Self-Reflection tools (Metrics 2.5–2.7)—participation data revealed important challenges.

Despite an increase in total participation (Metric 2.4: +5,490 participants) and an increase in the number of family engagement events (Metric 2.3) from 308 to 332, and family survey response rates (Metric 2.2) declined significantly across all student groups, with Foster Youth responses decreasing by 12 and English Learner responses by 143. Additionally, while most student groups maintained high levels of reported school connectedness (Metric 2.1), connectedness among Foster Youth fell by 11%, indicating that broader structural supports were not equally reaching all families.

There were no material differences in planned versus actual expenditures, and all allocated resources were used as intended. However, the effectiveness of these actions varied. While the infrastructure was in place, results pointed to the need for renewed strategies, including more accessible programming, strengthened outreach, and targeted efforts to rebuild connections with historically underrepresented 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.

There were no material differences between budgeted and actual expenditures for Goal 2. Actions 2.1 and 2.2—Family Engagement Center operations and interpretation/translation services—were implemented as planned and supported by multiple funding sources, including LCFF and other state funds.

The full allocation of funds covered staff positions such as the Family Engagement Specialist, community liaisons, support technicians, and clerical personnel, as well as the costs associated with producing family-centered events, communications, and training materials. Similarly, funding for bilingual clerks and interpreters supported districtwide access to information and services for non-English-speaking families. While the financial implementation was consistent with the plan, the reduced family response rates and attendance suggest that the same level of spending yielded diminished return in engagement outcomes compared to prior years.

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

The actions under Goal 2 had mixed results:

Family Engagement Center (Action 2.1): The center continued to offer a range of classes and events. Families of Low-Income students (94%) and English Learners (95%) reported high levels of connectedness. However, connectedness among Foster Youth families dropped by 11%, and overall participation and survey response rates decreased. This suggests that while structures were in place, outreach strategies need to be adjusted to better reach all families.

Interpretation and Translation Services (Action 2.2): These services remained vital for English Learner families. Although English Learner families reported high connectedness, a sharp decline in survey responses (from 331 to 188) and a slight decrease in connectedness (down 1%) show that ensuring access to information alone is not enough—additional outreach and engagement strategies are needed.

Overall, while internal systems for family engagement were strong and participation increased, targeted outreach is necessary to reconnect with families across the district.

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

In response to engagement trends observed during the 2024–2025 school year, Val Verde Unified School District will implement a series of targeted refinements to strengthen family engagement in 2025–2026. A central focus will be on re-engaging families whose participation declined, particularly those from historically underrepresented groups. To support this, the district will launch renewed outreach strategies, expanded use of digital communication tools, and deeper collaboration with community partners to extend the reach and relevance of engagement efforts.

Recognizing the need for greater flexibility, the Family Engagement Center (Action 2.1) will work to be intentional with its programming to better reflect the realities of family schedules and diverse interests. More events will be offered, and virtual formats will be expanded to increase accessibility. In addition, culturally responsive programming—designed in partnership with families—will be prioritized to ensure events resonate with the lived experiences of the district’s community.

Special attention will also be given to Foster Youth and English Learner families, two groups that experienced declines in school connectedness and engagement this year. The district will deploy additional outreach and supports tailored to their unique needs, with community liaisons and interpreters supporting in building relationships and maintaining open lines of communication (Action 2.2).

To ensure efforts remain responsive and effective, the district will enhance its feedback and evaluation systems. Real-time tools will be introduced to gather input during events and outreach campaigns, enabling staff to adjust programming based on family needs and preferences.

Although the overarching goal and related metrics will remain the same, the district is committed to adapting its approach in meaningful ways. These changes reflect a renewed commitment to fostering inclusive, accessible, and culturally responsive family engagement that ensures every family feels welcomed, empowered, and connected to their child's educational journey.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Family Engagement Center	Family engagement plays a pivotal role in our district, fostering a sense of connectedness and community that is invaluable to both students and educators. By prioritizing relationships between families, schools, and the broader educational community, our district not only enhances students' learning experiences but also strengthens the support system around them. Initiatives aimed at increasing family engagement, such as classes, events, and workshops, are instrumental in achieving this goal. Events and workshops further enrich the tapestry of family engagement within the district. From cultural celebrations to literacy nights and STEAM fairs, these gatherings provide opportunities for families to connect with one another and with educators in a relaxed and informative setting. Workshops focusing on digital literacy, mental health, and college and career readiness equip families with critical information and resources. Each of these initiatives underscores the district's commitment to building a community where education is a shared responsibility, and where every family feels valued, understood, and connected. Staff includes: • Family Engagement Specialist • Community Liaisons • Teacher on Special Assignment (TOSA) • Student Services Technician • Student Services Assistant Manager • Communications Technician • Family Engagement Center Manager • Clerical support	$4,122,999.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Interpretation and Translation Services	Bilingual Clerks and interpretation and translation services will be provided at school sites and in departments as needed to facilitate and encourage engagement of the families of English Learner students.	$2,813,812.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

For the 2022-2023 school year, the District's Suspension Rate reported through the California School Dashboard places the District's status of 3.5% as medium with a decrease of 0.3 from the prior year. For the 2023-2024 school year, the District's Suspension rate reported through the California School Dashboard was 2.6%, a decrease of 0.9% from the previous year. Together, these resulted in a Green Dashboard indicator overall for the district.
The District's Chronic Absenteeism Rate reported through the 2023 California School Dashboard places the District's status of 30.4% as very high with a decrease of 4.7 from the prior year. During the 2024-2025 School year, the District's Chronic Absenteeism Rate reported through the 2024 California Dashboard was 23.9%, a decrease of 6.4% from the previous year. Together, these resulted in a Yellow Dashboard indicator overall for the district.

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

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

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

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

- Mary McLeod Bethune Elementary - Chronic Absenteeism Rate (43.5%, +14 change) 3.1, 3.2, 3.5
- March Middle - Chronic Absenteeism Rate (27.5%, 0 change) 3.1, 3.2, 3.5
- Mead Valley Elementary - Chronic Absenteeism Rate (36.6%, +6.7% change) 3.1, 3.2, 3.5

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

1. African American
   - Citrus Hill High - Suspension Rate (21.3%, +7 change) action 3.1
   - March Middle - Chronic Absenteeism Rate (27.5%, +2 change) actions 3.1, 3.2, 3.5
   - Rainbow Ridge Elementary - Suspension Rate (10.5%, +4 change) actions 3.1, 3.3, Chronic Absenteeism Rate (40.8%, 0 change) actions 3.1, 3.2, 3.5
   - Tomas Rivera Middle - Suspension Rate (20.6%, +1 change) action 3.1
   - Val Verde High - Suspension Rate (10.9%, +3 change) action 3.1
   - Vista Verde Middle - Suspension Rate (13.5%, +1 change) action 3.1
2. Hispanic
   - March Middle - Chronic Absenteeism Rate (28.2%, +1 change) actions 3.1, 3.2, 3.5
   - Mary McLeod Bethune Elementary - Chronic Absenteeism Rate (45.0%, +18 change) actions 3.1, 3.2, 3.5
   - Mead Valley Elementary - Chronic Absenteeism Rate (36.3%, +6 change) actions 3.1, 3.2, 3.5
   - Val Verde Elementary - Suspension Rate (3.7%, +2 change) actions 3.1, 3.3
3. White
   - Lasselle Elementary - Chronic Absenteeism Rate (27.9%, +11 change) actions 3.1, 3.2, 3.5
   - May Ranch Elementary - Chronic Absenteeism Rate (33.3%, +1 change) actions 3.1, 3.2, 3.5
   - Vista Verde Middle - Chronic Absenteeism Rate (36.8%, +2 change) actions 3.1, 3.2, 3.5
4. Socioeconomically Disadvantaged
   - March Middle - Chronic Absenteeism Rate (28.6%, 0 change) actions 3.1, 3.2, 3.5
   - Mary McLeod Bethune Elementary - Chronic Absenteeism Rate (43.6%, +13 change) actions 3.1, 3.2, 3.5
   - Mead Valley Elementary - Chronic Absenteeism Rate (36.8%, +6 change) actions 3.1, 3.2, 3.5
   - Val Verde Elementary - Chronic Absenteeism Rate (46.3%, +1 change) actions 3.1, 3.2, 3.5
5. Foster
   - Orange Vista High - Suspension Rate (21.3%, +16 change) action 3.1
6. Homeless
   - Manuel L. Real Elementary - Chronic Absenteeism Rate (57.7%, +8 change) actions 3.1, 3.2, 3.5
   - Mary McLeod Bethune Elementary - Chronic Absenteeism Rate (53.4%, +17 change) actions 3.1, 3.2, 3.5
   - May Ranch Elementary - Chronic Absenteeism Rate (31.1%, +1 change) actions 3.1, 3.2, 3.5
   - Mead Valley Elementary - Chronic Absenteeism Rate (49.3%, +6 change) actions 3.1, 3.2, 3.5
   - Orange Vista High - Suspension Rate (13.6%, +8 change) action 3.1
7. English Learner
   - Mary McLeod Bethune Elementary - Chronic Absenteeism Rate (43.6%, +22 change) actions 3.1, 3.2, 3.5
   - Mead Valley Elementary - Chronic Absenteeism Rate (32.7%, +8 change) actions 3.1, 3.2, 3.5
   - Val Verde Elementary - Suspension Rate (4.6%, +4 change) action 3.1, 3.3
   - Vista Verde Middle - Suspension Rate (12.3%, +9 change) action 3.1
8. Students with Disabilities
   - Mary McLeod Bethune Elementary - Chronic Absenteeism Rate (57.9%, +9 change) actions 3.1, 3.2, 3.5
   - Mead Valley Elementary - Chronic Absenteeism Rate (46.4%, +16 change) actions 3.1, 3.2, 3.5

- Orange Vista High - Suspension Rate (12.0%, +1 change) actions 3.1, 3.4
- Sierra Vista Elementary - Suspension Rate (6.7%, +4 change) actions 3.1, 3.4
- Val Verde High - Suspension Rate (12.2%, +5 change) actions 3.1, 3.4
- Victoriano Elementary - Suspension Rate (6.2%, +4 change) actions 3.1, 3.3, 3.4

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

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

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

Student Groups at the school level receiving the lowest performance level on one or more state indicators on the 2024 Dashboard:
1. African American
   - Citrus Hill High - Suspension Rate (22.7%, +1.5% change) action 3.1
   - Lasselle Elementary - Chronic Absenteeism Rate (24.1%, +2.6% change) actions 3.1, 3.2, 3.5, Suspension Rate (4.7%, +2.1% change) actions 3.1, 3.3
   - Mary McLeod Bethune Elementary - Chronic Absenteeism Rate (36%, +0.1 change) actions 3.1, 3.2, 3.5
   - Orange Vista High - Suspension Rate (10.6%, +0.2% change) action 3.1
   - Val Verde High - Suspension Rate (22.6%, +11.6% change) action 3.1
2. Hispanic
   - Victoriano Elementary - Chronic Absenteeism Rate (21.5%, +0.3% change) actions 3.1, 3.2, 3.5
3. White
   - None
4. Two or More Races
   - Vista Verde Middle - Chronic Absenteeism Rate (25.7%, +15.7% change) actions 3.1, 3.2, 3.5
5. Socioeconomically Disadvantaged
   - None
6. Foster
   - Citrus Hill High - Suspension Rate (30.3%, +6.5% change) action 3.1
   - Rancho Verde High - Suspension Rate (11.4%, +8.7% change) action 3.1
   - Val Verde High - Suspension Rate (26.8%, +18.9% change) actions 3.1, 3.4

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension Rate Indicator (California School Dashboard)	2022-2023 School Year All 3.5% AA 7.4% Hisp 3.0% Wht 3.2% LI 3.7% EL 3.0% SWD 6.5% FY 12.2% HY 3.3% 2+ 4.0%	2023-2024 School Year All 2.6% AA 5.9% Hisp 2.2% Wht 2.3% LI 2.8% EL 2.0% SWD 4.3% FY 9.6% HY 2.1% 2+ 2.5%		2025-2026 School Year All 4.0% or less AA 4.5% or less Hisp 4.5% or less Wht 4.5% or less LI 4.5% or less EL 4.5% or less SWD 4.5% or less FY 4.5% or less HY 4.5% or less 2+ 4.5% or less	All - Decrease of 0.9% AA - Decrease of 1.5% Hisp Decrease of 0.8% Wht - Decrease of 0.9% LI - Decrease of 0.9% EL - Decrease of 1.0% SWD - Decrease of 2.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						FY - Decrease of 2.6% HY - Decrease of 1.2% 2+ - Decrease of 1.5%
3.2	Expulsion Rate (DataQuest)	2022-2023 School Year All 0% AA 0% Hisp 0% Wht 0% LI 0% EL 0% SWD 0% FY 0% HY 0%	2023-2024 School Year All 0.01% AA 0.01% Hisp 0.01% Wht 0% LI 0% EL 0% SWD 0% FY 0% HY 0%		2025-2026 School Year All less than 0.5% AA less than 0.5% Hisp less than 0.5% Wht less than 0.5% LI less than 0.5% EL less than 0.5% SWD less than 0.5% FY less than 0.5% HY less than 0.5%	All - Increase of 0.01% AA - Increase of 0.01% Hisp - Increase of 0.01% Wht - Maintained 0 change LI - Maintained 0 change EL - Increase of 0.01% SWD - Maintained 0 change FY - Maintained 0 change HY - Maintained 0 change
3.3	% Favorable School Connectedness (Annual LCAP Student Climate Survey Grades 3-5)	2023-2024 School Year All 77% AA 72% Hisp 77% Wht 77% LI 76% EL 76% SWD 71% FY 72% HY 74% 2+ 76%	2024-2025 School Year All 78% AA 71% Hisp 80% Wht 80% LI 78% EL 78% SWD 73% FY 73% HY 78%		2026-2027 School Year All at least 80% AA at least 80% Hisp at least 80% Wht at least 80% LI at least 80% EL at least 80% SWD at least 80% FY at least 80% HY at least 80%	All - Increase of 1% AA - Decrease of 1% Hisp - Increase of 3% Wht - Increase of 3% LI - Increase of 2% EL - Increase of 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2+ 76%		2+ at least 80%	SWD - Increase of 2% FY - Increase of 1% HY - Increase of 4% 2+ - Maintained 0 change
3.4	% Favorable School Connectedness (Annual LCAP Student Climate Survey Grades 6-12)	2023-2024 School Year All 57% AA 53% Hisp 56% Wht 59% LI 56% EL 56% SWD 56% FY 58% HY 56% 2+ 55%	2024-2025 School Year All 57% AA 55% Hisp 57% Wht 56% LI 57% EL 57% SWD 56% FY 57% HY 56% 2+ 56%		2026-2027 School Year All at least 70% AA at least 70% Hisp at least 70% Wht at least 70% LI at least 70% EL at least 70% SWD at least 70% FY at least 70% HY at least 70% 2+ at least 70%	All - Maintained 0 change AA - Increase of 2% Hisp - Increase of 1% Wht - Decrease of 3% LI - Increase of 1% EL - Increase of 1% SWD - Maintained 0 change FY - Decrease of 1% HY - Maintained 0 change 2+ - Increase of 1%
3.5	Attendance Rate (Student Information System)	2023-2024 School Year (P-2) All 93.3% AA 93.1% Hisp 93.2% Wht 93.3% LI 93.1% EL 93.4%	2024-2025 School Year (P-2) All 92.9% AA 92.9% Hisp 92.8% Wht 93.2% LI 92.7% EL 93.2%		2026-2027 School Year (P-2) All at least 95% AA at least 95% Hisp at least 95% Wht at least 95% LI at least 95% EL at least 95%	All Decrease of 0.4% AA Decrease of 0.2% Hisp Decrease of 0.4% Wht Decrease of 0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD 91.0% FY 92.8% HY 91.3%	SWD 90.1% FY 91.1% HY 90.9%		SWD at least 95% FY at least 95% HY at least 95%	LI Decrease of 0.4% EL Decrease of 0.2% SWD Decrease of 0.9% FY Decrease of 1.7% HY Decrease of 0.4%
3.6	Chronic Absenteeism Rate (California School Dashboard and CALPADS)	2022-2023 School Year All 30% AA 31% Hisp 31% Wht 30% LI 32% EL 29% SWD 40% FY 33% HY 42.6% 2+ 32.5%	2023-2024 School Year All 23.9% AA 25.2% Hisp 24% Wht 23.4% LI 25% EL 21.5% SWD 31% FY 20.3% HY 34.1% 2+ 30.8%		2026-2027 School Year All 10% or less AA 10% or less Hisp 10% or less Wht 10% or less LI 10% or less EL 10% or less SWD 10% or less FY 10% or less HY 10% or less 2+ 10% or less	All - Decrease of 6.1% AA - Decrease of 5.8% Hisp Decrease of 7.0% Wht - Decrease of 6.6% LI - Decrease of 7.0% EL - Decrease of 7.5% SWD - Decrease of 9% FY - Decrease of 12.7% HY - Decrease of 8.5% 2+ - Decrease of 1.7%
3.7	% Favorable VVUSD Police (Annual VVUSD Police Survey)	2023-2024 School Year All 79% AA 73% Hisp 80% Wht 77%	2024-2025 School Year All 79% AA 74% Hisp 78%		2026-2027 School Year All at least 80% AA at least 80% Hisp at least 80%	All - Maintained 0 change AA - Increase of 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LI 78% EL 79% SWD 77% FY 70% HY 78%	Wht 80% LI 79% EL 79% SWD 78% FY 72% HY 78%		Wht at least 80% LI at least 80% EL at least 80% SWD at least 80% FY at least 80% HY at least 80%	Hisp - Decrease of 2% Wht - Increase of 3% LI - Increase of 1% EL - Maintained 0 change SWD - Increase of 1% FY - Increase of 2% HY Maintained 0 change

Goal Analysis [2024-25]

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

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

During the 2024–2025 school year, Val Verde Unified School District maintained its commitment to fostering safe, inclusive, and supportive learning environments through the implementation of Goal 3 actions. The district leveraged a range of supports—including Social-Emotional Learning (SEL) instruction, expanded counseling services, restorative practices, and attendance improvement initiatives—to address student engagement and school climate challenges, particularly for unduplicated pupils and student groups with historically lower performance outcomes.

The implementation of actions under Goal 3 generally aligned with the district's plans. For example, Multi-Tiered Systems of Support (MTSS) were reinforced at every site, and counseling and wellness services were deployed broadly to promote student connectedness and well-being. As a result, improvements were observed in several key areas: the districtwide suspension rate (Metric 3.1) declined from 3.5% to 2.6%, with notable decreases among Students with Disabilities (from 6.5% to 4.3%) and Foster Youth (from 12.2% to 9.6%). Similarly, chronic absenteeism (Metric 3.6) fell from 30% to 23.9%, including a 12.7% reduction for Foster Youth and 9% for Students with Disabilities.

However, challenges emerged in two key areas:

Action 3.1 - Inconsistent Implementation of Restorative Practices: While many schools effectively embedded restorative practices and saw improved peer relationships and fewer behavioral referrals, others struggled with fidelity. This uneven application limited the overall impact of Action 3.1 and contributed to persistent disproportionalities in suspension rates, particularly among African American students and Students

with Disabilities. As noted in site-level data, some campuses still reported increased suspensions for these groups, indicating a need for stronger monitoring and coaching in restorative implementation across sites.

Action 3.5 -The sports program was launched to increase student engagement and strengthen school connectedness for grades TK–8; however, staffing shortages and logistical challenges at several sites limited full implementation. These barriers led to uneven access and program quality, particularly at schools with higher chronic absenteeism and fewer extracurricular resources, resulting in some funds going unspent. While portions of the budget were utilized as planned, the action's intended impact on attendance (Metric 3.5) was not fully achieved, as overall attendance declined slightly from 93.3% to 92.9%.

Despite these implementation gaps, the district's focus on inclusive school culture and well-being yielded measurable gains in student perceptions. School connectedness improved among most student groups in both elementary (Metric 3.3) and secondary (Metric 3.4) grades. Notably, connectedness for Hispanic students in grades 3–5 rose from 77% to 80%, and middle school connectedness increased from 56% to 57% among English Learners and Students with Disabilities.

In summary, the district made meaningful progress in reducing suspensions and chronic absenteeism while strengthening SEL and climate supports. Yet, the year also underscored the need for more consistent implementation, targeted site-level support, and improved access to engagement opportunities to achieve equitable outcomes across all schools and 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.

While most of the Goal 3 actions were implemented as planned, there were some material differences between budgeted and actual expenditures due to challenges in execution across school sites. Specifically, Action 3.5 (Elementary & Middle School Sports) experienced under-expenditure. Staffing shortages and logistical barriers prevented several schools from fully launching their sports programs, particularly in sites with high chronic absenteeism and limited extracurricular infrastructure. As a result, a portion of the funds allocated to support expanded student engagement through athletics was not spent as intended.

Despite these challenges, many core services—such as SEL, wellness supports, and attendance interventions—were effectively delivered, supporting improved outcomes in suspension rates and chronic absenteeism. However, due to these implementation gaps, the estimated actual percentage of improved services was slightly lower than originally planned, particularly for students at sites with partial implementation of engagement-based actions.

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

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

Action 3.1: Mutli-tiered Systems of Support for Climate and Culture: Investment in SEL curricula and a robust MTSS framework helped foster positive student behavior and emotional regulation as evidenced by the decrease in suspension rates for all students (3.1). In addition, our school counselors and PBIS teachers worked diligently to increase school connectedness for students resulting in a decrease in chronic

absenteeism across all student groups (3.6). Attendance rates declined slightly, but more students attended school regularly than the previous year (3.5). Additional work will need to be done to support more students attending school regularly; thus, our team will continue to strengthen tiered supports to create a positive school climate where all students feel safe, respected, and engaged in their learning.

Action 3.2:Community Resource and Learning Center: The supports provided by our Community Resource and Learning Center has proved highly effective in removing barriers for our Socioeconomically Disadvantaged student groups providing access to basic health care, mental health resources, laundry facilities, food, and clothing. The support has contributed to a decrease in chronic absenteeism for all students (3.6) and has driven our district to continue to identify additional resources that would support our students' basic needs, allowing them to focus on their academic and social-emotional development.

Action 3.3 Mental Health Interns: Our 15 mental health interns support our Socioeconomically Disadvantaged student group by providing ongoing mental health supports. This support has proven effective with suspension rates for our Socioeconomically Disadvantaged students decreasing by 0.9% (3.1), school connectedness increasing by 2% for elementary students and 1% for secondary (3.3; 3.4), and chronic absentee rates decreasing by 7% (3.6). We will continue to utilize mental health interns as a resource for our Socioeconomically Disadvantaged student population in the upcoming year.

Action 3.4: SEL Supports for SWD: Supporting our Students with Disabilities with SEL supports has proven to be effective in decreasing suspension rates for SWD by 2% (3.1) and decreasing chronic absenteeism for SWD by 9% (3.6). Restorative practices, group and individual therapy, and family communication are supporting sites with fewer suspensions and improved student conflict resolution for SWD.

Action 3.5: Elementary & Middle School Sports: The expansion of our elementary and middle school sports program has supported in decreasing chronic absenteeism for all students by 6.1% (3.6) and increased school connectedness at the elementary level by 1% (3.3). This program will continue as planned.

Action 3.6: Police Department: Our police department supports ensuring our schools, students, and surrounding community are safe and secure. Our students have the opportunity to engage in positive interactions with officers, receive positive citations, and participate in community events with the police department present. While overall favorability of the police department stayed the same per survey results (3.7), there was an increase in favorability among our Foster Youth and Students with Disabilities. This action will continue to be implemented as planned in the 25-26 school year.

Together, the actions under Goal 3 reflect a comprehensive and impactful approach to improving student engagement, well-being, and school climate. From targeted social-emotional learning supports to expanded community resources and mental health services, the district has made measurable progress in reducing suspensions (3.1), improving school connectedness (3.3; 3.4), and decreasing chronic absenteeism (3.6), particularly among historically underserved student groups. While some areas—such as overall attendance rates (3.5)—still require additional focus, the outcomes affirm that our multi-tiered systems of support and whole-child strategies are fostering safer, more supportive, and more engaging learning environments. The district remains committed to deepening these efforts in the 2025–2026 school year to ensure every student feels valued, connected, and ready to succeed.

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

Reflections on implementation during the 2024–2025 school year have informed targeted adjustments to several actions under Goal 3, though the overall goal, metrics, and target outcomes will remain unchanged. The district identified a need to strengthen consistency and effectiveness in how school climate and engagement strategies are implemented across all campuses.

To address uneven implementation of restorative practices, Action 3.1 will be revised to include more structured training, coaching, and site-level monitoring. This adjustment is intended to ensure that restorative practices are embedded with greater fidelity districtwide, particularly at sites where disproportionalities in suspension data remain. PBIS Teachers and School Counselors will work closely with our Psychologist on Special Assignment to reevaluate monitoring and support systems to ensure all students, including our English learner, low-income, and foster youth population, receive the appropriate tiered supports throughout the year.

Additionally, based on limited impact in improving average daily attendance, Action 3.5 (Elementary & Middle School Sports) will undergo refinement. While the action will continue, the district will enhance coordination, staffing support, and site-level planning to ensure more equitable access and greater alignment with attendance improvement goals.

Furthermore, Action 3.3 (Attendance Teams) will be evaluated and realigned to strengthen districtwide systems for promoting daily attendance. This includes reexamining outreach practices and providing more targeted support for Homeless Youth and Students with Disabilities, who continue to experience elevated chronic absenteeism.

Together, these changes reflect a more intentional, data-informed approach to improving school connectedness, climate, and attendance across all student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Multi-Tiered System of Support for Climate and Culture	Staff throughout the district will collaborate with educational partners to develop a Multi-Tiered System of Support. This system aims to foster a school climate and culture that nurtures student well-being and tackles various factors that may impact students' ability to learn. • Provide classroom lessons on SEL and PBIS support for students • Build positive attitudes, self-understanding, and self-reliance in students • Communicate with families to maximize students' attendance	$17,735,642.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Assist families in understanding child development and ways to improve behavior • Provide individual, group, and family therapy and social rehabilitative services • Support Positive Behavior Support Plans for schools • Provide teacher and staff training on topics related to mental health and social-emotional wellness • Collaborate with school personnel to support students who express challenging behaviors • Provide Restorative Practices intervention and Substance Abuse Education • Communicate with families to overcome barriers to attendance • Collaborate with educational partners to continue to develop the mental health and social-emotional learning systems of support in our MTSS plan. • Maintain data systems to monitor and improve student behavior, attendance, engagement, and achievement. Staff includes: • Counseling Therapist Supervisors • Counseling Therapists • Psychologist on Special Assignment • Positive Behavioral Interventions & Supports (PBIS) Teachers • high school Intervention Counselors • elementary school Counselors • elementary school Assistant Principals • middle school Assistant Principals • Attendance TOSAs This action addresses the lowest-performing groups and schools, as noted above in the Goal Explanation section.		
3.2	Community Resource and Learning Center	Provide integrated student supports to address other barriers to learning, such as health, counseling, or mental health services or referrals for support for family or student needs, to improve attendance and increase academic achievement of low-income students.	$488,278.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Laundry facilities • Community closet • Community pantry • Educational opportunities for families • Health services Staff includes: • Field Supervisor • Clerical support • Custodial support This action addresses the lowest-performing groups and schools, as noted above in the Goal Explanation section.		
3.3	Mental Health Interns	Interns who are completing university programs in mental health will be serving low-income students with mental health services at the Tier II level. The district is partnering with institutions of higher learning to provide this support at no cost to the district. This is a limited action intended to improve services for low-income and Foster Youth students. Based on fifteen interns, the equivalent staffing cost of Mental Health Therapists to provide similar services would be $840,000 (6 positions x $140,000 salary and benefits), resulting in a 0.42% improvement in services as a limited action for low-income students in the district ($840,000 value/$202,650,069 base grant funding). This action addresses the lowest-performing groups and schools, as noted above in the Goal Explanation section.	$0.00	Yes
3.4	SEL Supports for SWD	Additional staff throughout the district will collaborate with students and staff to support students with disabilities in a Multi-Tiered System of Support. • Build positive attitudes, self-understanding, and self-reliance in students	$1,278,944.00	No

Action #	Title	Description	Total Funds	Contributing
		• Communicate with families to maximize students' social and academic adjustment • Assist families in understanding child development • Provide individual, group, and family therapy and social rehabilitative services • Support Positive Behavior Support Plans for students • Provide teacher and staff training on topics related to mental health and social-emotional wellness • Collaborate with school personnel to support students who express challenging behaviors • Provide Restorative Practices intervention and Substance Abuse Education Staff includes: • Counseling Therapist Supervisors • Counseling Therapists This action addresses the lowest-performing groups and schools, as noted above in the Goal Explanation section.		
3.5	Elementary & Middle School Sports	Personnel, substitutes, extra duty, professional development, professional services, materials, and supplies to train staff, implement, and monitor for effectiveness sports programs for low-income, Foster Youth, and English Learner students inclusive of students with exceptional needs. This action addresses the lowest-performing groups and schools, as noted above in the Goal Explanation section.	$1,546,961.00	No
3.6	Police Department	Personnel, substitutes, extra duty, professional development, professional services, materials, and supplies to train staff, implement, and monitor for effectiveness the Val Verde Police Department. Staff includes: • Chief of Police	$1,708,220.00	No

Action #	Title	Description	Total Funds	Contributing
		• Sargents • Police Officers • Clerical support		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

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

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

Goal Analysis [2024-25]

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

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

During the 2024–2025 school year, Val Verde Unified School District continued its implementation of actions under Goal 4 to maintain safe, clean, and technology-enriched school environments. Key initiatives included regular maintenance and operations (Action 4.1), support for technology infrastructure (Action 4.2), and supplemental custodial services (Action 4.3). These actions ensured that all sites met or exceeded facility standards, with every school maintaining a “Good” or “Exemplary” rating on the Facilities Inspection Tool (Metric 4.1).

A significant change in implementation occurred under Action 4.2 (Information and Instructional Technology). Although the district maintained a 1:1 student-to-device ratio (Metric 4.2), a shift in the device distribution plan for grades TK–2 altered how technology was deployed. Based on updated research and feedback from educational partners, the district opted to limit take-home Chromebook use for younger students. Instead, funding was redirected toward in-classroom technology, including charging stations and shared device management systems. Due to this shift in plans, surplus funding was reallocated to Goal 1, Action 2 to support the increased cost of a new math curriculum purchase.

Despite this, the technology team maintained reliable infrastructure and device support across all sites, and facilities remained clean and functional thanks to the consistent implementation of Action 4.3. However, the limited progress in digital skills and classroom tech use among younger students highlights a need for more intentional integration strategies and age-appropriate instructional support moving forward.

Overall, the district's physical learning environments remained strong, though the revised technology rollout for TK–2 impacted some implementation outcomes and points to areas for growth in ensuring all students develop essential digital literacy skills.

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

While the majority of Goal 4 expenditures aligned with budgeted plans, there were two key material differences that impacted the final distribution of funds. First, under Action 4.2 (Information and Instructional Technology), the district made a strategic adjustment to limit Chromebook usage for students in grades TK–2, in response to research on screen time and developmental needs. As a result, funds originally allocated for take-home devices were instead redirected to classroom-based solutions such as charging stations. Additionally, $1.9 million from Action 4.2 was reallocated to Goal 1.2 to support the unanticipated cost increase associated with the adoption of a new math curriculum. While these shifts altered specific line-item spending, they did not reduce the overall quality or availability of technology or infrastructure support provided to students.

Due to these adjustments, the estimated actual percentage of improved services slightly differed from the originally planned percentage, particularly for younger students. Although all students maintained 1:1 device access during instructional time (Metric 4.2), the change in take-home access and slower growth in technology skill development (Metrics 4.4 and 4.5) may have resulted in a more limited reach of technology-integrated learning than initially projected.

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

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

Overall, the actions implemented under Goal 4 were effective in maintaining high-quality facilities and access to instructional technology, with mixed outcomes in terms of student engagement and school climate (Metric 3.3, 3.4, 3.5, 3.6).

Action 4.1 (Maintenance and Operations) and Action 4.2 (Information and Instructional Technology) directly supported Metric 4.1 by ensuring that all district schools received a "Good" or "Exemplary" rating on the Facilities Inspection Tool. These actions contributed to safe, well-maintained learning environments and ensured that students across grade levels continued to benefit from 1:1 device access (Metric 4.2), reinforcing the district's commitment to equity in access.

Action 4.3 (Supplemental Custodial Support) played a key role in maintaining clean and safe learning environments, particularly in expanded instructional spaces such as STEAM, VAPA, and CTE labs. While originally tied to facilities support, this action also contributed to outcomes

related to student connectedness (Metrics 3.3 and 3.4) and chronic absenteeism (Metric 3.6). Clean and well-maintained environments are known to promote a sense of safety and belonging, and during the 2024–2025 school year, the district observed modest improvements in student connectedness survey results at both the elementary and secondary levels. In addition, chronic absenteeism decreased from 30% to 23.9% districtwide, with significant reductions for Foster Youth and Students with Disabilities—suggesting that the cumulative impact of facilities, wellness supports, and engagement-focused environments played a role.

While Action 4.2 was successful in maintaining access to technology, a shift in implementation for grades TK–2—limiting take-home device use—may slow progress in classroom technology integration and skill development moving forward. Our team will need to closely monitor technology skill levels of our students and address digital citizenship to ensure these skills are prioritized appropriately (Metrics 4.4 and 4.5). However, this decision aligned with developmental research and stakeholder input, and steps were taken to ensure students still had consistent access to devices during the school day.

In summary, the actions under Goal 4 have been largely effective in achieving their intended impact on facilities quality, technology access, and supportive environments. These conditions, in turn, positively contributed to broader outcomes in student engagement and attendance.

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

In 2025–2026, Val Verde Unified School District will continue implementing all existing actions under Goal 4 with only minor refinements. Professional development for teachers will be enhanced to support more effective technology integration into classroom instruction, digital citizenship, and student engagement strategies.

The district will also work closely with school sites to ensure timely attention to facility needs, reinforcing high standards and striving to increase the number of schools rated "Exemplary."

All efforts under Goal 4 will continue to prioritize equity, ensuring that English Learners, Foster Youth, and Low-Income students have full access to safe, modern, and technology-rich environments that support both academic success and overall well-being.

The overall structure of the goal and associated metrics will remain the same, reflecting Val Verde USD’s deep commitment to providing high-quality educational settings for every student.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Maintenance and Operations	Personnel, substitutes, extra duty, professional development, professional services, materials, and supplies to maintain facilities. Staff Includes: • Director • Assistant Managers • Maintenance Utility • Custodians • Grounds • Mechanics • Field Supervisors • Clerical support	$13,943,067.00	No
4.2	Information and Instructional Technology	Additional personnel, substitutes, extra duty, professional development, professional services, materials, and supplies to develop and maintain information and instructional technology to support low-income, Foster Youth, and English Learner students. Staff Includes: • Database Engineers • Network Engineers • Systems & Operations Engineers • Data Specialist • Technicians	$10,338,090.00	Yes
4.3	Supplemental Custodial Support	Provide additional custodial support to clean and maintain in good condition the additional spaces provided to support low-income, English Learner, and Foster Youth students.	$1,085,115.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Within two years, Val Verde High School will improve outcomes for English Learner (EL) and Long-Term English Learner (LTEL) students by increasing their English language proficiency, as measured by the English Language Proficiency Indicator (ELPI). Additionally, suspension rates will decrease for all students—particularly those who are low-income, EL, or foster youth—with no student group receiving the lowest performance level on any indicator.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal addresses the statutory requirement for schools receiving Equity Multiplier funding.
After reviewing the California School Dashboard in consultation with educational partners at Val Verde High School as part of a comprehensive needs analysis, it was determined that the Equity Multiplier funding would best be used to address Graduation Rate, College/Career Readiness Rate, and Suspension Rate indicators.

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

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

Although the Graduation Rate improved overall from 2023 to 2024, with the overall student group moving to Yellow and African American and Students with Disabilities moving to Green, Foster Youth (72.7%) and Hispanic (78%) students remain below the district's goal of 90.5%, indicating the continued need for focused intervention (5.1).

In addition to these student outcome challenges, Val Verde High also faces staffing issues. Only 71.7% of teachers hold a Clear Credential, while 24.3% are teaching out of field, up from 18.9% the prior year (5.6). This highlights ongoing concerns related to credentialing, subject matter preparation, and retention, which may be contributing to disparities in instruction and outcomes across student groups.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	High School Graduation Rate (California School Dashboard)	Class of 2023 Val Verde High School All 74.4% - Orange AA 80.0% - Green Hisp 73.2% - Red Wht NA LI 74.1% - Orange EL 67.8% - Red SWD 73.9% - Orange FY 42.1% - No Color HY 74.1% - Yellow	Class of 2024 Val Verde High School All 79.1% - Yellow AA 90.3% - Green Hisp 78% - Yellow Wht 75% - No Color LI 79.3% - Yellow EL 74.8% - Yellow SWD 83.3% - Green FY 72.7% - No Color HY 77.3% - Yellow		Class of 2026 Val Verde High School All at least 90.5% AA at least 90.5% Hisp at least 90.5% Wht at least 90.5% LI at least 90.5% EL at least 90.5% SWD at least 90.5% FY 3-year average of at least 90.5% HY at least 90.5%	Val Verde High School All - Increase of 4.7% AA - Increase of 10.3% Hisp - Increase of 4.8% Wht - Status of 75% LI - Increase of 5.2% EL - Increase of 7% SWD - Increase of 9.4% FY - Increase of 30.6% HY - Increase of 3.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	College/Career Readiness Rate (California School Dashboard)	Class of 2023 Val Verde High School All 4.3% AA 8.6% Hisp 3.2% Wht NA LI 4.4% EL 1.1% SWD 0.0% FY NA HY 5.6%	Class of 2024 Val Verde High School All 8.7% - Orange AA 13.8% - No Color Hisp 7.9% - Orange Wht 8.3%- No Color LI 8.7%- Orange EL 5.1% - Orange SWD 0.0% - Red FY 0.0% HY 10.9% - Yellow		Class of 2026 Val Verde High School All at least 25% AA at least 25% Hisp at least 25% Wht at least 25% LI at least 25% EL at least 25% SWD at least 20% FY 3-year average of at least 25% HY at least 25%	Val Verde High School All - Increase of 4.4% AA - Increase of 5.2% Hisp - Increase of 4.7% Wht - Status of 8.3% LI - Increase of 4.3% EL - Increase of 4.0% SWD - Status of 0% FY - Status of 0% HY - Increase of 5.3%
5.3	English Language Arts - Distance From Standard (DFS) (California School Dashboard)	2022-2023 School Year Val Verde High School All -145 DFS - No Color AA NA Hisp -146 DFS - No Color Wht NA LI -145 DFS - No Color EL -150 DFS - No Color SWD NA FY NA HY NA	2023-2024 School Year Val Verde High School All -112 DFS - Orange AA NA Hisp -118 DFS - Orange Wht NA LI -113 DFS - Orange EL -182 DFS - No Color SWD NA FY NA HY NA		2025-2026 School Year Val Verde High School All -5 DFS AA -5 DFS Hisp -5 DFS Wht -5 DFS LI -5 DFS EL -5 DFS SWD -5 DFS FY -5 DFS HY-5 DFS	Val Verde High School All - Increase of 33 pts. AA - NA Hisp - Increase of 28 pts. Wht - NA LI - Increase of 32 pts. EL - Increase of 32 pts SWD - NA FY - NA HY - NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.4	Math - Distance From Standard (DFS) (California School Dashboard)	2022-2023 School Year Val Verde High School All -262 DFS - No Color AA NA Hisp -264 DFS - No Color Wht NA LI -264 DFS - No Color EL -285 DFS - No Color SWD NA FY NA HY NA	2023-2024 School Year Val Verde High School All -203 DFS - Orange AA NA Hisp -207 DFS - Orange Wht NA LI -203 DFS - Orange EL -229 DFS - No Color SWD NA FY NA HY NA		2025-2026 School Year Val Verde High School All -5 DFS AA -5 DFS Hisp -5 DFS Wht -5 DFS LI -5 DFS EL -5 DFS SWD -5 DFS FY -5 DFS HY-5 DFS	Val Verde High School All - Increase of 59 pts AA - NA Hisp - Increase of 57 pts. Wht - NA LI - Increase of 61 pts. EL - Increase of 56 pts. SWD - NA FY - NA HY - NA
5.5	Suspension Rate Indicator (California School Dashboard)	2022-2023 School Year Val Verde High School All 6.8% - Orange AA 10.9% - Red Hisp 6.0% - Orange Wht 10.5% - No Color LI 7.3% - Orange EL 3.7% - Orange SWD 12.2% - Red FY 7.9% - Yellow HY 13.5% - No Color	2023-2024 School Year Val Verde High School All 8.1% - Orange AA 22.6% - Red Hisp 5.9% - Yellow Wht 16.7% - No Color LI 8.2% - Orange EL 4.9% - Orange SWD 16.2% - Red FY 26.8% - Red HY 6.4% - Yellow		2025-2026 School Year Val Verde High School All 4.0% or less AA 4.5% or less Hisp 4.5% or less Wht 4.5% or less LI 4.5% or less EL 4.5% or less SWD 4.5% or less FY 4.5% or less HY 4.5% or less	Val Verde High School All - Increase of 1.3% AA - Increase of 11.7% Hisp - Decrease of 0.1% Wht - Increase of 6.2% LI - Increase of 0.9% EL - Increase of 1.2% SWD - Increase of 4.0% FY - Increase of 18.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						HY - Decrease of 7.1%
5.6	Teaching Assignment Monitoring Outcomes (Dataquest)	2021-2022 School Year Val Verde High School 74.5% Clear 18.9% Out-of-Field 4.1% Intern 0.0% Ineffective 1.4% Incomplete 1.1% Unknown 0.0% N/A	2022-2023 School Year Val Verde High School 71.7% Clear 24.3% Out-of-Field 4.0% Intern 0.0% Ineffective 0.0% Incomplete 0.0% Unknown 0.0% N/A		2025-2026 School Year Val Verde High School 90.0% Clear 10.0% Out-of-Field 0.0% Intern 0.0% Ineffective 0.0% Incomplete 0.0% Unknown 0.0% N/A	Val Verde High School -2.8% Clear +5.4% Out-of-Field +0.1% Intern 0.0% Ineffective -1.4% Incomplete -1.1% Unknown 0.0% N/A
5.7	English Learner Progress Indicator (ELPI) (California School Dashboard and CAASPP-ELPAC results website)	2022-2023 School Year Val Verde High School 28.4% of EL students making progress towards English language proficiency - Orange	2023-2024 School Year Val Verde High School 26.1% of EL students making progress towards English language proficiency - Red 31.3% of LTEL7 students making progress towards English language proficiency - Red		2025-2026 School Year at least 50% of EL and LTEL students making progress towards English language proficiency	Val Verde High School ELs - Decrease of 2.3% LTELS - Decrease of 2.6%

Goal Analysis [2024-25]

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

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

In the 2023–2024 school year, Val Verde High School implemented its Equity Multiplier plan with a focus on addressing barriers to graduation, reducing suspensions, and increasing college and career readiness among historically underserved student groups. Two primary actions supported this work: Action 5.1, which funded the hiring of additional counseling personnel to provide targeted academic and postsecondary planning support, and Action 5.2, which provided supplemental materials and professional development focused on social-emotional learning (SEL), academic acceleration, and behavior intervention strategies.

For Action 5.1, after additional collaboration with the site team, it was determined that guidance technician would be more beneficial to supporting student growth than a social worker. Thus, a counselor and guidance technician were hired, leaving some funds unspent. These counseling personnel were successfully hired and began offering individual and small-group supports aligned to student needs, including course planning, A-G support, and college/career advising.

For Action 5.2, professional development sessions in SEL and trauma-informed practices were conducted throughout the year. While participation was strong among some staff, implementation of SEL strategies and behavior interventions varied across classrooms. This inconsistency contributed to ongoing challenges in addressing student behaviors proactively and equitably.

The only major material differences to note between budgeted and actual expenditures for these actions were due to the change in staffing (Action 5.1). All other funds were used in alignment with the plan.

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

Goal 5 actions were implemented with some alignment between budgeted and actual expenditures. However, there was a decrease in the expenditures under Action 5.1 as the school determined there was a greater need for a guidance technician than a social worker. The additional counselor and guidance technician funded under Action 5.1 were fully supported through the allocated $336,295 in Equity Multiplier funds. Similarly, the $50,000 budgeted for materials and professional development under Action 5.2 was expended as planned to deliver SEL resources and academic support tools.

With the difference of approximately $107,000 reported between planned and actual expenditures, there will be continued efforts made to examine whether the current investments in staffing and materials are sufficient to impact the deeply rooted behavioral and engagement challenges that continue to affect key student groups.

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

The implemented actions yielded mixed results:

Action 5.1: Additional Support Personnel proved effective in improving graduation rates and DFS scores. Increased access to counseling and guidance services likely contributed to better student outcomes in credit completion and academic achievement. This was particularly evident among Foster Youth and Students with Disabilities, where graduation rate increases were significant.

Action 5.2: Additional Materials, Supplies, and Services provided valuable support for SEL and trauma-informed practices, which may have indirectly supported academic gains. However, the persistent and, in some cases, worsening suspension rates—especially for African American, Foster Youth, and Students with Disabilities—suggest that further interventions are needed. These groups continue to be disproportionately affected by exclusionary discipline practices, which counteract efforts to build a safe and inclusive school climate.

Moreover, while college and career readiness improved modestly, overall readiness remains extremely low. The 8.7% overall CCI and 0% rate for Foster Youth and SWD highlight the need for more direct academic and postsecondary planning supports.

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

In response to the findings from the 2023–2024 school year, and the initial data being pulled for the 2024-2025 school year, Val Verde High School will implement several strategic adjustments in 2025–2026 to deepen the impact of its Equity Multiplier efforts. A central focus will be addressing the concerning rise in suspension rates through the implementation of more robust behavior intervention systems. This includes a schoolwide emphasis on restorative practices, alongside expanded staff training in culturally responsive strategies that promote inclusivity, relationship-building, and effective de-escalation.

To improve college and career readiness outcomes—particularly for English Learners, Foster Youth, and Students with Disabilities—the school will broaden access to postsecondary pathways. Planned efforts include expanding enrollment in Career Technical Education (CTE) programs and strengthening academic supports to improve A–G course completion rates.

Additionally, in response to the decline in both English Learner students and Long-term English Learner students making progress towards English proficiency, the English Language Progress Indicator - ELPI has been added as a metric to monitor progress (5.7). The school will prioritize more intentional, data-driven decision-making. Improvements in student group data collection and additional monitoring will enhance the school’s ability to identify trends in attendance, discipline, and academic performance, allowing for more targeted and timely interventions.

While the overarching goal remains unchanged, these planned actions reflect Val Verde High School’s ongoing commitment to equity and continuous improvement. The adjustments are designed to ensure that the school’s most vulnerable student groups receive the personalized support necessary for success in both school and life.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Additional Support Personnel	An additional School Counselor and Guidance Technician will be utilized to provide services integrating student supports to address other barriers to learning. Their work will focus on delivering individualized counseling, coordinating mental health resources, supporting students experiencing trauma, and facilitating social-emotional learning programs. They will also serve as a connection point for families, offering referrals to external services and ensuring students have access to the academic, behavioral, and wellness supports necessary for success."	$290,997.00	No
5.2	Additional Materials, Supplies, and Services	Supplemental materials and training to address pupil trauma and social-emotional learning, and accelerate students academic proficiency and English language proficiency.	$165,065.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Within two years, English Learner (EL) and Long-Term English Learner (LTEL) students at Val Verde Academy will demonstrate measurable growth in English language proficiency, as indicated by improved performance on the English Language Proficiency Indicator (ELPI). Targeted supports will ensure that no EL student group is identified at the lowest performance level on the ELPI. Special attention will be given to addressing the needs of low-income, EL, and Foster Youth students to ensure equitable progress.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

Val Verde Academy’s ELA academic indicator on the 2024 Dashboard shows that Low-Income students scored 40.3 points below standard (DFS) and English Learners scored 68.4 points below standard, both below the All student group average of -36.2 DFS and well below the district’s goal of -5 DFS. The Math academic indicator reflects similar gaps: Low-Income students scored 91.2 points below standard and English Learners scored 113.3 points below standard, compared to the All student group average of -84.5 DFS—again, significantly under

the district's goal. These data points highlight the need for targeted academic support and confirm the strategic use of Equity Multiplier funding to accelerate achievement for the most underserved student groups.

The ELPI indicator reflects a significant need for language support for our English Learners and Long-Term English Learners. Our EL student group performed at 32% on the ELPI indicator (Red Performance Color) and our LTELs performed at 25% on the ELPI indicator (Red Performance Color). This highlights a need to ensure funds are allocated to support our language development for our English learners and LTEL students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	High School Graduation Rate (California School Dashboard)	Class of 2023 Val Verde Academy All 100% - Blue AA - NA Hisp 100% - No Color Wht NA LI 100% - Blue EL NA SWD NA FY NA HY NA	Class of 2024 Val Verde Academy All 96.8% - Blue AA - NA Hisp 96% - No Color Wht NA LI 96.4% - No Color EL NA SWD NA FY NA HY NA		Class of 2026 Val Verde Academy All at least 90.5% AA at least 90.5% Hisp at least 90.5% Wht at least 90.5% LI at least 90.5% EL at least 90.5% SWD at least 90.5% FY 3-year average of at least 90.5% HY at least 90.5%	Val Verde Academy All - Decrease of 3.2% AA - NA Hisp -Decrease of 4% Wht NA LI - Decrease of 3.6% EL NA SWD NA FY NA HY NA
6.2	College/Career Readiness Rate (California School Dashboard)	Class of 2023 Val Verde Academy All 28.6% AA - NA Hisp 25% Wht NA LI 28.2% EL NA SWD NA FY NA	Class of 2024 Val Verde Academy All 25.8% AA - NA Hisp 24% Wht NA LI 21.4% EL NA SWD NA		Val Verde Academy Class of 2026 All at least 55% AA at least 55% Hisp at least 55% Wht at least 55% LI at least 55% EL at least 55% SWD at least 50%	Val Verde Academy All - Decrease of 2.8% AA - NA Hisp -Decrease of 1% Wht NA LI - Decrease of 6.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HY NA	FY NA HY NA		FY 3-year average of at least 45% HY at least 55%	EL NA SWD NA FY NA HY NA
6.3	English Language Arts - Distance From Standard (DFS) (California School Dashboard)	2022-2023 School Year Val Verde Academy All -36 DFS - Yellow AA NA Hisp -39 DFS - Yellow Wht NA LI -44 DFS - Yellow EL -75 DFS - Orange SWD -62 DFS - No Color FY NA HY NA	2023-2024 School Year Val Verde Academy All -36.2 DFS - Orange AA NA Hisp -42.2 DFS - Orange Wht NA LI -40.3 DFS - Yellow EL -68.4 DFS - No Color SWD NA FY NA HY NA		2025-2026 School Year Val Verde Academy All -5 DFS AA -5 DFS Hisp -5 DFS Wht -5 DFS LI -5 DFS EL -5 DFS SWD -5 DFS FY -5 DFS HY-5 DFS	Val Verde Academy All - Decrease of 0.2 DFS AA - NA Hisp -Decrease of 3.7 DFS Wht NA LI - Increase of 3.9 DFS EL - Increase of 6.9 DFS SWD NA FY NA HY NA
6.4	Math - Distance From Standard (DFS) (California School Dashboard)	2022-2023 School Year Val Verde Academy All -96 DFS - Orange AA NA Hisp -102 DFS - Orange Wht NA LI -99 DFS - Orange EL -122 DFS - Orange SWD -153 DFS - No Color FY NA HY NA	2023-2024 School Year Val Verde Academy All -84.5 DFS - Yellow AA NA Hisp -90.4 DFS - Yellow Wht NA LI -91.2 DFS - Yellow EL -113.3 DFS - No Color		2025-2026 School Year Val Verde Academy All -5 DFS AA -5 DFS Hisp -5 DFS Wht -5 DFS LI -5 DFS EL -5 DFS SWD -5 DFS FY -5 DFS HY-5 DFS	Val Verde Academy All - Increase of 11.9 DFS AA - NA Hisp - Increase of 11.2 DFS Wht NA LI - Increase of 8.1 DFS EL - Increase of 8.6 DFS SWD NA FY NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD NA FY NA HY NA			HY NA
6.5	Suspension Rate Indicator (California School Dashboard)	2022-2023 School Year Val Verde Academy All 0.4% - Blue AA 0.0% - Blue Hisp 0.3% - Blue Wht 0.0% - No Color LI 0.4% - Blue EL 1.1% - Green SWD 1.3% - Green FY 0.0% - No Color HY 4.3% - No Color	2023-2024 School Year Val Verde Academy All 0.9% - Green AA 3.1% - Orange Hisp 0.6% - Green Wht 0.0% - No Color LI 1.0% - Green EL 1.4% - Yellow SWD 3.1% - Orange FY NA HY 0.0% - No Color		2025-2026 School Year Val Verde Academy All 1.0% or less AA 1.5% or less Hisp 1.5% or less Wht 1.5% or less LI 1.5% or less EL 1.5% or less SWD 1.5% or less FY 1.5% or less HY 1.5% or less	Val Verde Academy All - Increase of 0.5% AA - Increase of 3.1% Hisp -Increase of 0.3% Wht - Maintained 0 change LI - Increase of 0.6% EL - Increase of 0.3% SWD - Increase of 1.8% FY NA HY - Decrease of 4.3%
6.6	Chronic Absenteeism Rate (California School Dashboard and CALPADS)	2022-2023 School Year Val Verde Academy All 22% - Yellow AA 32% - Orange Hisp 20% - Yellow Wht NA LI 23% - Yellow EL 17% - Yellow SWD 26% - No Color FY NA HY 41% - No Color	2023-2024 School Year Val Verde Academy All 20.6% - Orange AA 41.4% - No Color Hisp 16.5% - Yellow Wht NA LI 21.9% - Orange EL 21.4% - No Color		2025-2026 School Year Val Verde Academy All 5% or less AA 5% or less Hisp 5% or less Wht 5% or less LI 5% or less EL 5% or less SWD 5% or less FY 5% or less HY 5% or less	Val Verde Academy All - Decrease of 1.0% AA - Increase of 9.0% Hisp -Decrease of 4.0% Wht - Maintained 0 change LI - Decrease of 0.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD NA FY NA HY NA			EL - Increase of 4.8% SWD - NA FY - NA HY - NA
6.7	English Learner Progress Indicator (ELPI) (California School Dashboard and CAASPP-ELPAC results website)	2022-2023 School Year Val Verde Academy EL 35.8% LTELS 30.3%	2023-2024 School Year Val Verde Academy EL 32% - Red LTELS 25% - Red		2025-2026 School Year Val Verde Academy at least 50% of EL students making progress towards English language proficiency	Val Verde Academy EL - Decrease of 3.8% LTELS - Decrease of 5.3%
6.8	Teaching Assignment Monitoring Outcomes (Dataquest)	2021-2022 School Year Val Verde Academy 63.6% Clear 29.3% Out-of-Field 0.0% Intern 0.0% Ineffective 6.8% Incomplete 0.3% Unknown 0.0% N/A	2022-2023 School Year Val Verde Academy 57.4% Clear 33.1% Out-of-Field 0.0% Intern 0.0% Ineffective 9.5% Incomplete 0.0% Unknown 0.0% N/A		2025-2026 School Year Val Verde Academy 90.0% Clear 10.0% Out-of-Field 0.0% Intern 0.0% Ineffective 0.0% Incomplete 0.0% Unknown 0.0% N/A	Val Verde Academy Clear - Decrease of 6.2% Out-of-Field - Increase of 3.8% Intern - Maintained 0 change Ineffective- Maintain 0 change Incomplete - Decrease of 2.7% Unknown- Decrease of 0.3% N/A - Maintained 0 change

Goal Analysis [2024-25]

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

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

In the 2023–2024 school year, Val Verde Unified School District implemented targeted supports at Val Verde Academy in alignment with the requirements of the Equity Multiplier grant. The goal was to improve academic achievement, especially for low-income, English Learner (EL), and Foster Youth students, through focused interventions in ELA and Math. The school continued leveraging additional instructional support personnel and supplemental materials to bolster academic proficiency and English language development.

Two primary actions were carried out: the deployment of impact substitutes for supplemental instruction (Action 6.1) and the procurement of additional materials and professional development resources (Action 6.2). These actions aimed to narrow the achievement gap for student groups performing significantly below district and state benchmarks, particularly in Distance from Standard (DFS) scores.

Despite these efforts, challenges persisted. While Val Verde Academy maintained a high graduation rate (96.8%), College/Career Readiness declined slightly (from 28.6% to 25.8%). There was also a decline in English Learner students and Long-term English Learner students demonstrating proficiency in the English Language as demonstrated by their performance on ELPAC assessment. Furthermore, suspension and chronic absenteeism rates increased for some student groups, including African American and English Learner students, indicating a continued need for academic, behavioral, and social-emotional supports.

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

In 2024–2025, the actions under Goal 6 were mostly implemented as planned; however, Action 6.2 represents a clear material difference between budgeted and actual expenditures. While $100,000 was originally budgeted for supplemental instructional materials and professional development services to support academic acceleration and English language proficiency, only $16,780 was spent by year's end. This significant underspending—approximately 83% below the planned amount—was primarily due to a shift in the professional development plan at the site, resulting in less expenditure on materials and services than anticipated. The site determined there was more need in supporting students, specifically our low-income, English learner, and foster youth population, on site with additional targeted intervention and reallocated funds from Action 6.2 to Action 6.1.

Action 6.1, which funded additional impact substitutes to provide academic support, was implemented in full with $98,516 spent to support personnel to provide intervention. These additional staff members helped provide targeted intervention, particularly in English Language Arts and Math, for low-income, English Learner, and Foster Youth students.

Given the disparity in actual versus budgeted expenditures for Action 6.2, the estimated percentage of improved services was lower than originally projected. As the district reviews the effectiveness and implementation logistics of this action, adjustments will be considered to ensure full utilization of allocated funds and greater impact on student outcomes in the upcoming year.

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

The effectiveness of Goal 6 actions demonstrated modest gains in academic achievement metrics, though significant performance gaps remain.

Action 6.1: Additional Support Personnel facilitated targeted academic support and small-group instruction, which correlated with improvements in ELA and Math DFS scores for English Learners (+6.9 DFS in ELA, +8.6 DFS in Math) and Low-Income students (+3.9 DFS in ELA, +8.1 DFS in Math). These improvements suggest that additional staffing positively influenced instructional delivery and individualized support.

Action 6.2: Supplemental Materials and Training supported intervention-based learning environments and the integration of language development strategies. These materials contributed to measurable academic growth for some student groups but were insufficient in fully closing gaps. For example, EL and SWD groups still lack performance level color codes on the Dashboard due to data suppression or limited sample sizes, indicating that some subgroup progress remains difficult to track or is inconsistent across years.

Despite academic improvements, concerning increases were observed in the suspension rate for SWD and African American students, and chronic absenteeism remained high for most subgroups, including English Learners (21.4%) and African American students (41.4%). These findings highlight the need to embed behavioral and engagement supports alongside academic interventions to sustain improvement.

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

Following a careful review of the 2023–2024 outcomes, adjustments to this goal have been made to ensure a clear focus on supporting English Learner students and Long-term English Learner students in developing proficiency in the English Language. Particular emphasis will be placed on identifying trends in ELPI data, disaggregated by student subgroup—including Long-Term English Learners (LTELs), English Learners, Foster Youth, Socioeconomically Disadvantaged students, and Students with Disabilities—to ensure timely, differentiated interventions.

While the school continues to address broader issues such as student attendance and behavior, the renewed focus on language development will guide instructional planning and resource allocation. This includes the implementation of targeted language development strategies, integrated ELD supports, and progress monitoring systems aligned with the ELD framework to ensure EL students advance toward reclassification and academic success.

At the same time, Val Verde Academy will expand academic and engagement interventions in response to ongoing concerns around chronic absenteeism and elevated suspension rates, particularly for underserved student groups. Despite improvements in ELA and Math outcomes, these challenges highlight the need for comprehensive, inclusive strategies. New attendance incentives, early-warning systems, and an increased focus on restorative practices will be deployed to strengthen school climate and student connectedness.

To support these efforts, the school will refine its use of Equity Multiplier funds to enhance both academics and social-emotional learning. Professional development for staff will shift toward trauma-informed instruction, culturally responsive pedagogy, and EL-specific supports that align with both ELPI expectations and the needs of diverse learners. In order to effectively monitor progress with the newly refined goal, we have added the English Learner Progress Indicator (ELPI) as metric 6.7. The addition of ELPI as metric 6.7 has shifted the metric "Teaching Assignment Monitoring Outcomes" to metric 6.8. The district is committed to prioritizing improvements in monitoring the progress of our student groups - including our Long-Term English Learners (LTELs), English Learners, Foster Youth, Socioeconomically Disadvantaged students, and Students with Disabilities - ensuring that decision-making is grounded in actionable data and reflects the full range of student experiences

Collectively, these strategic adjustments aim to sustain academic progress while elevating the language development and engagement of English Learners, ensuring that every student is equipped with the tools to thrive in a supportive, equitable educational environment.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Additional Support Personnel	Additional Impact Substitutes to provide supplemental academic support and interventions to accelerate students academic proficiency and English language proficiency.	$163,130.00	No
6.2	Additional Materials, Supplies, and Services	Supplemental materials and training to accelerate students academic proficiency and English language proficiency.	$234,282.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Within three years, all students at Val Verde Student Success Academy, especially low-income, EL and Foster Youth students will demonstrate a decrease in suspension rate and chronic absenteesim with no student group being assigned the lowest performance level for any indicator.in academic achievement.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal addresses the statutory requirement for schools receiving Equity Multiplier funding. After reviewing the California School Dashboard in consultation with educational partners at Val Verde Student Success Academy as part of a comprehensive needs analysis, it was determined that the Equity Multiplier funding would best be used to address chronic absenteeism and suspension rate indicators, thus positively impacting student academic achievement. Val Verde Student Success Academy's data reflects that 71.2% of all students are chronically absent and an overall suspension rate of 13.9%.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Suspension Rate (CA Dashboard)	2023-2024 School Year All 13.9% AA 13.3% Hisp 11.1% Wht NA LI 14.1% EL NA SWD NA FY NA HY NA	2023-2024 School Year All 13.9% AA 13.3% Hisp 11.1% Wht NA LI 14.1% EL NA SWD NA FY NA HY NA		2025-2026 School Year All - 4% or less AA - 4% or less Hisp - 4% or less Wht - 4% or less LI - 4% or less EL - 4% or less SWD - 4% or less FY - 4% or less HY - 4% or less	2023-2024 was the baseline year. Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.2	Chronic Absenteesim (CA Dashboard/Dataquest)	2023-2024 School Year All 65.2% AA 66.7% Hisp 70.5% Wht NA LI NA EL NA SWD NA FY NA HY NA	2023-2024 School Year All 65.2% AA 66.7% Hisp 70.5% Wht NA LI NA EL NA SWD NA FY NA HY NA		2025-2026 School Year All - 5% or less AA - 5% or less Hisp - 5% or less Wht - 5% or less LI - 5% or less EL - 5% or less SWD - 5% or less FY - 5% or less HY - 5% or less	2023-2024 was the baseline year. Maintained
7.3	Teaching Assignment Monitoring Outcomes (Dataquest)	2023-2024 School Year Val Verde Academy 67.8% Clear 32.2% Out-of-Field 0.0% Intern 0.0% Ineffective 0.0% Incomplete 0.0% Unknown 0.0% N/A	2023-2024 School Year Val Verde Academy 67.8% Clear 32.2% Out-of-Field 0.0% Intern 0.0% Ineffective 0.0% Incomplete 0.0% Unknown 0.0% N/A		2025-2026 School Year Val Verde Student Success Academy 90.0% Clear 10.0% Out-of-Field 0.0% Intern 0.0% Ineffective 0.0% Incomplete 0.0% Unknown 0.0% N/A	2023-2024 was the baseline year. Maintained

Goal Analysis [2024-25]

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

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

Val Verde Student Success Academy received equity multiplier funding based off enrollment during the 23-24 school year.

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Additional Support Personnel	Additional Impact Substitute to provide supplemental academic support and interventions to accelerate students academic proficiency and English language proficiency.	$37,082.00	No
7.2	Additional Materials, Supplies, and Services	Provide supplemental instructional materials, services, and professional development to accelerate students' academic achievement, support English language development, and implement strategies aimed at reducing chronic absenteeism through increased student engagement and connection to school	$24,911.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$80,681,929	$10,255,890

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.984%	0.000%	$0.00	38.984%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Early Literacy **Need:** Low-Income, Foster Youth and English Learner scores continue to be low on CAASPP ELA. Assessments of early literacy skills show a correlation to achievement on the state assessment in later grades. Per 24-25 Trimester 2 Acadience Reading Data - The	Increase and improve staff and resources to continue to develop teachers' effectiveness in the classroom and provide additional learning opportunities and supports to meet the needs of unduplicated students in achieving grade-level reading proficiency by 3rd grade. This is implemented LEA-wide to upgrade the entire educational program and raise the achievement of the lowest-achieving students.	1.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	low-income student group has 20 points fewer students achieving at or above benchmark at the beginning of the year for grades kinder through second (42% low-income vs 62% not low-income). 32% of English Learner Students were at or above benchmark compared to non-English Learner students. 28% of Foster students were at or above benchmark compared to non-Foster students (New Acadience data coming May 2025) **Scope:** LEA-wide		
1.2	**Action:** Multi-Tiered System of Support for Academics **Need:** While efforts to improve outcomes have succeeded in raising scores for unduplicated students, gaps in achievement still remain between unduplicated students' achievement, SWD, and their peers. The latest ELA distance from standard (DFS) scores (ALL -34.2, LI -39.5, EL -69.4, FY -81.8, SWD -124.2) and math DFS scores (All -88.6, LI -93.8, EL -111.3, FY -112.5, SWD -162.7, HY -110.7) show a need to continue to focus on Multi-Tiered Systems of Support that can more effectively support unduplicated students. Teachers and staff consistently provide feedback that professional development is needed for them to implement new pedagogies with fidelity and meet students' changing needs.	The District's Multi-Tiered Systems of Support are continuing to be modified to include a Universal Design for Learning in tier 1 to promote equity through co-authoring of the learning journey with students to meet the needs of unduplicated students in achieving academic standards. This continued shift in focus of the instruction should result in the needs of more students being met with the best first instruction and allow unduplicated students to achieve at the same level as their peers. Professional development for teachers and staff is designed to provide research-based strategies that target student needs and respond to formative assessment data. This is implemented LEA-wide to upgrade the entire educational program and raise the achievement of the lowest-achieving students.	1.2, 1.6, 1.7, 1.8, 1.9, 1.17

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.3	**Action:** College and Career Readiness Supports **Need:** Historically, unduplicated students have not had the same success in achieving College/Career Readiness as measured by the California Schools Dashboard. In order to address this, the District has implemented this action to increase the rate at which unduplicated students achieve College Career Readiness. The District's past actions have been successful in achieving gains in the rate of College/Career Readiness for Low-Income (from 42% to 47%) in 2023, but declined by 1% in 2024. Foster Youth (from 6% to 12%) students since 2016. English Learner Students demonstrated a slight increase with 22% meeting the requirements for the College/Career Readiness Indicator. **Scope:** LEA-wide	Additional modifications to programs to more intentionally meet the needs of English Learner and Foster Youth students should result in more improvement. This action is expected to increase the percentage of unduplicated students meeting the College/Career Readiness requirements to 60% for Low-income and English Learner students and average 45% for Foster Youth by 2026. This is implemented LEA-wide to upgrade the entire educational program and raise the achievement of the lowest-achieving students.	1.1, 1.3, 1.4, 1.5, 1.11, 1.12
1.8	**Action:** Alternative Options **Need:** For low-income families, the economic benefits of having their students on a single campus can be significant, allowing for more	These options benefit low-income families, providing more flexible learning environments that can adapt to various educational and personal challenges. These options also offer targeted support and resources that may not be available in traditional settings, helping to bridge the educational gap and promote equal opportunities	1.2, 1.3, 1.8, 1.9, 3.3, 3.4, 3.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	efficient use of resources and time. Additionally, alternative school options can enable students to maintain employment, which is often crucial for their family's financial stability. Importantly, for students who have experienced trauma, these alternative settings provide the necessary flexibility in scheduling, making academic success achievable despite challenges with regular attendance. These programs consistently show a lower level of chronic absenteeism and/or reduced suspension rates compared to unduplicated student groups in other schools. **Scope:** Schoolwide	for academic success. 91% of students attending these schools are low-income, which is higher than the district's 87% low-income. This is implemented Schoolwide to upgrade the entire educational program and raise the achievement of the lowest-achieving students.	
1.10	**Action:** Class Size Reduction **Need:** Low-income students have fewer resources and experience additional barriers to academic success outside of school. Students from low-income families often need additional academic support. 36.6% of socioeconomically disadvantaged students met or exceeded ELA standards in 2024 vs 54.3% of non-socioeconomically disadvantaged students. 18.4% of socioeconomically disadvantaged students met or exceeded Math standards in 2024 vs 33.4% of non-socioeconomically disadvantaged students.	Eliminating combination classes in grades TK through 2nd and reducing class sizes generally provides more time for teachers to meet students' individual needs. Smaller class sizes and more personalized instruction address this need for additional support. This is implemented LEA-wide to upgrade the entire educational program and raise the achievement of the lowest-achieving students.	1.2, 1.6, 1.7, 1.8, 1.9, 1.17

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.1	**Action:** Family Engagement Center **Need:** As indicated by feedback from educational partner groups, the need continues to support the families in engaging with the school sites. The identified need includes continued class offerings for families to build their capacity to support students and collaborate as integral members of the school community. **Scope:** LEA-wide	Classes offered to families cover a wide range of topics, from understanding curriculum standards to strategies for supporting homework and learning at home. These classes are designed to empower parents and guardians with the knowledge and tools they need to actively participate in their children's education. By demystifying the educational process, the district bridges the gap between home and school, creating a unified front in support of student achievement. Families of Low-income (94%), English Learners (96%), and Foster Youth (96%) all report higher levels of connectedness than the District's overall response of 93%. This is implemented LEA-wide to upgrade the entire educational program and raise the achievement of the lowest-achieving students.	2.1, 2.2, 2.3, 2.4
3.1	**Action:** Multi-Tiered System of Support for Climate and Culture **Need:** Suspension Rates need to be maintained at the level achieved in 2023 except for SWD, African American, and Foster Youth, which need to continue to be lowered. In the case of these groups, the common indicator of whether a student will be suspended at a higher rate is socioeconomically disadvantaged status.	By continuing to create high levels of school connectedness, the district can continue to reduce the rate of students who are suspended and the chronic absenteeism rate. MTSS can address social-emotional issues, cultural differences, and lack of a supportive learning environment. A positive school climate and culture are crucial for students to feel safe, respected, and engaged in their learning. This is implemented LEA-wide to upgrade the entire educational program and raise the achievement of the lowest-achieving students.	3.1, 3.2, 3.5 3.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2022-2023 School Year All 3.5% AA 7.4% Hisp 3.0% Wht 3.2% LI 3.7% EL 3.0% SWD 6.5% FY 12.2% HY 3.3% 2+ 4.0% 2023-2024 School Year All 2.6% AA 5.9% Hisp 2.2% Wht 2.3% LI 2.8% EL 2.0% SWD 4.3% FY 9.6% HY 2.1% 2+ 2.5% Chronic Absenteeism Rates need to continue to be lowered. Low-income status is the common indicator of whether a student will be chronically absent. This year, local data shows 26% of Low-income students were chronically absent, compared to only 17% of students who were not identified as Low-income. 2022-2023 School Year All 30% AA 31% Hisp 31% Wht 30%		

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
	LI 32% EL 29% SWD 40% FY 33% HY 42.6% 2023-2024 School Year All 23.9% AA 25.2% Hisp 24% Wht 23.4% LI 25% EL 21.5% SWD 31% FY 20.3% HY 34.1% 2+ 30.8% 2+ 32.5% **Scope:** LEA-wide		
4.2	**Action:** Information and Instructional Technology **Need:** Based on the annual survey, access to technology by unduplicated students proved to be an issue as the District transitioned to technology-enriched instructional models and added digital instructional resources. This has not been an issue since the district implemented this action.	By providing each student with an internet-connected device, the District has been able to remove the barrier for unduplicated students to access these resources. 100% of students have access to assignments and instructional resources both in and out of school through district-provided devices and internet connections. Technology-infused classrooms support UDL lessons and help identify components that complement the strengths of all students and circumvent inequities by personalizing learning experiences, supporting language acquisition, and providing supplemental resources to help students succeed.	4.2, 4.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	This is implemented LEA-wide to ensure all students have the same access to digital learning resources in the most efficient manner.	
4.3	**Action:** Supplemental Custodial Support **Need:** The District has expanded educational facilities like STEAM labs, CTE classrooms, VAPA spaces, along with using additional classrooms because of reduced class sizes to increase school connectedness and reduce chronic absenteeism for unduplicated student groups. These spaces and activities generate a need for increased custodial services to ensure a clean, safe, and conducive learning environment. Learning outcomes are directly impacted by the cleanliness and safety of the environment. **Scope:** LEA-wide	By providing additional custodial staff the extra spaces are properly cleaned and maintained. The action is designed to address the identified need by ensuring that all learning spaces and event venues are kept clean and safe. This is crucial in preventing health hazards and creating a conducive learning environment. The action is provided on an LEA or schoolwide basis because all students, staff, and visitors benefit from clean and safe facilities.	3.3, 3.4, 3.6, 4.1

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** Foster Youth Supports **Need:** Foster Youth have experienced trauma and require additional support to successfully navigate the educational system. In addition, the District needs to improve the current process for identifying Foster Youth in the student information system, as many students were not accurately identified. **Scope:** Limited to Unduplicated Student Group(s)	Foster youth students learn skills that empower them to navigate life's challenges and equip them with the tools they need to succeed academically and personally. Foster students have higher than average school connectedness in secondary (grades 6 through 12), indicating the current mentoring program is having the intended effect.	1.2, 1.8, 1.9
1.5	**Action:** English Learner Students Supports **Need:** Substantial linguistic supports & highly structured language learning, with a significant amount of academic language exposure, repetition, highly explicit reading, speaking, listening, and writing instruction. Intensive social-emotional learning and intentional relationship building to foster a meaningful connection. Increased motivation and development of positive routines. Academic	Val Verde USD meets the strengths and needs of our English learners by designing and implementing instruction for students to meet the state’s content and language standards for their respective grade levels in an effective amount of time. VVUSD’s Language Acquisition Program assists English learners in achieving high levels of English proficiency and mastery in the core academic subjects and implements a plan for monitoring and overcoming any academic deficits English learners incur while acquiring English. Every English learner, including students who are identified as at risk of becoming long-term English	1.15

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	supports in study skills, organizational skills, and time management. 11.6% of English learner students met or exceeded ELA standards in 2024 vs 40.4% of non-English learner students. 7.8% of English learner students met or exceeded Math standards in 2024 vs 22.2% of non-English learner students. **Scope:** Limited to Unduplicated Student Group(s)	learners and long-term English learners, receives Integrated and Designated English Language Development (ELD) instruction and support in order to develop proficiency in English (listening, speaking, reading, and writing) as effectively as possible. ELD lessons are differentiated to be appropriate for students' varying identified levels. For 2024, preliminary data indicate that 12% of English learner students met or exceeded ELA standards in 2023 compared to 46% of non-socioeconomically disadvantaged students. For 2024, preliminary data indicate that 8% of English learner students met or exceeded Math standards in 2023 compared to 24% of non-English learner students.	
1.6	**Action:** Long Term English Learner Students Supports **Need:** Substantial linguistic supports & highly structured language learning, with a significant amount of academic language exposure, repetition, highly explicit reading, speaking, listening, and writing instruction. Intensive social-emotional learning and intentional relationship building to foster a meaningful connection. Increased motivation and development of positive routines. Academic supports in study skills, organizational skills, and time management. Long-Term English learner students scored -116 DFS on the ELA CAASPP assessment per the 2024 CA Dashboard.	Val Verde USD meets the strengths and needs of our long-term English learners and English learners at risk of becoming long-term English learners by designing and implementing instruction for students to meet the state's content and language standards for their respective grade levels in an effective amount of time. VVUSD's Language Acquisition Program assists English learners in achieving high levels of English proficiency and mastery in the core academic subjects and implements a plan for monitoring and overcoming any academic deficits English learners incur while acquiring English. Every English learner, including students who are identified as at risk of becoming long-term English learners and long-term English learners, receives Integrated and Designated English Language Development (ELD) instruction and support in order to develop proficiency in English (listening, speaking, reading,	1.15

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Long-Term English learner students scored -178 DFS on the Math CAASPP assessment per the 2024 CA Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	and writing) as effectively as possible. ELD lessons are differentiated to be appropriate for students' varying identified levels.	
2.2	**Action:** Interpretation and Translation Services **Need:** Language is a major barrier to full engagement and participation of families of English Learner students. **Scope:** Limited to Unduplicated Student Group(s)	Interpretation and translation allows families to fully participate and engage in the education of their students.	2.1
3.2	**Action:** Community Resource and Learning Center **Need:** Low-income students are most likely to not have adequate access to basic health care, mental health resources, and other provisions of health. Student absences have been linked to the lack of clean clothes and other basic needs. Low-income students have an average of 3 more absence than there non-low-income peers. **Scope:** Limited to Unduplicated Student Group(s)	Integrated Student Supports address academic and non-academic learning barriers to create an environment where students' various needs are met, allowing them to participate more effectively in the educational program. By increasing access to preventative healthcare, absences related to health issues can be reduced. The resource center also provides laundry facilities, a food pantry, and a community closet to address the needs of students.	3.5, 3.6

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.3	**Action:** Mental Health Interns **Need:** Low-income students often have experienced trauma and require additional mental health support. Low-income students consistently have higher rates of suspension and chronic absenteeism and lower positive feelings related to school connectedness. **Scope:** Limited to Unduplicated Student Group(s)	By addressing the unique needs of students through increased mental health staffing the district can continue to reduce the rate of students who are suspended and reduce the chronic absenteeism rate.	3.1, 3.3, 3.4, 3.6

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

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

Additional Concentration Grant Funding

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

Additional concentration grant add-on funding will be used to increase the number of credentialed staff and classified staff (including custodial staff) that provide direct services to pupils on school campuses. All schools in the district had greater than 55% unduplicated student enrollment in the prior year.
Action 3.1 - 1x Psychologist to support Social Emotional Learning (SEL), Positive Behavior Intervention & Supports (PBIS), and Mental health
Action 3.1 - 20x Counseling Therapists to support students' Social Emotional Learning (SEL), Positive Behavior Intervention & Supports (PBIS), and Mental health

Action 3.1 - 12x Elementary School Counselors to support students' Social Emotional Learning (SEL), Positive Behavior Intervention & Supports (PBIS), and Mental health
Action 3.1 - 6x Elementary Assistant Principals to support students' Social Emotional Learning (SEL) and Positive Behavior Intervention & Supports (PBIS)
Action 3.1 - 20x PBIS Teachers to support students' Social Emotional Learning (SEL) and Positive Behavior Intervention & Supports (PBIS)
Action 3.1 - 1x Counselor on Special Assignment to support Elementary, Middle, and High School Counselors to support students Social Emotional Learning (SEL), Positive Behavior Intervention & Supports (PBIS), Mental Health, and Academic Progress.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	1/29
Staff-to-student ratio of certificated staff providing direct services to students	NA	1/19

2025-26 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	206,961,630	80,681,929	38.984%	0.000%	38.984%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$86,295,637.00	$22,106,747.00	$7,368,703.00	$6,512,915.00	$122,284,002.00	$97,945,400.00	$24,338,602.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Early Literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	K-3	Ongoing	$1,352,214.00	$375,496.00	$1,153,960.00	$573,750.00			$1,727,710.00	
1	1.2	Multi-Tiered System of Support for Academics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$20,152,970.00	$5,405,221.00	$17,455,932.00	$2,701,846.00		$5,400,413.00	$25,558,191.00	
1	1.3	College and Career Readiness Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: College/ Career - Val Verde High	Ongoing	$11,091,428.00	$2,012,315.00	$13,103,743.00				$13,103,743.00	
1	1.4	Foster Youth Supports	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	$0.00	$290,750.00	$290,750.00				$290,750.00	
1	1.5	English Learner Students Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$11,241,024.00	$806,684.00	$10,999,468.00			$1,048,240.00	$12,047,708.00	
1	1.6	Long Term English Learner Students Supports	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools	Ongoing	$22,888.00	$50,000.00	$72,888.00				$72,888.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											
1	1.7	Special Education Teachers on Special Assignment	Students with Disabilities	No			All Schools	Ongoing	$2,270,708.00	$0.00		$2,239,872.00		$30,836.00	$2,270,708.00	
1	1.8	Alternative Options	Low Income	Yes	School wide	Low Income	Specific Schools: Val Verde Academy, Student Success Academy, Mary McCleod Bethune Elementary	Ongoing	$2,513,651.00	$362,173.00	$2,842,398.00			$33,426.00	$2,875,824.00	
1	1.9	Preschool	All	No			All Schools Preschool	As needed	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.10	Class Size Reduction	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$5,396,638.00	$0.00	$5,396,638.00				$5,396,638.00	
1	1.11	Literacy Intervention and Support	All	No			All Schools	Ongoing	$2,963,247.00	$0.00		$2,963,247.00			$2,963,247.00	
2	2.1	Family Engagement Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,540,114.00	$582,885.00	$2,518,923.00	$1,604,076.00			$4,122,999.00	
2	2.2	Interpretation and Translation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$2,813,812.00	$0.00	$2,813,812.00				$2,813,812.00	
3	3.1	Multi-Tiered System of Support for Climate and Culture	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$16,614,868.00	$1,120,774.00	$17,735,642.00				$17,735,642.00	
3	3.2	Community Resource and Learning Center	Low Income	Yes	Limited to Unduplicated Student Group(	Low Income	All Schools	Ongoing	$418,278.00	$70,000.00	$488,278.00		$0.00	$0.00	$488,278.00	

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
					s)											
3	3.3	Mental Health Interns	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	TK-5	Ongoing	$0.00	$0.00	$0.00				$0.00	0.42
3	3.4	SEL Supports for SWD	Students with Disabilities	No			All Schools	Ongoing	$1,278,944.00	$0.00		$1,278,944.00			$1,278,944.00	
3	3.5	Elementary & Middle School Sports	All	No			TK-8	Ongoing	$274,400.00	$1,272,561.00		$1,546,961.00			$1,546,961.00	
3	3.6	Police Department	All	No			All Schools	Ongoing	$1,257,410.00	$450,810.00		$1,708,220.00			$1,708,220.00	
4	4.1	Maintenance and Operations	All	No			All Schools	Ongoing	$9,519,492.00	$4,423,575.00		$6,574,364.00	$7,368,703.00		$13,943,067.00	
4	4.2	Information and Instructional Technology	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$3,646,990.00	$6,691,100.00	$10,338,090.00				$10,338,090.00	
4	4.3	Supplemental Custodial Support	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$1,085,115.00	$0.00	$1,085,115.00				$1,085,115.00	
5	5.1	Additional Support Personnel	All Students with Disabilities	No			Specific Schools: Val Verde High School	Ongoing	$290,997.00	$0.00		$290,997.00			$290,997.00	
5	5.2	Additional Materials, Supplies, and Services	All Students with Disabilities	No			Specific Schools: Val Verde High School	Ongoing	$0.00	$165,065.00		$165,065.00			$165,065.00	
6	6.1	Additional Support Personnel	All Students with Disabilities	No			Specific Schools: Val Verde Academy	Ongoing	$163,130.00	$0.00		$163,130.00			$163,130.00	
6	6.2	Additional Materials, Supplies, and Services	All Students with Disabilities	No			Specific Schools: Val Verde Academy	Ongoing	$0.00	$234,282.00		$234,282.00			$234,282.00	

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
7	7.1	Additional Support Personnel	All	No			Specific Schools: Val Verde Student Success Academy	Ongoing	$37,082.00	$0.00		$37,082.00			$37,082.00	
7	7.2	Additional Materials, Supplies, and Services	All	No			Specific Schools: Val Verde Student Success Academy	Ongoing	$0.00	$24,911.00		$24,911.00			$24,911.00	

2025-26 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
206,961,630	80,681,929	38.984%	0.000%	38.984%	$86,295,637.00	0.420%	42.116 %	**Total:**	$86,295,637.00
								LEA-wide Total:	$68,788,043.00
								Limited Total:	$14,665,196.00
								Schoolwide Total:	$2,842,398.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Early Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	K-3	$1,153,960.00	
1	1.2	Multi-Tiered System of Support for Academics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,455,932.00	
1	1.3	College and Career Readiness Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,103,743.00	
1	1.4	Foster Youth Supports	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$290,750.00	
1	1.5	English Learner Students Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$10,999,468.00	
1	1.6	Long Term English Learner Students Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$72,888.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Alternative Options	Yes	Schoolwide	Low Income	Specific Schools: Val Verde Academy, Student Success Academy, Mary McCleod Bethune Elementary	$2,842,398.00	
1	1.10	Class Size Reduction	Yes	LEA-wide	Low Income	All Schools	$5,396,638.00	
2	2.1	Family Engagement Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,518,923.00	
2	2.2	Interpretation and Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,813,812.00	
3	3.1	Multi-Tiered System of Support for Climate and Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,735,642.00	
3	3.2	Community Resource and Learning Center	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$488,278.00	
3	3.3	Mental Health Interns	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	TK-5	$0.00	0.42
4	4.2	Information and Instructional Technology	Yes	LEA-wide	Low Income	All Schools	$10,338,090.00	
4	4.3	Supplemental Custodial Support	Yes	LEA-wide	Low Income	All Schools	$1,085,115.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$121,439,673.00	$110,899,128.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Early Literacy	Yes	$947,916.00	$509,287.00
1	**1.2**	Multi-Tiered System of Support for Academics	Yes	$34,328,856.00	$27,162,468.00
1	**1.3**	College and Career Readiness Supports	Yes	$12,562,564.00	$11,753,453.00
1	**1.4**	Foster Youth Supports	Yes	$215,000.00	$295,733.00
1	**1.5**	English Learner Student Supports	Yes	$11,188,280.00	$10,394,192.00
1	**1.6**	Long Term English Learner Students Supports	Yes	$10,000.00	$18,974.00
1	**1.7**	Special Education Teachers on Special Assignment	No	$1,094,000.00	$2,099,028.00
1	**1.8**	Alternative Options	Yes	$2,645,656.00	$2,680,152.00
1	**1.9**	Preschool	No	$0.00	$0.00
1	**1.10**	Class Size Reduction	Yes	$5,086,367.00	$5,180,461.00
2	**2.1**	Family Engagement Center	Yes	$3,819,027.00	$3,775,661.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Interpretation and Translation Services	Yes	$2,758,034.00	$2,574,165.00
3	3.1	Multi-Tiered System of Support for Climate and Culture	Yes	$16,729,202.00	$16,984,036.00
3	3.2	Community Resource and Learning Center	Yes	$657,695.00	$612,336.00
3	3.3	Mental Health Interns	Yes	$0.00	$0.00
3	3.4	SEL Supports for SWD	No	$1,214,225.00	$1,283,320.00
3	3.5	Elementary & Middle School Sports	No	$427,925.00	$296,685.00
3	3.6	Police Department	No	$1,668,538.00	$1,688,231.00
4	4.1	Maintenance and Operations	No	$14,693,835.00	$13,880,607.00
4	4.2	Information and Instructional Technology	Yes	$9,805,691.00	$8,341,733.00
4	4.3	Supplemental Custodial Support	Yes	$1,032,051.00	$953,581.00
5	5.1	Additional Support Personnel	No	$336,295.00	$252,778.00
5	5.2	Additional Materials, Supplies, and Services	No	$50,000.00	$46,885.00
6	6.1	Additional Support Personnel	No	$68,516.00	$98,516.00

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 Materials, Supplies, and Services	No	$100,000.00	$16,846.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
80,425,522	$83,160,921.00	$80,870,906.00	$2,290,015.00	0.420%	0.420%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Early Literacy	Yes	$947,916.00	$509,287.00		
1	1.2	Multi-Tiered System of Support for Academics	Yes	$17,742,285.00	$18,584,651.00		
1	1.3	College and Career Readiness Supports	Yes	$12,562,564.00	$11,753,453.00		
1	1.4	Foster Youth Supports	Yes	$215,000.00	$295,733.00		
1	1.5	English Learner Student Supports	Yes	$10,447,550.00	$10,085,976.00		
1	1.6	Long Term English Learner Students Supports	Yes	$10,000.00	$18,974.00		
1	1.8	Alternative Options	Yes	$2,645,656.00	$2,612,964.00		
1	1.10	Class Size Reduction	Yes	$5,086,367.00	$5,180,461.00		
2	2.1	Family Engagement Center	Yes	$2,520,910.00	$2,363,556.00		
2	2.2	Interpretation and Translation Services	Yes	$2,758,034.00	$2,574,165.00		
3	3.1	Multi-Tiered System of Support for Climate and Culture	Yes	$16,729,202.00	$16,984,036.00		
3	3.2	Community Resource and Learning Center	Yes	$657,695.00	$612,336.00		
3	3.3	Mental Health Interns	Yes	$0.00	$0.00	0.42	0.42

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	**4.2**	Information and Instructional Technology	Yes	$9,805,691.00	$8,341,733.00		
4	**4.3**	Supplemental Custodial Support	Yes	$1,032,051.00	$953,581.00		

2024-25 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)
204,935,707	80,425,522	0	39.244%	$80,870,906.00	0.420%	39.882%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 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 2025-26, 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).

California Department of Education
November 2024