



Newbury Park - Thousand Oaks - Westlake Village

LCFF Budget Overview for Parents

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

CDS Code: 5673759

School Year: 2024-25

LEA contact information:

Kenneth Loo

Assistant Superintendent of Instructional Services

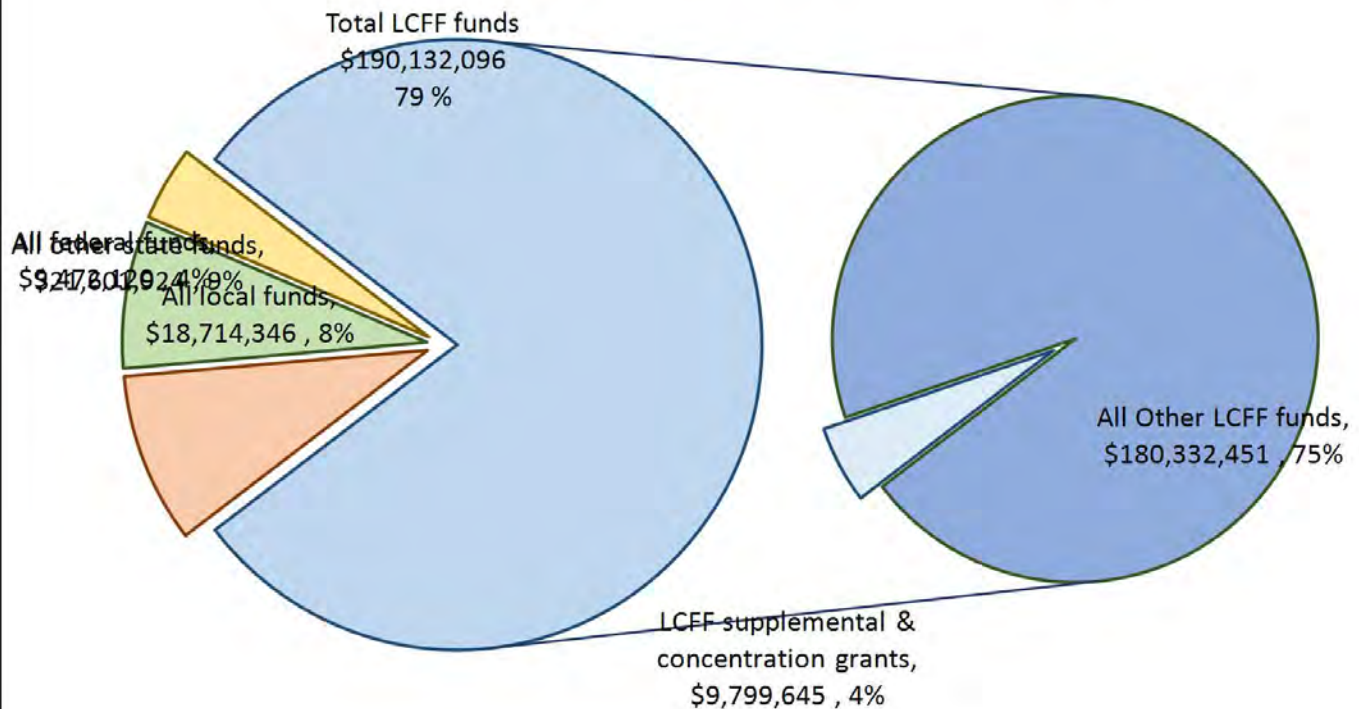
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

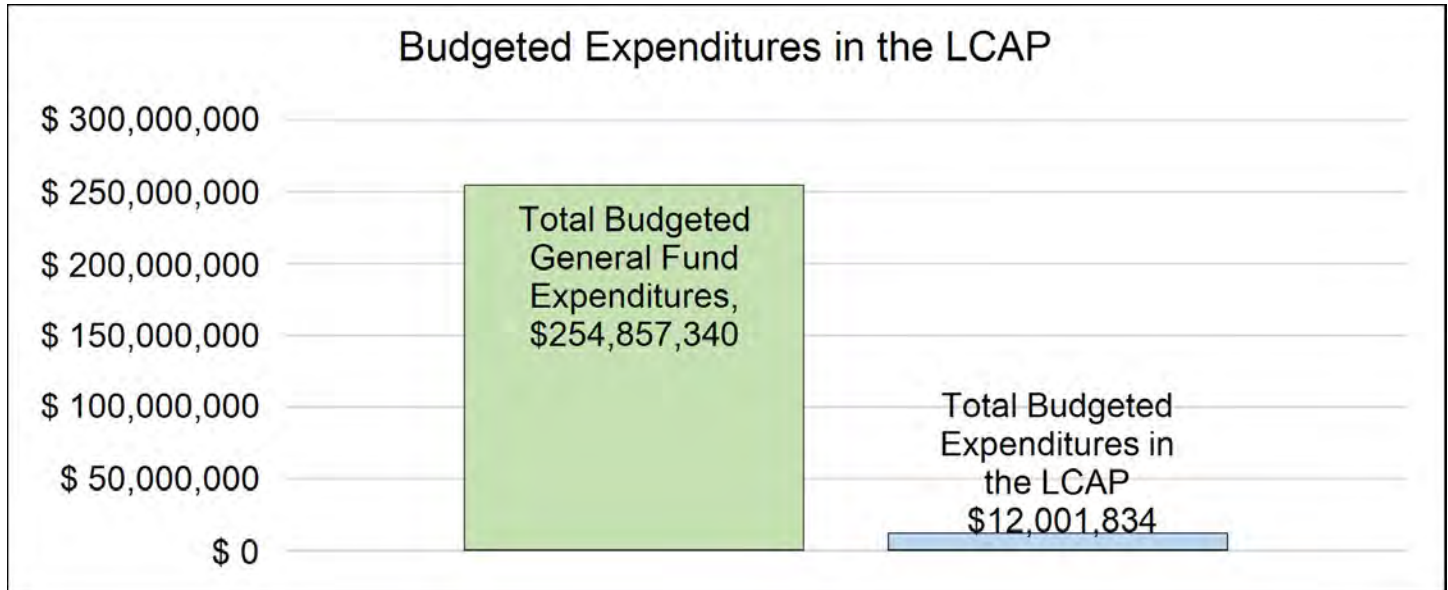


This chart shows the total general purpose revenue Conejo Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Conejo Valley Unified School District is \$239,920,486, of which \$190,132,096 is Local Control Funding Formula (LCFF), \$21,601,924 is other state funds, \$18,714,346 is local funds, and \$9,472,120 is federal funds. Of the \$190,132,096 in LCFF Funds, \$9,799,645 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 Conejo Valley Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

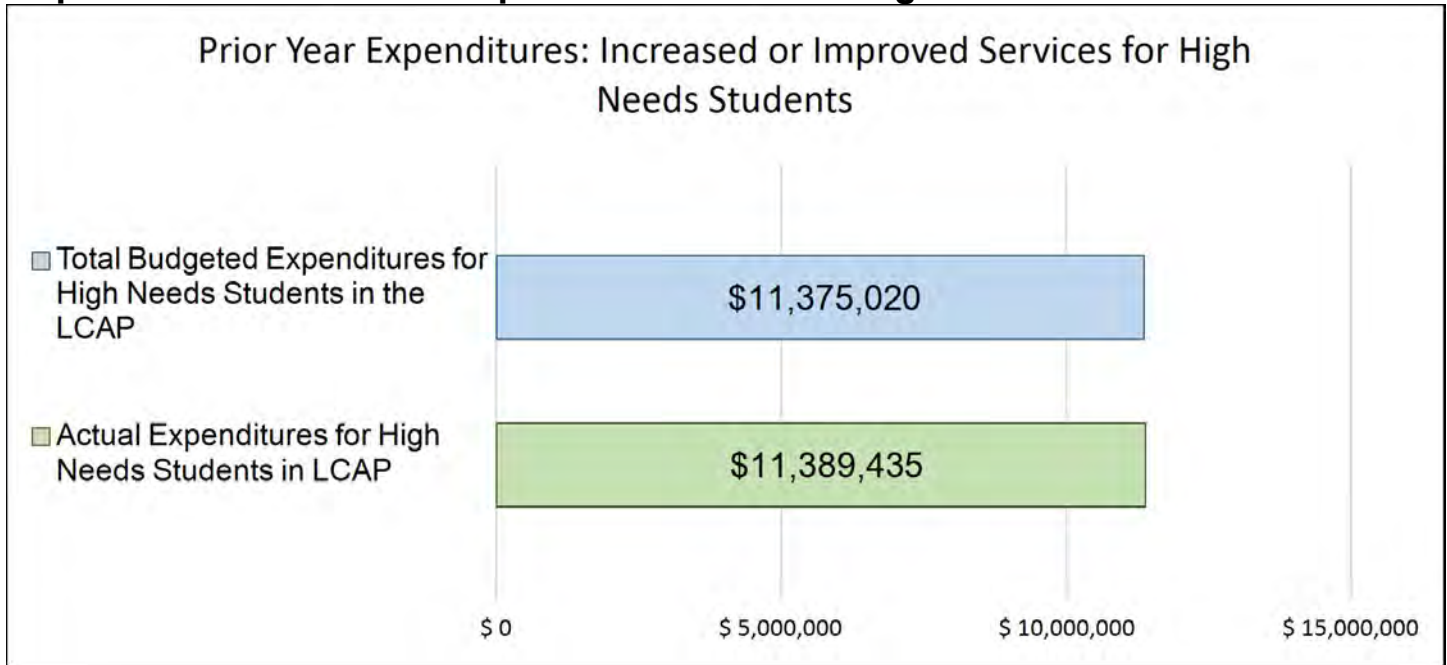
The text description of the above chart is as follows: Conejo Valley Unified School District plans to spend \$254,857,340 for the 2024-25 school year. Of that amount, \$12,001,834 is tied to actions/services in the LCAP and \$242,855,506 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2024-25, Conejo Valley Unified School District is projecting it will receive \$9,799,645 based on the enrollment of foster youth, English learner, and low-income students. Conejo Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Conejo Valley Unified School District plans to spend \$11,327,834 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Conejo Valley Unified School District's LCAP budgeted \$11,375,020 for planned actions to increase or improve services for high needs students. Conejo Valley Unified School District actually spent \$11,389,435 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Conejo Valley Unified School District	Kenneth Loo Assistant Superintendent of Instructional Services	klOO@conejousd.org (805) 497-9511

Goals and Actions

Goal

Goal #	Description
1	Goal 1 is a broad goal to support conditions for learning and pupil outcomes, implement targeted actions and services that support positive student outcomes. This goal connects to four of the eight state priorities; implementation of standards (2), course access (7), pupil achievement (4), and other pupil outcomes (8). (Student Focused)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC (ELA)	<p>*Note - CAASPP ELA was not administered in 2020 or 2021 due to COVID restrictions, so baseline information represents results from the Fall 2019 Dashboard:</p> <p>Distance From Standard: *Most recent data available is from the Fall 2019 Dashboard* ALL +33.9 AFRICAN AMERICAN +3.2 ASIAN +96.3 EL -37.1 FILIPINO +56.4 FOSTER -58.3 HISPANIC -21.9 HOMELESS -67.9 SWD -71.7</p>	<p>*Note - CAASPP ELA was not administered in 2021 due to COVID restrictions and the CA Dashboard did not include this metric.</p>	<p>Spring 2022 SBAC ELA percent of students that met or exceeded standard: All - 66.8%, Black/African American - 47.2%, Asian - 88.1%, Filipino - 82.8%, Hispanic - 45.5%, White - 75.6%, Two or More Races - 77.5%, SED - 39.1%, EL - 17.1%, SWD - 22.3%, Homeless - 14.3%, Foster - *%; * indicates fewer than 11 students were tested.</p> <p>Distance From Standard: All +28 EL -42.8 FOSTER N/A</p>	<p>Spring 2023 SBAC ELA: Standard Met or Exceeded</p> <p>All - 66.5%, Black/African American - 46.6%, Asian - 87.6%, Filipino - 68.2%, Hispanic - 45.9%, White - 75.4%, Two or More Races - 79.2%, SED - 40.6%, EL - 10.5%, SWD - 21.5%, Homeless - 18.6%, Foster - *%; * indicates fewer than 11 students were tested.</p> <p>Spring 2023 CAASPP ELA, Distance from Standard (DFS)</p>	<p>All student groups that are currently above Standard Met will continue to score above Standard Met. All student groups whose baseline is below Standard Met will increase 15 points per year until reaching Standard Met, and then will maintain Standard Met or higher.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SED -28.5 TWO OR MORE RACES +63.1 WHITE +50.2		HOMELESS -101 SED -37.5 SWD -87 AFRICAN AMERICAN -36.7 ASIAN 103.8 FILIPINO 62.4 HISPANIC -18.3 WHITE 40.6 TWO OR MORE RACES 62.5 SOURCE: CA Dashboard 2022	All: +37 ; Black/African American: -19; Asian: +108; Filipino: +58; Hispanic: -16; White: +56; Two or More Races: +71; SED: -29; EL: -51 SWD: -87; Homeless: -88; Foster: * SOURCE: CA Dashboard 2023	
SBAC (Mathematics)	<p>*Note - CAASPP Math was not administered in 2020 or 2021 due to COVID restrictions, so baseline information represents results from the Fall 2019 Dashboard:</p> <p>Distance From Standard: *Most recent data available is from the Fall 2019 Dashboard* ALL +11.2 AFRICAN AMERICAN -26.1 ASIAN +99.2 EL -58.1 FILIPINO +41.4</p>	<p>*Note - CAASPP Math was not administered in 2021 due to COVID restrictions and the CA Dashboard did not include this metric.</p>	<p>Spring 2022 SBAC Math percent of students that met or exceeded standard: "Standard Met" or Higher. All - 54.7%, Black/African American - 39.8%, Asian - 86.0%, Filipino - 68.2%, Hispanic - 31.0%, White - 62.6%, Two or More Races - 69.6%, SED - 24.8%, EL - 12.3%, SWD - 14.6%, Homeless - 13.5%, Foster - *%.</p> <p>Distance From Standard: All -3.5</p>	<p>Spring 2023 SBAC Math: Standard Met or Exceeded</p> <p>All - 54.9%, Black/African American - 29.1%, Asian - 87.3%, Filipino - 61.2%, Hispanic - 32.2%, White - 62.8%, Two or More Races - 69.2%, SED - 28.3%, EL - 10.8%, SWD - 16.8%, Homeless - 14.1%, Foster - *%.</p> <p>* indicates fewer than 11 students were tested.</p>	<p>All student groups that are currently above Standard Met will continue to score above Standard Met. All student groups whose baseline is below Standard Met will increase 15 points per year until reaching Standard Met, and then will maintain Standard Met or higher.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	FOSTER -84.8 HISPANIC -52.9 HOMELESS -11.2 SWD -112.3 SED -58.9 TWO OR MORE RACES +42.5 WHITE +27.2		EL -74.9 FOSTER N/A HOMELESS -110.3 SED -78.8 SWD -120.1 AFRICAN AMERICAN -62.5 ASIAN 100.4 FILIPINO 34 HISPANIC -60.5 WHITE 10.4 TWO OR MORE RACES 31.9	Spring 2023 SBAC Math, Distance from Standard (DFS) All: +3; Black/African American: -74; Asian: +107; Filipino: +34; Hispanic: -59; White: +21; Two or More Races: +39; SED: -67; EL: -78; SWD: -125; Homeless: -111; SOURCE: CA Dashboard 2023	
Advanced Placement (AP)	*Note: the AP exam baseline will be updated beginning with the 2021-2022 school year. AP Exam Scores: Percent of students scoring a 3 or higher. ALL 78.3%	AP Exam Scores: Percent of students scoring a 3 or higher. ALL 70%	Advanced Placement (AP) Exams: Percent of students scoring a 3 or higher in Spring 2022. ALL - 78% SOURCE: College Board	Advanced Placement (AP) Exams Percent of students scoring a 3 or higher in Spring 2023. ALL - 77% SOURCE: College Board	Maintain at least a 75% or higher pass rate (score of 3 or higher) on all AP exams administered.
International Baccalaureate (IB)	*Note: the AP exam baseline will be updated beginning with the 2021-2022 school year.	IB Exam Scores: Percent of students scoring a 4 or higher. ALL 98%	IB Exam Scores for 2021-2022: Percent of students scoring a 4 or higher. ALL 98% SOURCE: IB	IB Exam Scores: Percent of students scoring a 4 or higher in Spring 2023. ALL 95%	Maintain at least a 95% or higher pass rate (score of 4 or higher) on all IB exams administered.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	IB Exam Scores: Percent of students scoring a 4 or higher. ALL 96%			SOURCE: IB	
Suspension Rate	<p>*Note - Suspension rate was not reported on the Fall 2020 CA School Dashboard, so baseline information represents 2019 Dashboard:</p> <p>Dashboard reported percentage *Most recent data available is from the Fall 2019 Dashboard* ALL 1.6% AFRICAN AMERICAN 5.7% AMERICAN INDIAN 5.9% ASIAN 0.4% EL 2.3% FILIPINO 0.9% FOSTER 12.5% HISPANIC 2.8% HOMELESS 5.3% PACIFIC ISLANDER 3.8% SWD 4.6% SED 3.6%</p>	<p>*Note - Suspension rate was not reported on the Fall 2021 CA School Dashboard. The following info is from the 2021-22 school year:</p> <p>ALL 2.0% AFRICAN AMERICAN 5.9% AMERICAN INDIAN 2.6% ASIAN 0.6% EL 3.0% FILIPINO 1.5% FOSTER 11.5% HISPANIC 3.7% HOMELESS 5.5% PACIFIC ISLANDER 0% SWD 6.8% SED 3.7% TWO OR MORE RACES 0% WHITE 1.3%</p>	<p>Fall 2022 Dashboard suspension rates: All: 2.2%; EL - 4.1%; SWD- 5.3%; Asian - 0.6%; Black/African American- 6%; Hispanic or Latino - 4.2%; Filipino - 2%, Two or more races - 0.7%; White - 1.4%, Foster - 10.8%, Homeless - 5.8%, SED - 4.8%</p>	<p>Suspension from the Fall 2023 Dashboard:</p> <p>All: 2.5%; EL - 6.1%; SWD- 6.2%; Asian - 0.3%; Black/African American- 5.4%; Hispanic or Latino - 4.8%; Filipino - 1.1%, Two or more races - 0.6%; White - 1.7%, Foster - 24.4%, Homeless - 7.7%, SED - 5.5%</p>	<p>All student groups that are currently at a greater than 3% annual suspension rate will decrease 1% per year until a less than 3% rate is achieved, and then maintain a less than 3% suspension rate thereafter.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	TWO OR MORE RACES 1.6% WHITE 1.1%				
Chronic Absenteeism	<p>*Note - Chronic Absenteeism was not reported on the Fall 2020 CA School Dashboard, so baseline information represents Fall 2019 Dashboard.</p> <p>Dashboard reported percentage</p> <p>*Most recent data available is from the Fall 2019 Dashboard*</p> <p>ALL 5.5% AFRICAN AMERICAN 7.5% ASIAN 2.1% EL 7.3% FILIPINO 0.8% FOSTER 18.2% HISPANIC 7.5% HOMELESS 25.5% SWD 12.6% SED 10.1% TWO OR MORE RACES 2.8% WHITE 5.2%</p>	<p>2021-22 Chronic Absenteeism Rates:</p> <p>ALL 15% AFRICAN AMERICAN 17.6% ASIAN 6.7% EL 23.9% FILIPINO 10.2% FOSTER 23.8% HISPANIC 20.8% HOMELESS 39.7% SWD 29.9% SED 25.7% TWO OR MORE RACES 13.9% WHITE 13.3%</p>	<p>2022-23 Chronic Absenteeism Rates (as of 5/29/23).</p> <p>ALL 17% EL 17% SED 25% SWD 31% AFRICAN AMERICAN 13% ASIAN 9% FILIPINO 7% HISPANIC 23% TWO OR MORE RACES 10% WHITE 16% SOURCE: Q District Pulse/Local Database</p>	<p>Chronic Absenteeism from the Fall 2023 Dashboard</p> <p>ALL 16.2% AFRICAN AMERICAN 22.8% ASIAN 6.7% EL 24.7% HISPANIC 23.4% HOMELESS 34.8% SWD 29.8% SED 27.6% TWO OR MORE RACES 10.5% WHITE 13.7%</p> <p>In-Progress Data: Mid-January Update from Q-SIS</p> <p>All – 11.72%; Black/African American – 12.5%; Asian – 6.74%; Filipino – 6.88%; English Learners – 18.59%; Hispanic or Latino – 15.59%; White – 9.87%; Foster – 16.21%; Homeless – 27.14%; SWD -</p>	<p>All student groups that are currently at a greater than 5% annual Chronic Absenteeism rate will decrease 1% per year until a less than 5% rate is achieved, and then maintain a less than 5% Chronic Absenteeism rate thereafter.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				24.36%; SED – 20.25%	
College & Career Indicator, inclusive of A-G completion and CTE pathway completion	<p>*Note - the College/Career Indicator was not reported on the Fall 2020 CA School Dashboard, so baseline information represents 2019 Dashboard.</p> <p>Dashboard reported percentage *Most recent data available is from the Fall 2019 Dashboard* ALL 54.6% AFRICAN AMERICAN 32.3% ASIAN 87% EL 7.1% HISPANIC 28.5% HOMELESS 11.4% SWD 9.3% SED 28.3% TWO OR MORE RACES 60.9% WHITE 60.7%</p>	*Note - College/Career Indicator was not reported on the Fall 2021 CA School Dashboard.	*Note - College/Career Indicator was not reported on the Fall 2022 CA School Dashboard but will be reported for Fall 2023.	College & Career Indicator from Fall 2023 Dashboard: ALL 55% AFRICAN AMERICAN 40.7% ASIAN 83.3% EL 7.9% FOSTER YOUTH 9.1% HISPANIC - 37.9% HOMELESS - 7.7% SWD - 6.8 % SED - 33.7% TWO OR MORE RACES - 66.3% WHITE - 58%	All student groups that are currently at a less than 60% annual College/Career Indicator rate will increase 2% per year until a greater than 60% rate is achieved, and then maintain a greater than 60% College/Career Indicator rate thereafter.
Secondary schools grade distribution to measure the	2018-19 Trimester 1(MS) and Semester	2021-22, Semester Grade 1 Distribution results:	2022-23, Semester 1 Grade Distribution results:	2023-24, Semester 1 Grade Distribution Results	Increase the number of passing marks (C or better), by 2%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
implementation of a consistent grading policy.	<p>1 (HS) Grade Distribution results:</p> <p>Middle School: A = 52.5%, B = 28.9%, C = 11.2%, D = 4.8%, F = 2.7%</p> <p>High School: A = 52.0%, B = 27.0%, C = 13.0%, D = 5.1%, F = 2.9%</p>	<p>Middle School: A = 53%, B = 24%, C = 12%, D = 6%, F = 4%</p> <p>High School: A = 56%, B = 22%, C = 12%, D = 5%, F = 4%.</p>	<p>Middle School: A = 51.8%, B = 25.8%, C = 12.7%, D = 5.8%, F = 3.9%</p> <p>High School: A = 52.1%, B = 24.3%, C = 13.8%, D = 5.8%, F = 4.1%</p> <p>SOURCE: Q District Pulse/Local Database</p>	<p>Middle School: A = 53.14%, B = 26.01% C = 12.73% , D = 5.26% , F = 2.86%</p> <p>High School: A = 54.67% B = 23.63% , C = 13.15% , D = 4.98% , F = 3.56%</p> <p>SOURCE: Q SIS/Local Database</p>	
Number of core literature textbooks written by an author and includes a protagonist that represents diversity.	As of the 2020-2021 school year, middle school has 7 such diverse titles, and high school has 16 such diverse titles.	<p>As of the 2021-2022 school year, middle school has 9 such diverse titles, and high school has 19 such diverse titles.</p> <p>Metric will be replaced with adjusted metric below as agreed upon by the CVUSD Board of Education during the April 5, 2022 Special Board Meeting on District Goals.</p>	As of May 2023, middle school has added 1 additional title and high school has added 3 additional titles. 4 additional core literature titles were adopted on April 19, 2023 - When Stars are Scattered by Victoria Jamieson & Omar Mohomad (7th Grade), Interpreter of Maladies by Jhumpa Lihiri (12th Grade), Purple Hibiscus by Chimamanda Ngozi Adichie (10th Grade),	For the 2023-24 school year, middle school has added 1 additional title and high school has added 4 additional titles that were approved. The Distance Between Us for 9th grade was approved in Fall 2023. Almost American Girl by Robin Ha for middle school, Piranesi by Suzanna Clarke, and Overground Railroad by Candacy Taylor were approved in	<p>Each year, secondary students will have the opportunity to read at least one such core literature title.</p> <p>The number of core literature books written by an author and protagonist which represents diversity will increase by 100% at the middle school level and at least 50% at the high school level from the baseline year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			and World of Wonders by Aimee Nezhukumatathil (11th Grade). And additional title, The Distance Between Us for 9th grade is pending approval.	February 2024. In June 2024, They Called Us Enemy, by George Takei was also approved.	Each year, secondary students will have the opportunity to read at least one core literature book that represents diversity
Overall attendance rate	The baseline average daily attendance rate for 2020-2021 school year was 97.8%. SOURCE: District Q/Local Database	The average daily attendance rate for 2021-22 was 94.6%. SOURCE: District Q/Local Database	The average daily attendance rate for 2022-23 was 93% as of July 7, 2023. SOURCE: District Q/Local Database	The average daily attendance rate for the 2023-2024 school year is currently 94.71%. Last year, we ended the year with 94.05%. Average daily attendance has improved by 0.66%. SOURCE: District Q/Local Database	CVUSD's overall attendance rate will be +/- 1% from the baseline established from the 2020-2021 school year.
State CAASPP - CAST Science Assessment	As permitted for the 2019-2020 school year, CAST assessments were not administered. A baseline result will be determined during the 2021-2022 school year.	As permitted for the 2020-2021 school year, CAST assessments were not administered. A baseline result will be determined during the 2021-2022 school year.	CAASPP Science Assessment results for 2021-22: ALL - 47.7%, SWD - 13.5%, SED - 20.9%, EL - 2.8%, Homeless - 3.9%, Asian - 77.7%, Black/African American - 40.0%, Filipino - 54.6%, Hispanic - 25.3%, White - 55.2%, Two or More Races - 59.5%	Spring 2023 CAASPP CAST Science: Standard Met or Exceeded. ALL - 48.8%, SWD - 13.2%, SED - 22%, EL - 1.44%, Homeless - 5.05%, Asian - 81%, Black/African American - 23.5%, Filipino - 54.76%, Hispanic - 24.7%,	All student groups that are currently above Standard Met will continue to score above Standard Met. All student groups whose baseline is below Standard Met will increase 15 points per year until reaching Standard Met, and then will maintain Standard Met or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				White - 56.9%, Two or More Races - 65.6%	
Access to broad course of study	"Standard Met" for "Access to a Broad Course of Study" as indicated and measured through the 2019-2020 CA Dashboard Local Indicator.	"Standard Met" for "Access to a Broad Course of Study" as indicated and measured through the 2021-2022 CA Dashboard Local Indicator.	"Standard Met" as indicated and measured through the 2022 CA Dashboard Local Indicator.	2023 California Dashboard Local Indicator: "Standard Met"	"Standard Met" for "Access to a Broad Course of Study" as indicated and measured through the 2023-2024 CA Dashboard Local Indicator.
Least Restrictive Environment (New Metric for the 2022-23 LCAP)	As of February 2022, the percent of Students with Disabilities accessing the general education setting for 80% or more of the day: Overall = 48% Grades TK-5 = 71% Grades 6-8 = 53% Grades 9-12 = 34%	New metric added for LCAP 2022-2023	Overall Pre-School to Post-Secondary = 53.5% of Students with Disabilities access the general education setting for 80% more of the day. TK – 5 = 75% of Students with Disabilities access the general education setting for 80% more of the day. 6 – 8 = 46% of Students with Disabilities access the general education setting for 80% more of the day. 9 – 12 = 39% of Students with Disabilities access the general education	May 2024, Least Restrictive Environment Indicator 5A -Percent of Students with Disabilities in the general education setting 80% or more of the day, based on SIRAS student database: All = 53.7% TK-5 = 73.7% 6-8 = 44.0% 9-12 = 40.8% SOURCE: SIRAS/Local Database	State provided target of 67% overall of Students with Disabilities accessing the general education setting 80% or more of the school day.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			setting for 80% more of the day. SOURCE: SIRAS/Local Database		
UC A-G Completion Rates (New Metric for the 2022-23 LCAP)	2020-2021: Percent of students meeting A-G requirements: All - 56.2%(1,016) Asian - 74.7%(118) Black/African American - 51.4%(18) Hispanic - 35.2%(171) White - 63%(617) Two or More Races - 69.1%(76) English Learners - 8.6%(6) Low-Income - 26.4%(200) Students with Disabilities - 36.4%(23) McKinney Vento - 14.8%(8)	New metric added for LCAP 2022-2023	California Dashboard results for 2021-2022: Percent of students meeting A-G requirements: All - 59.6% Asian - 79.0% Black/African American - 47.1% Hispanic - 40.4% White - 64.8% Two or More Races - 69.0% English Learners - 4.7% Low-Income - 36.6% Students with Disabilities - 10.4% McKinney Vento - 25.0%	Completed Data: 2022-23: Percent of students meeting A-G requirements: All-65.18%, Asian-76.50%, Black/African American-58.82%,Hispanic-40.35%, White-74.04%, Two or More Races-71.6%, English Learners-1.27%, Socio-economic Disadvantaged-38.19%, Students with IEPs-10.46%, McKinney Vento Students-4.55%	Percent of students meeting A-G requirements: All - 66.2% Asian - 79.7% Black/African American - 61.4% Hispanic - 55.2% White - 73% Two or More Races - 79.1% English Learners - 28.6% Low-Income - 46.4% Students with Disabilities - 56.4% McKinney Vento - 34.8%
AP/IB Participation (New Metric for the 2022-23 LCAP)	2021-2022: Percent of 11th and 12th grade students taking at least one AP or IB course. ALL - 46.4%	New metric added for LCAP 2022-2023	2022-23: Percent of 11th and 12th grade students taking at least one AP or IB course. ALL - 46.6%, African American - 33.3%, Asian - 61.3%,	2023-2024: ALL - 46.7%, African American - 33.1%, Asian - 62.0%, Hispanic - 28.3%, SWD - 17.5%, Two or More Races - 59.8%,	Percent of 11th and 12th grade students taking at least one AP or IB course. ALL - 50.4% AFRICAN AMERICAN 42%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	AFRICAN AMERICAN 38% ASIAN 55.1% EL 6.7% FOSTER 0% HISPANIC 32.3% HOMELESS 0% SWD 6.5% SED 19.4% TWO OR MORE RACES 48% WHITE 49.2%		Hispanic - 28.1%, SWD - 17.6%, Two or More Races - 60.6%, EL - 2.2%, SED - 21.2% SOURCE: District Q/Local Database	EL - 4.1%, SED - 21.4% SOURCE: District Q/Local Database	ASIAN 59.1% EL 10.7% FOSTER 4% HISPANIC 36.3% HOMELESS 4% SWD 10.5% SED 21.4% TWO OR MORE RACES 52% WHITE 53.2%
The number of secondary core literature books featuring an underrepresented author and protagonist. (New Metric for the 2022-23 LCAP)	As of the 2021-2022 school year, middle school has 9 such titles, and high school has 19 such titles.	Adjusted metric added for the LCAP 2022-23. This adjusted metric was agreed upon by the CVUSD Board of Education during the April 5, 2022 Special Board Meeting on District Goals.	As of May 2023, middle school has added 1 additional title and high school has added 3 additional titles. 4 additional core literature titles were adopted on April 19, 2023 - When Stars are Scattered by Victoria Jamieson & Omar Mohomad (7th Grade), Interpreter of Maladies by Jhumpa Lihiri (12th Grade), Purple Hibiscus by Chimamanda Ngozi Adichie (10th Grade), and World of Wonders by Aimee Nezhukumatathil (11th	For the 2023-24 school year, middle school has added 1 additional title and high school has added 3 additional titles that featured an underrepresented author and/or protagonist. The Distance Between Us for 9th grade was approved in Fall 2023. Almost American Girl by Robin Ha for middle school, and Overground Railroad by Candacy Taylor were approved in February 2024. In May 2024, They	The number of core literature books featuring an underrepresented author and protagonist will increase by a minimum of 1 title per school year in each grade-span (i.e. high school, middle school) as per the April 5, 2022 CVUSD Board Study Session. Each year, secondary students will have the opportunity to read at least one such core literature title.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Grade). And additional title, The Distance Between Us for 9th grade is pending	Called Us Enemy, by George Takei was also approved. (4 total additions for 2023-24)	
Expulsion Rate (New Metric for the 2022-23 LCAP)	During the 2019-20 school year, CVUSD's expulsion rate was 0.0%	New metric added for LCAP 2022-2023 During the 2020-2021 school year, the expulsion rate was 0.00006%	During the 2022-23 school year, CVUSD's expulsion rate was 0.0% SOURCE: CALPADS	CVUSD's expulsion rate for 2023-2024 school year was 0.00% SOURCE: CALPADS	Maintain an expulsion rate between 0 and 0.0003%.

Goal Analysis

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

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

The overall implementation of Goal 1 actions during the 2023-2024 school year was fairly consistent with prior years and demonstrated improvements overall in key areas of the CA Dashboard. Some relevant challenges include difficulties hiring a Teacher on Special Assignment, difficulties recruiting classified staff to tutor in AVID programs, and a plateau of LRE rates at the secondary level. Some relevant successes include the on-going development of CVUSD's Newcomer Program and Dual Language Immersion Programs, expanded work to create and implement essential standards and common formative assessments, and the adoption of new instructional materials TK-12. Some instances in which CVUSD did not implement a planned action from how it was described in the adopted LCAP include:

- Additional funds spent to expand supplemental materials and secondary core literature (LCAP Action 1.2 - ELA/ELD Achievement)
- Transportation costs exceeded what was budgeted due to the high number of student activities and increases in transportation costs (LCAP Action 1.6 - Intervention and Enrichment)
- Teacher on Special Assignment (TOSA) for Inclusion was hired in the middle of the school year due to difficulties in recruiting and hiring a replacement for the teacher's classroom (LCAP Action 1.9 - Inclusion Plan for Students with Disabilities)
- Attempts were made to hire AVID tutors, but staff were unable to identify a consistent cohort of tutors to provide services to students. Funds were instead used to expand AVID field trips and college/career events (LCAP Action 1.1 - Increase Student Achievement)

The following Goal 1 actions were not implemented during the 2023-2024 school year:

- High school Newcomer program materials and supplies were not expended due to the need to provide additional bilingual staffing support (LCAP Action 1.1 - Increase Student Achievement)
- Classified staffing costs for AVID tutoring were not expended due to difficulties in hiring consistent new staff for these positions. Additional funds were used to pay for materials/supplies and field trips for the AVID program (LCAP Action 1.1 - Increase Student Achievement)

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

Some material differences between budgeted expenditures and estimated actual expenditures during the 2023-2024 school year included:

- High school Newcomer program materials/supplies were budgeted but expended instead to support bilingual staffing costs (LCAP Action 1.1 - Increase Student Achievement)
- Classified staffing costs for AVID tutoring were budgeted expended instead to support materials/supplies and field trips for the AVID program (LCAP Action 1.1 - Increase Student Achievement)
- Newcomer Program teacher sections were higher than estimated due to the actual years of experience of teachers and due to increases in salary (LCAP Action 1.1 - Increase Student Achievement)
- Actual expenditures for the ELD Office Assistant II position was higher than budgeted due to the reclassification of this position to be a Program Specialist position (LCAP Action 1.1 - Increase Student Achievement)
- Dual enrollment materials and supplies costs were lower than budgeted due to the difficulties in enrolling a high number of students into dual enrollment opportunities with the local community college (LCAP Action 1.1 - Increase Student Achievement)
- Actual expenditures for FOSS replacement instructional materials were higher than budgeted due to the requests of school sites (LCAP Action 1.4 - Science and Health Achievement)
- Actual expenditures for Scholastic Reading Inventory (SRI) was higher than budgeted because SRI no longer was available for the 2023-2024 school year, and instead Literacy Pro was purchased but at a higher cost (LCAP Action 1.7 - Assessment Program)

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

The following explains how effective or ineffective some specific actions were in making progress toward the goal in the areas of:

The following Action(s) were effective in making progress toward the goal, and the degree to which the result was effective was measured by the associated metric(s) as shown below:

- Actions to support English Learner's acquisition of the English Language such as bilingual paraeducators and bilingual facilitators as well as the Multilingual Learner Department seem to have positively impacted the most recent CA Dashboard English Learner

Progress Indicator as proficiency levels improved significantly by 7.5% from the prior year. English Learners, however, did not show improvements from the prior years in SBAC ELA and Math assessments, and therefore additional training may be needed in Integrated ELD supports in all content area classes.

- Actions to increase College & Career Indicator, such as CTE and Dual Enrollment participation as well as the work of College Career Counselors had some positive results in comparing the 2019 and 2023 CA Dashboard results - which were the two most recent reported results. There were increases in some student groups such as African Americans (8.2% increase), Hispanic Students (9.4% increase), and Socioeconomically Disadvantaged students (increase 5.4%). This success will be built upon with further efforts to communicate with students/families as well as target the increases of unduplicated students in the many ways a student can be “prepared”.

The following Action(s) do not show the degree to which the result was effective in achieving the goal by the associated metric(s); however, the output of the specific Action(s) is showing results, and if these actions were to continue, these Action(s) would ultimately show the degree of effectiveness:

- Actions to reduce suspension, such as implementation of restorative practices, have not yet shown positive impacts in the suspension rates over time. Suspension rates for "all" have increased by 0.9% from the 2019 CA Dashboard to the 2023 CA Dashboard. However, the initial training on restorative practices was only provided in Spring 2022 and since that time all site administrators and some teachers and counselors have received the training in 2023-2024, and we anticipate that this training will, over time, reduce suspension rates.
- Actions to increase College & Career Indicator, such as CTE and Dual Enrollment participation as well as the work of College Career Counselors did not have positive results in comparing the 2019 and 2023 CA Dashboard results - which were the two most recent reported results. There were decreases and/or low results for some student groups such as Students with Disabilities (overall 6.8% and a decrease of 2.5%), Homeless (Overall 7.7% and a decrease of 3.7%), Foster Youth (overall 9.1%), and English Learners (overall 7.9% overall and a decrease of 0.6%). Staff supporting CTE, Dual Enrollment and A-G completion will continue their efforts but now with a more centralized system to monitor and track student progress especially in Grades 9 and 10. Additionally, efforts can also be made to increase some Students with Disabilities preparedness through Transition Classroom and Work-Based Learning Experiences.

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

Based on the new requirements of the 2024-25 LCAP and feedback provided by educational partners (i.e. Ventura County Office of Education, LCAP Budget Committee, CVUSD Board of Education), CVUSD will seek to develop a more comprehensible 2024-25 LCAP document that combines multiple related actions while focusing more on the larger, necessary actions to improve services and outcomes for Foster Youth, English Learners, and Low-Income Students, as well as student groups identified at the lowest performance level of the 2023 California Dashboard.

Based on the above analysis, the following changes will be made to the goal, expected outcomes, metrics or actions:

Goals:

- Adjust the language of Goal 1 based on the feedback from the LCAP Budget Committee and Board of Education to add "conditions for optimal learning" and "equitable access" to more fully describe the intent and focus of this fundamental district goal. Goal 1 is meant to be the larger “umbrella goal” for Goals 2, 3, and 4.

Metrics and expected outcomes:

- Add additional metrics from the annual feedback survey based on feedback from the LCAP Budget Committee.
- Based on feedback from LCAP Budget Committee, add metrics from Goal 2 and Goal 3, into Goal 1 related to English Learners, drop out rates. Move metrics from Goal 1 to Goal 4 on attendance, chronic absenteeism.
- The following 2023-24 metrics will be removed: number core literature titles. This metric will be monitored as a Board of Education district goal/priority.

Actions:

- Credit recovery program will change from APEX to Schools PLP due to the increased accessibility features and course access provided by Schools PLP.
- Reduce the additional section allocation provided to the high school Newcomer Program to reduce class sizes for students in this program.
- Funding in OTRM will be adjusted to reflect only the general education behaviorist and not additional behaviorist staff that are funded through other means.
- Special Education department’s review of student data will be through the auditing of IEPs and LRE data.
- Add the purchase of English Language Arts and Mathematics online support platforms which were previously funded with one-time stimulus funding
- Continue restorative practices training but now include additional teachers and counselors in order to expand the impact of this training.
- Staff supporting CTE, Dual Enrollment and A-G completion will continue their efforts but now with a more centralized system to monitor and track student progress especially in Grades 9 and 10. Additionally, efforts can also be made to increase some Students with Disabilities preparedness through Transition Classroom and Work-Based Learning Experiences.
- The following 2023-24 LCAP actions will be removed because those are completed actions: Implement California Healthy Youth Act compliant materials and purchase new instructional materials in secondary science and history/social science.

In addition, the following 2023-24 LCAP actions will be removed but will continue to be implemented by CVUSD: APEX at Conejo Valley High School, utilizing common district assessments, Dual Language Immersion program, Title I additional allocations, Bilingual social worker paid through non-LCFF funds, increasing number of core literature titles and supplemental materials, Dyslexia Screener, inclusion opportunities in elementary specialized programs, maintaining small group instruction in SAI classes, Gizmos online platform based on usage, replacement of science materials, science consumables, Ethnic Studies in high school, APEX or other online credit recovery platforms, outdoor school for 6th grade students, Focus on the Arts, We The People, purchasing of recorders for elementary students, Parchment and CaliforniaColleges.Edu, student transportation expenses, remedial and accelerated summer school programs, elementary benchmarks and report card, middle school benchmark assessments, online assessment programs, Mastery Connect, NWEA/MAP for alternative schools,

school site allocations per pupil for operational costs, Measure I technology purchases, implementation of Universal Design for Learning in all areas, some specific actions in the Inclusion Plan for Students with Disabilities which will be identified in the “goal explanation” in the 24/25 LCAP, implementation of A-G Completion Improvement Grant Plan, and GATE-related activities such as GATE Teacher on Special Assignment, GATE Facilitator stipends, district and site GATE activities, GATE screening, materials/supplies for GATE program, and additional GATE services such as Noetic Learning Math Enrichment and Odyssey of the Mind.

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

Goals and Actions

Goal

Goal #	Description
2	Goal 2 is a broad goal to ensure staff is provided with targeted professional learning and has an understanding that all job responsibilities are structured to support positive student outcomes. (Internal Focused). This goal connects to five of the eight state priorities; (2) implementation of standards (4), pupil achievement (5) pupil engagement (7), course access (8), and other pupil outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Reclassification	Reclassification rate for 2019-2020 school year: ALL 7.8%	Reclassification rate for 2020-2021 school year: ALL 8.3%	Reclassification rate for 2022-2023 school year is 8% SOURCE: District Q / Local Database	Reclassification rate for 2023-2024 school year is currently at 10% (173 students). SOURCE: District Q / Local Database	English Learner reclassification will increase 1% per year.
English Learner Progress	*Note - ELPAC was not administered in 2020 due to COVID restrictions, so baseline information below represents 2019 Dashboard data. English Learner Progress *Most recent data available is from the Fall 2019 Dashboard* ALL 53.3%	English Learner Progress *Most recent data available is from the Fall 2019 Dashboard* ALL 53.3%	2021-2022 English Language Proficiency Assessments for California (ELPAC) scores: 43.6 % making progress towards English Language Proficiency 22.3% - Decreased one level 38.1% - Progressed at least one level	2022-2023 English Language Proficiency Assessments for California (ELPAC) scores: 51.1% making progress towards English Language Proficiency	English Learner Progress per the ELPAC will increase at least 1% per year until at least 60% is reached, then the group will maintain at least 60% thereafter.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			156 English Learners were reclassified this school year (22-23)		
Maintain Class Size	Staffing ratios of 21.5:1 K-3 and 30:1 4-12 were maintained.	Staffing ratios of 21.5:1 K-3 and 30:1 4-12 were maintained.	Staffing ratios of 21 and a half to 1 Grades K-3; and 30 to 1 Grades 4- 12 were maintained. SOURCE: District Q / Local Database	Staffing ratios of 21 and a half to 1 Grades K-3; and 30 to 1 Grades 4- 12 were maintained. SOURCE: District Q / Local Database	Maintain staff ratios of 21 and a half to 1 Grades TK-3; and 30 to 1 Grades 4-12.
Professional Learning	All teachers were offered 3 days of paid professional learning in district priorities, with additional optional opportunities offered at a rate of \$30/hour.	All teachers were offered 3 days of paid professional learning in district priorities, with additional optional opportunities offered at a rate of \$30/hour.	Provided 3 days of professional learning in district priorities. August and November 2022 Professional Learning Day emphasized the intersection between UDL, SEL and DEI. The year's focus is on UDL checkpoints: Optimize relevance, value, and authenticity (7.2), and Foster collaboration and community (8.3) in support of the important overlap between these focal areas.	All 3 professional learning days provided. Training addressed district priorities which included: anti-bias, arts integration/UDL, science of reading, positive behavior supports, and mastery grading.	Ensure that all certificated staff are offered at least 3 days of paid professional learning each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>March 2023 Professional Learning Day emphasized positive behavior support at the elementary level, and in-depth discussion of mastery grading at the secondary level."</p> <p>SOURCE: School Year Calendar, Pupil-Free Training Days</p>		
Instructional Materials	As measured in the most recent CA Dashboard Local Indicators, 100 percent of students and teachers had access to standards-aligned instructional materials.	As measured in the most recent CA Dashboard Local Indicators, 100 percent of students and teachers had access to standards-aligned instructional materials.	"Standard Met" as indicated and measured through the 2021-2022 CA Dashboard Local Indicator.	"Standard Met" as indicated and measured through the 2022-2023 CA Dashboard Local Indicator.	As measured by the 2023-2024 CA Dashboard Local Indicators, ensure that all students and teachers have access to standards-aligned instructional materials.
Fully Credentialed Teachers & Appropriately Assigned	As measured in the most recent CA Dashboard Local Indicators, all teachers are fully credentialed and appropriately assigned	As measured in the most recent CA Dashboard Local Indicators, all teachers are fully credentialed and appropriately assigned	As measured in the most recent CA Dashboard Local Indicators, all teachers are fully credentialed and appropriately assigned	As measured in the most recent CA Dashboard Local Indicators, all teachers are fully credentialed and appropriately assigned	As measured by the 2023-2024 CA Dashboard Local Indicators, ensure that all students and teachers have access to standards-aligned instructional materials.
Professional Learning Feedback	During the 2022-23 school year, create a	New Metric for LCAP 2022-23	The common and consistent survey to	90.8% of CVUSD staff report being offered	Implementation of a consistent

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	common and consistent survey to educators in order to gather specific feedback on provided training. Establish baseline during the 2022-23 school year.		educators is currently under development and will be finalized by the end of the 2022-23 school year and will be implemented for 2023-24 school year. Next year's LCAP will adjust or create a new baseline for the percent of teachers who rate positive satisfaction with CVUSD training.	training to effectively perform the duties and responsibilities of their position. SOURCE: Annual Survey Results	professional learning staff survey.

Goal Analysis

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

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

The overall implementation of Goal 2 actions during the 2023-2024 school year provided certificated and classified staff with a range of training focused on district priorities. Some relevant challenges include some limitations in training time due to local flooding and weather hazards, as well as challenges in having enough substitute teachers to provide full-time release to large numbers of teachers during the school day. Some relevant successes include providing a range of training through multiple means and trainers. Training was provided during the three pupil-free days, after school through one-time and on-going PLC models, and also during the school day and covered a vast number of topics including: mastery grading, ELD, UDL, educational technology, IEP development, LRE, science of reading, and anti-bias. Some instances in which CVUSD did not implement a planned action from how it was described in the adopted LCAP include:

- Additional science of reading training identified through LETRS Program (LCAP Goal 2.3 - Effective Professional Learning Opportunities)
- Additional teachers, counselors, and site administrators, beyond what was planned, participated in training restorative practices (LCAP Goal 2.3 - Effective Professional Learning Opportunities)
- Additional ELD training was provided at two elementary schools receiving Title I funds (LCAP Goal 2.4 - Effective Professional Learning Opportunities - Principally Directed at Targeted Students)

- While the Inclusion TOSA was not hired until the middle of this school year, training to support co-teaching was still provided by district and school site staff (LCAP Goal 2.5 - Inclusion Plan for Students with Disabilities)

There were no instances where CVUSD did not implement a planned Goal 2 action.

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.

Some material differences between budgeted expenditures and estimated actual expenditures during the 2023-2024 school year included:

- Actual expenditures for the Psychologist Interns was lower than budgeted as only one individual was hired for this year. 3 interns have been identified for the 2024-25 school year (LCAP Goal 2.1 - Hire and Retain Highly Qualified Staff)
- Additional expenditures for science of reading training from what was budgeted, and paid through state one-time training funds (LCAP Goal 2.3 - Effective Professional Learning Opportunities)
- Actual expenditures for contract services and teacher release for ELD training was lower than budgeted due to the need for additional funding to pay for bilingual classified salaries (LCAP Goal 2.4 - Effective Professional Learning Opportunities - Principally Directed at Targeted Students)
- Actual expenditures for Professional Learning Community (PLC) was higher than budgeted due to the costs of additional administrator and teacher teams participating in this training LCAP Goal 2.3 - Effective Professional Learning Opportunities)
- Actual expenditures for Newcomer Program training was provided but was lower than budgeted due to the need for additional funding to pay for bilingual classified salaries (LCAP Goal 2.4 - Effective Professional Learning Opportunities - Principally Directed at Targeted Students)

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

The following explains how effective or ineffective some specific actions were in making progress toward the goal in the areas of:

The following Action(s) were effective in making progress toward the goal, and the degree to which the result was effective was measured by the associated metric(s) as shown below:

- Actions to support English Learner's acquisition of the English Language such as bilingual paraeducators and bilingual facilitators as well as the Multilingual Learner Department seem to have positively impacted the most recent CA Dashboard English Learner Progress Indicator as proficiency levels improved significantly by 7.5% from the prior year. English Learners, however, did not show improvements from the prior years in SBAC ELA and Math assessments, and therefore additional training may be needed in Integrated ELD supports in all content area classes.

- Actions to provide training and collaboration on the Least Restrictive Environment have, over time, produced positive results with the overall LRE rate (in Goal 1) increasing from 48% to 53.7%. There have been increases in the elementary (+2.7%) and high school levels (+5.2%)
- Actions to increase attendance such as bi-monthly training to school site attendance liaisons has produced some positive impacts in more recent years. Chronic absenteeism was reduced by 0.8% for all students in the most recent prior two years. But, overall, since the COVID-19 pandemic overall attendance and chronic absenteeism have been challenging areas statewide. Additional and more targeted actions such as student/family education and on-going monitoring of student attendance data by site and district staff are key to improving in this area.

The following Action(s) do not show the degree to which the result was effective in achieving the goal by the associated metric(s); however, the output of the specific Action(s) is showing results, and if these actions were to continue, these Action(s) would ultimately show the degree of effectiveness:

- Actions to provide training and collaboration on the Least Restrictive Environment (LRE) have, over time, produced positive results with the overall LRE rate increasing from 48% to 53.7%. However, additional actions are needed in Grades 6-8, in which there has been a notable decline in the LRE over 2 years of about 9%. This action should maintain but provide more focus on reviewing master schedules to decrease SAI courses and increase co-teaching and other supports in the general education setting.

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

Based on the new requirements of the 2024-25 LCAP and feedback provided by educational partners (i.e. Ventura County Office of Education, LCAP Budget Committee, CVUSD Board of Education), CVUSD will seek to develop a more comprehensible 2024-25 LCAP document that combines multiple related actions while focusing more on the larger, necessary actions to improve services and outcomes for Foster Youth, English Learners, and Low-Income Students, as well as student groups identified at the lowest performance level of the 2023 California Dashboard.

Based on the above analysis, the following changes will be made to the goal, expected outcomes, metrics or actions:

Goal:

- Adjust the language of Goal 2 based on the feedback from the LCAP Budget Committee and Board of Education to be more directly conveyed as well as to highlight the value of qualified staff that reflect diverse identities and experiences.

Metric and Expected Outcomes:

- Add additional metrics from the annual feedback survey based on feedback from the LCAP Budget Committee.
- Based on feedback from the LCAP Budget Committee, move metrics from Goal 2 related to English Learners into Goal 1.

Actions:

- Integrated and Designated ELD training will occur in the 2024-25 school year
- Add training supporting Students with Disabilities in English Language Arts and Mathematics
- Add training in mastery grading practices will expand into elementary grades 4-5, with training in Grades 3 on standard-based reporting.
- Add specific training to special education staff on how to address the barriers to attendance.
- Add on-going training on the California Math Framework
- Expand training on restorative practices to include more teachers and counselors
- Training and actions to increase inclusion and LRE will continue with additional emphasis now on the secondary level by decreasing Specialized Academic Instruction (SAI) courses over time and increasing co-teaching and other supports in the general education setting.
- The following 2023-24 LCAP actions will be removed because those are completed actions: Principal on special assignment, Redwood administrator providing additional supports for IEPs, training principals on CDE's pillars of community schools, and contracting with an outside company to support Ethnic Studies implementation.

In addition, the following 2023-24 LCAP actions will be removed but will continue to be implemented by CVUSD: maintaining bilingual staff, Induction program, BCBAs, bilingual paraeducators and bilingual facilitators, CVUSD's post-secondary program Conejo Oaks Academy, Assistant Principals of Student Services, Occupational Therapists staffing, Deaf and Hard of Hearing staffing, online performance evaluation tool, training for special education and bilingual classified support staff, Educational Technology TOSA, school site administrator training on special education topics, training on Title IX requirements, orientation of new site administrators, training to support GATE students, orientation to new certificated staff on supporting LGBTQ+ students, anti-bias educator training, training and support for co-teaching, staff training on SEL, Hatching Results training for school counselors, Ethnic studies training, training for Newcomer Program staff, Dual Language immersion training, and some specific actions in the Inclusion Plan for Students with Disabilities which will be identified in the "goal explanation" in the 24/25 LCAP.

Based on the new requirements of the 2024-25 LCAP and feedback provided by educational partners (i.e. Ventura County Office of Education, LCAP Budget Committee, CVUSD Board of Education), CVUSD will seek to develop a more comprehensible 2024-25 LCAP document that combines multiple related actions while focusing more on the larger, necessary actions to improve services and outcomes for Foster Youth, English Learners, and Low-Income Students, as well as student groups identified at the lowest performance level of the 2023 California Dashboard.

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

Goals and Actions

Goal

Goal #	Description
3	Goal 3 is a broad goal to provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes. (Community Focused) This goal connects to four of the eight state priorities; (3) parent involvement (4), pupil achievement (5) pupil engagement (8), and other pupil outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Participation in Co-Curricular Activities	<p>The percent of high school students participating in at least one student activity or athletics program. *Note - participation in activities and athletics made an unusual drop due to the COVID-19 pandemic. Baseline data will be updated during the 2021-2022 school year.*</p> <p>*Most recent data available is from the 2018-2019 school year*</p> <p>ALL 59.6% AFRICAN AMERICAN 66.7%</p>	<p>The percent of high school students participating in at least one student activity or athletics program.</p> <p>ALL 45% AFRICAN AMERICAN 51% AMERICAN INDIAN 43% ASIAN 55% EL 18% HISPANIC 38% PACIFIC ISLANDER 44% SWD 32% SED 30% TWO OR MORE RACES 57% WHITE 47%</p>	<p>The percent of high school students participating in at least one study activity or athletics program.</p> <p>ALL 59.6% AFRICAN AMERICAN 66.7% AMERICAN INDIAN 55.3% ASIAN 68.0% EL 24.4% HISPANIC 46.3% PACIFIC ISLANDER 56.1% SWD 39.4% SED 40.7% TWO OR MORE RACES 72.8% WHITE 62.6%"</p>	<p>For the 2023-24 school year: The percent of high school students participating in at least one student activity or athletics program are as follows:</p> <p>ALL: 62.46% AFRICAN AMERICAN : 73.68% AMERICAN INDIAN : 63.64% ASIAN : 70.41% EL : 28.5% HISPANIC : 43.75% PACIFIC ISLANDER : 71.43% SWD : 55.53%* SED : 18.75%</p>	<p>All student groups that are currently at a less than 60% participation in activities and athletics will increase 1% per year until a greater than 60% rate is achieved, and then maintain a greater than 60% participation rate thereafter.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	AMERICAN INDIAN 55.3% ASIAN 68.0% EL 24.4% HISPANIC 46.3% PACIFIC ISLANDER 56.1% SWD 39.4% SED 40.7% TWO OR MORE RACES 72.8% WHITE 62.6%		Also, implementation of Girls Flag Football as a CIF sport at each of the comprehensive high schools. Season to begin Fall 2023. SOURCE: District Pulse / Local Database; Board of Education approval of new sport	TWO OR MORE RACES WHITE : 64.02% *Note: Includes the number of students participating in Unified Sports Note: Girls Flag Football was added as a CIF sport at each of the comprehensive high schools in the 2023-24 school year. All three schools produced Varsity teams in its inaugural season. SOURCE: Q-SIS / Local Database	
Opportunities for Meaningful Participation	Grades 7 and 11 students reporting opportunities for meaningful participation per the biennial CHKS survey. *Baseline data will be available after CHKS is next administered in Fall 2021*	The California Healthy Kids Survey was administered during Spring 2022; however, the results have not yet been released. Once released, the results will be made available publicly at https://calschls.org/reports-data/	The California Healthy Kids Survey was not administered in the 2022-23 school year as it is an biennial survey.	The California Healthy Kids Survey will be administered, in accordance with California laws, to students Grades 7 and 11 in Spring 2024. Schools are in the process of surveying students. Results are expected in June 2024.	The percent of 7th and 11th grade students reporting opportunities for meaningful participation will increase 1% per year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				SOURCE: California Healthy Kids Survey (WestEd, CDE)	
Positive Top of Mind & Awareness of Diverse Academic Offerings in the Community	2022-2023: Establish a baseline metric to demonstrate the degree to which parents/guardian feel informed about their child's academic offerings through the delivery of an annual Communications Survey.	Adjusted metric for the 2022-2023 LCAP.	The CVUSD's inaugural Communications Committee for the 21-22 school year took new shape for the 22-23 school year, with membership now comprised of the Social Media Managers from each Elementary School site and SHINE Homeschool. Social Media Managers are largely elementary school teachers, one IMT, and one parent volunteer. Meetings continue to be held monthly to plan for the posting of strategic content - with an emphasis for highlighting all of the exceptional educational experiences happening on the	Weekly newsletter to all District shareholders with events, news, information and highlights of our District's students, staff and schools. Weekly upkeep of the District's online news webpage, regular posting to social media channels and regular communication to media contacts to ensure positive District news and information about schools and programs is shared with the community at large, including current and prospective families. Completed strategic and targeted marketing campaigns to inform prospective families about	Desired outcomes will be established once baseline metric is set in the 2022-2023 school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>District's elementary school campuses.</p> <p>Communications Volunteer Internship Program entered its second year with three high school interns.</p> <p>A CVUSD Communications Survey was deployed to all CVUSD shareholders with more than 750 survey completions</p>	<p>educational opportunities available in the CVUSD.</p> <p>Completed second Year of Social Media Managers for each Elementary School to regularly post positive school news and happenings.</p> <p>Completed communications Student Volunteer Internship Program.</p>	
High School Graduation Rate	<p>*Note - Graduation rate was not included in the 2020 Dashboard. Baseline data will be available once the Fall 2022 CA School Dashboard is released.*</p> <p>Graduation Rate</p> <p>*Most recent data available is from the Fall 2019 Dashboard*</p> <p>ALL 96.6%</p> <p>AFRICAN AMERICAN 97%</p>	<p>*Note - the Graduation Rate Indicator was not reported on the Fall 2021 CA School Dashboard.</p>	<p>Graduation rates from 2021-2022 School Year: ALL 94.2%; AFRICAN AMERICAN 89.5%; ASIAN 98.8%; EL 66.7%; HISPANIC 89.8%; HOMELESS 64.0%; SWD 84.3%; SED 89.9%; TWO OR MORE RACES 96.6%; WHITE 95.7%</p> <p>SOURCE: CA DASHBOARD 2022</p>	<p>California Dashboard Indicator, Graduation rates from 2022-2023 School Year:</p> <p>ALL: 95.2%</p> <p>AFRICAN AMERICAN 96.3%; ASIAN 98.1%; EL 88.1%; HISPANIC 93.7%; HOMELESS 82.7%; SWD 85.8%; SED 92.6%; TWO OR MORE RACES 94.2%; WHITE 95.6%</p>	<p>All student groups that are currently at a less than 90% 4-year cohort graduation rate will increase 2% per year until a greater than 90% rate is achieved, and then maintain a greater than 90% graduation rate thereafter.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ASIAN 97.6% EL 76.7% HISPANIC 93.3% HOMELESS 70.3% SWD 89.3% SED 93.3% TWO OR MORE RACES 100% WHITE 97.6%				
High School Dropout Rate	Annual Dropout rate: ALL <1%	Annual dropout rate maintained at less than 1%.	TBD: CALPAD reports will be disseminated and verified in the Fall of 2023, and accurate numbers for the 2022-23 school year will be included in those reports. Final results will be updated.	2022-2023 drop out rate 2.6% SOURCE: Q-SIS/Local Database	Maintain a less than 1% annual high school dropout rate.
Grade 7 and 8 Dropout Rate	Annual Dropout rate: ALL 0%	Annual dropout rate maintained at 0%.	TBD: CALPAD reports will be disseminated and verified in the Fall of 2023, and accurate numbers for the 2022-23 school year will be included in those reports. Final results will be updated.	2022-2023 drop out rate: 0%. SOURCE: Q-SIS/Local Database	Maintain a 0% annual dropout rate for students in grades 7 and 8.
Expanded Reach & Engagement on Social Media	Continue to share engaging & informative content. Build brand identity and influence on	Facebook Likes as of May 2022: 4,978 and 5,371 Facebook Followers. Instagram Followers as of May	CVUSD's Facebook, Twitter and Instagram pages have all seen upward growth in total followers.	CVUSD's Facebook and Instagram pages have all seen upward growth in total followers.	Increase of Total Number of Followers on each Social Media Channel (growth and successes on these

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	social media as a trusted source for information. Facebook Likes as of June 2021: 4,819 and 5,566 Facebook Followers.. Instagram Followers as of June 2021: 2,274. Twitter Followers as of June 2021: 4,865.	2022: 2,508. Twitter Followers as of May 2022: 5,220.	<p>CVUSD’s Instagram currently has 2,833 followers, surpassing the 5% growth target goal for this year (there were at 2,493 followers this time last year).</p> <p>CVUSD’s Twitter currently has 5,549 followers, surpassing the 5% growth target goal for this year (there were 5,207 followers this time last year).</p> <p>CVUSD’s Facebook account has 6,277 Facebook followers and 5,328 likes - well surpassing the 5% target growth for this year (there were 5,326 Facebook followers and 4,930 Facebook likes this time last year).</p> <p>This year, a new focus was placed on expanding the social media presences for</p>	<p>CVUSD’s instagram currently has 3,411 followers, surpassing the 5% growth target goal for this year (there were 2,833 followers at the end of last year) with more than 575 new followers.</p> <p>CVUSD’s Facebook account has 6,405 Facebook followers (there were 6,277 at the end of last year - currently at nearly the halfway mark of achieving the 5% target growth).</p> <p>CVUSD has decided to not actively post on X, formerly Twitter.</p> <p>CVUSD created an account on Threads. Currently the @conejovalleyusd account has 633 followers.</p>	platforms will be showcased in an annual social media “round-up” report). An annual target growth of 5% Facebook likes, Instagram followers and Twitter followers will be used - for a total target of 15% growth of total likes and followers (respectively) on each platform by the end of the 2023-24 school year. *It is important to note that algorithms are frequently adjusted by social media sites, which can impact measurable analytics. As such, in addition to total growth, the District will also track engagement and reach of its social media content in the aforementioned annual social media report by utilizing cost-free analytics tools. The rate at which our audience is engaging

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			all CVUSD elementary schools and the SHINE homeschool program. The Communications Department, with assistance from elementary school sites, recruited a stipend Social Media Manager to create and post meaningful social media content to new, or previously created, social media pages: Facebook, Instagram and Twitter. The result? Vibrant, regularly updated social media pages for each elementary school site to showcase all of the amazing things happening on our campuses. Social Media Manager and the District's Coordinator of Communications meet monthly to discuss strategic, themed content ideas for posting, to discuss best practices on		with our content will remain a key focus.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			social media and more.		
Volume (and Value) of Marketing Content Produced	Promotional content produced for the District, school sites and programs. Increase of part-time communications department employee to full-time, with expansion of roles and responsibilities to include video content creation.	Increased hours of part-time communications employee with expanded responsibilities to include video creation.	<p>We continue to use both traditional and digital outreach tools to inform families of CVUSD's signature programs and TK-12 offerings.</p> <p>This includes the running of print ad placements and digital/social media ad placements to inform and educate families about CVUSD's offerings, along with the creation of banners, brochures, website content and more</p> <p>Video content creation continues to support District programs and school sites.</p> <p>The migration of the District and all school sites' website content to a new website content management</p>	<p>The District's communication team continues to place/run print and digital advertisements to expand exposure for the District and reach new, targeted audiences. By the numbers:</p> <p>6 print advertisements were designed and placed in local publications (3 different publications total) + 1 ""Congrats Grads"" ad that will run in June in the TO Acorn.</p> <p>11 social media campaigns on Facebook/Instagram</p> <p>3 direct mail postcard campaigns</p> <p>Launched a new "Welcome to Class" video content series to highlight hands-on learning, community partnerships and</p>	Desired outcome includes having two full-time Communication Department team members to produce more content. This larger team will create, comprehensive and impactful marketing materials for each school site, programs & the District as a whole. There will also be a special focus on the promotion of the Dual Language Immersion Program, expected to open in the 2022-2023 school year, including the creation of unique marketing assets - including, but not limited to brochures, flyers, website creation, interest forms, social media outreach campaigns, etc.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			system was also completed and would not have been possible to launch on the desired timeline without two full time employees.	events that CVUSD students engage in. Continue to take advantage of unique opportunities to reach prospective families with custom outreach flyers, community events and more."	
Parent and Family Engagement - Local indicator	"Standard Met" for "Parent and Family Engagement" as indicated and measured through the 2019-2020 CA Dashboard Local Indicator.	"Standard Met" for "Parent and Family Engagement" as indicated and measured through the 2021 CA Dashboard Local Indicator.	"Standard Met" as indicated and measured through the 2022 CA Dashboard Local Indicator.	"Standard Met" as indicated and measured through the 2023 CA Dashboard Local Indicator.	"Standard Met" for "Access to a Broad Course of Study" as indicated and measured through the 2023-2024 CA Dashboard Local Indicator.

Goal Analysis

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

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

The overall implementation of Goal 3 actions during the 2023-2024 school year demonstrated on-going efforts to increase communication and outreach through multiple avenues. Some relevant challenges included the mid-year departure of the Assistant Director of DEI for a promotional opportunity and reduced enrollment into SHINE Program. Some relevant successes include the retention of social media managers over multiple years, the connections made by district staff to Homeless and Foster students as they move grade-spans, and the increases in followers of CVUSD on social media.

The following Goal 3 actions were not implemented during the 2023-2024 school year:

- Educational Homeschool consultant no longer works for district and the prior need does not exist as much of the information gathered by this individual is available publicly and CVUSD now has SHINE Homeschool program. (LCAP Action Goal 3.9 - Develop Connections Between District and Private, Home School, and Charter Programs)

- Reclassification events are held locally at each school with the Director of Multilingual Learners joining these events, instead of holding a single districtwide recognition event (LCAP Action 3.6 - Celebrate Success of All Students)
- Project2Inspire was not provided but instead a series of workshops were created to focus on TK students and supporting English Learner families' engagement in education (LCAP Action 3.4 - Increase Parent Engagement)

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.

Some material differences between budgeted expenditures and estimated actual expenditures during the 2023-2024 school year included:

- Actual expenditures for the Assistant Director of Diversity Equity and Inclusion were lower than budgeted due to the mid-year departure of this individual to for a promotional opportunity (LCAP Action 3.4 - Increase Parent Engagement)
- Actual expenditures on Project2Inspire were not spent and instead reallocated to provide direct services to English Learners via bilingual classified staff. Instead, a series of workshops were created to focus on TK students and supporting English Learner families' engagement in education (LCAP Action 3.4 - Increase Parent Engagement)
- Actual expenditures for TK-12 SHINE program salaries were lower than budgeted due to the reduced enrollment in this program (LCAP Action 3.4 - Market and Expand Signature Programs)
- Actual expenditures for Educational Homeschool Consultant was \$0.00 for the 2023-2024 school year (LCAP Action Goal 3.9 - Develop Connections Between District and Private, Home School, and Charter Programs)

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

The following Action(s) were effective in making progress toward the goal, and the degree to which the result was effective was measured by the associated metric(s) as shown below:

- Actions to increase student participation in co-curricular activities has shown an improvement for Students with Disabilities due to the on-going efforts to provide Unified Sports opportunities to some Students with Disabilities. This group has increased 16.13% from the baseline year. (LCAP Action 3.10 - Inclusion Plan for Students with Disabilities)
- Actions to market CVUSD programs and engage the community in various platforms is evidenced by the continued increase in social media followers year after year that surpasses the 5% targeted growth in this area. (LCAP Action 3.1 - Effective Communication and Increased Media Exposure)

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

Based on the new requirements of the 2024-25 LCAP and feedback provided by educational partners (i.e. Ventura County Office of Education, LCAP Budget Committee, CVUSD Board of Education), CVUSD will seek to develop a more comprehensible 2024-25 LCAP document that combines multiple related actions while focusing more on the larger, necessary actions to improve services and outcomes for Foster Youth, English Learners, and Low-Income Students, as well as student groups identified at the lowest performance level of the 2023 California Dashboard.

Based on the above analysis, the following changes will be made to the goal, expected outcomes, metrics or actions:

Goals:

- Update the language of Goal 3 to better define communication that is both two-way and engaging, include "policies" as part of this communication efforts, and also broadens the community to include families, community members, and CVUSD schools.

Metrics and Expected Outcomes:

- Based on feedback from the LCAP Budget Committee, move metrics from Goal 3 related to drop out rates into Goal 1.
- Remove "Positive Top of Mind & Awareness of Diverse Academic Offerings in the Community" but actions that are included in this metric will continue in the 2024-25 LCAP.

Actions:

- Reduction in SHINE TK-12 program salaries to align with projected student enrollment.
- Remove the Educational Homeschool Consultant position
- Removal of SHINE TK-12 stipends based on requirements of California Education Code 51747.3.
- Add additional metrics from the annual feedback survey based on feedback from the LCAP Budget Committee and the Board of Education.
- All actions describing the efforts of the CVUSD Communications Department will be combined into one broad action.
- Add additional efforts focused on increasing attendance such as educating students and families about the importance of attendance, and ensure on-going monitoring of student attendance and chronic absenteeism at district and school site level.
- Add additional efforts for counselors and staff to inform students and parents/guardians of the range of educational pathways which may include: A-G requirements, CTE, dual enrollment, State Seal of Biliteracy, etc.
- Disability History and Awareness month was not celebrated in October as stated in the LCAP, but instead was celebrated in March.
- The following 2023-24 LCAP actions will be removed because those are completed actions or no longer applicable: re-assessing the content, duration and title of the LCAP survey; stipends will not be provided to SHINE students as it is no longer permitted, and development of a 4-year plan through Naviance because students now are using CaliforniaColleges.Edu, Homeschool and Education Programs Consultant is no longer needed.

In addition, the following 2023-24 LCAP actions will be removed but will continue to be implemented by CVUSD: updated Special Education FAQ webpage, communication about the LCAP, updating DEI webpage, separate Communications survey, using the CDE's community

school pillars to market programs, implementation of a district annual survey, marketing signature programs, staffing, materials/supplies and marketing for SHINE program, CVUSD student and parent advisory councils/committees, actions to increase A-G completion by school counselors, Outreach Assistants paid with Title I funding, Parent and Family engagement programming paid with Title I funding, celebrating the success of students and particularly unduplicated students, participation in annual alternative education information night, and some specific actions in the Inclusion Plan for Students with Disabilities which will be identified in the “goal explanation” in the 24/25 LCAP

Based on the new requirements of the 2024-25 LCAP and feedback provided by educational partners (i.e. Ventura County Office of Education, LCAP Budget Committee, CVUSD Board of Education), CVUSD will seek to develop a more comprehensible 2024-25 LCAP document that combines multiple related actions while focusing more on the larger, necessary actions to improve services and outcomes for Foster Youth, English Learners, and Low-Income Students, as well as student groups identified at the lowest performance level of the 2023 California Dashboard.

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

Goals and Actions

Goal

Goal #	Description
4	Goal 4 is a broad goal to enhance the social, emotional and physical well-being for all students through targeted actions that support positive student outcomes. (School/Community Focused) This goal connects to four of the eight state priorities: (4), pupil achievement (5) pupil engagement (6) school climate (8), and other pupil outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Total time all students access SEL lessons by end of school year; survey results from all students on their understanding of SEL strategies and use of the strategies	Varies by grade span: TK-5 = 45 min/month 6-8 = 0 minutes 9-12 = 0 min	TK-5: 97% of teachers report implementing SEL at least once a week. 6-8: 15-20 minutes a week of SEL lessons are provided through the delivery of Second Step. 9-12: 10-15 minutes a week of SEL lessons or activities are provided.	86% of elementary teachers report teaching 30 minutes or more of SEL per week and 90% report teaching SEL 2 or more days per week. All middle school sites provide a minimum of 15 minutes of weekly SEL lessons. All high school sites provide a minimum of 30 minutes of weekly SEL lessons and/or activities. 48.8% of teachers 9-12 are implementing Tier 1 lessons/activities for 30 minutes or more	Elementary: 88.7% of elementary teachers report teaching 30 minutes or more of SEL per week and 92.6% report teaching SEL 2 or more days per week. Middle School: Second Step SEL lessons are provided a minimum of 15 minutes weekly. High School: All sites provide Tier 1 SEL lessons facilitated by school counseling staff. Additionally, SEL content is intentionally	ADJUSTED METRIC for 2023-2024 LCAP: District-wide implementation of MTSS Tier 1, which includes consistent SEL teaching, modeling and reinforcement. Elementary school students participate in 45 minutes/week of SEL lesson/activities; and MS school students participate in 20 minutes/week minutes/week of SEL lessons/activities; HS students participate in explicit SEL lessons from counselors and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>per week. 40.7% of teachers 9-12 are implementing Tier 1 lessons/activities for between 10-30 minutes per week. 10.5% of teachers 9-12 are implementing Tier 1 lessons/activities for fewer than 10 minutes per week.</p> <p>SOURCE: District Q / Local Database, Teacher Survey</p>	<p>embedded within instruction on a daily basis. Posters have been distributed to the high schools and posted in each classroom to inform students about the different types of embedded SEL activities. In Wellness 2, 153 students have participated in 36 classroom presentations on mental health and wellness.</p> <p>SOURCE: District Q / Local Database, Teacher Survey, School bell schedules</p>	embedded SEL from teachers.
Some students access targeted SEL lessons via individual and/or small group intervention and demonstrate learned skills in the school setting.	Varies by grade span: TK-5 = approximately 100 students total 6-8 = approximately 25 students total 9-12 = approximately 20 students total	18% of TK-5 students, 13% of middle school students, and 15% of high school students have received individual or small group SEL intervention.	<p>As of April 2023, 1463 or 22% of students in grades TK-5 have received Tier 2, targeted intervention (individual or small group).</p> <p>As of March 2023, 1118 or 31% of students in grades 6-8</p>	Elementary: As of May 2024, 1931 or 29% of students in grades TK-5 have received Tier 2, targeted SEL interventions (individual or small group)	ADJUSTED METRIC for 2023-2024 LCAP: Increase access to general education targeted intervention as part of Tier 2 via creating small group and individual lessons and schedules that are ongoing - increase access to 15-20% of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>have participated in Tier 2 targeted intervention (individual or small group) from school counselors. In addition, wellness staff provided 511 (14%) students with ongoing small group wellness counseling and/or lunch bunch services. Please note that numbers may be duplicated as some students may have attended more than one service.</p> <p>As of March 2023, 513 (8%) students in grades 9-12 have participated in ongoing Tier 2 targeted intervention student groups or individual counseling from school counselors. In addition, ongoing individual wellness counseling has been delivered to 834 (13%) of students in grades 9-12. Ongoing small group wellness counseling and</p>	<p>Middle School: As of February 6, 2024, 1256 or 36% of students (duplicated) received Tier 2 SEL services from school counselors which includes group instruction, small group counseling, individual counseling, and indirect referral services. Additionally there have been 198 students (duplicated) attending lunch bunch and 14 students (unduplicated) participate in ongoing group sessions in the wellness centers.</p> <p>High School: 3,848 or 71% of students received Tier 2 SEL services from school counselors which includes group instruction, small group counseling, individual counseling and indirect referral services. Additionally there have been 200 students (duplicated)</p>	<p>population (percent of population will not be a “cap” if student need is higher)</p> <p>All CVUSD students who express a social-emotional need report they are able to access their school counselor for meaningful support.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>workshops on topics such as social skills, mental health, positive body image and grief and loss was delivered to 891 (14%) students in grades 9-12. Please note that numbers may be duplicated as some students may have attended more than one service.</p> <p>As of March 2023, 2,238 (35%) students in grades 9-12 have participated in Tier 2 targeted interventions from school counselors and wellness staff. These students may have participated in multiple Tier 2 services. SOURCE: District Q / Local Database</p>	<p>participate in workshops and 86 students (unduplicated) participate in ongoing group sessions in the wellness centers.</p> <p>SOURCE: District Q / Local Database</p>	
Number of Wellness Centers at all five high school sites.	Presently, physical space for the Wellness Centers have been identified and a few are furnished. Opening of	Wellness centers are open and operating at all five high schools.	Wellness Centers at all 5 high schools continue to grow. Currently, Wellness Centers at the high schools are staffed by	Wellness Centers at all 5 high schools are currently staffed by two Mental Health Clinician 2's, 1 Mental Health Clinician 1 and	All five high schools maintain a Wellness Center to establish a safe and supportive environment for students throughout

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Wellness Centers for student access will begin in August 2021.</p> <p>There are also no existing reports from high school students assessing whether or not their social emotional needs are being met in a timely manner through services provided by the Wellness Center.</p>		<p>3 Mental Health Clinician 1s, 1 Mental Health Clinician 2 and a Senior Mental Health Clinician. As of 2/28/23, high school students have logged more than 11,000 drop in visits to wellness centers. An additional 325 students have received ongoing individual counseling services.</p> <p>SOURCE: District Q / Local Database; Staffing</p>	<p>four Mental Health Associates. As of May 2024, 9,083 drop in visits have occurred with an additional 434 students receiving ongoing individual services and 137 students receiving ongoing small group counseling services.</p> <p>SOURCE: District Q / Local Database</p>	<p>the school day to support and respond to any social-emotional needs</p> <p>High school students report that they are able to have their social emotional needs responded to, in a timely manner, via accessing wellness center services when in need.</p>
Local Climate Survey - CA Dashboard Local Indicator	"Standard Met" for "Local Climate Survey" as indicated and measured through the 2023-2024 CA Dashboard Local Indicator.	"Standard Met" for "Local Climate Survey" as indicated and measured through the 2021 CA Dashboard Local Indicator.	"Standard Met" as indicated and measured through the 2022 CA Dashboard Local Indicator.	"Standard Met" as indicated and measured through the 2023 CA Dashboard Local Indicator.	"Standard Met" for "Local Climate Survey" as indicated and measured through the 2023-2024 CA Dashboard Local Indicator.
Number of districtwide presentations provided to parents/guardians	During the 2021-2022 school year, 7 presentations were provided through BreakThrough, Student Services, or Instructional Services	New metric for 2022-23 LCAP	6 BreakThrough webinars or events were provided to parents/guardians. In addition, 3 TK/K webinars were held to support the social emotional	15 total presentations. 2 TK/K Information webinars for families. 2 core literature preview webinars for families and community. 3 Special Education Transition	A presentation or informational event on wellness will be provided once a month districtwide

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			development of new students into the school setting.	parent information events for all gradespans that were matriculating. 3 BreakThrough parent webinars have been hosted to date, with 2 additional webinars planned. Hosted BreakThrough webinars include: Mental Health Overview, Leading a Balanced Life, and Substance Abuse and Youth. Multilingual Learner/Outreach and Elementary Education: 5 evening trainings on Parents Making the Difference in TK and 7 evening virtual trainings on How to Connect Assertively with your Child to Educate Effectively. A districtwide annual parent conference for Spanish-speaking parents occurred on in May.	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of wellness presentations provided to students	Baseline data will be collected in the 2022-2023 school year.	New metric for the 2022-23 LCAP	Ongoing small group wellness counseling and workshops on topics such as social skills, mental health, positive body image and grief and loss was delivered to 891 (14%) students in grades 9-12 SOURCE: District Q / Local Database	There have been 36 wellness presentations this school year with a total of 2,153 (duplicated) students participating.	Outcome will be determined once baseline measure is identified
Students feeling safe at school	Grades 7 and 11 students reporting feeling safe at school per the biennial CHKS survey. *Baseline data will be available after CHKS is next administered in Fall 2021*	The California Healthy Kids Survey was administered during Spring 2022; however, the results have not yet been released.	According to the recent results from the California Healthy Kids Survey, 93% of 7th Graders and 96% of 11th Graders report feeling safe at school.	California Healthy Kids Survey results not yet released. Expected results in June 2024. Source: California Healthy Kids Survey (WestEd, CDE)	The grade 7 and grade 11 CHKS survey data regarding students feeling safe in school will increase by at least 1% each time the survey is administered and then maintain at 98% or higher
Facilities in good repair	In 2021-2022, all facilities were noted in good repair using the Facilities Inspection Tool (FIT)	New metric for the 2022-2023 school year.	In 2022-2023, all facilities were noted in good repair using the Facilities Inspection Tool (FIT)	In 2023-2024, all facilities were noted in good repair using the Facilities Inspection Tool (FIT)	All facilities were noted in good repair using the Facilities Inspection Tool (FIT)

Goal Analysis

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

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

The overall implementation of Goal 4 actions during the 2023-2024 school year demonstrates an on-going commitment to providing social, emotional and mental health support to CVUSD students. Some relevant challenges include the timely hiring of some mental health staff. Some relevant successes include the expansion of wellness services for middle school and elementary school students and training on restorative practices impacting additional staff. Some instances in which CVUSD did not implement a planned action from how it was described in the adopted LCAP include:

- 2.0 FTE BreakThrough Counselors provided services to students, which was more than the 1.6 FTE adopted (LCAP Action 4.1 - BreakThrough Student Assistance Program)
- Instead of maintaining one mental health clinician to serve Foster Youth, English Learners, and Low Income students, training was provided to all mental health staff on meeting the needs of these students (LCAP Action 4.3 - Support, Train & Monitor SEL - Principally Directed at Targeted Students)
- Elementary SEL Task Force continues to meet, but not at the secondary level (LCAP Action 4.4 - Train, Implement, & Monitor SEL)
- This year included 1 Psychologist Intern; however, next year staff have already identified 3 Psychologists interns (LCAP Action 4.3 - Support, Train & Monitor SEL - Principally Directed at Targeted Students)
- A Wellness Wednesday screener was not implemented districtwide; however a wellness survey was redeveloped and provided to all secondary students in Fall and Spring (LCAP Action 4.4 - Train, Implement, & Monitor SEL)
- Circle of Friends was implemented at Madrona and Maple but not at Aspen which provides inclusion opportunities through an expanding co-teaching model (LCAP Action 4.5 - Inclusion Plan for Students with Disabilities)

While there is slight variance on how Goal 4 actions were implemented, as noted above, there were no instances where CVUSD did not implement Goal 4 planned actions.

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

Materials differences between budgeted expenditures and estimated actual expenditures during the 2023-2024 school year included:

- Actual expenditures for the Psychologist Interns was lower than budgeted as only one individual was hired for this year. 3 interns have been identified for the 2024-25 school year (LCAP Action 4.3 - Support, Train & Monitor SEL - Principally Directed at Targeted Students)
- Actual expenditures for BreakThrough Counselors from OBTD funding was lower than budgeted due to the use of expiring one-time funds to pay for the other costs. Overall, the BreakThrough Program's adopted budget remains the actual cost of the program (LCAP Action 4.1 - BreakThrough Student Assistance Program)

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

The following explains how effective or ineffective some specific actions were in making progress toward the goal in the areas of:

The following Action(s) were effective in making progress toward the goal, and the degree to which the result was effective was measured by the associated metric(s) as shown below:

- Wellness Centers at all high schools are effective based on the workshops and presentations that have increased by 1,262 student participants compared to the prior school year (LCAP Action 4.4 - Train, Implement, & Monitor SEL).
- Hatching Results training to all school counselors over the last two years has provided positive evidence through the increases of Tier 2 supports as demonstrated through increase of 3,473 reported incidents of targeted Tier 2 SEL intervention (LCAP Action 4.4 - Train, Implement, & Monitor SEL).

The following Action(s) do not show the degree to which the result was effective in achieving the goal by the associated metric(s); however, the output of the specific Action(s) is showing results, and if these actions were to continue, these Action(s) would ultimately show the degree of effectiveness:

- Actions to reduce suspension, such as implementation of restorative practices, have not yet shown positive impacts in the suspension rates over time. Suspension rates for "all" have increased by 0.9% from the 2019 CA Dashboard to the 2023 CA Dashboard. However, the initial training on restorative practices was only provided in Spring 2022 and since that time all site administrators and some teachers and counselors have received the training in 2023-2024, and we anticipate that this training will, over time, reduce suspension rates (LCAP Action 4.4 - Train, Implement, & Monitor SEL).

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

Based on the new requirements of the 2024-25 LCAP and feedback provided by educational partners (i.e. Ventura County Office of Education, LCAP Budget Committee, CVUSD Board of Education), CVUSD will seek to develop a more comprehensible 2024-25 LCAP document that combines multiple related actions while focusing more on the larger, necessary actions to improve services and outcomes for Foster Youth, English Learners, and Low-Income Students, as well as student groups identified at the lowest performance level of the 2023 California Dashboard.

Based on the above analysis, the following changes will be made to the goal, expected outcomes, metrics or actions:

Goals:

- Update the language of Goal 4 to add "mental health" based on the feedback from the LCAP Budget Committee and Board of Education.

Metrics and Expected Outcomes:

- Provide additional information on the broad services provided by CVUSD's Mental Health and Wellness Services to students TK-12.
- Add additional metrics from the annual feedback survey based on feedback from the LCAP Budget Committee and Board of Education.

Actions:

- Add a description of the wellness services now being provided to elementary and middle school students.
- Expand the training on restorative practices to include teachers and school counselors.

In addition, the following 2023-24 LCAP actions will be removed but will continue to be implemented by CVUSD: Mental Health Associates to support unduplicated students, Title I elementary social worker funded with Title I funding, wellness rooms/spaces for some schools funded with Title I funding, increase inclusive opportunities for Students with Disabilities, Fulcrum/Stand Proud, student screener, elementary counselors, SEL task force, renovating physical spaces to support wellness services, and some specific actions in the Inclusion Plan for Students with Disabilities which will be identified in the "goal explanation" in the 24/25 LCAP.

Based on the new requirements of the 2024-25 LCAP and feedback provided by educational partners (i.e. Ventura County Office of Education, LCAP Budget Committee, CVUSD Board of Education), CVUSD will seek to develop a more comprehensible 2024-25 LCAP document that combines multiple related actions while focusing more on the larger, necessary actions to improve services and outcomes for Foster Youth, English Learners, and Low-Income Students, as well as student groups identified at the lowest performance level of the 2023 California Dashboard.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Conejo Valley Unified School District	Kenneth Loo Assistant Superintendent of Instructional Services	kloo@conejousd.org (805) 497-9511

Plan Summary [2024-25]

General Information

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

See next page.

Local Control and Accountability Plan

2024-2025 PLAN SUMMARY



16,347
TK-12
SCHOLARS

Source: California School Dashboard



APPROX. **2,050**
EMPLOYEES

VISION & MISSION



All students deserve an exceptional educational experience filled with opportunity & choices.

COMMITMENT TO STUDENT SUCCESS



We are committed to all students reaching their full potential in a supportive & academically challenging environment.

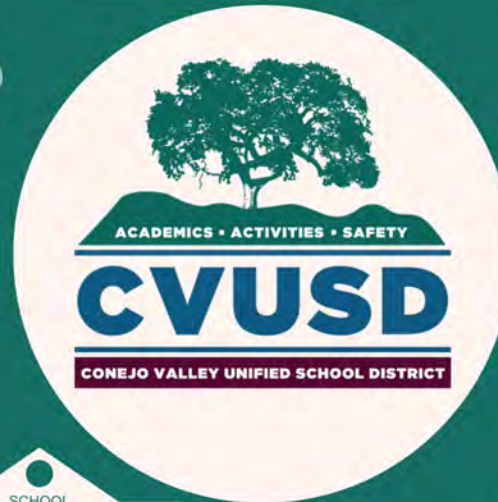
DISTRICT ACHIEVEMENTS



High graduation rates, competitive interscholastic athletics, acclaimed music and visual & performing arts programs.



Located in Thousand Oaks,
Newbury Park &
Westlake Village



STUDENTS WITH DIVERSE NEEDS



11.8%
Receive Special
Education Services

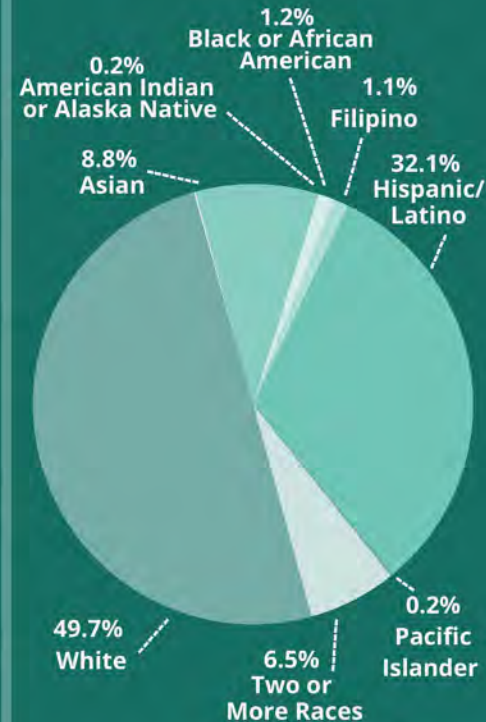
11.9%
Receive English
Learner Services

24.8%
Receive Free or
Reduced Meals

Source: California School Dashboard



STUDENT ETHNICITY



Source: California School Dashboard



27
TK-12 CAMPUSES

- 17 Elementary Schools
- 4 Middle Schools
- 1 TK-8 School
- 4 High Schools
- 1 Alternative Education Campus with:
 - Hybrid Learning Program (6-12)
 - Homeschool Program (TK-12)



Largest Unified
School District in
Ventura County



22:1
STUDENTS
PER TEACHER
(GRADES TK-3)

Local Control and Accountability Plan

2024-2025 PLAN SUMMARY

GOAL #1

IMPLEMENT TARGETED ACTIONS AND SERVICES THAT
SUPPORT CONDITIONS FOR OPTIMAL LEARNING,
EQUITABLE ACCESS, AND POSITIVE STUDENT OUTCOMES.
(STUDENT FOCUSED)

GOAL #2

Recruit, develop, and
retain highly
qualified, diverse, and
effective staff.
(Internal focused)

GOAL #3

Provide two-way
communication and targeted
outreach that engages and
informs the community of
programs, policies and
opportunities and also builds
strong connections among
families, community members,
and CVUSD schools.
(Community focused)

GOAL #4

Enhance the social,
emotional, physical, and
mental well-being for all
students through
targeted actions and
services.
(Student & School focused)

All CVUSD learners are served by a set of related plans that work in conjunction to implement these four district wide goals. Optimal learning, equitable access and positive student outcomes are the primary drivers of all four district goals. Educational partners, including staff, students, parents/guardians, and the public contribute to the creation, monitoring and adjustments to these plans. This coordinated approach emphasizes both district level and school site level implementation to ensure that our entire organization is working towards positive student outcomes for all students. **Plans, include:**

CVUSD Board Study Session Goals

**School Plans for Student Achievement
(SPSA)**

Diversity, Equity and Inclusion Plan

SPSA Monitoring Tool

**Local Control Accountability Plan
(LCAP)**

Strategic Arts Plan

Multilingual Learner Master Plan

**Strategic Plan for Inclusion
for Students with Disabilities**

Scan me



LEARN MORE ABOUT
EACH PLAN

Goals & Actions

LEARN MORE ABOUT
GOAL #1


GOAL
#1

POSITIVE STUDENT OUTCOMES



Highlighted Metrics & Year 3 Targeted Outcomes

IMPROVE GRADUATION RATE



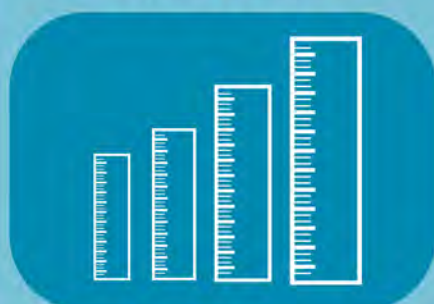
Student groups maintain at 95% or increase by 3%

IMPROVE ENGLISH LANGUAGE ARTS ACHIEVEMENT




Student groups maintain 37 points above standard, or improve by 10-20 points

IMPROVE MATHEMATICS ACHIEVEMENT



Student groups maintain 21 points above standard, or improve by 20-30 points

IMPROVE COLLEGE CAREER READINESS



Student groups below 80% will improve by 1%, 3% or 5% depending on the baseline result. Student group(s) above 80% will maintain.



HIGHLIGHTED ACTIONS & AMOUNTS	
Provide English Learner (EL) additional support, including: ELD teachers, bilingual paraeducator and bilingual facilitators, assessment staffing, office resources, and additional staffing for CVUSD's Newcomer Program (ONEW).	\$2,579,634
Provide reduced class size (21.5:1) at all elementary schools for grades TK-3, below the CA Department of Education mandate of 24:1.	\$2,520,000
Provide intervention and support through academic specialists, teacher extra duty, and instructional materials. Provide reduced class size in 8th Grade Math, Grades 9-10 ELA, intervention and credit recovery. Provide districtwide access to accounts for IXL Math and English Language Arts for students Grades 2-12.	\$1,138,500
Provide salaries, materials and supplies for Career Technical Education (CTE) programs and Dual Enrollment Coordinators at each comprehensive high school. Annual district monitoring of individual student's progress for high school English Learners, Students with Disabilities, and Homeless students on all areas of the College Career Indicator, including Transition Classroom and Work-Based Learning Experiences for students with IEPs who earn a Special Education Certificate of Completion.	\$553,500
Provide reduced fees for PSAT, SAT, AP Exams and IB Exams for Foster Youth, English Learners, and Low Income students.	\$105,000

Goals & Actions

LEARN MORE ABOUT
GOAL #2

GOAL
#2

HIGHLY QUALIFIED & EFFECTIVE STAFF




Highlighted Metrics & Year 3 Targeted Outcomes

STAFF REPORT BEING PROVIDED TRAINING TO EFFECTIVELY PERFORM DUTIES & RESPONSIBILITIES



Increase to at least 82.9% Strongly Agree or Agree

STUDENTS REPORT THAT SCHOOL STAFF WORK TO CREATE AN INCLUSIVE ENVIRONMENT



*Grades 4-5: maintain at 90% or higher;
Grades 6-12: increase by 3% to 89.4%*

CALIFORNIA DASHBOARD LOCAL INDICATOR: BASICS: TEACHERS, INSTRUCTIONAL MATERIALS, FACILITIES



California Dashboard Local Indicator: "Standard Met"

NEW INDUCTION TEACHERS EXPRESSING A DESIRE TO RETURN TO CVUSD NEXT YEAR



Baseline to be established

HIGHLIGHTED ACTIONS & AMOUNTS	
Provide targeted recruitment efforts to expand applicant pools that reflect qualified educators from diverse backgrounds, including an Assistant Director of Diversity, Equity and Inclusion. Provide Induction services to retain effective teachers that include one teacher mentor specifically for new special education teachers.	\$315,000
Provide Designated and Integrated English Language Development training to certificated staff and bilingual paraeducators across multiple years on Universal Design for Learning (UDL) as it applies to English Learners and Long Term English Learners.	\$300,000
Provide on-going training and structured collaboration for administrators and teachers to implement effective Professional Learning Communities (PLCs) through the development and use of essential standards, common pacing guides, and common assessments	\$50,000
Provide training and regular collaboration and data analysis with school administrators to increase inclusion and improve the Least Restrictive Environment (LRE). Provide training to elementary and secondary general education and SAI teachers in English Language Arts and Math utilizing core curriculum and supplementary resources to support Students with Disabilities.	\$10,000

Goals & Actions

LEARN MORE ABOUT
GOAL #3


GOAL
#3

COMMUNITY OUTREACH & COMMUNICATION



Highlighted Metrics & Year 3 Targeted Outcomes

EXPANDED REACH & ENGAGEMENT ON SOCIAL MEDIA



10% increase of followers on each social media platform

VOLUME & VALUE OF MARKETING CONTENT PRODUCED



Maintain volume and value of marketing content produced

DISTRICTWIDE PRESENTATIONS PROVIDED TO PARENTS/GUARDIANS



Increase 3 or more presentations

PARENTS/GUARDIANS FEEL INFORMED ABOUT THEIR CHILD'S ACADEMIC PROGRAM



Maintain 90% or higher Strongly Agree or Agree

Highlighted Actions & Amounts

Provide regular communications via email, app and text message, deployed by CVUSD's Communications Department, to all educational partners, as well as disseminate information through multiple means, including video content, on websites/social media about important events and unique school programs. Provide immediate and central messages during emergencies or crises to effectively communicate in a timely manner. Provide an internship program and elementary social media managers that work to effectively support CVUSD Communications.	\$175,000
Provide efforts to increase awareness of the importance of attendance with banners, posters, and on-going messages from district and school platforms. Provide a bi-monthly meeting and training with attendance liaisons to discuss attendance strategies with students and families. Provide administrators with frequent data on attendance and chronic absenteeism disaggregated by student groups. Provide Student Support Services support staff and materials/supplies to engage in additional outreach and communication with Foster/McKinney-Vento families on attendance supports.	\$114,250
Provide family events/training, including an annual conference and BreakThrough events, for Spanish-speaking families to explain TK-12 processes and systems as well as provide strategies for parent/guardian engagement. All schools with 21 English Learners or more will maintain an English Learner Advisory Committee (ELAC) and participate in at least 5 meetings per year. Provide additional opportunities for engagement in District English Learner Advisory Committee (DELAC). Broadcast board of education meetings with English and Spanish language closed caption options.	\$33,000

Goals & Actions

LEARN MORE ABOUT
GOAL #4

GOAL #4

SOCIAL, EMOTIONAL, PHYSICAL & MENTAL WELL-BEING



Highlighted Metrics & Year 3 Targeted Outcomes

IMPROVE ATTENDANCE



Maintain the average daily attendance rate at 95% or higher.

IMPROVE CHRONIC ABSENTEEISM



Reduce overall chronic absenteeism by 3%, and student groups by 1% to 4.5%

IMPROVE SUSPENSION RATE



Student groups maintain at or below 2%, or reduce by 2-5%

STUDENTS FEEL THAT SCHOOL IS AN INCLUSIVE LEARNING ENVIRONMENT



Grades 4-5: Maintain at 90% or higher Strongly Agree or Agree;
Grades 6-12: Increase to 82.4% Strongly Agree or Agree



HIGHLIGHTED ACTIONS & AMOUNTS

Provide Counselors for BreakThrough Program, support staff, and BreakThrough Program evening family education events.

\$485,500

Provide additional social-emotional and behavioral supports to students from a general education behaviorist, School Psychologist Interns, and a bilingual School Psychologist.

\$404,400

Provide additional outreach and social-emotional support services through Conejo Recreation Park District (CRPD) Youth Outreach Program agreement.

\$100,000

Provide materials/supplies and supports directly to Foster and Homeless students in order to increase access to school-based and community-based resources, and remove barriers to student transportation.

\$25,000

Reflections: Annual Performance

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

The 2023 California Dashboard and other local data highlighted a number of successes for CVUSD students, which includes:

- CVUSD outperformed statewide and countywide metrics in the California Dashboard.
- Of the TK-12 school districts in Ventura County serving 5,000+ students, CVUSD was the highest performing in English Language Arts, Mathematics, Graduation Rate, and College Career Indicator based on the California Dashboard.
- All student groups, with the exception of English Learners, demonstrated improvement or maintenance of performance in the annual English Language Arts and Mathematics California Assessment of Student Performance and Progress (CAASPP).
- The percent of English Learners making progress towards English language proficiency improved by 7.5% from the prior 2022-2023 school year.
- In alignment with State Priority 7A, CVUSD provides all students, including unduplicated pupils and Students with Disabilities, access to and enrollment in a broad course of study. Our comprehensive curriculum encompasses core academic subjects including English Language Arts, Mathematics, Science, and History-Social Science, as well as a diverse range of additional subjects such as visual and performing arts, physical education, world languages, and career technical education pathways. Throughout the academic year, we continually evaluate and adapt our course offerings to ensure they meet the evolving needs and interests of our student population.

The 2023 California Dashboard and other local data highlighted a number of challenges for CVUSD students, which includes:

- English Learners districtwide were the only group to not demonstrate an improvement or maintenance of performance in the annual English Language Arts and Mathematics California Assessment of Student Performance and Progress (CAASPP).
- The measure of Least Restrictive Environment (LRE), the percentage of Students with Disabilities in the general education setting for 80% or more of the school day, maintains slight improvement from prior years. More significant increases are needed, particularly at the secondary level, to increase inclusion and meet the state's required LRE targets.
- CVUSD's overall College/Career Indicator was "High" for all students, but it was "Very Low" for English Learners, Homeless, and Students With Disabilities.

Any school that received the lowest performance level (i.e. Red performance color or "Very Low") on one or more state indicators on the 2023 Dashboard:

- Chronic Absenteeism: Aspen Elementary, Banyan Elementary, Conejo Academy, Madrona Elementary, Maple Elementary, Weathersfield Elementary, Westlake Elementary, Westlake Hills Elementary, Colina Middle
- English Learners Progress: Banyan Elementary, Newbury Park High
- English Language Arts: Conejo Academy
- Suspension: Conejo Valley High
- College/Career: Conejo Valley High

Any student group within CVUSD that received the lowest performance level (i.e. Red performance color or "Very Low") on one or more state indicators on the 2023 Dashboard:

- Chronic Absenteeism: English Learners, Students with Disabilities, African American, Hispanic
- Suspension Rate: Foster Youth

- Mathematics: Homeless
- College/Career: English Learners, Homeless, Students with Disabilities

Any student group within an individual school that received the lowest performance level (i.e. Red performance color or "Very Low") on one or more state indicators on the 2023 Dashboard:

[KEY: English Learner (EL), Foster Youth (FOS), Hispanic (HI) Homeless (HOM), Socioeconomically Disadvantaged (SED), Student with Disability (SWD), African American (AA), White (WH), Mixed Race (MR)]

- English Learner Progress: Banyan Elementary (EL), Newbury Park High (EL)
- English Language Arts: Acacia Magnet (SWD), Conejo Academy (EL, SED, SWD, HI), Madrona Elementary (EL), Maple Elementary (EL), Sycamore Canyon (SWD), Colina Middle (EL), Los Cerritos Middle (SWD), Sequoia Middle (EL), Newbury Park High (SWD), Thousand Oaks High (SWD).
- Mathematics: Acacia Magnet (SWD), Sycamore Canyon (SWD), Colina Middle (EL), Los Cerritos Middle (SWD), Newbury Park High (SWD), Thousand Oaks High (SED, SWD).
- Suspension: Redwood Middle (EL, SED, HI), Newbury Park High (EL, HOM), Thousand Oaks High (EL, SWD), Conejo Valley High (SWD, WH).
- Chronic Absenteeism: Aspen Elementary (EL, SED, SWD, HI, WH); Banyan Elementary (EL, SED, HI, WH), Conejo Academy (EL, SED, SWD, HI, WH), Ladera STARS Academy (SED), Lang Ranch Elementary (SED, SWD), Madrona Elementary (EL, SED, SWD, HI), Maple Elementary (SWD, WH), Walnut (EL, WH), Weathersfield Elementary (EL, SED, SWD, HI, WH), Westlake Elementary (WH), Westlake Hills Elementary (SED, HI, WH), Wildwood Elementary (SED), Colina Middle (SED, SWD, HI, WH), Los Cerritos Middle (SWD), Redwood Middle (EL, SED, SWD, HI, MR), Century Academy (HI).
- College/Career: Newbury Park High (EL), Thousand Oaks High (SWD), Westlake High (SWD), Conejo Valley High (SWD, HI)

Reflections: Technical Assistance

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

CVUSD has three student groups eligible for 2023 Differentiated Assistance.

- * English Learners: Chronic Absenteeism; College, Career Indicator
- * Homeless: English Language Arts and Math; College, Career Indicator
- * Students with Disabilities: Chronic Absenteeism; College, Career Indicator

All CVUSD schools have additional requirements in the School Plan for Student Achievement to address these student groups, as well as others that are underperforming, based on the above California Dashboard Indicators. The SPSA Monitoring Tool allows for the School Site Council to easily identify and monitor these required areas. Chronic absenteeism has improved in the 2023-2024 based on local measures with some improvements attributed to increased communication to parents/guardians on the value of school attendance as well as the regular monitor of attendance by district and site administrators. On-going actions to improve College and Career Indicator (CCI) include the work of College and Career Readiness Counselors who initiated work in the 2022-2023 school year focused on improving CCI rates for the 9th and 10th grade students and the positive impacts of those efforts should be illuminated in future reports. Other actions to improve CCI include: developing a centralized data tool to identify, act upon, and monitor these three particular student groups over multiple years to

identify students that should meet the "preparedness" criteria for CCI; as well as working with VCOE data staff to correctly report and identify Students with Disabilities that meet the CCI criteria of ""Transition Classroom and Work-Based Learning Experiences".

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.

Not applicable. No CVUSD schools are identified for Comprehensive Support and Improvement (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.

Not applicable. No CVUSD schools are identified for Comprehensive Support and Improvement (CSI)

Monitoring and Evaluating Effectiveness

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

Not applicable. No CVUSD schools are identified for Comprehensive Support and Improvement (CSI)

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
Students	Administered district annual survey in January-February 2024 to all CVUSD students Grades 4 through Post-Secondary. 1327 out of 2088 Grade 4-5 completed. 3827 out of 9412 Grades 6-12 completed.
Staff	Administered district annual survey in January-February 2024 to all CVUSD certificated and classified staff. 565 out of 2129 completed.
Parents/Guardians	Administered district annual survey in January-February 2024 to all CVUSD parents/guardians. 1498 out of 16296 completed.
Community at large	Held 5 Board of Education meetings during the 2023-2024 school year to discuss topics related to the LCAP. September 6, 2023 and October 4, 2024 to discuss the responsibilities of the LCAP / Budget Committee. February 21, 2024 to present the LCAP Mid-Year Report. March 27, 2024 and April 17, 2024 to discuss and finalize the language for LCAP goals.
Parents/Guardians	At a public meeting held in March 2024, SUPER DAC, invited all CVUSD student and parent advisory councils/committees, shared information on new 2024-25 LCAP requirements
District LCAP / Budget Committee	Met 8 times from October 2023 to May 2024 with the committee representing CVUSD students, staff, community members, and advisory councils/committees. Discussed recommendations to the LCAP goals language and LCAP actions. Representatives gathered feedback and input from their constituent groups to share at each meeting.
High School Students	With the Student District Advisory Committee (SDAC) in April 2024, provided information on new LCAP requirements, and participants

Educational Partner(s)	Process for Engagement
	provided provided suggestions on the LCAP and improving each of the California Dashboard Indicators.
Parents/guardians of English Learners	With the District English Learner Advisory Committee (DELAC) in April 2024, provided information on new LCAP requirements, and participants provided suggestions on the LCAP and improving each of the California Dashboard Indicators.
Classified Labor Association	During a Communications Meeting with representatives of the CSEA Labor Association, provided information on new LCAP requirements, and participants provided suggestions on the LCAP and improving each of the California Dashboard Indicators.
Certificated Teachers Labor Association	During a Communications Meeting with representatives of the UACT Labor Association, provided information on new LCAP requirements, and participants provided suggestions on the LCAP and improving each of the California Dashboard Indicators.
Certificated Counselors, Psychologists Labor Association	During a Communications Meeting with representatives of the CVPPA Labor Association, provided information on new LCAP requirements, and participants provided suggestions on the LCAP and improving each of the California Dashboard Indicators.
Site and District Administrators	Provided information on new LCAP requirements in March and April 2024, and staff provided suggestions on the LCAP and improving each of the California Dashboard Indicators.
Parents/Guardians	With the District Advisory Council (DAC) in May 2024, provided information on new LCAP requirements, and participants provided suggestions on the LCAP and improving each of the California Dashboard Indicators.
Parents/Guardians of Students with Disabilities	With the Special Education District Advisory Council (SEDAC) in May 2024, provided information on new LCAP requirements, and participants provided suggestions on the LCAP and improving each of the California Dashboard Indicators.
SELPA Consultation	Attended 3 Technical Assistance trainings in 2023 and 2024 provided by VCOE in which the Ventura County SELPA provided information and resources on districtwide actions to support Students With Disabilities.

Educational Partner(s)	Process for Engagement
Public Hearing and Board Adoption	A public hearing was held on June 5, 2024 and no comments from the public were provided. The CVUSD Board Adoption occurred on June 20, 2024.

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

Board of Education - Through public meetings held during the 2023-2024 school year, the CVUSD Board of Education included the LCAP in the following ways: providing direction to the LCAP Budget Committee to provide recommendations on the new LCAP template for 2024-25, approved adjusted language for the 4 LCAP Goals, reviewed information and provided direction for the 2024-25 LCAP to meet the new statutory requirements of the LCAP by addressing student groups in the lowest performing areas and to meet the needs and improve services for Foster Youth, English Learners and Low Income Students.

LCAP Budget Committee - Through 8 committee meetings with representatives from students, labor associations, site and district administration, community partners, and parent advisory councils/committees, the LCAP Budget Committee influenced the 2024-25 LCAP in the following ways: added updated language in the four LCAP goals, provided suggestions on how to make the LCAP document more understandable to the general audience through infographics and improved formatting and organization, reviewed adjustments on organizing the 2024-25 LCAP by CA Dashboard Indicator and compiling together related sub-actions into more holistic larger actions, expanding use of annual survey metrics to include more grade levels, moving some metrics to other goal areas, explaining more details on the California Dashboard Local Indicator metrics, and integrating throughout the LCAP document how other plans (i.e. Multilingual Learner Plan, Strategic Plan for Inclusion, DEI Strategic Plan, and School Plan for Student Achievement) work with the LCAP to support all CVUSD students.

Ventura County Office of Education (VCOE) - Through multiple training and meeting opportunities with VCOE Local District Support Services and Business Services staff, the 2024-25 LCAP was influenced in the following ways: emphasis on creating actions that reflect a combination of related efforts, and including descriptions of other on-going actions in the LCAP plan summary and goal explanation section.

Student District Advisory Committee (SDAC) - The 2024-25 LCAP included SDAC input in the following ways: focus on efforts to increase student knowledge of the A-G requirements through multiple means, provide resources and training to support or rehabilitate students who may be suspended through restorative practices, and improve achievement through increased consistency which can be achieved through Professional Learning Communities (PLC) training and the development of essential standards and common assessments.

District English Language Advisory Committee (DELAC) - The 2024-25 LCAP included DELAC input in the following ways: continued use of IXL English and Math, training for teachers on Designated and Integrated English Language Development (ELD), efforts to expose students to a range of career and college opportunities, and providing continued education to families on knowledge and skills to support their child's education.

Special Education District Advisory Council (SEDAC) - The 2024-25 LCAP included SEDAC input in the following ways: Addition of the California Alternate Assessment (CAA) in metrics for Goal 1, utilize small group instruction for intervention in English Language Arts and

Mathematics for elementary students, and on-going efforts to share out post-secondary opportunities and job-related pathways with students and parents/guardians.

Site and District Administrators - The 2024-25 LCAP included site and district administrators input in the following ways: Training in the areas of Integrated and Designated ELD, restorative practices, modified curriculum, Science of Reading, and Professional Learning Communities; online learning programs to target English Language Arts and Mathematics skills; increased efforts to provide parent/guardian communication on the importance of attendance and college/career opportunities.

District Advisory Council (DAC) - The 2024-25 LCAP included DAC input in the following ways: Additional professional learning including teacher-teacher collaboration on best practices in the area of mathematics; providing restorative practices and counseling supports from mental health clinicians and school counselors to address student discipline;

CVUSD Labor Associations (UACT, CVPPA, CSEA) - The 2024-25 LCAP included CVUSD Labor Associations input in the following ways: on-going professional learning for all staff (e.g. Hatching Results for counselors); additional training to teachers on restorative practices, increasing the effectiveness of addressing chronic absenteeism through efforts of additional staff through the SARB/SART process and home visits.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)	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)

An explanation of why the LEA has developed this goal.

CVUSD's Goal 1 is the overarching goal that describes the central aim to support conditions for optimal learning, equitable access, and positive student outcomes. The other three goals work in conjunction to provide additional actions and services which strive to accomplish this goal. During the 2023-2024 school year, the prior goal language was modified by the CVUSD LCAP Budget Committee and the CVUSD Board of Education to add "conditions for optimal learning" and "equitable access" to more fully describe the intent and focus of this fundamental district goal. Goal 1 focuses on improving academic achievement for all students, including English Learners, foster youth, and low-income students as well as those student groups identified to be in the lowest performance areas based on the 2023 CA Dashboard Indicators and will be evaluated through multiple measures aligned with "State Priority 4 - Pupil Engagement" and "State Priority 7 - Course Access", such as statewide assessments, inclusion of Students with Disabilities, progress of English Learners, and college/career readiness.

CVUSD's Goal 1 works in coordination with a set of related actions that take place throughout CVUSD schools and district. These actions are included in formal plans that are created to better meet the needs of CVUSD's unique learners. Educational partners, which include students, staff, and parents/guardians, are critical in the development and monitoring of these districtwide and school site plans. While, CVUSD's LCAP meets statutory requirements of the LCAP by addressing actions for Foster Youth, English Learners, and Low-Income Students using LCFF supplemental funding, in addition to addressing student groups in the 2023 California Dashboard that achieved in the lowest performance level, some related actions that align with Goal 1 can be found in the below plans:

Multilingual Learner Plan (<https://www.conejousd.org/mlp>) - The Multilingual Learner Master Plan outlines our commitment to the holistic development and success of Multilingual Learners (MLs) in CVUSD. Recognizing the unique strengths and challenges of MLs, this plan provides a roadmap to ensure they not only achieve academic success but also become multilingual and multicultural assets in our increasingly global community. In addition to an asset-based framework, this master plan also embraces CVUSD's Local Control Account Plan (LCAP) goals. These goals are interwoven throughout the plan and were utilized as a foundation to ensure students are given all the necessary supports to have a successful TK-12 academic experience. Some key actions addressing Goal 1 in the Multilingual Learner Master Plan include:

- Increase the reclassification rate for all TK-12 Multilingual Learners
- Continue exploring programs that benefit Multilingual Learners such as DLI and Newcomer Academy
- Continue providing intensive intervention services to all Multilingual Learners
- Accelerate English language acquisition by providing additional hours to bilingual staff
- Continue to provide digital platforms to Multilingual Learners to practice and enhance their language acquisition

Strategic Plan for Inclusion of Students With Disabilities (<https://www.conejousd.org/ip>)- This CVUSD Strategic Plan for Inclusion for Students With Disabilities is designed to define the structures specifically in place for Students With Disabilities in order to support access to standards-aligned content, high-quality learning environments, and individualized supports in the least restrictive environment. The Plan is organized around four priorities that compose the foundation of an effective program for Students With Disabilities. Those four priorities are: Least Restrictive Environment, Inclusive Practices, Professional Learning, and Communication. Each priority has a central goal that is aligned to CVUSD's LCAP, and contains action items/steps to ensure goals are implemented. The Plan is intended to be a broad outline of overall special education programs and work in conjunction with CVUSD's DEI plan and LCAP plan. Some key actions addressing Goal 1 in the Strategic Plan for Inclusion of Students With Disabilities include:

- Decrease in SAI courses across secondary settings
- Maintain Inclusion Specialist-Teacher on Special Assignment (TOSA)
- Ensure each SPSA includes action items for Least Restrictive Environment (LRE)
- Increase co-teaching and inclusion across all elementary sites with specialized programs
- Seek out intentional involvement of opportunities for Students With Disabilities on College/Career Night

Diversity, Equity and Inclusion (DEI) Strategic Plan (<https://www.conejousd.org/dei>)- The DEI Strategic Plan stands as a document, meticulously crafted to harmonize with the goals outlined in the LCAP, Board Policy/Administrative Regulations, and California Education Code. The DEI Strategic Plan encompasses eight overarching goals strategically categorized into key areas of focus: Curriculum and Educational Equity, Belonging and Community Building, Transparency and Educational Equity, Continuous Development and Cultural Competency, Compliance and Governance, and Workforce Development & Culture. Some key actions addressing Goal 1 in the DEI Strategic Plan include:

- Teachers incorporate inclusive instructional practices that are designed to remove barriers to student learning and embrace the diverse identities of all students
- Improve literacy and numeracy levels among students between Transitional Kindergarten and Grade 5
- Increase opportunities for Latino/a/x students to enroll in college and professional certifications career programs
- Ensure that data on academic achievement gaps is shared in district and school meetings to make sure that proper supports are provided to students
- Provide additional learning opportunities for students who are not achieving at grade level during the day, after school and during intersession

School Plans for Student Achievement (<https://www.conejousd.org/spsa>) - SPSA is a strategic plan that maximizes the resources available to the school with the ultimate goal of increasing student achievement. The School Site Council (SSC) is responsible for the development of the SPSA, which includes the analysis of schoolwide student data and the development and monitoring of goals and actions that align to the CVUSD LCAP. Some key actions addressing Goal 1 in each CVUSD SPSA include:

- Actions to address school and student group achievement at the lowest performing level, including considerations for smaller student

groups which may not have a CA Dashboard performance level, but for which useful districtwide data and other school site data must be considered.

- Specific actions to allocate school site discretionary funds for additional interventions and supports that principally support Foster Youth, English Learners, and Low-Income Students.
- Specific actions to measure and address the inclusion of Students with Disabilities and to increase the Least Restrictive Environment (LRE).
- Specific actions by CVUSD high schools to improve the College/Career Indicator for all students, and in particular, each school's 3 lowest performing student groups from the 2023 California Dashboard, including Homeless students.
- Specific actions by CVUSD schools that receive federal Title I funding to provide additional educational services to assist students in meeting the state academic content standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	High School Graduation Rate (State Priority 5E - Pupil Engagement)	<p>California Dashboard Graduation rates from 2022-2023 School Year:</p> <p>All: 95.2% African American 96.3%; Asian 98.1%; English Learner 88.1%; Hispanic 93.7%; Homeless 82.7%; Students with Disabilities 85.8%; Low-Income Students 92.6%; Two or More Races 94.2%; White 95.6%</p> <p>Lowest performance (red indicator) on the Dashboard - Percentage:</p> <p>District: N/A Schools: N/A</p>			<p>2025-2026 California Dashboard Graduation rates:</p> <p>All: maintain a 95% or higher graduation rate; African American: maintain a 95% or higher graduation rate; Asian: maintain a 95% or higher graduation rate; English Learner 91.1% (+3%); Hispanic 95% (+1.3%); Homeless 85.7% (+3%); Students with Disabilities 88.8% (+3%); Low-Income Students 95% (+2.4%);</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Two or More Races 95% (+0.8%); White: maintain a 95% or higher graduation rate	
1.2	CAASPP English Language Arts (State Priority 4A: Pupil Achievement)	<p>Spring 2023, California Dashboard CAASPP ELA, Distance from Standard (DFS)</p> <p>All: +37 ; Black/African American: -19; Asian: +108; Filipino: +58; Hispanic: -16; White: +56; Two or More Races: +71; SED: -29; EL: -51 SWD: -87; Homeless: -88; Foster: *</p> <p>* indicates fewer than 11 students were tested.</p> <p>Lowest performance (red indicator) on the Dashboard</p> <p>District: N/A</p> <p>School(s): Acacia Magnet: SWD: -107.9 Conejo ES: All: -81.1 DFS, EL: -97.5 DFS,</p>			<p>2025-2026, California Dashboard CAASPP ELA, Distance from Standard (DFS)</p> <p>All: Maintain; Black/African American: +1 (+10); Asian: Maintain; Filipino: Maintain; Hispanic: -6 (+10); White: Maintain; Two or More Races: Maintain; SED: -19 (+10); EL: -31 (+20); SWD: -67 (+20); Homeless: -88; Foster: *</p> <p>* indicates fewer than 11 students were tested.</p> <p>Lowest performance (red indicator) on the Dashboard</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: -84.2 DFS, HI: -86.6 DFS Madrona ES: EL: -84.8 DFS Maple ES: EL: -71.1 DFS Sycamore Canyon (TK-8): SWD: -97.6 DFS Colina MS: EL: -72.5 DFS Los Cerritos MS: SWD: -106.3 DFS Sequoia MS: EL: -76.8 DFS Newbury Park HS: SWD: -153.1 DFS Thousand Oaks HS: SWD: -121.7 DFS			District: N/A School(s): Acacia Magnet: SWD: -78 (+30) Conejo ES: All: -61 (+20) DFS, EL: -68 DFS (+30), SED: -64 DFS (+20), HI: -67 DFS (+30) Madrona ES: EL: -65 DFS (+20) Maple ES: EL: -51 DFS (+20) Sycamore Canyon (TK-8): SWD: -68 DFS (+30) Colina MS: EL: -53 DFS (+20) Los Cerritos MS: SWD: -76 DFS (+30) Sequoia MS: EL: -57 DFS (+20) Newbury Park HS: SWD: -123 DFS (+30) Thousand Oaks HS: SWD: -92 DFS (+30)	
1.3	CAASPP Mathematics (State Priority 4A: Pupil Achievement)	Spring 2023, California Dashboard SBAC Math, Distance from Standard (DFS) All: +3;			2025-2026 SBAC Math, California Dashboard Distance from Standard (DFS)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Black/African American: -74; Asian: +107; Filipino: +34; Hispanic: -59; White: +21; Two or More Races: +39; SED: -67; EL: -78; SWD: -125; Homeless: -111;</p> <p>Lowest performance (red indicator) on the Dashboard</p> <p>District: HOM: -110.5 DFS</p> <p>School(s): Acacia Magnet: SWD: -127.7 DFS Sycamore Canyon: SWD: -99.8 DFS Colina MS: EL: -123.2 DFS Los Cerritos MS: SWD: -171.9 DFS Newbury Park HS: SWD: -198.7 DFS Thousand Oaks HS: SED: -115 DFS, SWD: -200.1 DFS</p>			<p>All: Maintain; Black/African American: -54 (+20); Asian: Maintain; Filipino: Maintain; Hispanic: -34 (+25); White: Maintain; Two or More Races: Maintain; SED: -42 (+25); EL: -58 (+20); SWD: -105 (+20); Homeless: -81 (+30);</p> <p>Lowest performance (red indicator) on the Dashboard</p> <p>District: HOM: -81 DFS (+30)</p> <p>School(s): Acacia Magnet: SWD: -98 DFS (+30) Sycamore Canyon: SWD: -80 DFS (+20) Colina MS: EL: -93 DFS (+30) Los Cerritos MS: SWD: -142 DFS (+30)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Newbury Park HS: SWD: -169 DFS (+30) Thousand Oaks HS: SED: -95 DFS (+20), SWD: -170 DFS (+30)	
1.4	California Alternate Assessment (CAA) (State Priority 7C - Course Access)	Spring 2023 CAASPP CAA results "Standards Met" or "Exceeded" English Language Arts: 13.6% Mathematics: 6.3% (n=93) SOURCE: State CAASPP results			2025-2026 CAASPP CAA results "Standards Met" or "Standards Exceeded" at or above the state average: English Language Arts: 15.8% (+3.2%) Mathematics: 8.9% (+2.6%) SOURCE: State CAASPP results	
1.5	CAASPP - CAST Science Assessment (State Priority 4A - Pupil Achievement)	Spring 2023 CAST Science, Standard Met or Exceeded. ALL: 48.8%; SWD: 13.2%; SED: 22%; EL: 1.44%; Homeless: 5.05%; Asian: 81%; Black/African American: 23.5%; Filipino: 54.76%; Hispanic: 24.7%; White: 56.9%;			2025-2026 CAST Science, Standard Met or Exceeded. ALL: 51.8%; SWD: 19.2%; SED: 28%; EL: 7.44%; Homeless: 11.05%; Asian: Maintain at or above 80%;	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Two or More Races: 65.6%</p> <p>SOURCE: State CAASPP results</p>			<p>Black/African American: 29.5%; Filipino: 57.76%; Hispanic: 24.7%; White: 59.9%; Two or More Races: 68.6%</p> <p>SOURCE: State CAASPP results</p>	
1.6	<p>College & Career Indicator</p> <p>(State Priority 4 - Pupil Achievement)</p>	<p>CA Dashboard, College & Career Indicator from Fall 2023 Dashboard:</p> <p>All: 55%; African American: 40.7%; Asian: 83.3%; English Learners: 7.9%; Foster Youth: 9.1%; Hispanic: 37.9%; Homeless: 7.7%; Students with Disabilities: 6.8%; SED: 33.7%; Two or More Races: 66.3%; White: 58%</p> <p>Status-only data is available for the 2023 School year, Very Low equals Lowest performance (red indicator) on the Dashboard - Percentage:</p>			<p>2025-2026 CA Dashboard, College & Career Indicator from CA Dashboard:</p> <p>All: 56% (+1%); African American: 43.7% (+3%); Asian: Maintain at above 80%; English Learners: 12.9% (+5%); Foster Youth: 14.1% (+5%); Hispanic: 40.9% (+3%); Homeless: 12.7% (+5%); Students with Disabilities: 11.8% (+5%); SED: 36.7% (+3%); Two or More Races: 67.3% (+1%); White: 61% (+3%)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>District: EL: 7.9 %, HOM: 7.7 %, SWD: 6.8 %</p> <p>School(s): Newbury Park HS: EL: 4.3 % Thousand Oak HS: SWD: 2.9% Westlake HS: SWD: 4.3% Conejo Valley High: All: 2.9 %, SED: 2 %, HI: 4.3 %</p>			<p>Status-only data is available for the 2023 School year, Very Low equals Lowest performance (red indicator) on the Dashboard - Percentage:</p> <p>District: EL: 12.9 % (+5%), HOM: 12.7 % (+5%), SWD: 11.8 % (+5%)</p> <p>School(s): Newbury Park HS: EL: 9.3 % (+5%) Thousand Oak HS: SWD: 7.9% (+5%) Westlake HS: SWD: 9.3% (+5%) Conejo Valley High: All: 7.9 % (+5%), SED: 7% (+5%), HI: 9.3 % (+5%)</p>	
1.7	<p>Advanced Placement (AP) Scores</p> <p>(State Priority 4G - Pupil Achievement)</p>	<p>Advanced Placement (AP) Exams - Spring 2023 results, percent of students scoring a 3 or higher. ALL - 77%</p> <p>SOURCE: College Board</p>			<p>2025-2026, maintain at or above 75% students scoring a 3 or higher</p> <p>SOURCE: College Board</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	International Baccalaureate (IB) Scores (State Priority 4 - Pupil Achievement)	IB Exam Scores: Percent of students scoring a 4 or higher in Spring 2023. ALL 95% SOURCE: International Baccalaureate			2025-2026, maintain at or above 90% students scoring a 4 or higher SOURCE: International Baccalaureate	
1.9	AP and IB Participation (State Priority 4 - Pupil Achievement)	2022-2023: Participation in at least one AP or IB exam for 11th and 12th grade students: ALL - 46.7%, African American - 33.1%, Asian - 62.0%, Hispanic - 28.3%, SWD - 17.5%, Two or More Races - 59.8%, EL - 4.1%, SED - 21.4% SOURCE: College Board and International Baccalaureate			2025-2026 Participation in at least one AP or IB exam for 11th and 12th grade students: ALL - 46.7% (maintain), African American - 36.1% (+3%), Asian - 62.0% (maintain), Hispanic - 31.3% (+3%), SWD - 20.5% (+3%), Two or More Races - 59.8% (maintain), EL - 7.1% (+3%), SED - 24.4%(+3%) SOURCE: College Board and International Baccalaureate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	A-G Completion (State Priority 4B - Pupil Achievement)	CA Dashboard: 2022-23: Percent of students meeting A-G requirements All: 65.18%; Asian: 76.50%; Black/African American: 58.82%; Hispanic 40.35%; White: 74.04%; Two or More Races: 71.6%; English Learners: 1.27%; Socio-economic Disadvantaged: 38.19%; Students with Disabilities: 10.46%; McKinney Vento Students: 4.55%			2025-2026 CA Dashboard, Percent of students meeting A-G requirements: All: Maintain at 65% or higher; Asian: Maintain; Black/African American: 60% (+1.18%); Hispanic 40.35%; White: Maintain; Two or More Races: Maintain; English Learners: 6.27% (+5%); Socio-economic Disadvantaged: 41.19% (+3%); Students with Disabilities: 15.46% (+5%); McKinney Vento Students: 9.55% (+5%)	
1.11	Secondary schools grade distribution (State Priority 4 - Pupil Achievement)	2023-24, Semester 1 Grade Distribution Results: Middle School: A = 53.14%, B = 26.01% C = 12.73% , D = 5.26% , F = 2.86% High School: A = 54.67% B = 23.63% , C			2025-2026 Semester 1 Grade Distribution Results Middle School: Reduce the combined D and F rate to 7.12% (-1%)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		= 13.15% , D = 4.98% , F = 3.56% SOURCE: Q-Student Information System			High School: Reduce the combined D and F rate to 7.54% (- 1%) SOURCE: Q- Student Information System	
1.12	Students report receiving adequate academic help and support at school. (State Priority 2A - Implementation of State Standards)	District annual survey results: 83.3% Strongly Agree or Agree SOURCE: Local survey			2025-2026 District annual survey results: Increase to 85% or higher SOURCE: Local survey	
1.13	Parents report their children receive adequate academic support at school (State Priority 2A - Implementation of State Standards)	District annual survey results: 85.1% Strongly Agree or Agree SOURCE: Local survey			2025-2026 District annual survey results: Increase to 85% or higher SOURCE: Local survey	
1.14	Implementation of the academic content and performance standards adopted by the State Board (State Priority 2A - Implementation of State Standards)	2022-2023, CA Dashboard Local Indicator: Standards & Rating ELA-CCSS: 4 ELD (Aligned to ELA): 3 Mathematics-CCSS: 4			2025-2026, CA Dashboard Local Indicators: Standards & Rating ELA-CCSS: 4 ELD (Aligned to ELA): 4	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Rating Scale (lowest to highest):</p> <p>1 - Exploration and Research Phase</p> <p>2 - Beginning Development</p> <p>3 - Initial Implementation</p> <p>4 - Full Implementation</p> <p>5 - Full Implementation and Sustainability</p>	<p>Next Generation Science Standards: 4</p> <p>History-Social Science: 3</p> <p>Career Technical Education: 4</p> <p>Health Education Content Standards: 4</p> <p>Physical Education Model Content Standards: 3</p> <p>Visual and Performing Arts: 4</p> <p>World Language: 4</p> <p>Professional Development, Instructional Materials, Policy & Program Support: Majority of areas in 4, with ELD and History-Social Science in 3</p> <p>Engagement of School Leadership: Identifying professional learning needs of teachers/staff as a whole: 4</p> <p>Identifying professional learning needs of individual teachers: 4</p>			<p>Mathematics-CCSS: 4</p> <p>Next Generation Science Standards: 4</p> <p>History-Social Science: 4</p> <p>Career Technical Education: 4</p> <p>Health Education Content Standards: 4</p> <p>Physical Education Model Content Standards: 4</p> <p>Visual and Performing Arts: 4</p> <p>World Language: 4</p> <p>Professional Development, Instructional Materials, Policy & Program Support: Majority of areas in 4</p> <p>Engagement of School Leadership: Identifying professional learning needs of teachers/staff as a whole: 4</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Providing support for teachers on standards not yet mastered: 4			Identifying professional learning needs of individual teachers: 4 Providing support for teachers on standards not yet mastered: 4	
1.15	Least Restrictive Environment (LRE) Indicator 5A (State Priority 7C - Course Access)	May 2024, LRE Indicator 5A - Percent of Students with Disabilities in the general education setting 80% or more of the day, based on SIRAS student database: All = 53.7% TK-5 = 73.7% 6-8 = 44.0% 9-12 = 40.8% SOURCE: SIRAS, local database			2025-2026 California Department of Education LRE target: All = 70% CDE's LRE targets do not stipulate LRE requirements by grade-span, only the overall ("all"). SOURCE: SIRAS, local database	
1.16	English Learner Reclassification (State Priority 4F - Pupil Achievement)	2023-24 RFEP result on Dataquest indicates 49.2% of all students who were ever English Learners are reclassified. SOURCE: Dataquest			2025-26 RFEP result on Dataquest indicates 52.2% (+3%) of all students who were ever English	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Learners are reclassified. SOURCE: Dataquest	
1.17	English Learner Progress Indicator (State Priority 4E - Pupil Achievement)	2022-2023, CA Dashboard English Language Proficiency Assessments for California (ELPAC) scores: 51.1% making progress towards English Language Proficiency Lowest performance (red indicator) on the Dashboard - Percentage District: N/A Schools: Banyan ES: 44.1 % Newbury Park HS: 32.2%			2025-2026,, CA Dashboard English Language Proficiency Assessments for California (ELPAC) scores: 54.1% making progress towards English Language Proficiency (+3%) Lowest performance (red indicator) on the Dashboard - Percentage District: N/A Schools: Banyan ES: 47.1% (+3%) Newbury Park HS: 35.2% (+3%)	
1.18	High School Dropout Rate (State Priority 4D - Pupil Engagement)	2022-2023: All Students: 2.6%			2025-2026: All Students: Lower the high school dropout to	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SOURCE: CDE Dataquest			2% or less and maintain it SOURCE: CDE Dataquest	
1.19	Middle School Dropout Rate (State Priority 4C - Pupil Engagement)	2022-2023: All students: 0% SOURCE: CDE Dataquest			2025-2026: All students: Maintain the 0% grade 7 and 8 dropout rate SOURCE: CDE Dataquest	
1.21	Career Technical Education: Percent of students who have successfully completed courses that satisfy the requirements for CTE programs of study that align with State Board of Education approved CTE standards and frameworks. (State Priority 4C - Pupil Achievement)	2022-2023: Percent of students who have successfully completed CTE pathway: All: 9.6% African American: 7.4% Asian: 3.7% Filipino: 0% Hispanic: 10.9% White: 10.7% 2 or More Races: 6.7% English Learners: 4.2% Socioeconomically Disadvantaged : 9.2% Students with Disabilities: 9.4% Homeless: 5% SOURCE: CDE, CA Dashboard Report			2025-2026: Percent of students who have successfully completed CTE pathway: All: 11.6% (+2%) African American: 9.4% (+2%) Asian: 5.7% (+2%) Filipino: 2% (+2%) Hispanic: 12.9% (+2%) White: 12.7% (+2%) 2 or More Races: 8.7% (+2%) English Learners: 6.2% (+2%)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<p>Socioeconomically Disadvantaged : 11.2%(+2%) Students with Disabilities: 11.4% (+2%) Homeless: 7% (+2%)</p> <p>SOURCE:</p>	
1.22	<p>CTE and A-G: Percentage of students who have successfully completed A-G and CTE course requirements</p> <p>(State Priority 4D - Pupil Achievement)</p>	<p>2022-2023: Percentage of students who have completed A-G and CTE course requirements:</p> <p>All: 4.8% African American: 3.7% Asian: 2.5% Filipino: 0% Hispanic: 3.4% White: 6.5% 2 or More Races: 2.9% English Learners: 0.8% Socioeconomically Disadvantaged: 3% Students with Disabilities: 0.9% Homeless: 0%</p> <p>SOURCE: CDE, CA Dashboard Report</p>			<p>2025-2026: Percentage of students who have completed A-G and CTE course requirements:</p> <p>All: 6.8% (+2%) African American: 5.7% (+2%) Asian: 4.5% (+2%) Filipino: 2% (+2%) Hispanic: 5.4% (+2%) White: 8.5% (+2%) 2 or More Races: 4.9% (+2%) English Learners: 2.8% (+2%) Socioeconomically Disadvantaged: 5% (+2%) Students with Disabilities: 2.9% (+2%)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Homeless: 2% (+2%) SOURCE: CDE, CA Dashboard	
1.23	Facilities in good repair: Instances where facilities do not meet the “Good Repair” standard (State Priority 1C - Basic Services)	2022-23 CA Dashboard Local Indicators Deficiencies and Extreme Deficiencies: 0			2025-2026, CA Dashboard Local Indicators Deficiencies and Extreme Deficiencies: 0	
1.24	Student access to standards-aligned instructional materials. (State Priority 1B - Basic Services)	2022-23 CA Dashboard Local Indicators Percent of students WITHOUT access to their own copies of standards-aligned instructional materials for use at school and at home: 0%			2025-2026, CA Dashboard Local Indicators Percent of students WITHOUT access to their own copies of standards-aligned instructional materials for use at school and at home: 0%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Action to Improve College Career Indicator: Dual Enrollment & Career Technical Education	<p>Provide salaries, materials and supplies for Career Technical Education (CTE) programs and Dual Enrollment Coordinators at each comprehensive high school. Annual district monitoring of individual student's progress for high school English Learners, Students with Disabilities, and Homeless students on all areas of "preparedness" for the College Career Indicator, including Transition Classroom and Work-Based Learning Experiences for students with IEPs who earn a Special Education Certificate of Completion. \$553,500 (OCT0)</p> <p>Action addresses students identified for 2023 Differentiated Assistance: English Learners, Students with Disabilities, and Homeless Students. Action also addresses unduplicated students, and student groups in the lowest performing level including: English Learners, Homeless, Low-Income, Students with Disabilities, and Hispanic students.</p> <p>(State Priority 4C - Pupil Outcomes)</p>	\$553,500.00	Yes
1.2	Action to Improve College Career	Provide reduced fees for PSAT, SAT, AP Exams and IB Exams for Foster Youth, English Learners, and Low Income students. \$105,000 (0389)	\$105,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Indicator: Reduced Fees for Exams	(State Priority 4G - Pupil Outcomes)		
1.3	Actions to Improve English Language Arts & Mathematics: Co-Teaching and Inclusion	<p>Provide co-teaching and inclusion opportunities into the general education classroom in order to increase inclusion of students with an IEP being in the general education setting for 80% or more of the instructional day.</p> <p>(State Priority 7C - Course Access)</p>	\$0.00	No
1.4	Actions to Improve English Language Arts & Mathematics: Intervention and Support	<p>Provide intervention and support through academic specialists, teacher extra duty, and instructional materials (OTRM). Provide reduced class size in 8th Grade Math, Grades 9-10 ELA, intervention and credit recovery (OSIV). Provide districtwide access to accounts for IXL Math and English Language Arts for students Grades 2-12. \$729,000 (OTRM), \$409,500 (OS1V), Total - \$1,138,500</p> <p>Action addresses students identified for 2023 Differentiated Assistance: Homeless Students. Action addresses unduplicated students, and student groups in the lowest performing level including: English Learners, Low Income Students, Students with Disabilities, Hispanic Students, and Homeless Students.</p> <p>(State Priority 7B - Course Access)</p>	\$1,138,500.00	Yes
1.5	Actions to Improve English Language Arts & Mathematics: Elementary Class Size Reduction (TK-3)	<p>Provide reduced class size (21.5:1) at all elementary schools for grades TK-3, below the CA Department of Education mandate of 24:1. \$2,520,000 (0000)</p> <p>Action addresses unduplicated students, and student groups in the lowest performing level including: English Learners, Low Income Students, Students with Disabilities, Hispanic Students, and Homeless Students.</p>	\$2,520,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(State Priority 7B - Course Access)		
1.6	Actions to Improve English Learner Progress: English Learner Staffing and Supports	<p>Provide additional English Learner (EL) supports, including: bilingual paraeducators and bilingual facilitators, assessment staffing, materials/supplies (0860); and additional staffing for CVUSD's Newcomer Program (0NEW). Provide targeted supplemental services and direct support from the Director of Multilingual Learners (0860). Provide additional class sections of Secondary Designated English Language Development (OELG). Engage in monitoring visits to all school sites to review processes, ensure compliance, and make continuous improvements. \$181,125 (0NEW), \$937,650 (0ELG), \$1,460,859 (0860) Total: \$2,579,634</p> <p>Action addresses English Learners in the lowest performing level.</p> <p>(State Priority 2B - Implementation of State Standards)</p>	\$2,579,634.00	Yes
1.7	Actions to Improve Graduation Rate: Conejo Valley High School	<p>Provide certificated staff, classified staff, materials/supplies, and online credit recovery options to Conejo Valley High School for students who become credit deficient and are at-risk of not graduating. Certificated salaries, Classified salaries, and supplies/services. \$2,100,000 (0000)</p> <p>(State Priority 5E - Pupil Engagement)</p>	\$2,100,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

CVUSD's Goal 2 is in support of Goal 1's central aim of the school district to support conditions for optimal learning, equitable access, and positive student outcomes. Goal 2 specifically highlights the metrics and actions that are directly related to the powerful impact of CVUSD classified and certificated educators in support of all students. During the 2023-2024 school year, the prior goal language was modified by the CVUSD LCAP Budget Committee and the CVUSD Board of Education to be more directly conveyed as well as to highlight the value of qualified staff that reflect diverse identities and experiences. Goal 2 will be evaluated through multiple measures aligned with "State Priority 1 - Basics Services", "State Priority 2 - Implementation of State Standards" and "State Priority 7 - Course Access", such as staff surveys, student surveys, and credential analysis.

CVUSD's Goal 2 works in coordination with a set of related actions that take place throughout CVUSD schools and district. These actions are included in formal plans that are created to better meet the needs of CVUSD's unique learners. Educational partners, which include students, staff, and parents/guardians, are critical in the development and monitoring of these districtwide and school site plans. While, CVUSD's LCAP meets statutory requirements of the LCAP by addressing actions for Foster Youth, English Learners, and Low-Income Students using LCFF supplemental funding, in addition to addressing student groups in the 2023 California Dashboard that achieved in the lowest performance level, some related actions that align with Goal 2 can be found in the below plans:

Multilingual Learner Plan (<https://www.conejousd.org/mlp>) - The Multilingual Learner Master Plan outlines our commitment to the holistic development and success of Multilingual Learners (MLs) in CVUSD. Recognizing the unique strengths and challenges of MLs, this plan provides a roadmap to ensure they not only achieve academic success but also become multilingual and multicultural assets in our increasingly global community. In addition to an asset-based framework, this master plan also embraces CVUSD's Local Control Account Plan (LCAP) goals. These goals are interwoven throughout the plan and were utilized as a foundation to ensure students are given all the necessary supports to have a successful TK-12 academic experience. Some key actions addressing Goal 2 in the Multilingual Learner Master Plan include:

- Continue the practice of providing the latest research practices to ELD Teacher Advisors
- Provide training on Designated and Integrated ELD to all TK-12 teachers and bilingual paraeducators
- Continue with the practice of meeting with school sites twice a year for program accountability, evaluation and student monitoring
- Continue to explore new curriculum, digital programs, educational software and materials that align with the needs of Multilingual Learners
- Provide updated training on compliance related matters and interpretation/translation services

Strategic Plan for Inclusion of Students With Disabilities (<https://www.conejousd.org/ip>) - This CVUSD Strategic Plan for Inclusion for Students With Disabilities is designed to define the structures specifically in place for Students With Disabilities in order to support access to standards-aligned content, high-quality learning environments, and individualized supports in the least restrictive environment. The Plan is organized around four priorities that compose the foundation of an effective program for Students With Disabilities. Those four priorities are: Least Restrictive Environment, Inclusive Practices, Professional Learning, and Communication. Each priority has a central goal that is aligned to CVUSD's LCAP, and contains action items/steps to ensure goals are implemented. The Plan is intended to be a broad outline of overall special education programs and work in conjunction with CVUSD's DEI plan and LCAP plan. Some key actions addressing Goal 2 in the Strategic Plan for Inclusion of Students With Disabilities include:

- Provide coaching and guidance to principals on Least Restrictive Environment (LRE)
- Provide UDL and Inclusion training
- Provide a menu of professional learning topics
- Incorporate new teacher Induction Program support
- Provide ongoing support and coaching to teachers and support staff

Diversity, Equity and Inclusion (DEI) Strategic Plan (<https://www.conejousd.org/dei>) - The DEI Strategic Plan stands as a document, meticulously crafted to harmonize with the goals outlined in the LCAP, Board Policy/Administrative Regulations, and California Education Code. The DEI Strategic Plan encompasses eight overarching goals strategically categorized into key areas of focus: Curriculum and Educational Equity, Belonging and Community Building, Transparency and Educational Equity, Continuous Development and Cultural Competency, Compliance and Governance, and Workforce Development & Culture. Some key actions addressing Goal 2 in the DEI Strategic Plan include:

- Ensure that employees are well trained to address bullying and harassment
- Provide professional learning on anti-bias and DEI to all CVUSD staff
- Provide professional learning in teaching Integrated and Designated ELD to all teachers and support staff
- Provide professional learning in strategies to support Students with Disabilities in the Least Restrictive Environment to all teachers and support staff
- Human Resources developed a bank of questions targeting cultural proficiency and competency in working with diverse populations, from which all hiring managers shall select in order to meet or exceed 10% of total interview questions presented to candidates
- Develop and maintain structured and intentional recruitment and hiring practices to meet the District goal of employing culturally proficient administrators, teachers, and staff
- Develop at least quarterly cultural competency opportunities through employee affinity groups

School Plans for Student Achievement (<https://www.conejousd.org/spsa>) - SPSA is a strategic plan that maximizes the resources available to the school with the ultimate goal of increasing student achievement. The School Site Council (SSC) is responsible for the development of the SPSA, which includes the analysis of schoolwide student data and the development and monitoring of goals and actions that align to the CVUSD LCAP. Some key actions addressing Goal 2 in each CVUSD SPSA include:

- Actions to address school and student group achievement at the lowest performing level, including considerations for smaller student groups which may not have a CA Dashboard performance level, but for which useful districtwide data and other school site data must be considered.
- Specific actions to provide staff training and collaboration using site discretionary funds and/or federal Title II funds.

- Specific actions to provide opportunities for teachers to understand and effectively implement Universal Design For Learning (UDL).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Staff report being provided training to effectively perform the duties and responsibilities of their position (State Priority 2A - Implementation of State Standards)	2023-2024 District annual survey results: 79.9% Strongly Agree or Agree SOURCE: Local survey			2025-2026, District annual survey results: Increase to 82.9% Strongly Agree or Agree SOURCE: Local survey	
2.2	Percent of new Year 1 and Year 2 Induction teachers expressing a desire to return to CVUSD next year. (State Priority 1A - Basic Services)	2023-2024 Induction teacher survey results. Baseline to be established in May 2024. SOURCE: Local survey			2025-2026, Induction teacher survey results: To be established upon baseline results in May 2024 SOURCE: Local survey	
2.3	Targeted professional learning (State Priority 2A - Implementation of State Standards)	Three days of required professional learning provided in the 2023-2024 school year focused on District priorities - mastery grading, anti-bias training, and Science of Reading.			2025-2026, Maintain 3 required days for staff professional learning SOURCE: School Year Calendar	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SOURCE: School Year Calendar				
2.5	Students report that school staff work to create an inclusive environment. (State Priority 2A - Implementation of State Standards)	2023-2024 District annual survey results: Grades 4-5: 93.1% Strongly Agree or Agree Grades 6-12: 86.4% Strongly Agree or Agree SOURCE: Local survey			2025-2026, District annual survey results: Grades 4-5: maintain at 90% or higher Strong Agree or Agree Grades 6-12: increase by 3% to 89.4% SOURCE: Local survey	
2.6	Percentage of properly credentialed teachers (State Priority 1A - Basic Services)	2022-23 CA Dashboard Local Indicators Clear Teaching Credential (% of Teaching Full-time Equivalent): 90.7% Comparison to Statewide Average: Above			2025-2026, CA Dashboard Local Indicators Clear Teaching Credential (%Teaching Full-time Equivalent): 93.7% (+3%) Comparison to Statewide Average: Above	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Action to Improve Chronic Absenteeism: Training and School Site Support	<p>Provide Coordinator and Director of Student Support Services to improve best-practice approaches to addressing chronic absenteeism, including bi-monthly training to school site liaisons on tiered strategies to increase attendance and engagement. Provide training to special education staff on how to address mental health barriers that impact attendance for some for Students with Disabilities. \$543,900 (0840)</p> <p>Action addresses students identified for 2023 Differentiated Assistance: Students with Disabilities. Action addresses unduplicated students, and student groups in the lowest performing level including: English Learners, Low Income, Students with Disabilities, African American Students, Hispanic Students, White Students and 2 or More Race students.</p> <p>(State Priority 5B - Pupil Engagement)</p>	\$543,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Actions to Improve College/Career Indicator: AVID Program	<p>Provide on-going training through the AVID Summer Institute, AVID membership, 3 additional class sections of AVID at each comprehensive high school and AVID tutors.</p> <p>Action addresses unduplicated students, and student groups in the lowest performing level including: English Learners, Homeless, Low-Income, Students with Disabilities, and Hispanic students. \$334,150 (AVID)</p> <p>(State Priority 7B - Course Access)</p>	\$334,150.00	Yes
2.3	Actions to Improve English Language Arts and Mathematics: Mastery-Grading	<p>Provide training, resources and collaboration for teachers Grades 4-12 to understand and implement grading for mastery practices that are accurate, not biased, and motivational. \$15,000 (OEFG)</p> <p>(State Priority 2A - Implementation of State Standards)</p>	\$15,000.00	No
2.4	Actions to Improve English Language Arts and Mathematics: Training for Students With Disabilities	<p>Provide training and regular collaboration and data analysis with school administrators to increase inclusion and improve the Least Restrictive Environment (LRE). Provide training to elementary and secondary general education and Specialized Academic Instruction teachers in English Language Arts and Math utilizing core curriculum and supplementary resources to support Students with Disabilities. Provide training on reading intervention program and modified curriculum. Audit IEPs and provide direction and training to school sites as needed. \$10,000 (OEFG)</p> <p>(State Priority 5C - Course Access)</p>	\$10,000.00	No
2.5	Actions to Improve English Language	Provide on-going training and structured collaboration for administrators and teachers to implement effective Professional Learning Communities	\$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Arts and Mathematics: Professional Learning Communities	<p>through the development and use of essential standards, common pacing guides, and common assessments.</p> <p>Action addresses unduplicated students, and student groups in the lowest performing level including: English Learners, Low Income Students, Students with Disabilities, Hispanic Students, and Homeless Students. \$50,000 (OEFG)</p> <p>(State Priority 2A - Implementation of State Standards)</p>		
2.6	Actions to Improve English Language Arts and Mathematics: Recruitment and Retention	<p>Provide targeted recruitment efforts to expand applicant pools that reflect classified and certificated qualified educators with diverse backgrounds, including an Assistant Director of Diversity, Equity and Inclusion (0280, 0800). Provide Induction supports to retain new effective teachers, specifically for new special education teachers (0PAR). \$180,000 (0280, 0800), \$135,000 (0PAR). Total - \$315,000</p> <p>Action addresses unduplicated students, and student groups in the lowest performing level including: English Learners, Low Income Students, Students with Disabilities, Hispanic Students, and Homeless Students.</p> <p>(State Priority 2A - Implementation of State Standards)</p>	\$315,000.00	Yes
2.7	Actions to Improve English Language Arts: Professional Learning	<p>Provide on-going Science of Reading training in identified areas of phonics, fluency and vocabulary, to elementary teachers and academic specialists through district staff and contract services. \$40,000 (OEFG)</p> <p>Action addresses unduplicated students, and student groups in the lowest performing level including: English Learners, Low-Income, Students with Disabilities, and Hispanic Students.</p> <p>(State Priority 7B - Course Access)</p>	\$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.8	Actions to Improve Mathematics: Professional Learning	<p>Provide on-going training to elementary teachers and secondary math teachers on the applications of the new California Mathematics Framework in order to better align classroom practices and to effectively review new mathematics instructional materials once recommended in Fall 2025. Provide collaboration and training opportunities for teacher leaders and administrators to participate in regional math network meetings, and leadership training. \$10,000 (OEFG)</p> <p>Action addresses unduplicated students, and student groups in the lowest performing level including: English Learners, Homeless, Low Income, and Students with Disabilities.</p> <p>(State Priority 7B - Course Access)</p>	\$10,000.00	No
2.9	Actions to Improve English Learner Progress: Professional Learning	<p>Provide Designated and Integrated English Language Development training to certificated staff and bilingual paraeducators across multiple years on Universal Design for Learning (UDL) as it applies to English Learners and Long Term English Learners. \$300,000 (OEFG)</p> <p>Action addresses English Learners in the lowest performance level.</p> <p>(State Priority 2B - Implementation of State Standards)</p>	\$300,000.00	Yes
2.10	Actions to Improve Suspension Rates: Professional Learning	<p>Provide training to school administrators, counselors, and teachers on the implementation of restorative practices with students, staff, and families when addressing behaviors and harm in the learning community. \$50,000 (OEFG)</p> <p>Action addresses unduplicated students, and student groups in the lowest performing level including: English Learners, Foster, Homeless, Low-Income, Students with Disabilities, Hispanic, and White students.</p> <p>(State Priority 6A - School Climate)</p>	\$50,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

CVUSD's Goal 3 is in support of Goal 1's central aim of the school district to support conditions for optimal learning, equitable access, and positive student outcomes. Goal 3 specifically highlights the metrics and actions that are directly related to the power of two-way communication and outreach in improving the education of CVUSD students while also creating strong connections for the entire community. During the 2023-2024 school year, the prior goal language was modified by the CVUSD LCAP Budget Committee and the CVUSD Board of Education to better define communication that is both two-way and engaging, include "policies" as part of these communication efforts, and also broadens the community to include families, community members, and CVUSD schools. Goal 3 will be evaluated through multiple measures aligned with "State Priority 3 - Parent Involvement" such as parent/guardian and student surveys, and the number of district presentations to families.

CVUSD's Goal 3 works in coordination with a set of related actions that take place throughout CVUSD schools and district. These actions are included in formal plans that are created to better meet the needs of CVUSD's unique learners. Educational partners, which include students, staff, and parents/guardians, are critical in the development and monitoring of these districtwide and school site plans. While, CVUSD's LCAP meets statutory requirements of the LCAP by addressing actions for Foster Youth, English Learners, and Low-Income Students using LCFF supplemental funding, in addition to addressing student groups in the 2023 California Dashboard that achieved in the lowest performance level, some related actions that align with Goal 3 can be found in the below plans:

Multilingual Learner Plan (<https://www.conejousd.org/mlp>) - The Multilingual Learner Master Plan outlines our commitment to the holistic development and success of Multilingual Learners (MLs) in CVUSD. Recognizing the unique strengths and challenges of MLs, this plan provides a roadmap to ensure they not only achieve academic success but also become multilingual and multicultural assets in our increasingly global community. In addition to an asset-based framework, this master plan also embraces CVUSD's Local Control Account Plan (LCAP) goals. These goals are interwoven throughout the plan and were utilized as a foundation to ensure students are given all the necessary supports to have a successful TK-12 academic experience. Some key actions addressing Goal 3 in the Multilingual Learner Master Plan include:

- Increase parent engagement and community through DELAC and ELAC meetings
- Provide communication services to all site and district staff to better communicate with families whose primary language is not English

- Provide parent training and events in a language other than English that cater to the needs of CVUSD parents
- Updated and (board approved) adopted Multilingual Learners Master Plan which includes up-to date information about Multilingual Learner services
- Reduce the language barrier by offering a translation/interpretation service to all district staff

Strategic Plan for Inclusion of Students With Disabilities (<https://www.conejousd.org/ip>) - This CVUSD Strategic Plan for Inclusion for Students With Disabilities is designed to define the structures specifically in place for Students With Disabilities in order to support access to standards-aligned content, high-quality learning environments, and individualized supports in the least restrictive environment. The Plan is organized around four priorities that compose the foundation of an effective program for Students With Disabilities. Those four priorities are: Least Restrictive Environment, Inclusive Practices, Professional Learning, and Communication. Each priority has a central goal that is aligned to CVUSD's LCAP, and contains action items/steps to ensure goals are implemented. The Plan is intended to be a broad outline of overall special education programs and work in conjunction with CVUSD's DEI plan and LCAP plan. Some key actions addressing Goal 3 in the Strategic Plan for Inclusion of Students With Disabilities include:

- Maintain SEDAC and promote participation and representation from all sites
- Distribute and promote awareness of the Disability Celebrations Toolkit
- Facilitate meaningful participation in IEPs based on feedback from students, families and educators
- Communicate about and provide parent/guardian trainings
- Provide inclusive elementary grade level communications and yearbooks

Diversity, Equity and Inclusion (DEI) Strategic Plan (<https://www.conejousd.org/dei>) - The DEI Strategic Plan stands as a document, meticulously crafted to harmonize with the goals outlined in the LCAP, Board Policy/Administrative Regulations, and California Education Code. The DEI Strategic Plan encompasses eight overarching goals strategically categorized into key areas of focus: Curriculum and Educational Equity, Belonging and Community Building, Transparency and Educational Equity, Continuous Development and Cultural Competency, Compliance and Governance, and Workforce Development & Culture. Some key actions addressing Goal 3 in the DEI Strategic Plan include:

- Inform parents/guardians about the bullying and harassment reporting process
- Increase parent, family and community engagement in the education of Latino/a/x students
- Increase communication with parents/guardians and community members regarding diversity, equity, and inclusion
- Provide education and information to families about the services and resources available to students and families
- Work collaboratively with other culturally specific community organizations that provide resources to students and families

School Plans for Student Achievement (<https://www.conejousd.org/spsa>) - SPSA is a strategic plan that maximizes the resources available to the school with the ultimate goal of increasing student achievement. The School Site Council (SSC) is responsible for the development of the SPSA, which includes the analysis of schoolwide student data and the development and monitoring of goals and actions that align to the CVUSD LCAP. Some key actions addressing Goal 3 in each CVUSD SPSA include:

- Actions to address school and student group achievement at the lowest performing level, including considerations for smaller student groups which may not have a CA Dashboard performance level, but for which useful districtwide data and other school site data must be considered.
- Each SPSA must be developed and approved by the School Site Council (SSC) which reflects a community of staff (certificated and classified), parents/guardians, community members, and secondary students. Each SPSA must also also consider recommendations and

input set forth by the school's representative to CVUSD District Advisory Councils/Committees.

- Each SPSA must include a written description of how educational partners were engaged in the development and monitoring of the SPSA.
- Each SPSA is made publicly available online as a draft document prior to the Board of Education's approval, and as a final version once approved.
- Specific actions to engage parents/guardians in the education of their children, including the engagement with the school's English Language Advisory Committee (ELAC).
- Use the SPSA Monitoring and Accountability Tool (<https://www.conejousd.org/spsatool>) to engage the SSC, which includes parents/guardians, in on-going monitoring and continuous improvement in meeting the requirements of the SPSA.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Expanded reach & engagement on social media (State Priority 3A - Parent Involvement)	2023-2024 social media: CVUSD's Instagram currently has 3,411 followers; CVUSD's Facebook account has 6,405 Facebook followers; CVUSD has decided to not actively post on X, formerly Twitter; CVUSD created an account on Threads; Currently the @conejovalleyusd account has 633 followers. SOURCE: Social media followers			2025-2026: 10% overall increase SOURCE: Social media followers	
3.2	Volume and value of marketing content produced	2023-2024 Print and digital advertisements to expand exposure, including:			2025-2026: Maintain volume of marketing content produced	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(State Priority 3A - Parent Involvement)	6 print advertisements designed and placed in local publications 11 social media campaigns on Facebook/Instagram 3 direct mail postcard campaigns SOURCE: Print and digital advertisements			SOURCE: Print and digital advertisements	
3.3	Districtwide presentations provided to parents/guardians (State Priority 3A - Parent Involvement)	22 various presentations were provided to CVUSD parents/guardians from Instructional Services and Student Services. SOURCE: number of presentations			2025-2026: Increase parent/guardian presentations by 3 presentations total SOURCE: number of presentations	
3.4	Parents feel informed about their child's academic program (State Priority 3A - Parent Involvement)	2023-24 District annual survey results: 91.6% Strongly Agree or Agree SOURCE: Local survey			2025-2026 District annual survey results: Maintain at 90% or higher Strongly Agree or Agree SOURCE: Local survey	
3.5	Parents report feeling comfortable sharing thoughts and ideas at the school	2023-24 District annual survey results: 83.9% Strongly Agree or Agree SOURCE: Local survey			2025-2026 District annual survey results:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(State Priority 3A - Parent Involvement)				Increase by 3% to 86.9% Strongly Agree or Agree SOURCE: Local survey	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Actions to Improve Chronic Absenteeism: Attendance	Provide efforts to increase awareness of the importance of attendance with banners, posters, and on-going messages from district and school site platforms. Provide a bi-monthly meeting and training with attendance liaisons to discuss attendance strategies with students and families. Provide administrators with frequent data on attendance and chronic	\$114,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>absenteeism disaggregated by student groups. Provide Student Support Services support staff and materials/supplies to engage in additional outreach and communication with Foster/McKinney-Vento parents/guardians on attendance supports. \$114,250 (0840)</p> <p>Action addresses students identified for 2023 Differentiated Assistance: English Learners and Students with Disabilities. Action addresses unduplicated students, and student groups in the lowest performing level including: English Learners, Low-Income Students, Students with Disabilities, African American Students, Hispanic Students, White Students and 2 or More Races Students.</p> <p>(State Priority 3B - Parent Involvement)</p>		
3.2	Actions to Improve College / Career Indicator: Outreach	<p>Provide multiple opportunities for parents/guardians and students to learn about College and Career opportunities. This includes training and information provided to Spanish-Speaking families TK-12 through the DELAC and ELAC, as well as presentations and career events in middle school. Annual College and Career Night event which includes representatives from college/universities, college programs and resources for Students with Disabilities, and other post-secondary options. Counselors will provide parents/guardians with information about a range of educational pathways that include: A-G requirements, Career Technical Education, Dual enrollment, State Seal of Biliteracy, etc.</p> <p>Action addresses students identified for 2023 Differentiated Assistance: English Learners and Students with Disabilities. Action addresses unduplicated students, and student groups in the lowest performing level including: English Learners, Homeless, Low-Income, Students with Disabilities, and Hispanic students.</p> <p>(State Priority 3B, 3C - Parent Involvement)</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Actions to Improve English Learner Progress: Outreach	<p>Provide family events/training, including an annual districtwide conference and BreakThrough events, for Spanish-speaking families to explain TK-12 processes and systems as well as provide strategies for parent/guardian engagement (0860). All schools with 21 English Learners or more will maintain an English Learner Advisory Committee (ELAC) and participate in at least 5 meetings per year. Provide additional opportunities for engagement in District English Learner Advisory Committee (DELAC). Broadcast Board of Education meetings with English and Spanish language closed caption options (036M). \$5,000 (0860), \$28,000 (036M). Total = \$33,000</p> <p>(State Priority 3B - Parent Involvement)</p>	\$33,000.00	Yes
3.4	CVUSD Communications Department	<p>Provide regular communications via email, app and text message, deployed by CVUSD's Communications Department, to all educational partners, as well as disseminate information through multiple means, including video content, on websites/social media about important events and unique school programs. Provide immediate and central messages during emergencies or crises to effectively communicate in a timely manner. Provide an internship program and elementary social media managers that work to effectively support CVUSD Communications. \$175,000 (OADV, OCED)</p> <p>(State Priority 3A - Parent Involvement)</p>	\$175,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

CVUSD's Goal 4 is in support of Goal 1's central aim of the school district to support conditions for optimal learning, equitable access, and positive student outcomes. Goal 4 specifically highlights the metrics and actions that include the social, emotional, physical and mental health aspects of students that are critically related to their achievement and success in school. During the 2023-2024 school year, the prior goal language was modified by the CVUSD LCAP Budget Committee and the CVUSD Board of Education to recognize the importance role of supporting student mental health. Goal 4 will be evaluated through multiple measures aligned with "State Priority 5 - Pupil Engagement" and "State Priority 6 - School Climate", such as attendance and chronic absenteeism rates, suspension and expulsion rates, and student surveys.

CVUSD's Goal 4 works in coordination with a set of related actions that take place throughout CVUSD schools and district. These actions are included in formal plans that are created to better meet the needs of CVUSD's unique learners. Educational partners, which include students, staff, and parents/guardians, are critical in the development and monitoring of these districtwide and school site plans. While, CVUSD's LCAP meets statutory requirements of the LCAP by addressing actions for Foster Youth, English Learners, and Low-Income Students using LCFF supplemental funding, in addition to addressing student groups in the 2023 California Dashboard that achieved in the lowest performance level, some related actions that align with Goal 4 can be found in the below plans:

- Multilingual Learner Plan (<https://www.conejousd.org/mlp>) - The Multilingual Learner Master Plan outlines our commitment to the holistic development and success of Multilingual Learners (MLs) in CVUSD. Recognizing the unique strengths and challenges of MLs, this plan provides a roadmap to ensure they not only achieve academic success but also become multilingual and multicultural assets in our increasingly global community. In addition to an asset-based framework, this master plan also embraces CVUSD's Local Control Account Plan (LCAP) goals. These goals are interwoven throughout the plan and were utilized as a foundation to ensure students are given all the necessary supports to have a successful TK-12 academic experience. Some key actions addressing Goal 4 in the Multilingual Learner Master Plan include:
- Provide additional opportunities for reclassification for dually identified students through the IEP process
 - Raise student awareness about the importance of the ELPAC through individual/group conferences and goal setting
 - Continue to spotlight the paradigm shift of an asset-based approach to learning an additional language
 - Provide free transportation to programs that are specifically for newcomers at the high school level

- Provide primary language support such as Spanish, Russian, Ukrainian, Mandarin and Portuguese for new TK-12 students

Strategic Plan for Inclusion of Students With Disabilities (<https://www.conejousd.org/ip>) - This CVUSD Strategic Plan for Inclusion for Students With Disabilities is designed to define the structures specifically in place for Students With Disabilities in order to support access to standards-aligned content, high-quality learning environments, and individualized supports in the least restrictive environment. The Plan is organized around four priorities that compose the foundation of an effective program for Students With Disabilities. Those four priorities are: Least Restrictive Environment, Inclusive Practices, Professional Learning, and Communication. Each priority has a central goal that is aligned to CVUSD's LCAP, and contains action items/steps to ensure goals are implemented. The Plan is intended to be a broad outline of overall special education programs and work in conjunction with CVUSD's DEI plan and LCAP plan. Some key actions addressing Goal 4 in the Strategic Plan for Inclusion of Students With Disabilities include:

- Pilot the Circle of Friends program
- Support access to extracurricular activities, schoolwide events, peer programs, and planning for reservations of seats in general education classrooms
- Foster a culture of acceptance and respect through schoolwide programs
- Promote student involvement in decision-making

Diversity, Equity and Inclusion (DEI) Strategic Plan (<https://www.conejousd.org/dei>) - The DEI Strategic Plan stands as a document, meticulously crafted to harmonize with the goals outlined in the LCAP, Board Policy/Administrative Regulations, and California Education Code. The DEI Strategic Plan encompasses eight overarching goals strategically categorized into key areas of focus: Curriculum and Educational Equity, Belonging and Community Building, Transparency and Educational Equity, Continuous Development and Cultural Competency, Compliance and Governance, and Workforce Development & Culture. Some key actions addressing Goal 4 in the DEI Strategic Plan include:

- Regularly review feedback and assessments of school and district climate
- Regular review of discipline and suspension data
- Increase the engagement of students in co-curricular activities such as clubs, athletics, and activities.
- Implement cultural celebrations and recognitions
- Increase activities to recognize Ability Awareness

Strategic Arts Plan (<https://www.conejousd.org/strategicarts>) - CVUSD's Strategic Arts Plan is a visionary blueprint that defines an equitable, sustainable arts education system for Conejo Valley Unified School District with sequential, standards-aligned curriculum, increased staffing and robust structures to deliver excellence in all art forms. This plan includes four key pillars which include: excellence in arts curriculum, instruction and professional learning; high-quality staffing, supported with time and resources; deepening communication connections; and sustainability through policies and funding. Some key actions addressing Goal 4 in the DEI Strategic Plan include:

- General music provided by credentialed arts teachers to all CVUSD students grades 1-5
- Dedicated Visual and Performing Arts Coordinator, Teacher on Special Assignment, to coordinate and enhance arts programs
- Explore how SEL competencies can support arts curriculum and arts integrated curriculum
- Develop and fund pipeline for music program from elementary to secondary level

School Plans for Student Achievement (<https://www.conejousd.org/spsa>) - SPSA is a strategic plan that maximizes the resources available to the school with the ultimate goal of increasing student achievement. The School Site Council (SSC) is responsible for the development of the

SPSA, which includes the analysis of schoolwide student data and the development and monitoring of goals and actions that align to the CVUSD LCAP. Some key actions addressing Goal 4 in each CVUSD SPSA include:

- Actions to address school and student group achievement at the lowest performing level, including considerations for smaller student groups which may not have a CA Dashboard performance level, but for which useful districtwide data and other school site data must be considered.
- Actions to that promote positive social and emotional school climates such as Inclusive Schools Week, Red Ribbon Week Activities, Hispanic Heritage Month, Black History Month, and other recognitions approved by the CVUSD Board of Education.
- Actions that promote social emotional learning provided and student mental health
- Actions that reduce chronic absenteeism and increase overall attendance rates for all students, and specifically, include actions to support the school's 3 lowest performing student groups from the 2023 California Dashboard, including African Americans.
- Actions that reduce suspensions for all students, including for Foster Youth, English Learners and Low-Income Students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Overall attendance rate (State Priority 5A - Pupil Engagement)	As of April 2024, average daily attendance rate for the 2023-2024 school year is 94.71%. SOURCE: Q-Student Information System			2025-2026, maintain the average daily attendance rate at 95% or higher. SOURCE: Q-Student Information System	
4.2	Chronic absenteeism (State Priority 5B- Pupil Engagement)	Fall 2023 California Dashboard results for Chronic Absenteeism: All: 16.2%; African American: 22.8%; Asian: 6.7%; English Learners: 24.7%; Hispanic: 23.4%; Homeless: 34.8%; Students with			2025-2026 California Dashboard results for Chronic Absenteeism: All: 13.2% (-3%); African American: 18.3% (-4.5%); Asian: 5.7% (-1%); English Learners:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Disabilities: 29.8%; SED: 27.6%; Two or More Races: 10.5%; White: 13.7%</p> <p>Lowest performance (red indicator) on the Dashboard - Percentage</p> <p>District: EL: 24.7%, SWD: 29.8%, AA: 22.8% HI: 23.4%</p> <p>School(s): Aspen El: ALL: 14.2%, EL: 27%, SED: 27.5%, SWD: 25%, HI: 20.3%, WH: 12.4%</p> <p>Banyan El: ALL: 16.4%, EL: 33.3%, SED: 25%, HI: 25.2%, WH: 13.7%</p> <p>Conejo El: ALL: 35.3%, EL: 32.8%, SED: 36.5% SWD: 43.2%, HI: 34.2%, WH: 43.8%</p> <p>Ladera STARS Academy: SED: 24.1%</p> <p>Lang Ranch: SED: 32.7%, SWD: 26.7%</p> <p>Madrona El: ALL: 22.9%, EL: 27.5%, SED: 30.3%, SWD: 38.5, HI: 27.1%</p> <p>Maple El: ALL: 30.6%, SWD: 36.7%, WH: 28.4%</p>			<p>20.2% (-4.5%); Hispanic: 18.9% (-4.5%); Homeless: 30.3% (-4.5%); Students with Disabilities: 25.3% (-4.5%); Low-Income: 23.1% (-4.5%); Two or More Races: 7.5% (-3%); White: 10.7% (-3%)</p> <p>Lowest performance (red indicator) on the Dashboard - Percentage</p> <p>District: EL: 20.2% (-4.5%), SWD: 25.3% (-4.5%), AA: 18.3% (-4.5%), HI: 18.9% (-4.5%)</p> <p>School(s): Aspen El: ALL: 11.2% (-3%), EL: 22.5% (-4.5%), SED: 23% (-4.5%), SWD: 20.5% (-4.5%), HI: 17.3% (-3%), WH: 9.4% (-3%)</p> <p>Banyan El: ALL: 13.4% (-3%), EL:</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Walnut El: EL: 28.8%, WH: 27% Weathersfield El: All: 19.1%, EL: 29%, SED: 31.2%, SWD: 35.3%, HI: 30.1%, WH: 15.2% Westlake El: ALL: 12.1%, WH: 11% Westlake Hills El: ALL: 15.4%, SED: 20.7%. HI: 22.6%, WH: 15% Wildwood El: SED: 21% Colina MS: ALL:20.3%,SED: 30.8%, SWD: 37.2%, HI: 24.8%, WH: 20.8% Los Cerritos MS: SWD: 36.9% Redwood MS: EL: 26.3%, SED: 28.9%, SWD 39.4%, HI: 22.4%, MR: 20.9% Century Academy: HI: 36.8%			28.8% (-4.5%), SED: 20.5% (-4.5%), HI: 20.7% (-4.5%), WH: 10.7% (-3%) Conejo El: ALL: 30.8% (-4.5%), EL: 28.3% (-4.5%), SED: 32% (-4.5%) SWD: 38.7% (-4.5%), HI: 29.7% (-4.5%), WH: 39.3% (-4.5%) Ladera STARS Academy: SED: 19.6% (-4.5%) Lang Ranch: SED: 28.2% (-4.5%), SWD: 22.2% (-4.5%) Madrona El: ALL: 19.9% (-3%), EL: 23% (-4.5%), SED: 25.8% (-4.5%), SWD: 34% (-4.5%), HI: 22.6% (-4.5%) Maple El: ALL: 26.1% (-4.5%), SWD: 32.2% (-4.5%), WH: 23.9% (-4.5%) Walnut El: EL: 24.3% (-4.5%), WH: 22.5% (-4.5%)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Weathersfield EI: All: 16.1% (-3%), EL: 24.5% (-4.5%), SED: 26.7% (-4.5%), SWD: 30.8% (-4.5%), HI: 25.6% (-4.5%), WH: 12.2% (-3%) Westlake EI: ALL: 9.1% (-3%), WH: 8% (-3%) Westlake Hills EI: ALL: 12.4% (-3%), SED: 17.7% (-3%). HI: 19.6% (-3%), WH: 12% (-3%) Wildwood EI: SED: 18% (-3%) Colina MS: ALL:20.3%,SED: 26.3% (-4.5%), SWD: 32.7% (-4.5%), HI: 20.3% (-4.5%), WH: 17.8% (-3%) Los Cerritos MS: SWD: 32.4% (-4.5%) Redwood MS: EL: 21.8% (-4.5%), SED: 24.4% (-4.5%), SWD 34.9% (-4.5%), HI: 19.4% (-3%), MR: 17.9% (-3%) Century Academy: HI: 32.3% (-4.5%)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Student participation in co-curricular activities (State Priority 5A - Pupil Engagement)	<p>For the 2023-24 school year: The percent of high school students participating in at least one student activity or athletics program:</p> <p>All 62.46%; African American 73.68%; American Indian 63.64%; Asian 70.41%; English Learner 28.5%; Hispanic 43.75%; Pacific Islander 71.43%; Student with Disabilities 55.53%; Low-Income 18.75%; White 64.02%</p> <p>SOURCE: Q-Student Information System</p>			<p>2025-2026: The percent of high school students participating in at least one student activity or athletics program:</p> <p>All: maintain 60% or higher participation; African American: maintain 70% or higher participation; American Indian: maintain 60% or higher participation; Asian: maintain 70% or higher participation; English Learner: 33.5% (+5%); Hispanic: 45.75% (+2%); Pacific Islander: maintain 70% or higher participation Student with Disabilities: 57.53% (+2%); Low-Income: 23.75% (+5%); White: maintain</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					60% or higher participation SOURCE: Q-Student Information System	
4.4	Students feel that school is an inclusive learning environment (State Priority 5A - Pupil Engagement)	2023-2024: District annual survey results: Grades 4-5: 93.1% Strongly Agree or Agree Grades 6-12: 79.4% Strongly Agree or Agree SOURCE: Local survey			2025-2026 District annual survey results: Grades 4-5: Maintain at 90% or higher Strongly Agree or Agree Grades 6-12: Increase to 82.4% Strongly Agree or Agree SOURCE: Local survey	
4.5	Students feeling safe at school (State Priority 5A - Pupil Engagement)	2023-2024 California Healthy Kids Survey is currently being administered by sites. Data will be available in May 2024. SOURCE: Local survey			2025-2026 California Healthy Kids Survey: 3 Year Target TBD once baseline is established. SOURCE: Local survey	
4.6	Students know how to report bullying	2023-2024: District annual survey results: Grades 4-5: 90.2% Strongly Agree or Agree			2025-2026 District annual survey results:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(State Priority 5A - Pupil Engagement)	Grades 6-12: 85% Strongly Agree or Agree SOURCE: Local survey			Grades 4-5: Maintain at 90% or higher Strongly Agree or Agree Grades 6-12: increase to 88% Strongly Agree or Agree SOURCE: Local survey	
4.7	Students access to social emotional learning (Tier 1) (State Priority 5A - Pupil Engagement)	Grades TK-5 = 30 minutes or more per week Grades 6-8 = 15 minutes or more per week Grades 9-12 = Embedded SEL and Tier 1 counselor lessons SOURCE: Q-Student Information System			2025-2026, maintain: Grades TK-5 = 30 minutes or more per week Grades 6-8 = 15 minutes or more per week Grades 9-12 = Embedded SEL and Tier 1 counselor lessons SOURCE: Q-Student Information System	
4.8	Some students access targeted SEL support via individual and/or small group interventions (Tier 2)	10% or more of students receive Tier 2 social emotional and mental health supports. All CVUSD students who express a social			2025-2026, maintain at least 10% of students receive Tier 2 social emotional and mental health	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(State Priority 5A - Pupil Engagement)	emotional need report they are able to access meaningful support. SOURCE: Q-Student Information System			supports. All CVUSD students who express a social emotional need report they are able to access meaningful support. SOURCE: Q-Student Information System	
4.9	Students report that social emotional learning activities are helpful to them (State Priority 5A - Pupil Engagement)	2023-2024: District annual survey results: Grades 4-5: Question will be added to next year's survey. Grades 6-12: 47.3% Strongly Agree or Agree SOURCE: Local survey			2025-2026 District annual survey results: Grades 4-5: TBD once baseline is established. Grades 6-12: 57.3% Strongly Agree or Agree SOURCE: Local survey	
4.10	Wellness Centers at high schools (State Priority 5A - Pupil Engagement)	The high school wellness centers have logged 2,881 duplicated wellness drop-in visits for 1,156 unduplicated high school students. SOURCE: Q-Student Information System			In 2025-2026, log 2,967 (+3%) duplicated wellness drop-in visits for 1,191 (+3%) unduplicated high school students.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					SOURCE: Q-Student Information System	
4.11	Wellness presentations provided to students (State Priority 5A - Pupil Engagement)	In 2023-2024, 36 wellness presentations provided to 2,153 (duplicated) students. SOURCE: Q-Student Information System			In 2025-2026, Increase by 5 presentations to 41 total presentations. SOURCE: Q-Student Information System	
4.12	Suspension rate (State Priority 6A - School Climate)	Fall 2023 California Dashboard: Suspension Rates All: 2.5%; EL: 6.1%; SWD: 6.2%; Asian: 0.3%; Black/African American: 5.4%; Hispanic or Latino: 4.8%; Filipino: 1.1%; Two or more races: 0.6%; White: 1.7%; Foster: 24.4%; Homeless: 7.7%; SED: 5.5% Lowest performance (red indicator) on the Dashboard - Percentage District: FOS: 24.4%			2025-2026 California Dashboard: Suspension Rates All: 2.2% (-0.3%); EL: 4.6% (-1.5%); SWD: 4.7% (-1.5%); Asian: Maintain at less than 2%; Black/African American: 3.9% (-1.5%); Hispanic or Latino: 3.3% (-1.5%); Filipino: Maintain at less than 2%; Two or more races: Maintain at less than 2%; White:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>School(s):</p> <p>Redwood MS: EL: 15.8%, SED: 12.1 %, HI: 10.9 %</p> <p>Newbury Park HS: EL: 12.8 %; HOM: 12.9 %</p> <p>Thousand Oaks HS: EL: 18.1 %, SWD: 12.6 %</p> <p>Conejo Valley High: All: 9.4 %, SWD: 16.7 %. WH: 21.4%</p>			<p>Maintain at less than 2%;</p> <p>Foster: 19.4% (-5%); Homeless: 6.2% (-1.5%); SED: 4% (-1.5%)</p> <p>Lowest performance (red indicator) on the Dashboard - Percentage</p> <p>District: FOS: 19.4% (-5%)</p> <p>School(s):</p> <p>Redwood MS: EL: 12.8% (-3%), SED: 9.1% (-3%), HI: 7.9% (-3%)</p> <p>Newbury Park HS: EL: 9.8% (-3%); HOM: 9.9% (-3%)</p> <p>Thousand Oaks HS: EL: 15.1% (-3%), SWD: 9.6% (-3%)</p> <p>Conejo Valley High: All: 6.4% (-3%), SWD: 13.7% (-3%). WH: 16.9% (-4.5%)</p>	
4.13	Expulsion rate	CVUSD's expulsion rate for 2023-2024 school			2025-2026 expulsion rate maintain a less	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(State Priority 6A - School Climate)	year was 0.00% for all students. SOURCE: Q-Student Information System			than 1% expulsion rate for all students. SOURCE: Q-Student Information System	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Actions to Improve Chronic Absenteeism: Social	Provide comprehensive wellness services coordinated by the CVUSD Mental Health and Wellness Services Department, including workshops and wellness rooms at each high school, and wellness services provided to	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
	Emotional Learning and Mental Health	<p>individuals and groups at elementary and middle schools. Provide social emotional learning in Grades TK to Post-Secondary, to include classroom instruction (Grades TK-8) and embedded classroom SEL strategies (Grades 9-12). Provide Tier 1 and Tier 2 social emotional learning lessons and supports from school counselors.</p> <p>Action addresses unduplicated students, and student groups in the lowest performing level including: English Learners, Low-Income Students, Students with Disabilities, African American Students, Hispanic Students, White Students and 2 or More Races Students.</p> <p>(State Priority 5B - School Climate)</p>		
4.2	Actions to Improve Chronic Absenteeism: Youth Outreach	<p>Provide additional outreach and social-emotional support services through Conejo Recreation Park District (CRPD) Youth Outreach Program agreement. \$100,000 (0YW0)</p> <p>Action addresses unduplicated students, and student groups in the lowest performing level including: English Learners, Low-Income Students, Students with Disabilities, African American Students, Hispanic Students, White Students and 2 or More Races Students.</p> <p>(State Priority 5B - School Climate)</p>	\$100,000.00	Yes
4.3	Actions to Improve Chronic Absenteeism: Foster & Homeless Supports	<p>Provide materials/supplies and supports directly to Foster and Homeless students in order to increase access to school-based and community-based resources, including transportation supports. \$1,000 (0840), \$24,000 (0620). Total - \$25,000</p> <p>(State Priority 7B - Course Access)</p>	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	Actions to Improve English Language Arts and Mathematics: Additional staffing	<p>Provide additional social-emotional and behavioral supports to students from a general education behaviorist (OTRM), four School Psychologist Interns (0260), and a bilingual School Psychologist (0260). \$238,500 (0260), \$165,900 (OTRM). Total - \$404,400</p> <p>Action addresses unduplicated students, and student groups in the lowest performing level including: English Learners, Low Income Students, Students with Disabilities, Hispanic Students, and Homeless Students.</p> <p>(State Priority 7C - Course Access)</p>	\$404,400.00	Yes
4.5	Actions to Improve Suspension Rates: Break Through Assistance Program	<p>Provide counselors for Break Through Program, support staff, and evening parent/guardian education events. \$485,500 (OBTD)</p> <p>Action addresses unduplicated students, and student groups in the lowest performing level including: English Learners, Foster, Homeless, Low-Income, Students with Disabilities, Hispanic, and White students.</p> <p>(State Priority 6A - School Climate)</p>	\$485,500.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$9,799,645	\$0

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
5.499%	0.000%	\$0.00	5.499%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Action to Improve College Career Indicator: Dual Enrollment & Career Technical Education</p> <p>Need: English Learners, Foster Youth and Low Income students across CVUSD high schools face barriers in accessing resources, resulting in lower rates of college/career readiness as</p>	<p>Career Technical Education / Dual Enrollment Coordinators at each high school increase student's access to information and support about CTE and Dual Enrollment, and support their participation in these programs that increase college/career success as measured by the CA Dashboard College/Career Indicator.</p> <p>This action is provided on a schoolwide basis because CTE and Dual Enrollment are high school opportunities, and the CA Dashboard</p>	CA Dashboard, College & Career Indicator results for English Learners, Foster Youth and Low Income students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>measured by the California Dashboard College/Career Indicator compared to the general student population.</p> <p>Scope: Schoolwide</p>	<p>College/Career Indicator measures "preparedness" of high school students.</p> <p>By implementing these schoolwide actions, the high schools aims to improve the rate of English Learners, Foster Youth and Low Income students who are determined to be "prepared" by the College/Career Indicator by 3% for Low Income Students, 5% for English Learners, and 5% for Foster Youth over the next three years.</p>	
1.4	<p>Action: Actions to Improve English Language Arts & Mathematics: Intervention and Support</p> <p>Need: Foster Youth, English Learners, and Low Income students across the school district face challenges in accessing in accessing academic support and resources that support academic achievement, resulting in lower academic performance as measured by the ELA and Math CAASPP results compared to the general student population.</p> <p>Scope: LEA-wide</p>	<p>Providing additional funding for elementary academic specialists and secondary intervention classes on an LEA basis, with a focus on providing targeted support to English Learners, Foster Youth, and Low Income Students. Providing additional funding for elementary academic specialists and secondary intervention classes will address the identified needs by providing additional academic supports in a smaller setting during the regular school day.</p> <p>By implementing these LEA-wide actions, the LEA aims to improve academic performance for English Learners, Foster Youth and Low Income students in ELA (+10 points Distance From Standard for Low Income Students; +20 points Distance From Standard for English Learners; Foster Youth is undetermined as not enough students were tested in 2022-2023) and Math (+25 points Distance From Standard for Low Income Students; +20 points Distance From Standard for English Learners; Foster Youth is undetermined as not enough students were tested in 2022-2023) over the next three years.</p>	<p>California Dashboard, English Language Arts and Mathematics results for Foster Youth, English Learners, and Low Income Students.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	<p>Action: Actions to Improve English Language Arts & Mathematics: Elementary Class Size Reduction (TK-3)</p> <p>Need: Foster Youth, English Learners, and Low Income Students across elementary schools face additional challenges, such as language acquisition, unstable housing, or fewer resources, resulting in lower academic performance compared to the general student population.</p> <p>Scope: Schoolwide</p>	<p>Implementing reduced class size in Grades K-3 on a schoolwide basis at all elementary schools basis, with a focus on providing targeted support to English Learners, Foster Youth and Low Income Students. The reduction of class sizes will address the identified needs by increasing student's access to their certificated teacher with fewer students in the classroom.</p> <p>By implementing these school-wide at the elementary level, these schools aims to improve academic performance for English Learners, Foster Youth and Low Income students in ELA (+10 points Distance From Standard for Low Income Students; +20 points Distance From Standard for English Learners; Foster Youth is undetermined as not enough students were tested in 2022-2023) and Math (+25 points Distance From Standard for Low Income Students; +20 points Distance From Standard for English Learners; Foster Youth is undetermined as not enough students were tested in 2022-2023) over the next three years.</p>	California Dashboard, English Language Arts and Mathematics results in Grade 3 for English Learners, Foster Youth and Low Income students
1.7	<p>Action: Actions to Improve Graduation Rate: Conejo Valley High School</p> <p>Need: English Learners, Foster Youth, and Low Income Students across high schools face additional challenges, such as language acquisition, housing instability, and fewer additional resources, in accessing resources</p>	This action provides staffing (certificated and classified) and materials/supplies for CVUSD to maintain it's Continuation High School for students who need to remediate credits.	California Dashboard, Graduation Rates for English Learners, Foster Youth and Low Income students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>that support their completion of high school graduation requirements, resulting in higher rates of high school credit deficiency compared to the general student population.</p> <p>Implementing a continuation high school on a schoolwide basis basis, with a focus on providing targeted support to English Learners, Foster Youth, and Low Income Students. The continuation high school will address the identified needs by increasing access to smaller class sizes and additional staff that specialize in accelerating students completion of academic credits necessary to graduate.</p> <p>By implementing these schoolwide actions, the school aims to improve high school graduation rates across the school and LEA</p> <p>Scope: Schoolwide</p>		
2.1	<p>Action: Action to Improve Chronic Absenteeism: Training and School Site Support</p> <p>Need: Additional supports are needed to address the multitude of barriers to attendance for identified students based on the results of the CA Dashboard for Chronic Absenteeism</p> <p>English Learners, Foster Youth, and Low Income Students across the LEA face</p>	<p>Providing centralized administration and support staff to facilitate attendance coordination, monitoring and intervention on an LEA basis, with a focus on providing targeted support to English Learners, Foster Youth and Low Income Students. These actions will address the identified needs by increasing direct support to students and parents/guardians who have transportation challenges or need additional support in developing and monitoring plans to improve attendance.</p>	<p>California Dashboard, Chronic Absenteeism results for English Learners, Foster Youth and Low Income students</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>additional challenges, such as housing instability or fewer resources, to regularly attend school, resulting in lower attendance rates and higher rates of chronic absenteeism compared to the general student population.</p> <p>Scope: LEA-wide</p>	<p>By implementing these LEA actions, the LEA aims to improve chronic absenteeism for English Learners (-4.5%), Low Income Students (-4.5%), and Foster Youth (not reported in the 2023 CA Dashboard for chronic absenteeism due to the low number of students to report) over the next three years.</p>	
2.2	<p>Action: Actions to Improve College/Career Indicator: AVID Program</p> <p>Need: AVID programs at comprehensive high schools support underrepresented and sometimes first generation students seeking to pursue higher education opportunities after graduating high school.</p> <p>English Learners, Foster Youth, and Low Income Students across high schools face additional challenges, such as limited knowledge of higher education systems and opportunities, resulting in lower rates of "preparedness" based on the CA Dashboard College/Career Indicator compared to the general student population</p> <p>Scope: Schoolwide</p>	<p>Implementing the AVID program at high schools, with a focus on providing targeted support to English Learners, Foster Youth, and Low Income Students will address the identified needs by providing additional and structured support to be academically successful in high school classes as well as develop knowledge and interest in higher education opportunities beyond high school.</p> <p>By implementing these actions, the high schools aims to improve the rate of English Learners, Foster Youth and Low Income students who are determined to be "prepared" by the College/Career Indicator by 3% for Low Income Students, 5% for English Learners, and 5% for Foster Youth over the next three years.</p>	<p>California Dashboard, College/Career Indicator results for English Learners, Foster Youth and Low Income students</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.6	<p>Action: Actions to Improve English Language Arts and Mathematics: Recruitment and Retention</p> <p>Need: English Learners, Foster Youth, and Low Income Students across the LEA may face additional challenges in accessing culturally responsive instructional practices and affirming school environments, results in lower academic performance compared to the general student population.</p> <p>Scope: LEA-wide</p>	<p>Implementing actions to recruit qualified educators with diverse backgrounds and establish an Assistant Director of Diversity, Equity and Inclusions on an LEA basis, with a focus on providing targeted support to English Learners, Foster Youth, and Low Income Students. The actions will address the identified need by increasing student engagement through staff hiring, staff training, and programmatic efforts to increase all student's sense of belonging and community.</p> <p>By implementing these LEA-wide actions, the LEA aims to improve academic performance for English Learners, Foster Youth and Low Income students in ELA (+10 points Distance From Standard for Low Income Students; +20 points Distance From Standard for English Learners; Foster Youth is undetermined as not enough students were tested in 2022-2023) and Math (+25 points Distance From Standard for Low Income Students; +20 points Distance From Standard for English Learners; Foster Youth is undetermined as not enough students were tested in 2022-2023) over the next three years.</p>	California Dashboard, English Language Arts and Mathematics results for English Learners, Foster Youth and Low Income students
3.1	<p>Action: Actions to Improve Chronic Absenteeism: Attendance</p> <p>Need: English Learners, Foster Youth and Low Income Students across the LEA face additional challenges to regularly school attendance such as unstable resources,</p>	Implementing additional and targetted information to students/families, attendance interventions, and regular analysis of data with district and school site staff, with a focus on providing targeted support to English Learners, Foster Youth, and Low Income Students. The [action(s)] will address the identified needs by increasing these students access to the resources and strategies that support higher rates of attendance and reduce chronic absenteeism.	California Dashboard, Chronic Absenteeism results for English Learners, Foster Youth and Low Income students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>resulting in lower attendance rates and higher rates of chronic absenteeism compared to the general student population.</p> <p>Scope: LEA-wide</p>	<p>By implementing these LEA actions, the LEA aims to improve chronic absenteeism for English Learners (-4.5%), Low Income Students (-4.5%), and Foster Youth (not reported in the 2023 CA Dashboard for chronic absenteeism due to the low number of students to report) over the next three years.</p>	
4.2	<p>Action: Actions to Improve Chronic Absenteeism: Youth Outreach</p> <p>Need: English Learners, Foster Youth and Low Income Students across the LEA may face challenges in accessing additional social emotional supports, resulting in less school engagement and higher rates of chronic absenteeism compared to the general student population.</p> <p>Scope: LEA-wide</p>	<p>Implementing Youth Outreach programs on an LEA basis, with a focus on providing targeted support to English Learners, Foster Youth, and Low Income students. This additional program will address the identified need by providing additional and on-going social emotional support for students through additional one-on-one meetings, and access to additional resources.</p> <p>By implementing these LEA actions, the LEA aims to improve chronic absenteeism for English Learners (-4.5%), Low Income Students (-4.5%), and Foster Youth (not reported in the 2023 CA Dashboard for chronic absenteeism due to the low number of students to report) over the next three years.</p>	<p>California Dashboard, Chronic Absenteeism results for English Learners, Foster Youth, and Low Income students.</p>
4.4	<p>Action: Actions to Improve English Language Arts and Mathematics: Additional staffing</p> <p>Need: English Learners, Foster Youth and Low Income Students across the LEA face some additional barriers in accessing social</p>	<p>Implementing additional staff to support the social emotional well-being of students and their school behaviors on an LEA basis, with a focus on providing targeted support to English Learners, Foster Youth and Low Income Students. These additional staff will address the identified needs by increasing student's ability to access academic content in the school setting by reducing the social</p>	<p>California Dashboard, English Language Arts and Mathematics results</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>emotional supports that support academic achievement in English Language Arts and Mathematics, resulting in lower academic performance as measured by the CA Dashboard when compared to the general student population.</p> <p>English Learners, Foster Youth and Low Income students may benefit from additional social emotional and behavioral supports that allow them to engage and access standards based instruction.</p> <p>Scope: LEA-wide</p>	<p>emotional and behavioral challenges which may be hindering their academic success.</p> <p>By implementing these LEA-wide actions, the LEA aims to improve academic performance for English Learners, Foster Youth and Low Income students in ELA (+10 points Distance From Standard for Low Income Students; +20 points Distance From Standard for English Learners; Foster Youth is undetermined as not enough students were tested in 2022-2023) and Math (+25 points Distance From Standard for Low Income Students; +20 points Distance From Standard for English Learners; Foster Youth is undetermined as not enough students were tested in 2022-2023) over the next three years.</p>	
4.5	<p>Action: Actions to Improve Suspension Rates: Break Through Assistance Program</p> <p>Need: English Learners, Foster Youth and Low Income Students across the LEA face challenges such as resource instability that can, at times, result in higher rates of suspension compared to the general student population.</p> <p>Some students benefit from additional social emotional and mental supports through on-going counseling that includes the student's parent/guardian</p>	<p>Implementing the BreakThrough Assistance Program on an LEA-wide basis, with a focus on providing targeted support to English Learners, Foster Youth and Low Income Students. This action will address the identified needs by providing students and their parents/guardians with additional social emotional resources and knowledge that reduces disciplinary incidences and suspensions.</p> <p>By implementing this LEA-wide action, the LEA aims to reduce the suspension rates for English Learners (-1.5%), Low Income Students (-1.5%), and Foster Youth (-5%) by over the next three years.</p>	California Dashboard, Suspension rates for Foster Youth, English Learners, and Low Income Students.

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		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Action to Improve College Career Indicator: Reduced Fees for Exams</p> <p>Need: Access to participate in PSAT, SAT, AP and IB exams provides students with additional post-secondary opportunities.</p> <p>English Learners, Foster Youth, and Low Income students have lower participation rates in the CA Dashboard College/Career Indicator and participation in AP and IB exams compared to the general student population, due to lack of resources to pay the cost for exams.</p> <p>Scope:</p>	<p>The reduced fees provided to English Learners, Foster Youth and Low Income students will provide targeted support by removing financial obstacles and encouraging students to take AP and IB courses and exams to increase their participation in AP and IB and address the identified barriers.</p> <p>By implementing these actions, the high schools aims to improve the rate of English Learners, Foster Youth and Low Income students who are determined to be "prepared" by the College/Career Indicator by 3% for Low Income Students, 5% for English Learners, and 5% for Foster Youth over the next three years.</p>	AP and IB Exam Participation for English Learners, Foster Youth and Low Income students

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
1.6	<p>Action: Actions to Improve English Learner Progress: English Learner Staffing and Supports</p> <p>Need: Additional staffing and resources are necessary to support ELPAC administration, and the instruction of English Learners by teachers and bilingual classified staff.</p> <p>English Learners have lower academic achievement rates in ELA and Mathematics compared to the general student population, due to the additional challenges of language acquisition.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	These actions will provide will provide targeted support to English Learners by providing them with centralized staff to coordinate services, additional programs, and bilingual staff member at school sites to increase their access to grade-level content and support in English language acquisition and address the identified barriers.	California Dashboard, English Learner Progress Indicator
2.9	<p>Action: Actions to Improve English Learner Progress: Professional Learning</p> <p>Need: English Learners have lower academic achievement rates in English Language Arts and Mathematics compared to the general student population, due to challenges associated with learning both content knowledge and acquisition of the English language.</p>	This action will provide targeted support to English Learners by training teachers on Designated and Integrated ELD strategies that increase student's access to content knowledge and remove barriers associated with language acquisition.	California Dashboard, English Learner Progress results

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Intentional instructional design is needed for English Learners and Long Term English Learners to support students' language acquisition and understanding of standards-based content.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
3.3	<p>Action: Actions to Improve English Learner Progress: Outreach</p> <p>Need: English Learners have lower achievement rates in English Language Arts and Mathematics, compared to the general student population, due to students language acquisition needs as well as a lack of additional information about the education system that some parents/guardians of English Learners.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	The additional outreach and communicate efforts towards Spanish-speaking families will provide targeted support to English Learners by providing key information about individual students and the larger educational system that will allow parents/guardians to better navigate the school system and reduce identified barriers.	California Dashboard, English Learner Progress results
4.3	<p>Action: Actions to Improve Chronic Absenteeism: Foster & Homeless Supports</p> <p>Need: Foster Youth have lower attendance rates and higher chronic absenteeism rates compared to the general student population, due to an array of factors that may include housing and</p>	The action of increasing access to school-based and community-based resources as well as additional materials/supplies will provide targeted support to Foster Youth to increase their attendance and reduce chronic absenteeism by addressing the identified barriers.	California Dashboard, Chronic Absenteeism for Foster Youth

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	resource instability and the need for additional resources that impacts school attendance. Scope: Limited to Unduplicated Student Group(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.

N/A

Additional Concentration Grant Funding

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

Not applicable. CVUSD does not receive additional concentration grant funding.

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$178,209,455	\$9,799,645	5.499%	0.000%	5.499%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$11,502,834.00	\$475,000.00	\$0.00	\$24,000.00	\$12,001,834.00	\$10,927,814.00	\$1,074,020.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Action to Improve College Career Indicator: Dual Enrollment & Career Technical Education	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	High schools		\$525,000.00	\$28,500.00	\$553,500.00				\$553,500.00	
1	1.2	Action to Improve College Career Indicator: Reduced Fees for Exams	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	High schools		\$0.00	\$105,000.00	\$105,000.00				\$105,000.00	
1	1.3	Actions to Improve English Language Arts & Mathematics: Co-Teaching and Inclusion	Students with Disabilities	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
1	1.4	Actions to Improve English Language Arts & Mathematics: Intervention and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,138,500.00	\$0.00	\$1,138,500.00				\$1,138,500.00	
1	1.5	Actions to Improve English Language Arts & Mathematics: Elementary Class Size Reduction (TK-3)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Elementary schools		\$2,520,000.00	\$0.00	\$2,520,000.00				\$2,520,000.00	
1	1.6	Actions to Improve English Learner Progress: English Learner Staffing and Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$2,487,114.00	\$92,520.00	\$2,579,634.00				\$2,579,634.00	
1	1.7	Actions to Improve Graduation Rate: Conejo Valley High School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth			\$2,050,000.00	\$50,000.00	\$2,100,000.00				\$2,100,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	2.1	Action to Improve Chronic Absenteeism: Training and School Site Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$543,900.00	\$0.00	\$543,900.00				\$543,900.00	
2	2.2	Actions to Improve College/Career Indicator: AVID Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			\$284,150.00	\$50,000.00	\$334,150.00				\$334,150.00	
2	2.3	Actions to Improve English Language Arts and Mathematics: Mastery-Grading	All	No					\$15,000.00	\$0.00		\$15,000.00			\$15,000.00	
2	2.4	Actions to Improve English Language Arts and Mathematics: Training for Students With Disabilities	All Students with Disabilities	No					\$10,000.00	\$0.00		\$10,000.00			\$10,000.00	
2	2.5	Actions to Improve English Language Arts and Mathematics: Professional Learning Communities	All	No			Specific Schools: Westlake Hills Elementary, Colina Middle School, Los Cerritos Middle School, Redwood Middle School, Thousand Oaks High School, Westlake High School		\$0.00	\$50,000.00		\$50,000.00			\$50,000.00	
2	2.6	Actions to Improve English Language Arts and Mathematics: Recruitment and Retention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$315,000.00	\$0.00	\$315,000.00				\$315,000.00	
2	2.7	Actions to Improve English Language Arts: Professional Learning	All	No					\$0.00	\$40,000.00		\$40,000.00			\$40,000.00	
2	2.8	Actions to Improve Mathematics: Professional Learning	All	No					\$10,000.00	\$0.00		\$10,000.00			\$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.9	Actions to Improve English Learner Progress: Professional Learning	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			\$0.00	\$300,000.00		\$300,000.00			\$300,000.00	
2	2.10	Actions to Improve Suspension Rates: Professional Learning	All	No					\$50,000.00	\$0.00		\$50,000.00			\$50,000.00	
3	3.1	Actions to Improve Chronic Absenteeism: Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$89,250.00	\$25,000.00	\$114,250.00				\$114,250.00	
3	3.2	Actions to Improve College / Career Indicator: Outreach	All	No					\$0.00	\$0.00	\$0.00				\$0.00	
3	3.3	Actions to Improve English Learner Progress: Outreach	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			\$0.00	\$33,000.00	\$33,000.00				\$33,000.00	
3	3.4	CVUSD Communications Department	All	No			All Schools		\$0.00	\$175,000.00	\$175,000.00				\$175,000.00	
4	4.1	Actions to Improve Chronic Absenteeism: Social Emotional Learning and Mental Health	All	No					\$0.00	\$0.00	\$0.00				\$0.00	
4	4.2	Actions to Improve Chronic Absenteeism: Youth Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$100,000.00	\$100,000.00				\$100,000.00	
4	4.3	Actions to Improve Chronic Absenteeism: Foster & Homeless Supports	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth			\$0.00	\$25,000.00	\$1,000.00			\$24,000.00	\$25,000.00	
4	4.4	Actions to Improve English Language Arts and Mathematics: Additional staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$404,400.00	\$0.00	\$404,400.00				\$404,400.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.5	Actions to Improve Suspension Rates: Break Through Assistance Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$485,500.00	\$0.00	\$485,500.00				\$485,500.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$178,209,455	\$9,799,645	5.499%	0.000%	5.499%	\$11,327,834.00	0.000%	6.356 %	Total:	\$11,327,834.00
								LEA-wide Total:	\$3,101,550.00
								Limited Total:	\$2,718,634.00
								Schoolwide Total:	\$5,507,650.00

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	Action to Improve College Career Indicator: Dual Enrollment & Career Technical Education	Yes	Schoolwide	English Learners Foster Youth Low Income	High schools	\$553,500.00	
1	1.2	Action to Improve College Career Indicator: Reduced Fees for Exams	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	High schools	\$105,000.00	
1	1.4	Actions to Improve English Language Arts & Mathematics: Intervention and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,138,500.00	
1	1.5	Actions to Improve English Language Arts & Mathematics: Elementary Class Size Reduction (TK-3)	Yes	Schoolwide	English Learners Foster Youth Low Income	Elementary schools	\$2,520,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	Actions to Improve English Learner Progress: English Learner Staffing and Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,579,634.00	
1	1.7	Actions to Improve Graduation Rate: Conejo Valley High School	Yes	Schoolwide	English Learners Foster Youth Low Income		\$2,100,000.00	
2	2.1	Action to Improve Chronic Absenteeism: Training and School Site Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$543,900.00	
2	2.2	Actions to Improve College/Career Indicator: AVID Program	Yes	Schoolwide	English Learners Foster Youth Low Income		\$334,150.00	
2	2.6	Actions to Improve English Language Arts and Mathematics: Recruitment and Retention	Yes	LEA-wide	English Learners Foster Youth Low Income		\$315,000.00	
2	2.9	Actions to Improve English Learner Progress: Professional Learning	Yes	Limited to Unduplicated Student Group(s)	English Learners			
3	3.1	Actions to Improve Chronic Absenteeism: Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income		\$114,250.00	
3	3.3	Actions to Improve English Learner Progress: Outreach	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$33,000.00	
4	4.2	Actions to Improve Chronic Absenteeism: Youth Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income		\$100,000.00	
4	4.3	Actions to Improve Chronic Absenteeism: Foster & Homeless Supports	Yes	Limited to Unduplicated Student Group(s)	Foster Youth		\$1,000.00	
4	4.4	Actions to Improve English Language Arts and Mathematics: Additional staffing	Yes	LEA-wide	English Learners Foster Youth Low Income		\$404,400.00	
4	4.5	Actions to Improve Suspension Rates: Break Through Assistance Program	Yes	LEA-wide	English Learners Foster Youth Low Income		\$485,500.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$27,018,847.75	\$26,230,753.06

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Increase Student Achievement - Principally Directed at Targeted Students	Yes	\$10,234,430.00	\$10,170,261.72
1	1.2	ELA/ELD, Increase Achievement	No	\$50,000.00	\$182,877.72
1	1.3	Mathematics, Increase Achievement	No	\$0.00	\$0.00
1	1.4	Science and Health, Increase Achievement	No	\$1,477,345.95	\$1,195,334.14
1	1.5	History/Social Science, Increase Achievement	No	\$1,321,987.00	\$1,454,892.71
1	1.6	Intervention and Enrichment Opportunities	No	\$1,355,096.00	\$1,445,777.76
1	1.7	Assessment Program	No	\$173,404.00	\$222,684.00
1	1.8	Instructional and Operational Costs	No	\$2,800,000.00	\$2,800,000.00
1	1.9	Inclusion/Inclusion Plan for Students with Disabilities (NEW to 2022-23 LCAP; UPDATED in 2023-24 LCAP)	No	\$0.00	\$0.00
1	1.10	UC A-G Completion (New to 2022-23 LCAP)	No	\$0.00	\$0.00

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	2.1	Hire and Retain Highly Qualified Staff	No	\$4,306,122.00	\$4,138,700.20
2	2.2	Hire and Retain Highly Qualified Staff - Principally Directed at Targeted Students	Yes	\$685,000.00	\$613,789.00
2	2.3	Effective Professional Learning Opportunities	No	\$313,000.00	\$277,431.00
2	2.4	Effective Professional Learning Opportunities - Principally Directed at Targeted Students	Yes	\$200,000.00	\$53,003.00
2	2.5	Inclusion Plan for Students with Disabilities (NEW to 2023-24 LCAP)	No	\$0.00	\$0.00
3	3.1	Effective Communication and Increased Media Exposure	No	\$128,488.80	\$126,899.31
3	3.2	Market and Expand Signature Programs	No	\$845,000.00	\$529,448.00
3	3.3	Increase Parent Engagement	No	\$0.00	\$0.00
3	3.4	Increase Parent Engagement - Principally Directed at Targeted Students	Yes	\$786,203.00	\$712,788.50
3	3.5	Celebrate Success of All Students	No	\$0.00	\$0.00
3	3.6	Celebrate Success of All Students - Principally Directed at Targeted Students	Yes	\$0.00	\$0.00
3	3.7	Develop a 4-Year Plan for All High School Students	No	\$0.00	\$0.00
3	3.8	Caps and Gowns for Graduating Seniors - Principally Directed at Targeted Students	Yes	\$30,000.00	\$15,132.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.9	Develop Connections Between the District and Private, Home School, and Charter Programs	No	\$39,672.00	\$0.00
3	3.10	Inclusion Plan for Students with Disabilities (NEW to 2023-24 LCAP)	No	\$0.00	\$0.00
4	4.1	BreakThrough Student Assistance Program - Principally Directed at Targeted Students	Yes	\$462,500.00	\$320,230.00
4	4.2	Youth Outreach Program - Principally Directed at Targeted Students	Yes	\$100,000.00	\$100,000.00
4	4.3	Support, Train & Monitor SEL - Principally Directed at Targeted Students	Yes	\$703,757.00	\$902,658.00
4	4.4	Train, Implement, & Monitor SEL	No	\$1,006,842.00	\$968,846.00
4	4.5	Inclusion Plan for Students with Disabilities (NEW to 2023-24 LCAP)	No	\$0.00	\$0.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$9,892,278	\$11,375,020.00	\$11,389,434.59	(\$14,414.59)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Increase Student Achievement - Principally Directed at Targeted Students	Yes	\$9,355,520.00	9,686,663.09		
2	2.2	Hire and Retain Highly Qualified Staff - Principally Directed at Targeted Students	Yes	\$685,000.00	\$613,789.00		
2	2.4	Effective Professional Learning Opportunities - Principally Directed at Targeted Students	Yes	\$50,000.00	\$33,003.00		
3	3.4	Increase Parent Engagement - Principally Directed at Targeted Students	Yes	\$356,000.00	\$286,585.50		
3	3.6	Celebrate Success of All Students - Principally Directed at Targeted Students	Yes	\$0.00	\$0.00		
3	3.8	Caps and Gowns for Graduating Seniors - Principally Directed at Targeted Students	Yes	\$30,000.00	\$15,132.00		
4	4.1	BreakThrough Student Assistance Program - Principally Directed at Targeted Students	Yes	\$462,500.00	\$320,230		
4	4.2	Youth Outreach Program - Principally Directed at Targeted Students	Yes	\$100,000.00	\$100,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	Support, Train & Monitor SEL - Principally Directed at Targeted Students	Yes	\$336,000.00	\$334,032.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$184,691,095	\$9,892,278	0.000%	5.356%	\$11,389,434.59	0.000%	6.167%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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