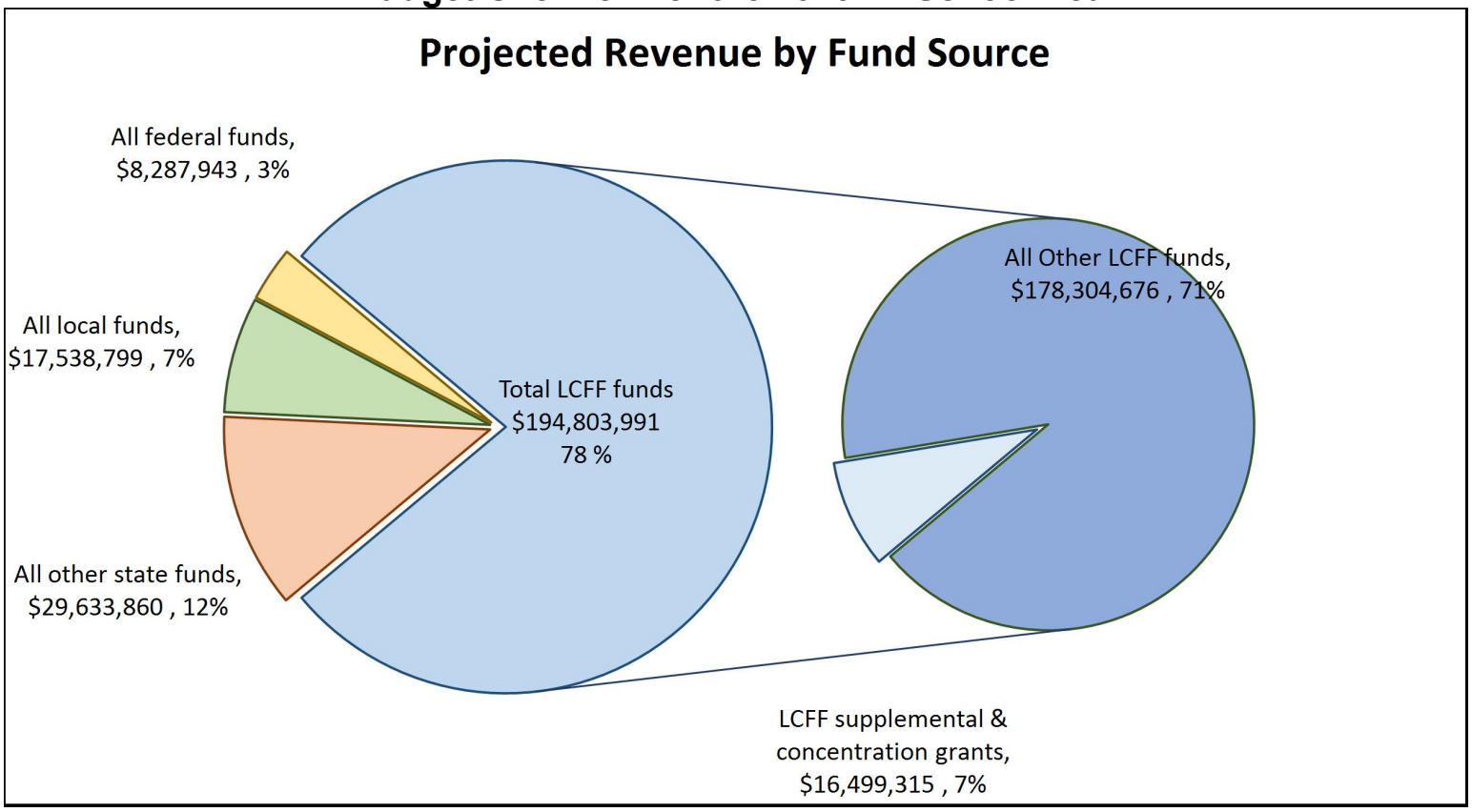
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Simi Valley Unified School District
CDS Code: 56726030000000
School Year: 2026-27
LEA contact information:
Dr. Jerry Block
Assistant Superintendent, Schools and Programs
jerry.block@simivalleyusd.org
805-306- 4500 ext. 4201

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

Budget Overview for the 2026-27 School Year

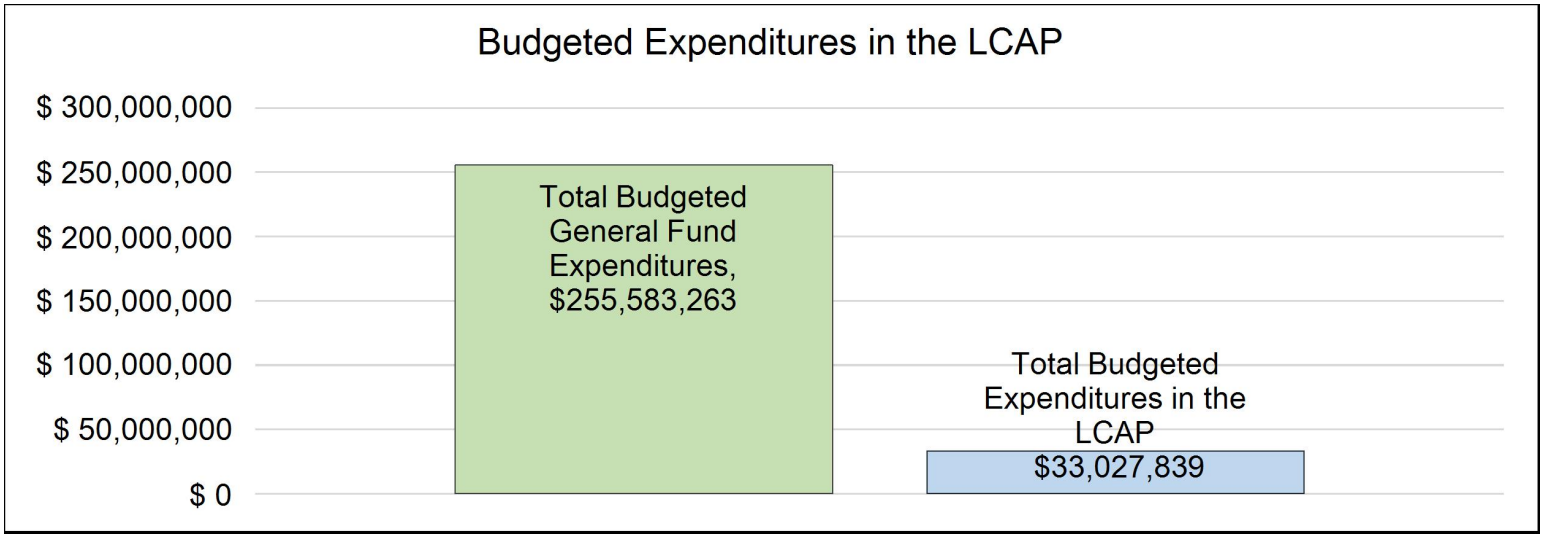


This chart shows the total general purpose revenue Simi Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Simi Valley Unified School District is $250,264,593, of which $194,803,991 is Local Control Funding Formula (LCFF), $29,633,860 is other state funds, $17,538,799 is local funds, and $8,287,943 is federal funds. Of the $194,803,991 in LCFF Funds, $16,499,315 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 Simi Valley Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Simi Valley Unified School District plans to spend $255,583,263 for the 2026-27 school year. Of that amount, $33,027,839.00 is tied to actions/services in the LCAP and $222,555,424 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

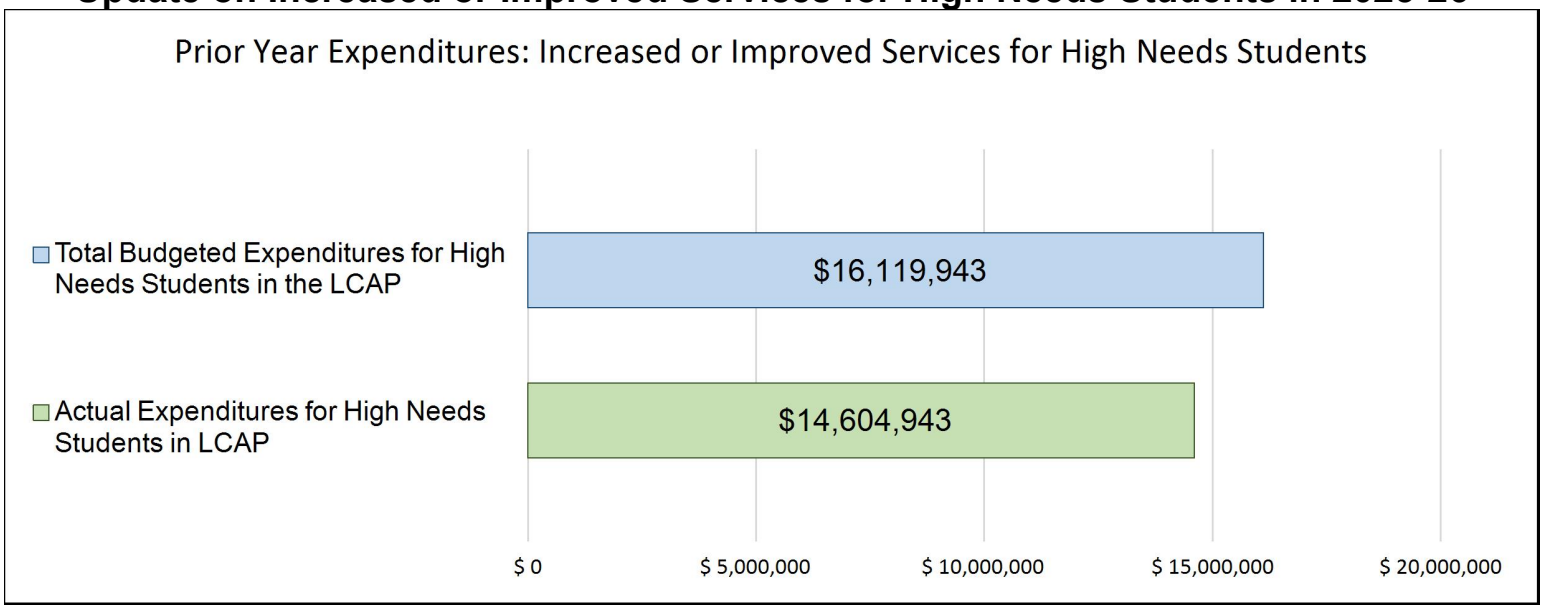
Our LCAP does not include staffing, programs, or facilities expenses from the LCFF base grant.

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

In 2026-27, Simi Valley Unified School District is projecting it will receive $16,499,315 based on the enrollment of Foster Youth, English learner, and low-income students. Simi Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Simi Valley Unified School District plans to spend $17,433,031.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Simi 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 Simi 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 2025-26, Simi Valley Unified School District's LCAP budgeted $16,119,943 for planned actions to increase or improve services for high needs students. Simi Valley Unified School District actually spent $14,604,943 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $1,515,000 had the following impact on Simi Valley Unified School District’s ability to increase or improve services for high needs students:

We spent fewer supplemental funds on additional STEAM programs for students. Many of our enrichment programs at the secondary level were funded by CTEIG funds and by donations at the elementary level. Proposition 28 also paid for new arts programs.

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
Simi Valley Unified School District	Dr. Jerry Block Assistant Superintendent, Schools and Programs	jerry.block@simivalleyusd.org 805-306- 4500 ext. 4201

Plan Summary [2026-27]

General Information

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

The Simi Valley Unified School District, nestled within a community celebrated for its cultural heritage and scenic beauty, is dedicated to fostering academic excellence and nurturing personal growth across a diverse student body. Spanning urban to suburban landscapes, the district serves as an educational haven for a vibrant mix of 15,081 students, reflecting the rich tapestry of backgrounds that define our community. Our student demographics boast a colorful mosaic with 45.8% Hispanic, 38.2% White, 7.3% Asian, 4.4% Two or More Ethnicities, 2.3% Filipino, and 1.6% African American students, enriching our classrooms with diverse perspectives and experiences.

At the heart of our educational mission are the 1,076 certificated employees, including teachers, administrators, and counselors, whose dedication shapes the future of our students. The composition of our certificated staff—predominantly 78.44% White, alongside 14.50% Hispanic, 2.88% Asian, and 1.58% Multiple Ethnicities—mirrors our commitment to nurturing a diverse and inclusive educational workforce. Equally vital are our 755.8 FTE classified staff members, encompassing clerical, custodial, paraeducators, and other support roles. Their demographic makeup of 56% White, 31% Hispanic, and 4% Asian underscores the multifaceted support system that underpins our daily operations and student services.

Simi Valley itself, with a median age of 40.6 years and a strong foundation of 72% owner-occupied housing, boasts a median household income of $99,152, reflecting a community of stability and prosperity. The city's rich array of recreational and cultural amenities—including 39 parks, 3 golf courses, a public swimming pool, a performing arts center, movie theaters, and a well-stocked library—offers students and families ample opportunities for enrichment beyond the classroom walls.

Despite the challenges inherent in meeting the evolving educational needs of our diverse student population and ensuring equitable access to resources, the district finds strength in the unwavering support of our community and the wealth of local resources at our disposal. These assets not only bolster our commitment to providing a high-quality education but also fuel our continuous drive towards innovation and inclusivity.

Recent accomplishments within the district are a testament to our collective efforts and dedication to creating an environment where every student can thrive. As we forge ahead, the Simi Valley Unified School District is steadfast in its pursuit of excellence, guided by the strategic initiatives outlined in our Local Control and Accountability Plan. Our focus remains on addressing achievement gaps, enhancing staff diversity, and ensuring that all students have access to the educational opportunities that will enable them to reach their full potential. In this journey, we are motivated by a vision of an educational community that values every individual and prepares them not just for academic success, but for a lifetime of learning and growth. In the 2024-2025 school year, three of our elementary school earned California Distinguished School: Garden Grove Elementary, Madera Elementary, and White Oak Elementary.

Within our District, Apollo Continuation High School was identified to receive Equity Multiplier funding to support potentially at-risk students (low income rate greater than 70%, and non-stability rate greater than 25%). Apollo serves approximately 122 students in grades 10-12, with over 73% qualifying as socioeconomically disadvantaged. The school provides an alternative educational setting for students who have struggled in the traditional high school environment. Apollo focuses on credit recovery, smaller class sizes, and intensive academic and social-emotional supports to help at-risk students get back on track to graduate. The additional Equity Multiplier funding will allow Apollo to further enhance its targeted interventions and programs to improve student outcomes, particularly in graduation rate and college/career readiness.

Reflections: Annual Performance

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

Based on the 2023 California School Dashboard, the following areas were identified as lowest performing. Actions within the 2026-27 LCAP are designed to address the specific areas and student groups identified as lowest performing on the 2023 California School Dashboard, with a focus on improving chronic absenteeism, suspension rates, and overall school engagement for the identified student groups and schools.

Schools within the district performing in the lowest performance level on one or more state indicators on the 2023 Dashboard:

Berylwood ES (All student in lowest performance level) – Chronic Absenteeism
Garden Grove ES (All student in lowest performance level) – English Learner Progress Indicator
Madera ES (All student in lowest performance level) – Suspension Rate
Park View ES (All student in lowest performance level) –ELA; Suspension Rate
Royal HS (All student in lowest performance level) – English Learner Progress Indicator
Apollo HS (All student in lowest performance level) – Graduation Rate; College/Career

Student groups within the district performing in the lowest performance level on one or more state indicators on the 2023 Dashboard:

(Acronyms used: English Learner (EL); Foster Youth (FY); Homeless (HOM); Low-income (LI); Students with Disabilities (SWD)

English Language Arts: FY; HOM; SWD
Math: FY; SWD
Suspension Rate: FY; HOM
College/Career: EL; HOM: SWD

Student group(s) within school(s) within the LEA performing in the lowest performance level on one or more state indicators on the 2023 Dashboard:

Arroyo ES
Chronic Absenteeism: WH

Atherwood ES
English Language Arts: SWD
Math: SWD
Chronic Absenteeism: AS

Berylwood ES
English Language Arts: SWD
Chronic Absenteeism: ALL; LI; SWD; HI; WH

Crestview ES
English Language Arts: SWD
Math: SWD

Garden Grove ES
English Learner Progress Indicator: ALL
Suspension: SWD

Hollow Hills ES
Suspension: SWD; WH

Madera ES
Suspension Rate: ALL; SWD; WH
Chronic Absenteeism: SWD

Mountain View ES
English Language Arts: SWD

Park View ES
English Language Arts: ALL, EL; LI; HI
Math: EL
Suspension Rate: ALL; LI; HI
Chronic Absenteeism: SWD

Santa Susana ES
Math: SWD
Chronic Absenteeism: EL; LI; SWD

Township ES
English Language Arts: SWD
Chronic Absenteeism: EL

White Oak ES
Chronic Absenteeism: SWD; HI

Wood Ranch ES
Chronic Absenteeism: MR

Hillside MS
English Language Arts: SWD

Math: SWD; HI
Chronic Absenteeism: EL; LI; SWD; HI; WH

Sinaloa MS
English Language Arts: SWD
Math: SWD
Suspension Rate: EL; LI
Chronic Absenteeism: SWD; WH

Valley View MS
English Language Arts: SWD
Math: SWD
Suspension Rate: EL; LI
Chronic Absenteeism: WH

Royal HS
English Language Progress Indicator: ALL
English Language Arts: EL; LI; SWD; HI
Math: EL; LI; SWD; HI
College/Career: EL; SWD

Simi Valley HS
Suspension Rate: SWD
College/Career: SWD

Apollo HS
Graduation Rate: ALL; LI; HI
College/Career: ALL; LI; HI

Monte Vista HS
Math: LI; SWD
College/Career: LI; HI

(2) Access to a Broad Course of Study (State Priority 7A) is difficult to represent with a singular metric, and we advise that the below description from the CA Dashboard is inserted into the Reflection: Annual Performance prompt and DELETE Metric 1.12 (see Goal 1 notes for details on Metric 1.12 modification).

Addressing State Priority 7A (Access to a Broad course of study):

Firstly, SVUSD has abolished all prerequisites to taking advanced coursework. Secondly, SVUSD partners with Equal Opportunity Schools which allows us to identify high school students who have not taken any advanced classes despite showing potential to be successful in such courses. Staff then reaches out to these students to encourage them to take Advanced Placement courses.
In addition to using Equal Opportunity Schools to increase enrollment in advanced level courses, we also eliminated most non-college prep courses so that more students would ultimately be able to meet a-g eligibility. This strategy has been effective as measured by our districtwide a-g completion rate over the last years.
Our largest obstacles are providing more inclusive opportunities to our students with special needs and our English language learners. Too many students are pulled out for special services, as opposed to providing such services in the general education setting.
We are providing our teachers with training on co-teaching models, universally designed lessons (UDL), and professional learning communities so that many more students may be able to access grade-level curriculum in a general education setting.

Reflections: Annual Performance Update (2024-25)
Based on the latest available data (2024-25), SVUSD has made meaningful progress toward our LCAP goals, with some areas needing additional support and attention.

Areas of Strength:
Access to Standards-Aligned Materials:

100% of students have access to standards-aligned instructional materials, maintaining our goal and fulfilling state Priority 1B.

Implementation of Academic Standards:
Continued full (100%) implementation of academic content and performance standards, reflecting consistent, high-quality instruction (Priority 2A).

Areas Needing Improvement:
English Language Arts (ELA) Achievement:
Although ELA performance on the CAASPP for all subgroups improved from the previous year, various student subgroups remains below

our target. Targeted instructional supports must be strengthened, especially for Foster Youth, Homeless, Long-term ELs, and Students with Disabilities (all in the orange tier).(Priority 4A).

Mathematics Achievement:
Math performance on CAASPP assessments continues to show challenges for specific student subgroups: Foster Youth, Homeless and long-term ELs are in the red tier. ELs, Hispanic, Socioeconomically disadvantaged, and students with disabilities are in the orange tier. Additional intervention strategies and professional development for educators are essential to close these gaps (Priority 4A).

Science Achievement:
CAST (California Science Test) scores have improved. However, our English Learners are in the orange tier, indicating the need for continued focus on science curriculum implementation and teacher training. More resources are needed for hands-on learning and engagement in science (Priority 4A).

LREBG Fund Status:
The Learning Recovery Emergency Block Grant (LREBG) was established in response to the emergency created by the COVID-19 pandemic to support schools in the long-term recovery of their students, with a focus on improving pupil learning, mental health, and overall well-being.
Under Education Code Section 32526(d)(1), any local educational agency (LEA) that has received LREBG funds must develop a needs assessment regarding the use and expenditure of these funds for the 2025–26, 2026–27, and 2027–28 school years.
Simi Valley USD has unexpended LREBG funds. We plan to expend $1,822,225.00 in LREBG funds for the the 2026-2027 to support the following actions:

Overall Analysis and Next Steps:
The Learning Recovery Emergency Block Grant will be used to support student learning in the following way:

- Intervention Tracking Software (Action 1.1; $35,000.00)
- Purchasing supplemental literacy and numeracy software to support differentiated learning gaps. (Action 1.1; $300,000.00)
- Purchase standardized assessments of literacy and numeracy skills for longitudinal progress monitoring. (Action 1.1: $165,000.00)
- Expand the DIBELS assessment to third grade. (Action 1.1: $11,250.00)
- Hire additional elementary teachers for schools that have more than two combination grade classes. This will allow our schools to provide more direct instruction. (Action 1.1: $900,000.00)
- Purchase Edgenuity credit recovery software so that students are able to make up classes before their credit deficits become too great to overcome. (Action 4.1: $195,975.00)
- Contract with Daybreak Counseling services to provide our students with Tier 2 social emotional supports with MFTs. (Action 4.2: 180,000)
- Provide financial support for standards-aligned classroom field trips. This will help make learning more engaging for students and get them to buy-in to their own education. (Action 4.5: $20,000.00)
- Hire an employee or contract out with a service to provide athletic training to our athletes. This is necessary to ensure that our students remain safe while competing and engaging in the school community. (Action 4.4: $50,000.00)

The updated performance data underscores areas of success while highlighting critical areas for improvement. SVUSD will continue leveraging successful strategies such as maintaining access to quality instructional materials and standards implementation, while significantly enhancing targeted academic interventions, specifically in Math, ELA, and Science.

Key actions moving forward include:
Increasing targeted professional development focused on differentiated instruction and intervention strategies.
Enhancing support structures for English learners, foster youth, students with disabilities, and low-income students.
Expanding family and community engagement to support academic growth.
Focusing on early intervention for reading (3rd grade) and for math (4th/5th grades)

These strategic adjustments will be closely monitored, with frequent check-ins to measure progress and inform ongoing improvements.

Reflections: Technical Assistance

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

Simi Valley Unified School District qualifies for technical assistance as outlined in the Education Code (EC) sections 47607.3, 52071, 52071.5, 52072, and 52072.5 due to specific performance criteria not being met as indicated in our California School Dashboard results. The areas identified include disparities in academic achievements among student subgroups, notably English learners, students with disabilities, and socioeconomically disadvantaged students, as well as concerns related to chronic absenteeism and suspension rates.

In response to these challenges, our district is actively engaging in Differentiated Assistance provided by the Ventura County Office of Education (COE). This process involves a collaborative effort with county consultants who specialize in educational strategies that address the specific needs identified in our Dashboard indicators. The assistance includes the development of targeted action plans that aim to improve student performance metrics, enhance engagement strategies, and reduce absenteeism and suspensions.

Our work with the COE involves regular workshops and planning sessions where district staff receive training and support in data analysis, instructional strategies, and resource allocation to ensure interventions are effectively targeted. This collaboration also assists in monitoring the implementation of our improvement strategies, ensuring they are data-driven and closely aligned with our LCAP goals. This structured support helps our district build capacity to sustain improvements and ultimately enhances educational outcomes for all students.

Simi Valley Unified School District has been identified for Differentiated Assistance in 2025 based on the performance of specific student groups as indicated on the California School Dashboard. The following student groups met the eligibility criteria for Differentiated Assistance:
Foster Youth (FY):
* Long Term English Learners- State Priorities 4 and 5: English Learner Progress (Orange); Mathematics (Red)
* Foster Youth - State Priorities 4, 5, and 6: English Language Arts (orange); Mathematics (red); Chronic Absenteeism (red); Suspension Rate (red)

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.

Apollo High School

Support for Identified Schools

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

Needs Assessment:
Apollo High School has identified significant disparities in the performance of several student groups across two key indicators: Graduation Rate and College/Career Readiness. The following student groups have been identified as needing targeted support and intervention:
1. Graduation Rate:
a. All Students: The overall graduation rate for Apollo High School falls below the state average, indicating a need to improve student retention, engagement, and academic success across all student groups.
b. Low-Income (LI) Students: LI students at Apollo High School have a significantly lower graduation rate compared to their peers, suggesting a need for additional support, resources, and interventions to address the unique challenges faced by this student group.
c. Hispanic (HI) Students: HI students at Apollo High School have a graduation rate that is disproportionately lower than other student groups, indicating a need to explore and address potential cultural, linguistic, and socioeconomic barriers to graduation.
2. College/Career Readiness:
a. All Students: The percentage of students at Apollo High School who are deemed college and career ready is below the state average, indicating a need to strengthen programs, course offerings, and support services that promote post-secondary success.
b. Low-Income (LI) Students: LI students at Apollo High School have significantly lower rates of college and career readiness compared to their peers, suggesting a need for targeted interventions, such as expanded access to advanced coursework, college and career counseling, and financial aid support.
c. Hispanic (HI) Students: HI students at Apollo High School have disproportionately lower rates of college and career readiness, indicating a need to address potential cultural and linguistic barriers, expand access to relevant coursework and programs, and provide culturally responsive support services.

To address these identified needs, Apollo High School will develop a comprehensive plan that includes:
1. An updated root cause analysis to identify the underlying factors contributing to the performance gaps for each student group.
2. Targeted, evidence-based interventions and support services designed to address the specific needs of each student group, with a focus on equity and closing achievement gaps.
3. Professional development for staff to enhance their ability to support the diverse needs of all student groups and create a culturally responsive learning environment.
4. Strengthened partnerships with families, community organizations, and post-secondary institutions to provide additional resources, support, and opportunities for student success.

5. Regular progress monitoring and data analysis to assess the effectiveness of implemented strategies and make data-driven decisions for continuous improvement.

Monitoring and Evaluating Effectiveness

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

Twice annually, the District holds data summits with the school principals. During the data summits, principals collect data, analyze data, and present strengths and areas for continuous growth to colleagues, district administration, and site staff.

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
Ventura County SELPA	Attended meetings at VCOE with the SELPA. (December 8, 2025)
Students	Student Survey to all students grades 6-12, In-Person Meetings with Student Advisory Committees (diverse groups of students from our middle and high schools - 1 meeting for middle school students, November 4, 2025, and 1 meeting for high school students, November 5, 2025).
Staff (Administrators, Principals, Teachers, Classified, Bargaining Units)	Staff survey to all employees (with input solicited from bargaining unit) January 5, 2026-January 29, 2026, District Advisory Committee, consisting of administrators, teachers, classified staff, and bargaining unit members (3 meetings: December 11, 2025; February 12, 2026; May 7, 2026), Opportunity for Bargaining Units to contribute to various LCAP surveys, negotiations or consultations regarding anything involving personnel
Families	Family survey (between September 15, 2025 and December 14, 2025), Parent Advisory Committee, inclusive of parents of English Learners and of students with special needs(3 meetings: December 11, 2025; February 12, 2026; May 7, 2026)
Public Hearing and Board Adoption	A public hearing was held on June 9, 2026 and no comments from the public were provided. The Simi Valley USD Board Adoption occurred on June 16, 2026
re: Equity Multiplier - Apollo staff and Site Council	In continuation of the initial needs assessment conducted in Spring 2024 and the support that continued, the site council reviewed, discussed and updated the Equity Multiplier plan. (May 2026)

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

In developing the Simi Valley Unified School District's LCAP, extensive engagement with our educational partners played a crucial role in shaping our goals, actions, metrics, and budgetary expenditures. We held a series of structured engagements, including three Parent Advisory Committee meetings, three District Advisory Committee meetings, and, new in the 2024-2025 school year, two Student Advisory Committee (SAC) meetings - one for middle school students and one for high school students. These new SAC meetings brought together nearly 100 middle school and 100 high school students together at the District Office to provide input on vital issues, reflect on student survey data, and help to develop the District's new cell phone policy

Additionally, to ensure broad and inclusive feedback, we conducted comprehensive surveys targeting families, students, and staff. These surveys were designed to capture a wide range of input on the effectiveness of current programs and to identify areas needing improvement or enhancement. The feedback collected through these surveys was instrumental in highlighting key areas of concern and opportunity, which directly influenced the development of specific goals and actions in the LCAP.

The iterative feedback process also led to the refinement of our LCAP metrics. For instance, based on partner feedback, we included additional metrics to better track progress in student well-being and engagement, beyond the traditional academic performance indicators. This ensures a more holistic approach to student assessment that aligns with our community's values and expectations.

Overall, the active consultation process not only enriched the content of our LCAP but also ensured that our strategic planning and resource allocation are closely aligned with the needs and aspirations of our educational partners. By systematically integrating this feedback, we have crafted an LCAP that is both responsive to our community's input and strategically focused on providing increased and improved services for all students, particularly those who are underserved.

Goal 1: Influenced Changes:
Actions:

- Added funding for a K-2 literacy screener based on conversations surrounding new State law and the "science of reading." In 2026-2027, we will be expanding the DIBELS literacy screener to third grade.
- Added additional staffing to elementary schools to reduce the number on combination classes to better support student learning.

Goal 2: Influenced Changes:
Actions:

- There are no substantial modifications to action items in Goal 2 - except changing the configuration of professional development time due to a change in the collective bargaining agreement.

Goal 3: Influenced Changes:
Actions:

- Increased funding for Foster/Homeless transportation services due to conversations regarding increased costs

Goal 4: Influenced Changes:
Actions:

- Adding a general education behaviorist to support teachers with classroom behavior management thereby reducing classroom disruptions and enhancing the learning environment for all.

Goal 5: Influenced Changes:

- As part of this goal, educational partners wanted to focus on improving academic outcomes by providing an interventionist and high dose tutoring for students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Learning: All students can and will learn. By expanding learning opportunities, students will receive academic support and extension as needed. All students will be prepared for college and career opportunities.	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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The goal of ensuring all students can and will learn is fundamental to addressing the diverse needs of our student population. By expanding learning opportunities, Simi Valley Unified School District commits to providing tailored academic support and enrichment necessary for all students to succeed. This goal is crafted to prepare every student for future college and career opportunities, aligning with State priorities 1 (Basic Services), 2 (State Standards), 4 (Student Achievement), and 7 (Course Access). The actions planned under this goal, supported by specific, measurable metrics, aim to enhance instructional quality, increase access to a broad curriculum, and improve student outcomes district-wide. The required metrics included in this goal are: (Priorities 1.B, 2.A, 2.B, 4.A, 4.B, 4.C, 4.D, 4.E, 4.F, 4.G, 4.H, 7.C)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	(ML1.02) Student access to standards-aligned instructional materials (State Priority 1B) (P1.B)	(Source: 2022-23 CA Dashboard Local Indicators) Percent of students WITHOUT access to their own copies of standards-aligned instructional materials	(Source: 2023-24 CA Dashboard Local Indicators) 0%	(Source: 2024-25 CA Dashboard Local Indicators) 0%	(Source: 2025-2026, CA Dashboard Local Indicators) Percent of students WITHOUT access to their own copies	Maintained 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		for use at school and at home: 0%			of standards-aligned instructional materials for use at school and at home: 0%	
1.2	(ML1.04) Implementation of the academic content and performance standards adopted by the State Board (Priority 2A & 2B) Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability (P2.A)	(Source: 2022-23 CA Dashboard Local Indicators) Professional Development/Academic Standards ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 Next Generation Science Standards: 5 History-Social Science: 5 Instructional Materials ELA-CCSS: 5 ELD (Aligned to ELA): 4 Mathematics-CCSS: 5 Next Generation Science Standards: 4 History-Social Science: 5 Policy & Program Support: ELA-CCSS: 5 ELD (Aligned to ELA): 4 Mathematics-CCSS: 5 Next Generation Science Standards: 4	(Source: 2023-24 CA Dashboard Local Indicators) Professional Development/Academic Standards ELA-CCSS: 5 ELD (Aligned to ELA): 4 Mathematics-CCSS: 5 Next Generation Science Standards: 4 History-Social Science: 5 Instructional Materials ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 Next Generation Science Standards: 5 History-Social Science: 5	Source: 2024-25 CA Dashboard Local Indicators) Professional Development/Academic Standards ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 Next Generation Science Standards: 5 History-Social Science: 5 Instructional Materials ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 Next Generation Science Standards: 5 History-Social Science: 5	(Source: 2025-26 CA Dashboard Local Indicators) Professional Development/Academic Standards ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 Next Generation Science Standards: 5 History-Social Science: 5 Instructional Materials ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 Next Generation Science Standards: 5 History-Social Science: 5	All ratings remain at 4s and 5s. There are two exceptions: Health Education Standards remain at 3. Providing support for teachers has increased from 3 to 5.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		History-Social Science: 5 Implementation of Standards Career Technical Education: 5 Physical Education Model Content Standards: 4 World Language: 5 Health Education Content Standards: 3 Visual and Performing Arts: 5 Engagement of School Leadership Identifying the professional learning needs of groups of teachers or staff as a whole: 5 Providing support for teachers on the standards they have not yet mastered: 3 Identifying the professional learning needs of individual teachers: 4	Policy & Program Support: ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 Next Generation Science Standards: 5 History-Social Science: 5 Implementation of Standards Career Technical Education: 5 Physical Education Model Content Standards: 4 World Language: 5 Health Education Content Standards: 3 Visual and Performing Arts: 5 Engagement of School Leadership Identifying the professional learning needs of groups of teachers or staff as a whole: 5 Providing support for teachers on the	Policy & Program Support: ELA-CCSS: 5ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 Next Generation Science Standards: 5 History-Social Science: 5 Implementation of Standards Career Technical Education: 5 Physical Education Model Content Standards: 4 World Language: 5 Health Education Content Standards: 3 Visual and Performing Arts: 5 Engagement of School Leadership Identifying the professional learning needs of groups of teachers or staff as a whole: 5 Providing support for teachers on the standards they	Policy & Program Support: ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 Next Generation Science Standards: 5 History-Social Science: 5 Implementation of Standards Career Technical Education: 5 Physical Education Model Content Standards: 5 World Language: 5 Health Education Content Standards: 5 Visual and Performing Arts: 5 Engagement of School Leadership Identifying the professional learning needs of groups of teachers or staff as a whole: 5 Providing support for teachers on the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			standards they have not yet mastered: 5 Identifying the professional learning needs of individual teachers: 5	have not yet mastered: 5 Identifying the professional learning needs of individual teachers: 5	standards they have not yet mastered: 5 Identifying the professional learning needs of individual teachers: 5	
1.3	(ML1.09) CAASPP ELA performance for the following subgroups (Foster, Homeless, Special Education, EL, and socio-economically disadvantaged) as measured by the average distance from standard reported on the CAASPP website. (P4.A)	(Source: 2022-2023 Dashboard) Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS) District All: -13.1 DFS EL: -60.6 DFS LI: -39.6 DFS HOM: -74.6 DFS FY: -94.6 DFS SWD: -107.8 DFS Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District: HOM: -74.6 DFS FY: -94.6 DFS SWD: -107.8 DFS	(Source: 2023-2024 Dashboard) Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS) District All: -8.5 DFS EL: -62.2 DFS LI: -37 DFS HOM: -84.8 DFS FY: -146.1 DFS SWD: -104.2 DFS Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District: HOM: -84.8 DFS	Source: 2024-2025 Dashboard) Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS) District All: -3 (+) EL: -58.3 (+) LI: -30.3 (+) HOM: -78 (+) FY: -119.2 (+) SWD: -91.5 (+) Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District: HOM: -78 (+) FY: -119.2 (+)	(Source: 2025-2026 Dashboard) Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS) District All: -10.5 EL: -48.5 LI: -31.7 HOM: -59.7 FY: -75.7 SWD: -86.2 Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District: HOM: -74.6 DFS	District All: +10.1 DFS EL: +2.3 DFS LI: +9.3 DFS HOM: -3.4 DFS FY: -24.6 DFS SWD: +16.3 DFS Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District: HOM: -3.4 DFS FY: --24.6 DFS SWD: +16.3 DFS School(s): Atherwood ES: SWD: +48.2 DFS Berylwood ES: SWD: -14.6 DFS Crestview ES:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School(s): Atherwood ES: SWD: -105.3 DFS Berylwood ES: SWD: -97.7 DFS Crestview ES: SWD: -126.3 DFS Mountain View ES: SWD: -76.9 DFS Park View ES: All: -75.1 DFS EL: -89.7 DFS LI: -76.1 DFS HI: -78.3 DFS Township ES: SWD: -105.7 DFS Hillside MS: SWD: -115.8 DFS Sinaloa MS: SWD: -131 DFS Valley View MS: SWD: -127.1 DFS Royal High: EL: -189.7 DFS LI: -73.6 DFS SWD: -198.8 DFS HI: -63.6 DFS	FY: -146.1 DFS SWD: -104.2 DFS School(s): Atherwood ES: SWD: -121.3 DFS Berylwood ES: SWD: -112.3 DFS Crestview ES: SWD: -105.8 DFS Mountain View ES: SWD: -73.1 DFS Park View ES: All: -71.3 DFS EL: -89.8 DFS LI: -76.7 DFS HI: -77.7 DFS Township ES: SWD: -104.2 DFS Hillside MS: SWD: -117.1 DFS Sinaloa MS: SWD: -123.4 DFS Valley View MS: SWD: -125.4 DFS Royal High: EL: -95 DFS LI: -10.8 DFS	SWD: -91.5 (+) School(s): Atherwood ES: SWD: -57.1 (+) Berylwood ES: SWD: -112.3 (no change) Crestview ES: SWD: -23.8 (+) Mountain View ES: SWD: -83.2 (-) Park View ES: All: -50 (+) EL: -79.1 (+) LI: -57.9 (+) HI: -57.1 (+) Township ES: SWD: -80.3 (+) Hillside MS: SWD: -108.3 (+) Sinaloa MS: SWD: -126.3 (-) Valley View MS: SWD: -127.1 (-) Royal High: EL: -130.1 (-) LI: -19.4 (-)	FY: -94.6 DFS SWD: -107.8 DFS School(s): Athenwood ES: SWD: -84.2 DFS Berylwood ES: SWD: -78.16 DFS Crestview ES: SWD: -101 Mountain View ES: SWD: -61.5 Park View ES: All: -60 EL: -71.8 LI: -60.9 HI: -62.6 Township ES: SWD: -84.6 Hillside MS: SWD: -92.6 Sinaloa MS: SWD: -104.8 Valley View MS: SWD:-101.7 Royal High: EL: -151.8 LI: -58.9	SWD: +102.5 DFS Mountain View ES: SWD: -6.3 DFS Park View ES: All: +15.1 DFS EL: +17.9 DFS LI: +15.2 DFS HI: +21.2 DFS Township ES: SWD: +25.4 DFS Hillside MS: SWD:+7.5 DFS Sinaloa MS: SWD: +4.7 DFS Valley View MS: SWD: No Change in DFS Royal High: EL: +59.6 DFS LI: +54.2 DFS SWD: +101.5 DFS HI: +33.5 DFS (Source: 2024-2025 CAASPP Website)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: 2022-2023 CAASPP Website)	SWD: -133.6 DFS HI: -16.2 DFS	SWD: -97.3 (+) HI: -30.1 (-)	SWD: -159 HI: -50.9	
1.4	(ML1.10) CAASPP Math performance for the following subgroups (Foster, Homeless, Special Education, EL, and socio-economically disadvantaged) districtwide as measured by the average distance from standard reported on the CAASPP website. (P4.A)	(Source: 2022-2023 CAASPP Website) District: All: -51.4 DFS EL: -82.2 DFS LI: -76.6 DFS HOM: -111.6 DFS FY: -194.8 SWD: -140.2 DFS Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District: FY: -194.8 DFS SWD: -140.2 DFS School(s): Athenwood ES: SWD: -125.3 DFS Crestview ES: SWD: -119 DFS Park View ES: EL: -98.6 DFS Santa Susana ES: SWD: -128.8 DFS Hillside MS:	(Source: 2023-2024 CAASPP Website) District: All: -41.5 DFS EL: -86.1 DFS LI: -66.8 DFS HOM: -106.3 DFS FY: -140.7 SWD: -128.7 DFS Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District: FY: -140.7 DFS SWD: --128.7 DFS School(s): Atherwood ES: SWD: -124.2 DFS Crestview ES: SWD: -102.1 DFS Park View ES: EL: -91.6 DFS Santa Susana ES:	(Source: 2024-2025 CAASPP Website) District: All: -40.6 DFS (+) EL: -89.3 DFS (-) LI: -66.9 DFS (-) HOM: -109.1 DFS (-) FY: -144.5 (-) SWD: -124.8 DFS (+) Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District: FY: -144.5 DFS (-) SWD: -124.8 DFS (+) School(s): Atherwood ES: SWD: -69.3 DFS (+) Crestview ES: SWD: -40.5 DFS (+)	(Source: 2025-2026 CAASPP Website) District: All: -41.1 EL: -65.8 LI: -61.3 HOM:-89.3 FY: -155.8 SWD: -112.2 Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District: FY: -155.8 SWD: -112.2 School(s): Atherwood ES: SWD: -100.2 Crestview ES: SWD: -95.2 Park View ES: EL: -78.9 Santa Susana ES:	(Source: 2024-2025 CAASPP Website) District: All: +10.8 DFS EL: -7.1 DFS LI: +9.7 DFS HOM: +2.5 DFS FY: +50.3 (DFS) SWD: +15.4 DFS Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District: FY: +50.3 DFS SWD: +15.4 DFS School(s): Atherwood ES: SWD: +56 DFS Crestview ES: SWD: +78.5 DFS Park View ES: EL: +28.6 DFS Santa Susana ES:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: -159.9 DFS HI: -102.7 DFS Sinaloa MS: SWD: -173.5 DFS Valley View MS: SWD: -174.8 DFS Royal High: EL: -281.4 DFS LI: -205.6 DFS SWD: -288.3 DFS HI: -204.2 DFS Monte Vista HS: LI: -252.9 DFS HI: -248.4 DFS	SWD: -124.3 DFS Hillside MS: SWD: -154.9 DFS HI: -100.9 DFS Sinaloa MS: SWD: -166.9 DFS Valley View MS: SWD: -151 DFS Royal High: EL: -157.7 DFS LI: -90.1 DFS SWD: -196.2 DFS HI: -96.7 DFS Monte Vista: LI: -250.9 DFS HI: -245.5 DFS	Park View ES: EL: -70 DFS (+) Santa Susana ES: SWD: -147.6 DFS (-) Hillside MS: SWD: -150.5 DFS (+) HI: -85.9 DFS (+) Sinaloa MS: SWD: -171.1 DFS (-) Valley View MS: SWD: -170.7 DFS (-) Royal High: EL: -162.4 DFS (-) LI: -109.2 DFS (-) SWD: -168.7 DFS (+) HI: -111.3 DFS (-) Monte Vista: LI: -246 DFS (+) HI: -214.2 DFS (+)	SWD: -103 Hillside MS: SWD: -127.9 HI: -82.2 Sinaloa MS: SWD: -138.8 Valley View MS: SWD: -139.8 Royal High: EL: -225.12 LI: -164.5 SWD: -230.6 HI: -163.4 Monte Vista HS: LI: -202.3 HI: -198.7	SWD: -18.8 DFS Hillside MS: SWD: +9.4 DFS HI: +16.8 DFS Sinaloa MS: SWD: +2.4 DFS Valley View MS: SWD: +4.1 DFS Royal High: EL: +119 DFS LI: +96.4 DFS SWD: +119.6 DFS HI: +92.9 DFS Monte Vista HS: LI: +6.9 DFS HI: +34.2 DFS
1.5	California Science Test (CAST)	Source: 2022-23 DataQuest California Assessment of Student Performance and Progress (CAASPP)	Source: 2023-24 DataQuest Califo rnia Assessment of Student Performance and	Source: 2024-25 CA Dashboard ALL: 20.5% (-) EL: 9.8% (+) FY: N/A	Source: 2025-26 DataQuest California Assessment of Student Performance and	Source: 2023-24 DataQuest California Assessment of Student Performance and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of All Grades students Met or Exceed Standard for Science (P4.A)	ALL: 33.47% EL: 3.18% FY: Student group too small to report HOM: 22.22% LI: 23.39% SWD: 8.67%	Progress (CAASPP) ALL: 34.39% EL: 4.14% FY: Student group too small to report HOM: 7.27% LI: 23.34% SWD: 6.11%	HOM: 7.5% (-) LI: 18.4% (-) SWD: 17.8% (+)	Progress (CAASPP) ALL: 37% EL: 4% FY: Student group too small to report HOM: 25% LI: 25% SWD: 10%	Progress (CAASPP) ALL: -12.97% EL: +6.62% FY: Student group too small to report HOM: -14.72% LI: -4.99% SWD: +9.13%
1.6	A-G Completion Rate Percentage of students in the combined four- and five-year graduation rate who met the University of California (UC) and California State University (CSU) requirements (P4.B)	Source: 2022-23 CA Dashboard ALL: 44.5% EL: 8.6% FY: Student group too small to report HOM: 13.0% LI: 32.1% SWD: 4.5%	Source: 2023-24 CA Dashboard ALL: 45.6% EL: 8.1% FY: 27.3% HOM: 15.3% LI: 34.7% SWD: 5.3%	Source: 2024-25 CA Dashboard ALL: 47.8% (+) EL: 14.6% (+) FY: N/A HOM: 15.1% (-) LI: 38.2% (+) SWD: 8.3% (+)	Source: 2025-2026 CA Dashboard ALL: 49% EL: 9.5% FY: 20% HOM: 15.5% LI: 35% SWD: 5%	Source: 2023-24 CA Dashboard ALL: +3.3% EL:+6% FY: N/A HOM: +2.1% LI: +6.1% SWD: +3.8%
1.7	Career Technical Education (CTE) Completion Rate Percentage of students in the combined four- and five-year graduation rate who completed at least one CTE Pathway requirements (State Priority 4C)	Source: 2022-23 CA Dashboard ALL: 22.0% EL: 6.7% FY: Student group too small to report HOM: 8.7% LI: 17.5% SWD: 20.1%	Source: 2023-24 CA Dashboard ALL: 21.1% EL: 7.4% FY: 9.1% HOM: 11.9% LI: 18.8% SWD: 10.7%	Source: 2024-25 CA Dashboard ALL: 20.5% (-) EL: 9.8% (+) FY: N/A HOM: 7.5% (-) LI: 18.4% (-) SWD: 17.8% (+)	Source: 2025-2026 CA Dashboard ALL: 25% EL: 7.5% FY: 10% HOM: 9.5% LI: 20% SWD: 22%	Source: 2023-24 CA Dashboard ALL: -1.5% EL: +3.1% FY: N/A HOM: -1.2% LI: +0.9% SWD: -2.3%
1.8	A-G AND Career Technical Education (CTE) Completion Rates	Source: 2022-23 CA Dashboard ALL: 13.1% EL: 2.9%	Source: 2023-24 CA Dashboard ALL: 12.8% EL: 2.9%	Source: 2024-25 CA Dashboard ALL: 12.4 (-) EL: 2.4 (-)	Source: 2025-2026 CA Dashboard ALL: 14.5% EL: 3.2%	Source: 2023-24 CA Dashboard ALL: -0.7% EL: -0.5% FY: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students in the combined four- and five-year graduation rate who met UC/CSU requirements AND completed at least one CTE Pathway requirements (State Priority 4D)	FY: Student group too small to report HOM: 2.2% LI: 8.1% SWD: 1.9%	FY: 9.1% HOM: 3.4% LI: 8.9% SWD: 1.1%	FY: not available HOM: 1.9 (-) LI: 9.7 (+) SWD: 2.2 (+)	FY: 5% HOM: 2.5% LI: 9% SWD: 2.2%	HOM: -0.3% LI: +1.6% SWD: +0.3%
1.9	Least Restrictive Environment (LRE) Indicator 5A – General Education Participation The percentage of students with IEPs served inside the regular class 80% or more of the school day (State Priority 7C)	Source: 2023-24 Fall CALPADS Report 16.13 ALL: 38.1%	Source: 2024-25 Fall CALPADS Report 16.13 ALL: 38.8%	Source: 2025-26 Fall CALPADS Report 16.13 ALL: 39.8% (+)	Source: 2026-27 Fall CALPADS Report 16.13 ALL: 41.5%	Source: 2024-25 Fall CALPADS Report 16.13 ALL: +1.7%
1.10	(ML1.13) Maintain the percentage of AP students who pass at least one AP Exam with a score of 3 or higher while increasing the total number of AP students by 20% as reported on the College Board score reporting portal. (P4.G)	(Source: College Board 2022-2023) 1,138 students (68% pass rate)	(Source: College Board 2023-2024) 1,253 students (72% pass rate)	(Source: College Board 2024-2025) 1,239 students (76% pass rate)	(Source: College Board 2025-2026) 1,365 total students; 68% pass rate	(Source: College Board 2024-2025) +101 students (+8% pass rate)
1.11	(ML1.14) % of high school juniors that complete the ELA and Math CAASPP exams.% of students meeting or	(Source: CAASPP website 2022-2023) ELA- 59.3% Met or exceeded	Source: CAASPP website 2023-2024) ELA- 57.03% Met or exceeded	(Source: CAASPP website 2024-2025) ELA- 57.38% Met or exceeded (+)	(Source: CAASPP website 2025-2026) ELA - 71.2% Met or exceeded	Source: CAASPP website 2024-2025) ELA: -1.9% Met or exceeded

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	exceeding standards (EAP) and therefore demonstrating college preparedness on both exams as reported on the CAASPP website. (P4.H)	Math - 31% Met or exceeded 83% participation	Math - 23.96% Met or exceeded 87.5% participation	Math - 29.52% Met or exceeded (+) 93.3% participation (+)	Math - 37.2% Met or exceeded 95% participation	Math: -1.5% Met or exceeded +10.3% participation
1.12	(ML1.21) Percentage of EL students making progress toward English proficiency as measured by the ELPAC and reported on the CA Dashboard. (P4.E)	(Source: CA 2023 Dashboard) 52.1%	(Source: CA 2024 Dashboard) 54.3%	(Source: CA 2025 Dashboard) 54% (-)	(Source: CA 2026 Dashboard) 62.5%	(Source: CA 2025 Dashboard) +1.9%
1.13	(ML1.22) 95% of all high school students will have access to and participate in standards-based, grade-level or higher general education core and/or elective courses for more that 50% of their schedule as measured by reviewing student student schedules in Aeries. (P7.A)	(Source: 23-24 Aeries Schedules) RHS - 95.1% SVHS - 94.8% SSHS - 98.4%	(Source: 24-25 Aeries Schedules) RHS - 93% (14,874/16,047 sections) SVHS - 94% (18,883/19,996 sections) SSHS - 93% (10,402/11,238 sections)	(Source: 25-26 Aeries Schedules) RHS - 93% (18,229/19,551 sections) SVHS - 95% (24,203/25,586 sections) SSHS - 94% (12,459/13,267 sections)	(Source: 26-27 Aeries Schedules) greater than or equal to 97% at each high school	(Source: 25-26 Aeries Schedules) RHS: -2.1% SVHS: +0.2% SSHS: -4.4%
1.14	(ML1.23) EL reclassification rate (P4.F)	(Source: CALPADS 2022-2023 Snapshot Reports 2.16 and 1.17) 176 Reclassified / 1898 EL Students (9.3%)	(Source: CALPADS 2023-2024 Snapshot Reports 2.16 and 1.17) 232 Reclassified / 1848 EL Students (12.6%)	(Source: CALPADS 2024-2025 Snapshot Reports 2.16 and 1.17) 288 Reclassified / 1720 EL Students (16.7%) (+)	(Source: CALPADS 2025-2026 Snapshot Reports 2.16 and 1.17) 11.2%	(Source: CALPADS 2024-2025 Snapshot Reports 2.16 and 1.17) +7.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	D/F Rates for Grade 9 in ELA, Algebra 1, Biology (P8)	Source: Aeries (Fall 23-24) ELA 9 CP: 16.3% Algebra 1: 15.7% Biology CP: 15.2%	Source: Aeries (Fall 24-25) ELA 9 CP: 29.5% Algebra 1: 28.8% Biology CP: 30.4%	Source: Aeries (Fall 25-26) ELA 9 CP - 22.2% (145/654) (-) Algebra 1 - 26.1% (184/704) (-) Biology CP - 17.4% (114/655) (-)	Source: Aeries (Fall 26-27) ELA 9 CP: 14% Algebra 1: 14% Biology CP: 13%	Source: Aeries (Fall 25-26) ELA 9 CP: +5.9% Algebra 1: +10.4% Biology CP: +2.2%
1.16	College/Career Indicator (CCI) Percentage of students in the combined four- and five-year graduation rate who are prepared for success after high school which includes both college and career measures (State Priority 4H)	Source: 2022-23 CA Dashboard Prepared ALL: 44.2% EL: 9.3% FY: Student group too small to report HOM: 9.1% LI: 32.5% SWD: 3.9% Approaching Prepared ALL: 19.8% EL: 9.3% FY: Student group too small to report HOM: 15.9% LI: 19.3% SWD: 21.1% Not Prepared ALL: 35.9% EL: 81.4% FY: Student group too small to report HOM: 75.0% LI: 48.2%	Source: 2023-24 CADashboard Prepared ALL: 43.8% EL: 8.1% FY: 36.4% HOM: 13% LI: 34.4% SWD: 2.8% Approaching Prepared ALL:20.2% EL: 9.8% FY: 0% HOM: 18.5% LI: 19.7% SWD: 13.9% Not Prepared ALL:36.0% EL: 82.1% FY: 63.6% HOM: 68.5% LI: 45.9% SWD: 83.3%	Source: 2024-25 CADashboard Prepared ALL: 57.1% (+) EL: 17.4% (+) FY: N/A HOM: 20.4% (+) LI: 47.7% (+) SWD: 9.5% (+) Approaching Prepared ALL: 12.5% (-) EL: 13.9% (+) FY: N/A HOM: 14.3% (-) LI: 13.0% (-) SWD: 21.3% (+) Not Prepared ALL: 30.5% (-) EL: 68.7% (-) FY: N/A HOM: 65.3% (-) LI: 39.4% (-) SWD: 69.2% (-)	Source: 2025-26 CA Dashboard Prepared ALL: 50% EL: 10.5% FY: 10% HOM: 10% LI: 36% SWD: 4.5% Approaching Prepared ALL: 22% EL: 10.5% FY: 10% HOM: 17.5% LI: 21.5% SWD: 23.5% Not Prepared ALL: 28% EL: 65% FY: 5% HOM: 60% LI: 38% SWD: 60%	Source: 2024-25 CA Dashboard Prepared ALL: +12.9% EL: +4.6% FY: N/A HOM: +11.3% LI: +15.2% SWD:+0.6% Approaching Prepared ALL:-7.3% EL: +0.6% FY: N/A HOM: -1.6% LI: -6.3% SWD: +0.2% Not Prepared ALL:-5.4% EL: -12.7% FY: N/A% HOM: -9.7% LI: -8.8% SWD: -5.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 75.0%				
1.17	Reading Proficiency (Grades K-2) Percentage of students well below benchmark in decoding in grades K-2. (State Priority 8)	DIBELS (2025-2026 End of Year Assessment - Decoding) 27%	N/A	N/A	25.7%	0% (baseline year)

Goal Analysis [2025-26]

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

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

Overall Implementation of Goal L1: Student Learning

During the 2025-26 school year, Simi Valley Unified School District made progress toward implementing high-quality instruction and intervention to improve academic achievement for all students, with varying degrees of success across the five actions supporting this goal. Action L1N1, focused on providing Tier II and Tier III literacy and numeracy intervention for students in grades TK-12, was partially implemented with notable strengths and areas requiring improvement. While RenStar completion rates improved throughout the year, indicating enhanced progress monitoring practices, middle school intervention programs required strengthening, and questions emerged about the fidelity of implementation for Math 180 and Lit Lab programs. The district engaged in analysis of small school implementation models, examining how resource teachers could more effectively provide intervention support, and leadership began analyzing usage data for supplemental software programs to inform future resource allocation decisions. The district allocated $5,681,100 to this action to support staffing and supplemental instructional resources primarily designed for unduplicated pupil populations.

Actions L1N2, L1N3, L1N5, and L1N7 were reported as not started, though progress notes indicate that foundational work and planning occurred in each area. For English Language Development services under Action L1N2, the district recognized the need for comprehensive training across all proficiency levels to fully implement an effective ELD program and identified the critical need to update the district's ELD master plan, with $1,860,000 allocated for services supporting newcomers, long-term English learners, and other English language learners. Under Action L1N3, curriculum adoption efforts focused on mathematics and transitional kindergarten materials, with the district refining its processes for ordering consumables to ensure fiscal responsibility; $2,450,000 was designated for adopting current curriculum aligned to standards and frameworks across all academic subjects. Action L1N5 supported Title I designated schools with $2,523,000 allocated for supplemental instruction and materials, with Arroyo Elementary conducting a District Site Leadership Team analysis to examine alignment between their Single Plan for Student Achievement and current practices, establishing a model the district recognized should be implemented at all four Title I schools to ensure curriculum, assessment, and intervention practices work in concert to demonstrate student growth.

Action L1N7, with $1,554,600 allocated to support college and career readiness for primarily unduplicated pupils, showed measurable expansion despite its classification as not started. The district expanded the Seal of Civic Engagement from three schools to seven, extending this recognition opportunity to middle and elementary sites beyond the original high school implementation. Additionally, Simi High School's State Seal of Civic Engagement numbers increased from the previous year, demonstrating growing student participation in civics-related coursework and experiences. The district continued to enhance partnerships between comprehensive high schools and Simi Institute for adult education, providing pathways for students to earn industry-ready certificates upon high school graduation through Career Technical Education opportunities. While challenges existed in full implementation across all actions, the combined efforts represented important groundwork for improving academic achievement for all students, particularly unduplicated pupils who benefit most from targeted intervention, language development services, current standards-aligned curriculum, supplemental Title I support, and expanded college and career readiness opportunities.

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

The significant variances shown in Goal L1 reflect the timing of expenditure reporting rather than actual underspending or program reductions. All actions display zero year-to-date expenditures against their budgeted amounts, which indicates that expenditure data had not yet been fully posted to the financial system at the time of this reporting period. Simi Valley USD maintains these budgeted allocations to support critical services for unduplicated pupils and all students, including Tier II and Tier III interventions, English Language Development services, curriculum adoptions, Title I school supports, and Career Technical Education opportunities. The district continues to implement these programs and services as planned throughout the fiscal year.

District staff are actively engaged in program refinement and analysis to ensure effective use of these allocated funds. For Action L1N1, the district is examining intervention implementation fidelity, particularly regarding Math 180 and Literacy Lab programs at the middle school level, and analyzing Renaissance Star assessment completion rates and usage data to inform resource allocation decisions. For Action L1N2, the district recognizes the need for additional professional development across all grade levels and is updating the English Language Development master plan to strengthen program delivery. Action L1N3 reflects ongoing work on mathematics and transitional kindergarten curriculum adoptions, with careful attention to fiscally responsible ordering processes for consumable materials. Action L1N5 demonstrates progress through the implementation of District Site Leadership Team analysis at Arroyo, with plans to expand this practice to all four Title I schools to strengthen alignment between School Plans for Student Achievement and instructional practices. Action L1N7 shows positive momentum through expansion of the Seal of Civic Engagement from three to seven schools and increased participation in Simi High's School of Science, Career, and Engineering pathways.

As expenditure reporting updates throughout the remainder of the fiscal year, these variances will decrease to reflect actual program implementation costs. The district remains committed to the principled use of these funds to serve unduplicated pupils and enhance educational outcomes for all students in accordance with the Local Control and Accountability Plan goals.

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

The 2025-2026 data demonstrates meaningful progress toward improving academic achievement for all students, with particularly significant gains for unduplicated pupil populations across multiple indicators. In English Language Arts, the district achieved substantial growth, with all

students improving from -8.5 DFS at baseline to -3.0 DFS in 2025-2026, representing consistent movement toward proficiency. English Learners improved from -60.6 DFS at baseline to -58.3 DFS, while socio-economically disadvantaged students advanced from -39.6 DFS to -30.3 DFS. Students with disabilities showed notable progress from -107.8 DFS at baseline to -91.5 DFS, though this subgroup remains significantly below the Year 3 target of -86.2 DFS. Most encouraging, several schools that had been identified with red indicators showed improvement, including Atherwood Elementary (students with disabilities improved from -105.3 DFS to -57.1 DFS) and Park View Elementary (all students improved from -75.1 DFS to -50.0 DFS). However, concerning declines occurred at Valley View Middle School (students with disabilities declined from -127.1 DFS to -127.1 DFS, showing no improvement) and Royal High School, where English Learners declined significantly from -95.0 DFS to -130.1 DFS, moving further from the Year 3 target of -151.8 DFS. In mathematics, districtwide performance remained relatively stable, with all students at -40.6 DFS compared to the baseline of -51.4 DFS, though slight declines occurred among several subgroups including English Learners (from -82.2 DFS to -89.3 DFS), homeless students (from -111.6 DFS to -109.1 DFS), and foster youth (from -194.8 DFS to -144.5 DFS). Despite these declines, foster youth and students with disabilities showed overall improvement from baseline, with students with disabilities advancing from -140.2 DFS to -124.8 DFS.

College and career readiness indicators reveal exceptionally strong progress that substantially exceeded Year 3 targets in several areas. The A-G completion rate increased from 44.5% at baseline to 47.8% in 2025-2026, approaching the Year 3 target of 49% and demonstrating the district is only 1.2 percentage points away from its goal. English Learners showed remarkable growth from 8.6% to 14.6%, exceeding the Year 3 target of 9.5% by 5.1 percentage points, while socio-economically disadvantaged students increased from 32.1% to 38.2%, also surpassing the Year 3 target of 35% by 3.2 percentage points. Students with disabilities improved from 4.5% to 8.3%, exceeding the Year 3 target of 5.0% by 3.3 percentage points. The College/Career Indicator showed transformative gains, with the percentage of students classified as "Prepared" increasing from 44.2% at baseline to 57.1% in 2025-2026, surpassing the Year 3 target of 50% by 7.1 percentage points. English Learners classified as "Prepared" jumped from 9.3% to 17.4%, exceeding the target of 10.5%, while socio-economically disadvantaged students increased from 32.5% to 47.7%, far exceeding the target of 36%. The percentage of students classified as "Not Prepared" decreased across all subgroups, with overall rates dropping from 35.9% to 30.5%. The EL reclassification rate achieved extraordinary success, increasing from 9.3% at baseline (176 students) to 16.7% in 2025-2026 (288 students), exceeding the Year 3 target of 11.2% by 5.5 percentage points and officially meeting this target. AP performance also exceeded expectations, with 1,239 students maintaining a 76% pass rate, which is 8 percentage points above the target pass rate of 68%, though total student participation declined slightly from 1,253 students in Year 1.

However, persistent achievement gaps and areas of concern require focused attention and strategic intervention adjustments. The California Science Test (CAST) showed significant decline, with overall proficiency dropping from 33.47% at baseline to 20.5% in 2025-2026, placing the district 16.5 percentage points below the Year 3 target of 37%. While English Learners improved from 3.18% to 9.8% and students with disabilities increased from 8.67% to 17.8%, socio-economically disadvantaged students declined from 23.39% to 18.4% and homeless students dropped from 22.22% to 7.5%. Career Technical Education pathway completion rates also declined slightly from 22.0% at baseline to 20.5% in 2025-2026, placing the district 4.5 percentage points below the Year 3 target of 25%. Ninth-grade D/F rates, while showing improvement from Year 1, remain concerning: ELA 9 College Prep rates decreased from 29.5% in Year 1 to 22.2% in 2025-2026 but remain 8.2 percentage points above the baseline of 16.3%; Algebra 1 D/F rates decreased from 28.8% to 26.1% but remain 10.4 percentage points above the target of 14%; and Biology College Prep rates improved from 30.4% to 17.4%, approaching the baseline of 15.2% and positioning the district 4.4 percentage points from the target of 13%. The English Learner Progress Indicator showed minimal movement, declining slightly from 54.3% in Year 1 to 54.0% in 2025-2026, leaving the district 8.5 percentage points below the Year 3 target of 62.5%. The percentage of students with IEPs served in general education 80% or more of the day increased modestly from 38.1% at baseline to 39.8%

in 2025-2026, but remains 1.7 percentage points below the Year 3 target of 41.5%. Implementation of academic content standards maintained full implementation (Level 5) across nearly all areas, with the exception of Physical Education Model Content Standards (Level 4) and Health Education Content Standards (Level 3), both remaining unchanged from baseline.

Overall, the actions under Goal L1 are demonstrating substantial effectiveness in improving college and career readiness outcomes, particularly for unduplicated pupil populations in areas such as A-G completion, College/Career Indicator metrics, and EL reclassification. The dramatic improvements in these post-secondary preparation indicators suggest that Action L1N7 (college and career readiness support and CTE pathways) and Action L1N2 (English Language Development services) are yielding significant positive results. The consistent progress in ELA performance across most subgroups and schools indicates that Action L1N1 (Tier II and Tier III literacy intervention) is effectively addressing academic achievement gaps, though the targeted focus on unduplicated pupils appears most successful at the secondary level where college readiness gains are strongest. However, the declines in science proficiency, the persistent challenges in mathematics for several subgroups, elevated ninth-grade D/F rates in core subjects, and the relatively stagnant English Learner Progress Indicator signal the need for strategic adjustments to curriculum adoption efforts (Action L1N3), intervention strategies, and targeted support at specific school sites, particularly at Royal High School where multiple subgroups showed declining performance in both ELA and mathematics. The district's strong performance in maintaining standards-aligned materials access (Metric 1.01 at 0%) and achieving full implementation of academic content standards in most areas provides a solid foundation for continued instructional improvement, though the relatively slow progress in Health Education Content Standards implementation suggests this area requires additional attention and resources.

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

There are no planned changes to this goal regarding student learning.
Metrics Modifications
Based on the new law to adopt a literacy screener, we administered DIBELS for grades K-2 for the first time in the 2025-2026 school year. Based on this assessment, we are adding a metric to decrease the percentage of students who are deemed "well below benchmark" in decoding by 5% (from 27%)

Actions Modifications
Accelerate curriculum adoption timing aligned with state framework releases.
Adjust budgeting for expanded CTE opportunities to reflect actual student needs and planned expansions accurately.

Expected Outcomes
Based on the first year of DIBELS administration, we will begin monitoring decoding proficiency in grades K-2.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	L1N1-Literacy and Numeracy Intervention	Provide Tier II and Tier III literacy and numeracy Intervention for students in grades TK-12, primarily designed for unduplicated pupil populations. This includes staffing and supplemental instructional resources targeted principally to our UPP (FY, LI, EL, SWD) LEA wide, as measured by metrics 1.3, 1.4. (State Priority 7B) LREBG funds will be expended on: Intervention Tracking Software ($35,000), Supplementary literacy and numeracy software for differentiated instruction ($300,000), Standardized Reading and Math Assessments ($165,000), DIBELS for 3rd grade ($11,250), Additional teachers to reduce combination classes ($900,000) Effectiveness will be measured by metrics 1.3, 1.4, and 1.17. Differentiated Assistance and Lowest Performing Focus Areas: This action directly supports our Differentiated Assistance work by addressing the academic needs of foster youth, homeless students, and students with disabilities who demonstrated the lowest performance levels on CAASPP in the 2023 Dashboard. It includes targeted interventions such as small group instruction, extended learning time, and specialized curriculum materials to accelerate learning for these student groups. Additionally, this action specifically targets Apollo High School, which showed the lowest performance in ELA and Math, by providing intensive, daily intervention sessions integrated into the school schedule.	$4,426,100.00	Yes
1.2	L1N2-EL Services	Provide English Language Development services to Newcomers, Long-term English Learners (LTELs), and other English Language Learners, as measured by metrics 1.3, 1.10, 1.12. (State Priority 7B) Differentiated Assistance and Lowest Performing Focus Areas: This action supports our Differentiated Assistance work by addressing the needs of English Learners, particularly those who are also foster youth or homeless students, who showed low performance on CAASPP and the College/Career Indicator in the 2023 Dashboard. It includes targeted language support, integrated ELD strategies across content areas, and specialized college/career counseling for EL students to improve their academic outcomes and post-secondary readiness.	$1,860,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	L1N3-Standards-based Curriculum	Adopt current curriculum to match current standards and frameworks in all academic subjects (ELA, Math, Science, Social Studies, Health, ELD, World Languages) and other courses requiring updated curriculum, as measured by metric 1.1. (State Priority 7B) Differentiated Assistance and Lowest Performing Focus Areas: This action aligns with our Differentiated Assistance efforts by ensuring that our curriculum is accessible and effective for our lowest-performing student groups, including students with disabilities, foster youth, and homeless students. It includes adopting culturally responsive materials, built-in scaffolds for diverse learners, and supplementary resources specifically designed to support these student groups in mastering grade-level standards across all subject areas.	$2,450,000.00	Yes
1.4	L1N5-Title Schools	Provide supplemental instruction and materials to our Title I designated schools, as measured by metric 1.4, 1.5, 1.12, and 1.13. (State Priority 7B) Differentiated Assistance and Lowest Performing Focus Areas: This action directly addresses the needs of our lowest-performing schools as identified in the 2023 Dashboard, particularly Arroyo, Berylwood, Park View, and Santa Susana Elementary. It includes targeted interventions for foster youth, homeless students, and students with disabilities at these schools, such as extended learning time, individualized tutoring, and specialized instructional materials. This action also supports our Differentiated Assistance work by focusing resources on closing achievement gaps for these vulnerable student populations.	$2,503,000.00	Yes
1.6	L1N7-CTE	Support primarily unduplicated pupils to increase college and career readiness upon graduation. This includes providing Career Technical Education (CTE) opportunities for secondary students, as measured by metric 1.6. (State Priority 7B) Differentiated Assistance and Lowest Performing Focus Areas: This action is crucial to our Differentiated Assistance work, specifically addressing the low performance of homeless students and students with disabilities on the	$1,554,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		College/Career Indicator in the 2023 Dashboard. It includes targeted CTE pathway recruitment for these student groups, specialized career counseling, work-based learning opportunities, and support for CTE course completion. Additionally, this action focuses on improving CTE access and outcomes at Apollo High School, which showed the lowest performance on the College/Career Indicator, by expanding CTE offerings and providing additional support for CTE pathway completion.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Professional Learning: In order to impact student outcomes, all staff members will function and participate in a healthy and highly effective professional learning community. All staff members will grow and learn just as students grow and learn.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Simi Valley Unified School District developed the goal of fostering a healthy and highly effective professional learning community to directly impact student outcomes by enhancing staff competence and cohesion. Recognizing that the growth of our staff mirrors the academic and social development of our students, this goal emphasizes continual learning and collaboration among all staff members. The actions associated with this goal include structured professional development sessions, collaborative team meetings, and ongoing training in new educational technologies and methodologies. These efforts, measured by staff participation rates and feedback on professional development effectiveness, align with State priorities 2 (State Standards), 7 (Course Access), and 8 (Other Pupil Outcomes), aiming to elevate instructional quality and student success across the district. The required metrics addressed in this goal are 1.A and 8

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	(ML 2.10) Twice annually, 100% of principals will participate in data summits to identify and reflect on student outcome data (e.g, academic, engagement, safety). Principals will identify areas of strength or improvement, and areas for growth, as measured	(Source: 2023 Winter Data Summit sign-in sheets) 100% of principals participate	(Source: 2024 Winter Data Summit sign-in sheets) 100% of principals participate	(Source: 2025 Winter Data Summit sign-in sheets) 100% of principals participate	(Source: 2026 Winter Data Summit sign-in sheets) 100% of principals participate	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	by school site data presentations. (P8)					
2.2	(ML 2.20) Number of teacher misassignments as measured by Cal-SASS reports (P1.A)	(Source: 2023 Cal-SASS) 44 misassignments	(Source: 2024 Cal-SASS) 1 misassignment	(Source: 2025 Cal-SASS) 3 misassignments	(Source: 2026 Cal-SASS) 35 misassignments (or fewer)	-41 misassignments
2.3	Percent of fully credentialed and appropriately assigned teachers (Priority 1A)	Source: 2022-23 CA Dashboard Local Indicators Report Clear Teaching Credential (% of Teaching Full-time Equivalent): 86.2% Comparison to Statewide Average: Above	Source: 2023-24 CA Dashboard Local Indicators Report Clear Teaching Credential (% of Teaching Full-time Equivalent): 85.9%	Source: 2024-25 CA Dashboard Local Indicators Report Clear Teaching Credential (% of Teaching Full-time Equivalent): 85.7%	Source: 2025-26 Fall CA Dashboard Local Indicators Report Clear Teaching Credential (% of Teaching Full-time Equivalent): 90% Comparison to Statewide Average: Above	-0.3%
2.4	(ML 2.30) 100% of certificated staff will participate in professional learning opportunities hosted within the district to improve content area knowledge, review and analyze student performance data, and to collaborate with colleagues for the sake of identifying most effective teaching and learning strategies, as measured by staff attendance records on	(Source: 2022-23 PD Sign-in sheets) 100% of certificated staff participated in PD on at least 1 occasion	Source: 2023-24 PD Sign-in sheets) 100% of certificated staff participated in PD on at least 1 occasion	(Source: 2024-25 PD Sign-in sheets) 100% of certificated staff participated in PD on at least 1 day	(Source: 2025-26 PD Sign-in sheets) 100% of certificated staff participated in PD on at least 2 occasions.	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	professional development days. (P8)					

Goal Analysis [2025-26]

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

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

Throughout the 2025-2026 school year, Simi Valley USD made substantial progress in implementing Goal L2 actions designed to support a high-quality teaching and learning environment for all staff and students, with particular emphasis on meeting the needs of English Learners, foster youth, socioeconomically disadvantaged students, and students with disabilities. All four actions under this goal achieved full implementation status, demonstrating the district's commitment to comprehensive professional learning systems that build educator capacity to serve unduplicated pupils and students with special needs.

Action L2N1 provided targeted training and professional development to teachers, administrators, paraeducators, and other staff to support the learning and social-emotional needs of English Learners, foster youth, socioeconomically disadvantaged students, and students with special needs, with special focus on strategies for general education mainstreaming. The district successfully delivered professional learning opportunities throughout the year, with one full day of staff development and two half-days scheduled for implementation before the conclusion of the 2025-26 school year. This action, with an allocated budget of $485,000, ensured that staff across all roles received evidence-based strategies to support the academic and social-emotional growth of the district's most vulnerable learners in inclusive settings. Concurrently, Action L2N2 maintained professional learning teams throughout the district to primarily support learning for unduplicated pupils, with an allocation of $2,684,655. These ongoing collaborative structures enabled educators to engage in continuous improvement cycles focused on analyzing student data, refining instructional practices, and developing targeted interventions for students requiring additional support.

The district's investment in expanded professional learning time through Action L2N3 represented a significant enhancement to the district's capacity-building infrastructure. The seven additional professional development days, allocated at $1,600,000, were restructured to include three full professional development days, two full professional learning community days, and three half-day professional learning community sessions. This strategic configuration allowed for both intensive whole-district training on differentiated instruction for unduplicated students and sustained, site-based collaborative time for teachers to apply learning in their specific contexts. The differentiated approach recognized that effective support for English Learners, students with disabilities, and low-socioeconomic status students requires both foundational knowledge-building and ongoing, job-embedded practice refinement.

Action L2N4 rounded out the district's comprehensive professional learning system by providing induction support to new administrators and teachers, principally directed to support unduplicated pupil populations, with an allocation of $335,000. This investment in early-career educators ensured that those newest to the profession or to leadership roles received targeted mentoring and coaching focused on the specific instructional practices, cultural responsiveness, and equity-minded approaches necessary to accelerate learning for the district's

English Learners, foster youth, socioeconomically disadvantaged students, and students with disabilities. While budget expenditure data shows zero percent utilization across all actions at the time of reporting, this reflects the timing of the reporting cycle rather than lack of implementation, as all actions achieved fully implemented status. Collectively, these four actions created a coherent professional learning ecosystem that supported educators at all career stages in developing and refining the knowledge, skills, and dispositions necessary to ensure equitable access to high-quality instruction for all students.

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

The significant budget variances reflected in Goal L2 Teaching and Learning Environment actions are attributable to the timing of expenditures within the fiscal year rather than reductions in service or program cancellations. All four actions showing zero year-to-date expenditures represent planned professional development and support activities that occur throughout the academic year, with substantial portions scheduled for the spring semester and summer months. The budgeted amounts remain encumbered and allocated for these purposes, ensuring that the district fulfills its commitment to providing comprehensive professional learning opportunities principally directed toward supporting English learners, foster youth, socioeconomically disadvantaged students, and students with special needs.

For Action L2N1, the professional development training for staff to support the learning and social-emotional needs of unduplicated pupils and students with special needs has been strategically scheduled across the remaining academic calendar, with one full professional development day and two half-days still to be implemented during the 2025-26 school year. Similarly, Action L2N3 reflects a restructured approach to the seven additional professional development days, which have been reorganized into three full professional development days, two full professional learning community days, and three half professional learning community days distributed throughout the year to maximize effectiveness and minimize disruption to instructional time. Actions L2N2 and L2N4, which support ongoing professional learning teams and induction programs respectively, follow similar implementation timelines with expenditures occurring progressively as services are delivered and stipends are processed. The district anticipates that actual expenditures will align closely with budgeted amounts by fiscal year end as all scheduled professional development activities are completed and corresponding payments are processed through the payroll and accounts payable systems.

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

The data from 2025-2026 demonstrates measurable progress toward creating a high-quality teaching and learning environment through targeted professional development and instructional support systems. Metric 2.01 shows that 100% of principals participated in twice-annual data summits during 2025-2026, maintaining the baseline performance and meeting the Year 3 target. This consistent engagement of school leadership in reviewing student outcome data for academic achievement, engagement, and safety indicates that site administrators are utilizing structured opportunities to identify strengths and areas for growth. Metric 2.02 reflects significant improvement in teacher assignments, with only 3 misassignments reported in the 2025 Cal-SASS data compared to the baseline of 44 misassignments in 2023. This represents a reduction of 41 misassignments below the Year 3 target of 35 or fewer, indicating that the district has successfully ensured that nearly all teachers are properly assigned to the subjects and grade levels for which they hold appropriate credentials. Metric 2.04 demonstrates enhanced professional learning engagement, with 100% of certificated staff participating in professional development on at least 2 occasions during 2025-2026, meeting the Year 3 target. This represents an improvement from the baseline year when staff participated in at least 1 occasion, reflecting the district's expansion of professional development opportunities through Action L2N3, which

added seven additional professional development days focused on differentiated instruction and professional learning communities for unduplicated students.

Despite these areas of strength, Metric 2.03 reveals a persistent challenge in maintaining a fully credentialed teaching workforce. The percentage of teachers with clear teaching credentials decreased slightly from 86.2% at baseline to 85.7% in 2025-2026, leaving the district 4.3 percentage points below the Year 3 target of 90%. While Simi Valley USD continues to perform above the statewide average in this metric, the downward trend over three consecutive years suggests that credential support systems may need strengthening. This gap is particularly concerning given the goal's focus on supporting the learning and social-emotional needs of English learners, foster youth, socioeconomically disadvantaged students, and students with special needs, as these populations benefit most from fully credentialed and well-prepared teachers. The district's investment in induction programs for new teachers through Action L2N4 has not yet reversed this decline, indicating that additional strategies may be needed to support teachers in completing credential requirements or to recruit fully credentialed candidates.

Overall, the actions under Goal L2 have been effective in establishing strong professional learning structures and reducing teacher misassignments, both of which contribute to improved instructional quality for unduplicated students and students with special needs. The universal participation of principals in data summits and certificated staff in multiple professional development sessions creates a coherent system for examining student needs and refining instructional practices. The dramatic reduction in misassignments ensures that students, particularly those in mainstream settings receiving special education services, are taught by teachers with appropriate subject-matter expertise. However, the credential completion trend suggests that while the district has succeeded in building professional learning capacity, additional focus is needed on supporting the credential pathway itself. As the district moves forward, maintaining the professional development infrastructure while implementing targeted interventions to increase the percentage of fully credentialed teachers will be essential to fully achieving the goal of a high-quality teaching and learning environment for all students, especially those from unduplicated populations who rely most heavily on expert instruction.

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

There are no planned changes to this goal regarding professional learning.

Metrics Modifications
There are no planned changes to this goal's metrics.

Actions Modifications
In order to improve the scope of professional development, we plan to

- Adjust scheduling of professional development to align with current Collective Bargaining Agreement.

Expected Outcomes
There are no planned changes to this goal's expected outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	(L2N1) Staff PD	Provide training/professional development to staff (teachers, administrators, paraeducators, others) to support the learning and social-emotional needs of our EL FY SED students and students with special needs, as measured by metric 2.3. Differentiated Assistance and Lowest Performing Focus Areas: This action is integral to our Differentiated Assistance work, focusing on improving outcomes for foster youth, homeless students, and students with disabilities who showed low performance on multiple indicators in the 2023 Dashboard. The professional development includes specialized training on trauma-informed practices, differentiated instruction strategies, and evidence-based interventions specifically designed to support these student groups. Additionally, this action targets staff at Apollo High School, providing tailored PD to address the school's low performance in graduation rates and the College/Career Indicator.	$485,000.00	Yes
2.2	(L2N2) Professional Learning Teams	Maintain professional learning teams throughout the District to primarily support learning for our UPP, as measured by metric 2.1. Differentiated Assistance and Lowest Performing Focus Areas: This action supports our Differentiated Assistance efforts by establishing dedicated Professional Learning Teams (PLTs) focused on addressing the needs of our lowest-performing student groups identified in the 2023 Dashboard. These PLTs will analyze data, develop targeted interventions, and share best practices for supporting foster youth, homeless students, and students with disabilities across all schools, particularly emphasizing improving CAASPP performance and reducing suspension rates. To address site-specific challenges, special attention will be given to forming cross-functional PLTs at schools with the lowest performance levels, such as Apollo High School.	$2,684,655.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	(L2N3) Additional PD Days	Add additional professional development days to support differentiated instruction and professional learning communities primarily for our unduplicated students (EL, SWD, LI) Differentiated Assistance and Lowest Performing Focus Areas: This action directly aligns with our Differentiated Assistance work by providing focused time for staff to engage deeply with strategies to support our lowest-performing student groups. These additional PD days will include sessions specifically addressing the academic needs of students with disabilities, behavioral interventions for foster youth and homeless students to reduce suspension rates, and strategies to improve college and career readiness for these groups. A portion of these PD days will be dedicated to staff at schools with the lowest performance levels, such as Apollo High School, to develop targeted improvement plans.	$1,600,000.00	Yes
2.4	(L2N4) Induction	Provide induction to our administrators and to our new teachers principally directed to support our unduplicated pupil populations. Differentiated Assistance and Lowest Performing Focus Areas: This action supports our Differentiated Assistance efforts by ensuring that new teachers and administrators are well-equipped to address the needs of our lowest-performing student groups. The induction program will include specialized training modules on supporting foster youth, homeless students, and students with disabilities, focusing on improving academic achievement, reducing suspensions, and enhancing college/career readiness. For staff at schools with the lowest performance levels, such as Apollo High School, the induction program will include additional mentoring and support tailored to the specific challenges identified in the 2023 Dashboard.	$335,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Family and Community Outreach - A positive home-to-school partnership is vital to student success. Our schools will be active and collaborative partners with our parents, guardians, and community to prepare our students to be the next generation of informed citizens. Our District will serve as an effective steward of the public's funds and resources.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Simi Valley Unified School District established the goal of enhancing family and community outreach to strengthen home-to-school partnerships, crucial for fostering student success and community involvement. Recognizing the impact of engaged and informed families on educational outcomes, this goal aims to deepen collaboration with parents, guardians, and local organizations. Actions include regular community engagement events, transparent communication strategies, and workshops tailored to family needs. Metrics to measure success include participation rates in school events and satisfaction surveys among families. These efforts align with State priorities 3 (Parent Involvement), 5 (Pupil Engagement), and 6 (School Climate), enhancing our role as stewards of public resources and building a foundation for informed future citizens. The required metrics in this goal are 3.A, 3.B, 7.B.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	(ML3.3) Parent participation in the annual LCAP survey will increase by 5% as measured by total survey responses. (P3.A)	(Source: 2023-24 LCAP Parent Survey) 1,290 parent responses	(Source: 2024-25 LCAP Parent Survey) 1,312 parent responses	(Source 2025-2026 LCAP Parent Survey) 685 parent responses	(Source: 2026-27 LCAP Parent Survey) 1,355 parent responses	605 responses (-47%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	(ML3.7) The DELAC will increase its attendance by 10% from a baseline of 14 parents in January 2024 as measured by January DELAC sign-in sheets. (P3.B)	(Source: January 2024 DELAC Meeting Sign-in sheet) 14 parents	(Source: January 2025 DELAC Meeting Sign-in sheet) 22 parents	(Source: January 2026 DELAC Meeting Sign-In Sheet) 39 parents	(Source: January 2027 DELAC Meeting Sign-in sheet) 10% growth over baseline of 14 parents (17 parents)	+25 participants (+179%)
3.3	(ML3.8) 99% of students with special needs' families will report that they meaningfully participated in their child's IEP meeting, as recorded in SIRAS. (P3.C)	(Source: SIRAS IEP Reports 2023-2024) 1854 of 1857 (99.8%)	Source: SIRAS IEP Reports 2024-2025) 2296 of 2319 (99.0%)	Source: SIRAS IEP Reports 2025-2026) 2038 of 2189 (93.1%)	(Source: SIRAS IEP Reports 2026-2027) 99%	-6.7%
3.4	(ML3.9) On the parent and student LCAP surveys, for those who identify as in the GATE or Special Education program, 85% will agree or strongly agree that their school offers an excellent education (P7.B).	(Source: 2023-2024 LCAP Surveys) Students: 171/213 (80.3%) (86% for all 2717 students) Parents: 121/156 (77.6%) (67.6% for all 1290 parents)	Source: 2024-2025 LCAP Surveys Students: 76.3% (4398/5761)* Parents: 77.6% (962/1240)* *did not disaggregate for SpEd/GATE	(Source: 2025-2026 LCAP Surveys) Students: 1646/2129 (77.3%) (73.2% for all 3898 students) Parents: 68/92 (74%) (77.2% for all 685 parents)	(Source: 2026-2027 LCAP Surveys) Students: 85% Parents: 85%	Students: -3% Parents: +9.6%
3.5	Chronic Absence Rate for Homeless Youth (P5.B)	(Source: 2022-2023 Calpads Snapshot Report 14.1) 44.5%	(Source: 2023-2024 Calpads Snapshot Report 14.1) 34.13%	(Source: 2024-2025 Calpads Snapshot Report 14.1) 33.63%	(Source: 2025-2026 Calpads Snapshot Report 14.1) 35%	-11.9%

Goal Analysis [2025-26]

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

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

Simi Valley Unified School District made meaningful progress toward Goal L3, Engagement & Connectedness, during the 2025-2026 school year, with three of the four planned actions reaching full implementation and one action remaining partially implemented at mid-year. The district successfully maintained critical support systems for vulnerable student populations and sustained communication channels with families and the community, even as participation patterns shifted in some areas. Action L3N1, which provides support and resources for foster and homeless youth under the leadership of Jamie Snodgrass, demonstrated notable success with a 12.57 percent increase in attendance among these students, reflecting improved stability and engagement for this high-needs population. Similarly, Action L3N2, led by Jake Finch, maintained ongoing communication with students, staff, and community members through multiple platforms to publicize district activities, initiatives, policies, and successes, though the district did not proceed with the planned purchase of ParentSquare and observed a reduction in parent survey participation rates. Action L3N4, providing instruction in civic leadership and character development under the direction of Patti Myszkowski, was also reported as fully implemented despite mid-year notes indicating incomplete plans, suggesting that implementation accelerated in the second half of the year.

The district encountered implementation challenges primarily in Action L3N3, which aimed to provide parent and community education presentations, both in-person and virtually, with a focus on supporting the families of unduplicated pupils through financial aid workshops, college and career fairs, and social-emotional counseling support. Under the leadership of Jennifer Wigdor, this action was only partially implemented as of mid-year, indicating that the district had not yet fully realized its planned family engagement programming during the reporting period. A notable pattern across all four actions is the significant variance between allocated and expended budgets, with zero dollars expended against a combined allocation of $1,541,000, suggesting either fiscal reporting lag, alternative funding sources being utilized, or a systemic issue in budget tracking and expenditure documentation that warrants administrative attention.

Despite these fiscal reporting concerns and the partial implementation of one action, the collective efforts under Goal L3 contributed meaningfully to strengthening family and community engagement and student connectedness to school. The documented attendance gains among foster and homeless youth represent tangible evidence of improved student connectedness for the district's most vulnerable learners, while ongoing communication efforts helped maintain relationships with families and the broader community. Moving forward, the district should prioritize full implementation of its parent education and information presentations, address the discrepancies in budget utilization reporting, and explore strategies to increase parent survey participation to ensure that family voices continue to inform district decision-making and programmatic improvements.

Successfully Implemented Actions:

- Action L3N1 (Support for foster and homeless youth) was fully implemented and achieved a 12.57 percent increase in attendance among this student population, demonstrating improved stability and school connectedness for vulnerable learners.
- Action L3N2 (Communication with students, staff, and community) was fully implemented through various communication channels to publicize district activities and successes, though the district did not purchase ParentSquare and noted reduced parent survey participation.

- Action L3N4 (Civic leadership and character development instruction) was fully implemented, providing students with opportunities to develop civic engagement skills and positive character traits.

Partial or Challenging Implementations:

- Action L3N3 (Parent and community education presentations) was only partially implemented as of mid-year, with planned workshops and events for families of unduplicated pupils—including financial aid information, college and career fairs, and social-emotional support sessions—not yet fully realized during the reporting period.

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.

Budget Variance Explanation: Goal L3 - Engagement & Connectedness

During the 2025-2026 school year, Simi Valley USD experienced notable budget variances within Goal L3 actions related to engagement and connectedness. Action L3N1, which provides support and resources for foster and homeless youth, exceeded its budget by $89,308.15 (17.4% over budget), with total expenditures and encumbrances reaching $839,952.23 against a budgeted allocation of $513,000.00. This overage was directly attributable to a 12.57% increase in the attendance of students experiencing homelessness and foster youth, which necessitated expanded services and support beyond initial projections. The district absorbed these additional costs through reallocation of available resources within the broader engagement goal to ensure that these vulnerable students received the critical supports mandated by law and essential to their academic success and well-being.

Conversely, three actions within Goal L3 reflected significant under-expenditures as of the mid-year reporting period. Action L3N2, focused on communication with stakeholders, came in $135,571.81 (16.3%) under budget due to reduced parent survey participation rates and the district's decision not to proceed with the planned purchase of the ParentSquare communication platform, resulting in substantial savings that will be carried forward or reallocated. Actions L3N3 and L3N4, which support parent education presentations and civic leadership instruction respectively, showed under-expenditures of 62% and 89.7% respectively. These variances reflect delayed implementation timelines, as these programs traditionally ramp up during the second half of the academic year. The district anticipates that expenditures for parent education workshops, college and career fairs, and civic leadership programming will accelerate in the spring semester as planned events and activities are executed, with remaining funds encumbered or expended by fiscal year-end to fulfill the original programmatic intentions of these actions.

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

The district's efforts to strengthen family and community engagement and student connectedness in 2025-2026 yielded mixed results across the six metrics, with notable successes in specialized engagement areas but concerning declines in broader participation measures. Three of the six metrics met or exceeded their Year 3 targets, demonstrating particular strength in supporting specific student populations, while three metrics remain in progress with varying distances from their goals.

The most significant challenge emerged in Metric 3.01, where parent participation in the annual LCAP survey dropped dramatically from 1,312 responses in Year 1 to only 685 responses in Year 2, a 48% decline that moved the district 605 responses away from the Year 3 target of 1,355. This substantial decrease in broad parent engagement stands in stark contrast to the success achieved in targeted engagement

efforts. Conversely, DELAC attendance (Metric 3.02) demonstrated exceptional growth, with 39 parents attending the January 2026 meeting compared to 14 in the baseline year, exceeding the Year 3 target of 17 parents by 129%. This 179% increase from baseline suggests that the district's targeted outreach and support for English Learner families through Action L3N3 has been highly effective. Similarly, Metric 3.03 maintained strong performance with 99.0% of families of students with special needs reporting meaningful participation in IEP meetings (2,296 of 2,319 families), meeting the 99% target despite serving 462 more families than in the baseline year. The district's ability to maintain this high level of engagement while significantly expanding the number of families served demonstrates the effectiveness and scalability of special education family engagement practices.

Student outcomes related to civic engagement and support for vulnerable populations showed positive trends. Metric 3.06 revealed that 115 students earned the California State Seal of Civic Engagement in 2025-2026, substantially exceeding the Year 3 target of 90 students by 28%. While this represents a decrease from the Year 1 result of 134 students, it still reflects a 42% increase from the baseline of 81 students, indicating that Action L3N4's civic leadership and character development instruction continues to engage students effectively. Metric 3.05 showed continued improvement in supporting homeless youth, with the chronic absence rate decreasing to 33.63% in 2024-2025, down from the baseline of 45.55% and exceeding the Year 3 target of 35%. This 11.92 percentage point improvement demonstrates that Action L3N1's support and resources for foster and homeless youth are successfully addressing barriers to attendance. However, Metric 3.04 presents a more nuanced picture: among families and students who identify as GATE or Special Education, 74% of parents and 77.3% of students agreed their school offers an excellent education, both below the 85% target. While the parent rate equals the baseline, the student rate represents a 3 percentage point decline from the 80.3% baseline, suggesting that despite strong procedural engagement (IEP meetings, DELAC), perceptions of educational quality among these specific populations require continued attention.

Overall, the data reveals that Goal L3 actions are most effective when they provide targeted, specialized support to specific populations—as evidenced by the exceptional growth in DELAC attendance, sustained IEP engagement rates, and improved outcomes for homeless youth. However, the district faces a significant challenge in maintaining broad-based parent engagement, with the dramatic decline in LCAP survey participation suggesting that general communication strategies (Action L3N2) may not be reaching or motivating the wider parent community as effectively as specialized engagement approaches. The gap between high participation in mandatory or highly structured engagement opportunities (IEP meetings) versus voluntary feedback mechanisms (LCAP survey) indicates that the district may need to examine barriers to general participation and consider whether communication methods are accessible, relevant, and timely for all families. Moving into Year 3, the district should investigate the causes of the survey participation decline, potentially examining whether survey format, distribution timing, translation availability, or perceived value of parent input have created obstacles while simultaneously studying the successful DELAC model for replicable strategies that could broaden engagement across all parent groups.

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

There are no planned changes to this goal regarding family and community outreach.

Metrics Modifications
There are no planned changes to this goal's metrics.

Actions Modifications

In order to better support our students and their families, we plan to:
Refine budget planning for foster/homeless youth supports to align with actual transportation needs.
Maintain successful parent/community events with careful budget considerations to avoid future overspending.

Expected Outcomes
There are no planned changes to this goal's expected outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	(L3N1) Foster and Homeless Youth	Provide support and resources for our foster and homeless youth, as measured by metric 3.5. This action is a key component of our Differentiated Assistance work, directly addressing the low performance of foster and homeless youth on CAASPP and high suspension rates as identified in the 2023 Dashboard. It includes targeted academic interventions, specialized counseling services, and a comprehensive support system to improve attendance and reduce suspensions. The action also focuses on improving outcomes at schools with high concentrations of these student groups, implementing site-specific strategies to enhance academic performance and school engagement.	$449,500.00	Yes
3.2	(L3N2) Public Communication	Communicate with students, staff, and community members through a variety of means. Publicize school district activities, initiatives, policies, and successes, as measured by metrics 3.1 and 3.2. This action supports our Differentiated Assistance efforts by enhancing communication strategies specifically tailored to reach families of foster youth, homeless students, and students with disabilities. It includes targeted outreach to inform these families about available support services, academic interventions, and engagement opportunities. Particular emphasis will be placed on communication strategies for schools with the lowest performance levels, such as Apollo High School, to increase family engagement and support for student success.	$698,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	(L3N3) Parent Education	Provide parent, community education/information presentations (both in-person and virtually) - primarily supporting the parents of our unduplicated pupils (LI, FY, EL) (e.g, financial aid, college/career fairs, social-emotional counseling support), as measured by metric 3.1 This action aligns with our Differentiated Assistance work by offering specialized parent education sessions focused on supporting the academic and social-emotional needs of foster youth, homeless students, and students with disabilities. These sessions will address strategies to improve CAASPP performance, reduce suspensions, and enhance college/career readiness, targeting the areas of low performance identified in the 2023 Dashboard. Additional parent education efforts will be concentrated at schools with the lowest performance levels to build stronger home-school partnerships supporting student success.	$10,000.00	Yes
3.4	(L3N4) Civic Leadership	Provide instruction in civic leadership and character development, as measured by metric 3.4. This action supports our Differentiated Assistance efforts by incorporating targeted civic leadership and character development programs for our lowest-performing student groups. It includes specialized modules designed to empower foster youth, homeless students, and students with disabilities, focusing on self-advocacy, community engagement, and personal growth. These programs aim to improve school engagement and reduce suspension rates, addressing key areas of concern identified in the 2023 Dashboard. At Apollo High School, which showed low performance in multiple areas, this action will include an enhanced civic leadership curriculum integrated into the school's improvement plan.	$90,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Student and School Safety and Engagement: Our schools will provide a safe, welcoming, engaging, and comprehensive environment for all students that fosters learning and nurtures the whole child. Differences and diversity will be respected and celebrated. All students will receive support as needed to succeed inside and outside our classrooms.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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.

Simi Valley Unified School District established the goal of creating a safe, welcoming, and comprehensive environment to support and nurture every student. Recognizing that a positive school climate is crucial for student success, this goal emphasizes respect for diversity and the holistic development of all students. Actions include implementing social-emotional learning programs, increasing mental health support, and expanding extracurricular opportunities. Metrics, such as reduced suspension rates, improved attendance, and increased student and family satisfaction, will measure progress. This goal aligns with State priorities 1 (Basic Services), 5 (Pupil Engagement), and 6 (School Climate), ensuring students receive the support needed for success inside and outside the classroom. The required metrics include: 5.A, 5.B, 5.C, 5.D, 5.E, 6.A, 6.C, 7.B, 7.C

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of students who are absent at least 10% of school days (P5.B)	(Source: 2022-2023 Calpads Snapshot Report 14.1) 21.5% (3,500 of 16,269 students)	(Source: 2023-2024 Calpads Snapshot Report 14.1) 17.3% (2,775 of 16,033 students)	(Source: 2024-2025 Calpads Snapshot Report 14.1) 13.4% (2106 out of 15719 students)	(Source: 2025-2026 Calpads Snapshot Report 14.1) No more than 17.2% of students	8.1% decline
4.2	Attendance Rate. (P5.A)	(Source: CA Dashboard 2023)	(Source: CA Dashboard 2024)	(Source: CA Dashboard 2025)	(Source: CA Dashboard 2026)	1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		93%	93.75%	94%	97%	
4.3	Dropouts in middle school. (P5.C)	(Source: CA Dashboard 2022-2023) 0 Middle School Dropouts	(Source: 2023-2024 CALPADS Snapshot Report 1.12) 0 Middle School Dropouts	(Source 2024-2025 CALPADS Report 1.12) 0 Middle School Dropouts	(Source: CA Dashboard 2025-2026) 0 Middle School Dropouts	Maintained 0
4.4	Number of high school dropouts (P5.D)	(Source: 2022-2023 CALPADS Snapshot report 1.12) Apollo: 16 RHS: 8 SSHS: 0 SVHS:5	Source: 2023-2024 CALPADS Snapshot report 1.12) Apollo: 21 RHS: 18 SSHS: 0 SVHS:1	(Source 2024-2025 CALPADS Report 1.12) Apollo: 20 RHS: 8 SSHS: 0 SVHS:7	(Source: 2025-2026 CALPADS Snapshot report 1.12) Apollo: 14 RHS: 7 SSHS: 0 SVHS:4	Apollo: +4 RHS: No Change SSHS: Remained at 0 SVHS: +2
4.5	(ML4.21) Pupil expulsion rate at or below 0.1% (P6.B)	(Source: 2022-2023 CALPADS Snapshot Reports 7.11 and 1.4) 18 students expelled out of 15,899 total students (0.1%)	(Source: 2023-2024 CALPADS Snapshot Reports 7.11 and 1.4) 13 students expelled out of 15,677 total students (0.08%)	(Source: 2024-2025 CALPADS Snapshot Reports 7.11 and 1.4) 8 students expelled out of 15,444 total students (0.05%)	(Source: 2025-2026 CALPADS Snapshot Reports 7.11 and 1.4) 0.1%	Down 0.05%
4.6	(ML4.3) 100% of classrooms and amenities will be deemed safe, clean and functional. (P1.C)	(Source: 2023-2024 Williams Report issued by the Ventura County Office of Education and CA Dashboard Local Indicators) 100% of facilities Are deemed safe, clean and functional.	(Source: 2024-2025 Williams Report issued by the Ventura County Office of Education and CA Dashboard Local Indicators) 100% of facilities Are deemed safe, clean and functional.	(Source: 2025-2026 Williams Report issued by the Ventura County Office of Education and CA Dashboard Local Indicators)100% of facilities Are deemed safe, clean and functional.	(Source: 2026-2027 Williams Report issued by the Ventura County Office of Education and CA Dashboard Local Indicators) 100% of facilities Are deemed safe, clean and functional.	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.7	High school graduation rates (P5.E)	(Source: 2022-2023 CA Dashboard) Percentage of students completing high school, including students receiving a standard high school diploma District All: 92.6% EL: 73.3% LI: 90.4% HOM: 78.3% FY: N/A SWD: 80.5% Lowest performance (red indicator) on the Dashboard - Percentage: District: N/A School: Apollo HS: All: 56.3% LI: 58.2% HI: 66%	(Source: 2023-2024 CA Dashboard) Percentage of students completing high school, including students receiving a standard high school diploma District All: 92.7% EL: 82.4% LI: 90.6% HOM: 71.2% FY: 72.7% SWD: 79.7% Lowest performance (red indicator) on the Dashboard - Percentage: District: N/A School: Apollo HS: ALL: 68.3% LI: 70.1% HI: 71.4%	(Source: 2024-2025 CA Dashboard) Percentage of students completing high school, including students receiving a standard high school diploma District All: 95.1% (+) EL: 87.8% (+) LI: 94.2% (+) HOM: 88.7% (+) FY: N/A SWD: 85.0% (+) Lowest performance (red indicator) on the Dashboard - Percentage: District: N/A School: Apollo HS: ALL: 75.5% (+) LI: 74.5% (+) HI: 72.7 % (+)	(Source: 2025-2026 CA Dashboard) Percentage of students completing high school, including students receiving a standard high school diploma District All: 97.2% EL: 77% LI: 95% HOM: 82.2% FY: N/A SWD: 84.5% Lowest performance (red indicator) on the Dashboard - Percentage: District: N/A School: Apollo HS: All: 59% LI: 61.1% HI: 69.3%	District All: +2.5% EL: +14.5% LI: +3.8% HOM: +10.4% FY: N/A SWD: +4.5% Lowest performance (red indicator) on the Dashboard - Percentage: District: N/A School: Apollo HS: ALL: +19.2% LI: +16.3% HI: +6.7%
4.8	Student suspension rate (P6.A)	(Source: 2022-2023 CA Dashboard)	(Source: 2023-2024 CA Dashboard)	(Source: 2024-2025 CA Dashboard)	(Source: 2025-2026 CA Dashboard)	(Source: 2024-2025 CA Dashboard)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate (total) day during the school year District: All: 3.7% EL: 4.5% LI: 5.1% HOM: 9.5% FY: 13.9% SWD: 6.9% Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District: HOM: 9.5% FY: 13.9% School(s): Garden Grove ES: SWD: 6.5% Hollow Hills ES: SWD: 8.3 % WH: 4.4% Madera ES: All: 5.9% SWD: 11.9% WH: 6.6%	Percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate (total) day during the school year District: All: 3.7% EL: 4.8% LI: 4.9% HOM: 8.5% FY: 11.6% SWD: 6.0% Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District: HOM: 8.5% FY: 11.6% School(s): Garden Grove ES: SWD: 4.0% Hollow Hills ES: SWD: 4.9 % WH: 3.2%	Percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate (total) day during the school year District: All: 3.2% (-) EL: 4.4% (-) LI: 4.4% (-) HOM: 6.7% (-) FY: 27.8% (+) SWD: 6.0% (No change) Lowest performance (red indicator) on the Dashboard District: HOM: 6.7% (-) FY: 27.8% (+) School(s): Garden Grove ES: SWD: 2.5% (-) Hollow Hills ES: SWD: 10.7% (+) WH: 4.6% (+)	Percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate (total) day during the school year District: All: 3.3% EL: 4.1% LI: 4.6% HOM: 8.6% FY: 12.5% SWD: 6.2% Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District: HOM: 8.6% FY: 12.5% School(s): Garden Grove ES: SWD: 5.9% Hollow Hills ES: SWD: 7.5%	Percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate (total) day during the school year District: All: -0.5% EL: -0.1% LI: -0.7% HOM: -2.8% FY: +13.9% SWD: -0.9% Lowest performance (red indicator) on the Dashboard District: HOM: -2.8% FY: +13.9% School(s): Garden Grove ES: SWD: -4% Hollow Hills ES: SWD: +2.4% WH: +0.2% Madera ES:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Park View ES: All: 3.1% LI: 3.4% HI: 3.2% Sinaloa MS: EL: 16.3% LI: 13.1% Valley View MS: EL: 13.4% LI: 12.6% Simi Valley High: LI: 10.3%	Madera ES: All: 4.3% SWD: 10.5% WH: 4.7% Park View ES: All: 3.3% LI: 3.3% HI: 3.2% Sinaloa MS: EL: 13.3% LI: 16.5% Valley View MS: EL: 12.9% LI: 13.1% Simi Valley High: LI: 4.7%	Madera ES: All: 5.9% (+) SWD: 21.6% (+) WH: 8.4% (+) Park View ES: All: 1.8% (-) LI: 1.4% (-) HI: 1.4% (-) Sinaloa MS: EL: 9.6% (-) LI: 9.8% (-) Valley View MS: EL: 6.9% (-) LI: 7% (-) Simi Valley High: LI: 3.8% (-)	WH: 4.0% Madera ES: All: SWD: 10.7% WH: 5.9% Park View ES: All: 2.8% LI: 3.1% HI: 2.9% Sinaloa MS: EL: 14.7% LI: 11.8% Valley View MS: EL: 12.1% LI: 11.3% Simi Valley High: LI: 9.3%	All: No Change SWD: +9.7% WH: +1.8% Park View ES: All: -1.3% LI: -2% HI: -1.8% Sinaloa MS: EL: -6.7% LI: -3.3% Valley View MS: EL: -6.5% LI: -5.6% Simi Valley High: LI: -6.5%
4.9	Student participation in ELOP programming, principally for EL, LI, FY populations. (P7.B)	(Source: 6crickets enrollment records) 1,101 unique students (8/1/23-5/8/24)	(Source: 6crickets enrollment records) 1,314 unique students (8/1/24-5/8/25)	(Source: 6crickets enrollment records) 1,657 unique students (8/1/25-5/8/26)	(Source: 6crickets enrollment records) 1,321 unique students (8/1/26-5/8/27)	+556 unique students
4.10	Percentage of parents and students who identify as in the GATE or Special Education program, who agree or strongly agree that their school offers an excellent education (P7.C).	(Source: 2023-24 LCAP Surveys) Parents: 121/156 (78%) Students: 89/107 (83%)	Source: 2024-2025 LCAP Surveys Students: 76.3% (4398/5761)* Parents: 77.6% (962/1240)* *did not disaggregate for SpEd/GATE	Source: 2025-2026 LCAP Surveys Students: 159/237 (67%) (73.2% for all 3993 students) Parents: 68/94 (72.3%) (77.2% for all 685 parents)	(Source: 2026-27 LCAP Surveys) 85%	Students: -13% Parents: -4.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.11	Percentage of students who report that they "agree" or "strongly agree" with the statement "I believe that I am physically safe at school" (P6.C)	(Source: Student LCAP survey (23-24) 78%	(Source: Student LCAP survey (24-25) 82.9%	(Source: Student LCAP survey (25-26) 77.8%	(Source: Student LCAP survey (26-27) 85%	-0.2%
4.12	Percentage of students who report that they "agree" or "strongly agree" with the statement "There is at least one adult at my school that I trust" (P6.C)	(Source: Student LCAP survey (23-24) 88%	(Source: Student LCAP survey (24-25) 82.9%	(Source: Student LCAP survey (25-26) 79.0%	(Source: Student LCAP survey (26-27) 95%	-9%

Goal Analysis [2025-26]

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

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

During the 2025-2026 school year, Simi Valley USD made substantial progress implementing actions under Goal L4 to improve student attendance, ensure safe school environments, and support conditions for learning. The district allocated $23,499,013.00 across eight actions and expended $21,708,842.93, representing 92.4% budget utilization overall. The majority of actions were fully implemented, including comprehensive counseling and social worker services, campus supervision across all schools, alternative educational settings for at-risk students, and expanded learning opportunities. These foundational supports reached students across grades TK-12, with intentional focus on unduplicated pupils including low-income students, English learners, foster youth, and McKinney-Vento identified students. Staffing was added at multiple locations throughout the district, including administrative support at the district level and targeted personnel at Title I schools. The district successfully implemented early and expanded learning opportunities with nearly full budget utilization at $10,692,380.64 (98.6% of allocated funds), demonstrating strong commitment to extended learning time for unduplicated students.

Despite overall success, the district encountered implementation challenges in several areas that limited the full realization of Goal L4. Two actions—chronic absenteeism reduction efforts and authentic community-based learning experiences—were marked as "Not Started" despite having some program components in operation. The chronic absenteeism action utilized attendance monitoring software and the SARB process, along with club and athletic stipends at secondary schools and ELOP after-school activities at elementary schools, yet still expended only 89.8% of allocated funds. The authentic learning experiences action faced more significant challenges, with only $5,073.31 expended (4.2% utilization), as transportation support for unduplicated pupils was implemented at high schools but planned field trips for

English learners remained unscheduled. Additionally, the STEAM program enhancement was only partially implemented, primarily due to limited staffing options for athletic training programs at high schools, though Proposition 28 funding enabled full implementation of visual and performing arts programming at elementary schools and supplementary extracurricular programs districtwide. The parent and community partnership action for health and safety programs showed zero expenditures, though progress notes indicated these programs were scheduled for spring semester implementation.

The collective implementation of Goal L4 actions demonstrated the district's capacity to deploy significant resources toward safety, engagement, and conditions for learning, particularly through staffing investments in supervision, counseling, and expanded learning programs. However, the challenges with attendance intervention strategies, experiential learning opportunities, and specialized programming indicate areas requiring strengthened coordination, staffing recruitment, and scheduling systems. The high encumbrance levels across most actions—totaling $3,747,176.56—suggest ongoing commitments that will carry into the subsequent fiscal year, reflecting multi-year contracts and deferred implementation timelines that will require continued monitoring to ensure full goal achievement.

Successfully Implemented Actions:

- ACTION L1N6: Alternative and supplementary educational settings for at-risk students were fully operational with staffing at multiple district locations and alternative learning formats through Edgenuity, expending $2,414,162.00 (100% of allocated funds).
- ACTION L4N1: Campus supervisors were maintained at all schools to promote safe and engaging learning environments for unduplicated pupils, with two professional development trainings completed and one scheduled for spring, expending $2,095,991.28 (99.6% of allocated funds).
- ACTION L4N3: Counseling and social worker services were provided to all students in grades TK-12 with staffing added at multiple locations including administrative support and particular focus at Title I schools serving low-income and McKinney-Vento students, expending $4,168,917.59 (77.9% of allocated funds).
- ACTION L4N6: Early and expanded learning opportunities were successfully implemented for low-income students, foster youth, and English learners across all programs, expending $10,692,380.64 (98.6% of allocated funds).
- ACTION L4N7: Parent and community organization partnerships for student health and safety programs were planned and scheduled for spring semester implementation.

Partial or Challenging Implementations:

- ACTION L4N4: Chronic absenteeism reduction efforts were marked as not started despite utilizing attendance software, SARB processes, secondary club and athletic stipends, and elementary ELOP activities, expending only $700,545.15 (89.8% of allocated funds).
- ACTION L4N5: Authentic and community-based learning experiences were marked as not started with minimal implementation, as high school transportation support for unduplicated pupils was provided but field trips for English learners remained unscheduled, expending only $5,073.31 (4.2% of allocated funds).
- ACTION L4N8: STEAM program development was only partially implemented as athletic training programs at high schools faced limited staffing options, though Proposition 28 funding enabled full VAPA teacher implementation at elementary schools and supplementary extracurricular programs, expending $1,631,772.96 (86.7% of allocated funds).

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.

During the 2025-2026 school year, most actions under Goal L4 were implemented successfully and expended funds at or near budgeted levels. Actions L4N1 (Campus Supervisors) and L4N6 (Early and Expanded Learning Opportunities) operated with minimal variance at 0.4% and 1.4% under budget respectively, reflecting full implementation of services as planned. The slight underexpenditure in Action L4N1 resulted from cost efficiencies in training delivery, while all planned professional development sessions for campus supervisors were completed or scheduled. Action L4N6, representing the district's largest allocation in this goal area at over $10.8 million, successfully delivered comprehensive early learning and expanded learning programs principally directed toward low income students, foster youth, and English learners with only nominal remaining funds.

Several actions showed moderate to significant underexpenditure due to timing of implementation and staffing challenges. Action L4N3 (Counseling and Social Worker Services) reflected a 22.1% variance primarily due to the timing of hiring additional staff at multiple school sites and at the district administrative level, with recruitment and onboarding processes extending into the latter portion of the school year. Action L4N4 (Chronic Absenteeism Reduction) expended 89.8% of budgeted funds, with software implementation, SARB processes, secondary club and athletic stipends, and elementary ELOP activities successfully deployed to engage unduplicated pupils. Action L4N8 (STEAM Programs) showed a 13.3% variance due to limited availability of qualified athletic training staff at the high school level, though Proposition 28 funding enabled full implementation of VAPA programming at elementary schools and supplementary extracurricular opportunities for students who would not otherwise have access to such services.

Two actions experienced substantial underexpenditure due to the timing of planned activities within the school year. Action L4N5 (Authentic and Community-Based Learning Experiences) showed a 95.8% variance, as transportation support for unduplicated pupils at the high school level was implemented and CTE-based field trips occurred, but additional field trips specifically designed for English learner students remained to be scheduled for the spring semester. Similarly, Action L4N7 (Parent and Community Organization Partnerships) reflected zero expenditure as of the reporting period, with all planned health and safety programs scheduled for implementation during the spring semester. The remaining funds in these actions represent planned expenditures for services to be delivered in the second half of the 2025-2026 school year rather than unspent allocations.

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

The actions implemented under Goal L4 during the 2025-2026 school year demonstrated significant progress in addressing chronic absenteeism, with notable improvements in student attendance patterns across Simi Valley USD. Chronic absenteeism continued its positive trajectory, declining to 13.4% (2,106 of 15,719 students) in 2025-2026 from 17.3% the previous year and 21.5% at baseline. This represents a cumulative reduction of 8.1 percentage points over two years, with Year 2 alone contributing a 3.9 percentage point decrease. The district has already exceeded its Year 3 target of no more than 17.2% chronic absenteeism, demonstrating that the combination of targeted interventions through Action L4N4 (attendance monitoring and interventions principally focused on unduplicated pupils), expanded learning opportunities through Action L4N6, and engaging community-based learning experiences through Action L4N5 has been highly effective in reducing chronic absence rates. The sustained decline over two consecutive years indicates that the district's comprehensive approach to attendance—which includes both preventive measures such as engaging STEAM programs (Action L4N8) and responsive interventions—has successfully reached students who were previously disengaged from school.

While data for several metrics remain unavailable for Year 2, the available indicators present a mixed picture of the district's progress toward creating safe, supportive learning environments. The district successfully maintained its expulsion rate at or below the 0.1% target, with 2023-2024 data showing only 13 expulsions out of 15,677 students (0.08%), continuing the downward trend from baseline. Similarly, middle school dropout rates remained at zero, meeting the established target and demonstrating that early intervention supports are effective at the middle grades level. However, high school dropout rates present an area requiring intensified focus. In 2023-2024, Apollo High School experienced 21 dropouts (compared to 16 at baseline), Royal High School had 18 dropouts (compared to 8 at baseline), and Simi Valley High School had 1 dropout (compared to 5 at baseline), while Santa Susana High School maintained zero dropouts. These increases at Apollo and Royal, totaling 40 district-wide dropouts compared to 29 at baseline, indicate that Action L1N6 (alternative and supplementary educational settings for at-risk students) and counseling services through Action L4N3 require strengthening or expansion to better serve the specific populations at these comprehensive high schools who are disengaging before graduation.

The 2023-2024 suspension data reveals persistent challenges in reducing disciplinary exclusions, particularly for unduplicated students and students with disabilities at specific school sites. While the overall district suspension rate remained stable at 3.7%, the same as baseline, there were concerning increases at several schools. Sinaloa Middle School's suspension rate for low-income students increased from 13.1% at baseline to 16.5% in 2023-2024, and English learner suspensions at this site decreased only slightly from 16.3% to 13.3%. Valley View Middle School showed similar patterns, with low-income student suspensions increasing from 12.6% to 13.1%. These data suggest that while campus supervisors maintained through Action L4N1 and counseling services through Action L4N3 are supporting overall school safety—as evidenced by 82.9% of students reporting they feel physically safe at school in 2024-2025, up from 78% at baseline—the district has not yet achieved breakthrough results in reducing exclusionary discipline for the highest-need student groups at specific sites. The decline in students reporting a trusted adult at school (84.8% in 2024-2025 compared to 88% at baseline) and the failure to meet the 85% satisfaction threshold among parents and students in GATE or Special Education programs (76.3% and 77.6% respectively in 2024-2025) suggest that relationship-building and targeted support for specialized programs require renewed attention. Moving forward, the district should analyze which specific interventions within Actions L4N3, L4N4, and L4N7 are yielding the strongest results in attendance improvement and replicate those strategies to address the persistent discipline and dropout challenges, particularly at the middle and comprehensive high school levels where unduplicated students are experiencing disproportionate rates of suspension and disengagement.

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

There are no planned changes to this goal regarding Student and School Safety and Engagement.

Metrics Modifications
There are no planned changes to this goal's metrics.

Actions Modifications
Reflecting on the past year's experiences and outcomes, the following strategic changes will be made:

Sustained support and resources for alternative educational settings, particularly at Apollo and Royal High Schools, including expanded academic interventions and mentoring programs.

Additional targeted training for campus supervisors focusing on relationship-building and positive behavior supports to foster greater student trust.
Intensified counseling and support services, with more proactive outreach and early interventions for students identified as at-risk of dropping out.
Further expansion and enrichment of STEAM and field trip programs to continually enhance student engagement and connect academic content to real-world applications.

Expected Outcomes
There are no planned changes to this goal's expected outcomes.

These adjustments aim to build upon the successes of the 2025-26 school year while effectively addressing areas needing improvement, thus ensuring that the district continues to provide a supportive, engaging, and inclusive environment for all students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	L1N6 Alternative Educational Settings	Provide alternative and supplementary educational settings and opportunities for at-risk, primarily unduplicated students (EL, LI, FY) and for those who need a different learning format, as measured by metrics 4.3 and 4.4. LREBG will be spent, as part of this action item, to provide Edgenuity, a credit recovery software package ($195,975) as measured by metrics 4.4 and 4.7. Differentiated Assistance and Lowest Performing Focus Areas: This action is crucial to our Differentiated Assistance work, specifically addressing the needs of foster youth, homeless students, and students with disabilities who demonstrated low performance on multiple indicators in the 2023 Dashboard. It includes targeted interventions at Apollo High School, our continuation high school, which has been identified as having the lowest performance levels. The action focuses on improving graduation rates, reducing dropouts, and enhancing college/career readiness through personalized learning plans, intensive academic support, and integrated social-emotional services for these vulnerable student groups.	$2,239,550.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	(L4N3) Counseling Services	Provide counseling and social worker services to all students in grades TK-12, primarily for unduplicated (LI, EL, FY) students, as measured by metrics 4.1, 4.5, and 4.8. LREBG will help provide supplemental counseling services as a Tier 2 social emotional intervention ($180,000) as measured by metrics 4.1, 4.5, and 4.8. Differentiated Assistance and Lowest Performing Focus Areas: This action directly supports our Differentiated Assistance efforts by providing enhanced counseling services to address the specific needs of foster youth, homeless students, and students with disabilities. It includes targeted interventions to improve attendance, reduce suspension rates, and increase college/career readiness, addressing key areas of low performance identified in the 2023 Dashboard. At Apollo High School and other schools with the lowest performance levels, additional counseling resources will be allocated to provide more intensive support and case management for these student groups.	$3,532,384.00	Yes
4.3	(L4N4) Chronic Absenteeism	Reduce chronic absenteeism by promoting an engaging learning environment, monitoring attendance, and developing interventions-primarily focused on our unduplicated pupils, as measured by metrics 4.1 and 4.2. Differentiated Assistance and Lowest Performing Focus Areas: This action is integral to our Differentiated Assistance work, focusing on improving attendance rates for foster youth and homeless students, who showed high levels of chronic absenteeism in the 2023 Dashboard. It includes implementing multi-tiered systems of support with targeted interventions for these student groups, such as personalized outreach, home visits, and incentive programs. Special attention will be given to schools with the highest chronic absenteeism rates, implementing site-specific strategies to increase student engagement and attendance.	$404,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	(L4N8) STEAM Programs	Develop, implement, and sustain a supplementary or enhanced STEAM program at each school serving students in grades TK-12, intentionally recruiting our unduplicated students who may not otherwise have access to extracurricular activities, as measured by metric 4.1. LREBG will be used to hire athletic training services to support the health and wellbeing of our high school athletes and help provide a more engaging environment for students, as measured by metric 4.1. ($50,000) Differentiated Assistance and Lowest Performing Focus Areas: This action supports our Differentiated Assistance efforts by providing targeted STEAM opportunities for foster youth, homeless students, and students with disabilities who showed low performance in math and science on the 2023 Dashboard. It includes specialized recruitment strategies, additional academic support, and mentoring to increase participation and success in STEAM programs for these student groups. At Apollo High School and other low-performing schools, enhanced STEAM programs will be implemented to improve engagement and academic performance, particularly in mathematics and science.	$1,889,000.00	Yes
4.5	(L4N5) Field Trips	Provide authentic and community-based learning experiences to students to engage students and build relevance, as measured by metrics 4.1, 4.3, 4.4, and 4.7 LREBG will support student field trips to help provide an engaging environment ($20,000), as measured by metrics 4.1, 4.3, 4.4, and 4.7 Differentiated Assistance and Lowest Performing Focus Areas: This action aligns with our Differentiated Assistance work by offering targeted field trip experiences for foster youth, homeless students, and students with disabilities to enhance engagement and relevance in their learning. These experiences will focus on career exploration and college visits to address the low performance on the College/Career Indicator identified in the 2023 Dashboard. For Apollo High School and other schools with low graduation rates, specialized field trips will motivate students and connect classroom learning to real-world applications.	$140,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.6	(L4N6) ELOP and TK	Provide early and expanded learning opportunities (ELOP, TK) to students, principally directed to support low income, foster youth, and/or English learners, as measured by metric 4.1. Differentiated Assistance and Lowest Performing Focus Areas: This action supports our Differentiated Assistance efforts by providing targeted early intervention and expanded learning opportunities for our lowest-performing student groups. It includes specialized TK programs for foster youth and homeless students to build early academic foundations and tailored ELOP activities for students with disabilities to support academic growth and engagement. At schools with the lowest performance levels, additional ELOP resources will be allocated to provide intensive academic support and enrichment activities aligned with areas of need identified in the 2023 Dashboard.	$4,511,000.00	Yes
4.7	(L4N1) Campus Supervision	In order to promote safe and engaging learning environments, campus supervisors at all schools across the district to principally support unduplicated pupil populations will be maintained. This includes pay for training days and support of extracurricular activities, as measured by metrics 4.5 and 4.8. Differentiated Assistance and Lowest Performing Focus Areas: This action is crucial to our Differentiated Assistance work, specifically addressing the high suspension rates for foster youth and homeless students identified in the 2023 Dashboard. It includes specialized training for campus supervisors on trauma-informed practices, de-escalation techniques, and positive behavior interventions tailored to support these student groups. Additional campus supervision resources will be allocated at schools with the highest suspension rates, and supervisors will receive intensive training on culturally responsive practices and alternative discipline strategies to reduce suspensions and improve school climate.	$965,250.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Within three years, all students at Apollo, especially low-income students, will show greater college and career readiness and graduation rate, as noted on the California Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In the 2024-2025 school year, Apollo had a non-stability rate of 71.1% and a SED rate of 84.1% (Dataquest). Given the low number of students demonstrating college and career readiness and graduating from Apollo Continuation High (as noted on the 2022-2023 Dashboard), there is a need to address these concerning statistics. The school site council (site teachers, principals, parents, and students), upon reviewing the Dashboard, believe that the root cause of these statistics are social-emotional and economic needs. This goal aligns with Priorities 4.D and 5.E This goal and outcome analyses of this goal will remain unchanged for the 2026-2027 school year. We will still be focused on college and career readiness/graduation rate for our 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
5.1	College/Career Indicator (CCI) Percentage of students in the combined four- and five-year graduation rate who are prepared for success after high school which includes both college and career measures (State Priority 4H)	Source: 2022-23 CA Dashboard – Apollo High School Prepared District ALL: 44.2% Apollo HS ALL: 1.3% Apollo HS LI: 1.6% Approaching Prepared District ALL: 19.8% Apollo HS ALL: 9.3%	Source: 2023-24 CA Dashboard – Apollo High School Prepared District ALL: 43.8% Apollo HS ALL: 1.4% Apollo HS LI: 1.8% Approaching Prepared	Source: 2024-25 CA Dashboard – Apollo High School Prepared District ALL: 57.1% Apollo HS ALL: 0.0% Apollo HS LI: 0.0% Approaching Prepared	Source: 2025-2026 CA Dashboard – Apollo High School Prepared Apollo HS ALL: 5% Apollo HS LI: 3% Approaching Prepared Apollo HS ALL: 12%	Source: 2023-24 CA Dashboard – Apollo High School Prepared District ALL: +12.9% Apollo HS ALL: -1.3% Apollo HS LI: -1.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Apollo HS LI: 7.9% Not Prepared District ALL: 35.9% Apollo HS ALL: 89.3% Apollo HS LI: 90.5%	District ALL: 20.2% Apollo HS ALL: 12.9% Apollo HS LI: 7.9% Not Prepared District ALL: 36.0% Apollo HS ALL: 85.7% Apollo HS LI: 90.5%	District ALL: 12.5% Apollo HS ALL: 8.3% Apollo HS LI: 7.0% Not Prepared District ALL: 30.5% Apollo HS ALL: 91.7% Apollo HS LI: 93.0%	Apollo HS LI: 9.5% Not Prepared Apollo HS ALL: 71% Apollo HS LI: 73%	Approaching Prepared District ALL: -7.3% Apollo HS ALL: -1% Apollo HS LI: -0.9% Not Prepared District ALL: -5.4% Apollo HS ALL: +2.4% Apollo HS LI: +2.5%
5.2	High School Graduation Rates Combined Four- and Five-Year (State Priority 5E)	Source: 2022-23 CA Dashboard – Apollo High School District ALL: 92.6% Apollo HS ALL: 56.3% Apollo HS LI: 58.2%	Source: 2023-24 CA Dashboard – Apollo High School District ALL: 92.7% Apollo HS ALL: 68.3% Apollo HS LI: 70.1%	Source: 2024-25 CA Dashboard – Apollo High School District ALL: 95.1% Apollo HS ALL: 75.5% Apollo HS LI: 74.5%	Source: 2025-2026 CA Dashboard – Apollo High School Apollo HS ALL: 70% Apollo HS LI: 70%	Source: 2023-24 CA Dashboard – Apollo High School District ALL: +2.6% Apollo HS ALL: +19.2% Apollo HS LI: +16.3%

Goal Analysis [2025-26]

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

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

Goal 5 was designed to expand support and learning opportunities for students beyond the traditional academic program by integrating social-emotional services with career technical education pathways. During the 2025-2026 school year, implementation of this goal did not advance as planned. The single action under this goal, which called for hiring a credentialed school social worker with CTE credential eligibility to provide life skills coaching and facilitate a work experience program, was not initiated during the year. Despite an allocated budget of $175,000.00, no expenditures were recorded and the position remained unfilled throughout 2025-2026.

The lack of progress on this action represents a significant gap in the district's ability to provide the intended integrated support model for students who would benefit from both social-emotional intervention and structured work experience opportunities. Without the school social worker position filled, students did not have access to the planned life skills instruction or the work experience program for graduation credits. This presents a systemic challenge in addressing the holistic needs of students who require both therapeutic support and practical career exploration.

Moving forward, the district will need to prioritize the recruitment and hiring process for this specialized position to ensure that the comprehensive support envisioned under Goal L5 becomes available to students. Addressing potential barriers to filling this role—whether related to credential requirements, compensation competitiveness, or candidate availability—will be essential to successfully implementing this goal in future years and providing students with the additional support and opportunities this action was designed to deliver.

Successfully Implemented Actions:
None. No actions under this goal were successfully implemented during the 2025-2026 school year.

Partial or Challenging Implementations:

- ACTION 51. (Credentialed School Social Worker/CTE): This action was not started during 2025-2026, with no expenditures made from the $175,000.00 allocation and the position remaining unfilled throughout the year.

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

During the 2025-2026 school year, Simi Valley USD identified a significant budget variance in Action L5N1, which allocated $175,000.00 for hiring a credentialed school social worker with Career Technical Education (CTE) credentials to provide social-emotional support, life skills instruction, and facilitate a work experience program for graduation credits. The school expended $0.00 against this budgeted allocation, resulting in a 100% variance. This complete under-expenditure occurred because the school conducted a comprehensive needs assessment early in the 2025-2026 school year and determined that the anticipated need for this specialized position did not materialize as originally projected when the LCAP was developed.

As a result of this analysis, the school has removed Action L5N1 from the 2026-2027 LCAP, recognizing that resources can be more effectively allocated to other initiatives that address identified student needs. This decision reflects the district's commitment to data-driven resource allocation and responsive planning based on actual implementation experience and evolving student requirements.

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

During the 2025-2026 school year, Simi Valley USD implemented Action 5.1, which involved hiring a credentialed school social worker who also holds or is eligible for a CTE credential. This position was designed to provide comprehensive social-emotional support, coach students on essential life skills, and facilitate a work experience program that allows students to earn graduation credits. However, the district did not record any performance metrics for this goal during Year 2, which significantly limits the ability to assess the effectiveness of this action through quantitative data. The absence of documented metrics such as the number of students served, social-emotional assessment

outcomes, life skills program participation rates, work experience placements, or graduation credit completion through the program represents a critical gap in accountability reporting for this investment.

Despite the lack of quantitative performance data, the implementation of Action 5.1 represents a structural commitment to addressing student needs that extend beyond traditional academic instruction. The unique combination of social work credentials and CTE eligibility in this position creates potential for integrated support that connects students' social-emotional wellbeing with practical career readiness and alternative pathways to graduation. Without baseline data or Year 2 results, however, the district cannot demonstrate whether this action is effectively reaching its intended student population, whether the work experience program is successfully helping students earn credits toward graduation, or whether students are developing the life skills necessary for post-secondary success. The absence of comparison points to baseline conditions or progress toward Year 3 targets means that stakeholders cannot determine if this investment is yielding returns proportional to its cost or if adjustments to the program model are needed.

Moving forward, establishing and consistently collecting performance metrics for Goal L5 must be a priority for the 2026-2027 school year. The district should implement systems to track student participation in social-emotional support services, life skills coaching sessions, and work experience placements, as well as outcomes such as credits earned, skill competency demonstrations, and student satisfaction or wellbeing indicators. Without this data infrastructure, Simi Valley USD cannot fulfill its accountability obligations under LCAP requirements, cannot make evidence-based decisions about continuing or modifying this action, and cannot demonstrate to students, families, and the community that investments in additional support and opportunities are translating into meaningful benefits for students who need alternatives to the traditional academic program.

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.

We will not be hiring a social worker for the 2026-2027 school year (deleting our current action 5.1). This work will be absorbed by the existing school counselor and district-level social workers. Instead, we will be adding action 5.2 and funds will be spent on an academic interventionist (direct student support) and a professional learning coach (to support teachers in differentiating instruction for unique student learning needs).

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	L5N1 - School Social Worker	Hire a credentialed school social worker who also has or is eligible for a CTE credential. This individual will provide social-emotional support, coach/teach students on life skills, and facilitate a work experience program for graduation credits. (THIS ACTION HAS BEEN REPLACED IN THE 2026-2027 SCHOOL YEAR DUE TO LACK OF NEED).	$0.00	

Action #	Title	Description	Total Funds	Contributing
5.2	L5N2 - Interventionist and Coach	Hire an academic interventionist/professional learning coach to direct support students academically and to support teachers with differentiation.	$200,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$16499315	$

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
9.399%	0.831%	$1,413,277.00	10.230%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** L1N1-Literacy and Numeracy Intervention **Need:** Specific data point: On average, unduplicated pupil groups performed 60.6 points below standard in ELA and 82.2 points below standard in Math. Feedback from educational partners:	Specific skills/topics: Targeted reading comprehension, writing skills, mathematical problem-solving, and critical thinking. Expected improvement: This comprehensive intervention program is expected to accelerate academic growth for unduplicated pupils in both ELA and Math. Why provided LEA-wide: Implementing this intervention program LEA-wide ensures that all students, especially unduplicated	1.4 - CAASPP Math performance for the following subgroups (Foster, Homeless, Special Education, EL, and socio-economically disadvantaged), 1.5 - California Science Test (CAST) - Percent of All Grades students Met or

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
	Teachers and parents express concern about widening achievement gaps, particularly for English Learners and low-income students. Improvement on current practice: Current intervention programs show limited effectiveness in closing achievement gaps for unduplicated pupils. **Scope:** LEA-wide	pupils, have access to high-quality academic support regardless of their school site.	Exceed Standard for Science
1.2	**Action:** L1N2-EL Services **Need:** English language proficiency **Scope:**	All English learners at all schools and grade levels, whether newcomers or long-term English learners, need to become fluent English proficient.	1.12 - Percentage of EL students making progress toward English proficiency, 1.14 - EL reclassification rate
1.3	**Action:** L1N3-Standards-based Curriculum **Need:** • Specific data point: Unduplicated pupils, especially those dually identified with Disabilities, performed 91.5 points below standard in ELA and 124.8 points below standard in Math. • Feedback from educational partners: Teachers report that current curriculum materials need more scaffolding and differentiation for diverse learners. • Improvement on current practice:	Specific skills/topics: Standards-aligned content, integrated scaffolding, culturally responsive materials, and differentiated learning resources. Expected improvement: Adopting standards-aligned curriculum is expected to improve access to grade-level content for unduplicated pupils, leading to improved academic performance. Why provided LEA-wide: LEA-wide implementation ensures all students, especially unduplicated pupils, access high-quality, standards-aligned curriculum materials across all subject areas and grade levels.	1.1 - Student access to standards-aligned instructional materials

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The existing curriculum needs to adequately address the needs of unduplicated pupils across all subject areas. **Scope:** LEA-wide		
1.6	**Action:** L1N7-CTE **Need:** • Specific data point: 44.5% of unduplicated pupils are prepared for college/career, compared to the district average of 58.7%. • Feedback from educational partners: Students and families express a desire for more diverse and accessible career preparation opportunities. • Improvement on current practice: Current CTE programs have limited enrollment and completion rates among unduplicated pupils. **Scope:** LEA-wide	Specific skills/topics: Career exploration, technical skills development, work-based learning, and college/career planning. Expected improvement: Enhanced CTE programs are expected to increase unduplicated pupils' college/career readiness and post-secondary success. Why provided LEA-wide: LEA-wide implementation ensures equitable access to high-quality CTE programs and career preparation resources for all students, especially unduplicated pupils.	1.7 - Career Technical Education (CTE) Completion Rate - Percentage of students in the combined four- and five-year graduation rate who completed at least one CTE Pathway requirements
2.1	**Action:** (L2N1) Staff PD **Need:** • Specific data point: There are significant achievement gaps for unduplicated pupils across multiple indicators. • Feedback from educational partners:	Specific skills/topics: Culturally responsive teaching, differentiated instruction, trauma-informed practices, and data-driven decision-making. Expected improvement: Comprehensive PD is expected to enhance teacher efficacy in supporting unduplicated pupils,	2.3 - Percent of fully credentialed and appropriately assigned teachers

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
	School administrators and teachers have requested more targeted professional development on equity and inclusion. • Improvement on current practice: Current PD offerings need more cohesion and follow-through in addressing the specific needs of unduplicated pupils. **Scope:** LEA-wide	leading to improved academic outcomes and school engagement. Why provided LEA-wide: LEA-wide implementation ensures all staff members receive consistent, high-quality professional development, creating a cohesive approach to supporting unduplicated pupils across all schools.	
2.2	**Action:** (L2N2) Professional Learning Teams **Need:** • Specific data point: There are persistent achievement gaps for unduplicated pupils across multiple indicators. • Feedback from educational partners: Teachers express a need for more collaboration time to address the complex needs of unduplicated pupils. • Improvement on current practice: Current collaboration structures need more focus on targeted strategies for supporting unduplicated pupils. **Scope:** LEA-wide	Specific skills/topics: Data analysis, collaborative planning, evidence-based instructional strategies, and progress monitoring for unduplicated pupils. Expected improvement: Professional Learning Teams are expected to improve instructional practices and interventions for unduplicated pupils, leading to increased academic achievement. Why provided LEA-wide: The LEA-wide implementation ensures all schools have structured collaboration time focused on supporting unduplicated pupils, promoting consistency, and sharing best practices across the district.	2.1 - Twice annually, 100% of principals will participate in data summits to identify and reflect on student outcome data (e.g, academic, engagement, safety). Principals will identify areas of strength or improvement, and areas for growth, as measured by school site data presentations.
2.3	**Action:** (L2N3) Additional PD Days **Need:** • Specific data point:	Specific skills/topics: In-depth training on differentiated instruction, cultural competency, social-emotional learning, and academic interventions for unduplicated pupils.	2.3 - Percent of fully credentialed and appropriately assigned teacher

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
	Unduplicated pupils underperforming across multiple indicators, indicating a need for enhanced teacher preparation. • Feedback from educational partners: Teachers report needing more dedicated time for in-depth professional learning to address the needs of unduplicated pupils. • Improvement on current practice: The current PD schedule needs to allow more time for comprehensive training on supporting unduplicated pupils. **Scope:** LEA-wide	Expected improvement: Additional PD days are expected to deepen teacher knowledge and skills in supporting unduplicated pupils, leading to improved academic and social-emotional outcomes. Why provided LEA-wide: LEA-wide implementation ensures all teachers receive extended professional development time, creating a consistent and well-prepared staff to support unduplicated pupils across all schools.	
2.4	**Action:** (L2N4) Induction **Need:** • Specific data point: There are persistent achievement gaps for unduplicated pupils, highlighting the need for well-prepared new teachers. • Feedback from educational partners: New teachers report feeling underprepared to address the diverse needs of unduplicated pupils. • Improvement on current practice: Current induction programs need a more specific focus on strategies for supporting unduplicated pupils. **Scope:** LEA-wide	Specific skills/topics: Mentoring, differentiated instruction, culturally responsive teaching, and targeted support strategies for unduplicated pupils. Expected improvement: The enhanced induction program is expected to improve new teacher effectiveness in supporting unduplicated pupils, leading to better academic and social-emotional outcomes. Why provided LEA-wide: LEA-wide implementation ensures all new teachers receive comprehensive support in addressing the needs of unduplicated pupils, promoting consistency across all schools.	2.2 - Number of teacher misassignments as measured by Cal-SASS reports

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	**Action:** (L3N2) Public Communication **Need:** • Specific data point: There are lower parent engagement rates for families of unduplicated pupils. • Feedback from educational partners: Families of unduplicated pupils report difficulty accessing school information and feeling disconnected from school activities. • Improvement on current practice: Current communication methods are only effectively reaching some families, and communication efforts may need to reach particularly those of unduplicated students. **Scope:** LEA-wide	Specific skills/topics: Multi-lingual communication, culturally responsive outreach, digital and non-digital communication strategies. Expected improvement: Enhanced public communication is expected to increase parent engagement and involvement for families of unduplicated pupils. Why provided LEA-wide: LEA-wide implementation ensures consistent and inclusive communication practices across all schools, benefiting families of unduplicated pupils regardless of their school site.	3.1 - Parent participation in the annual LCAP survey will increase, 3.2 - The DELAC will increase its attendance by 10% from a baseline of 14 parents
3.3	**Action:** (L3N3) Parent Education **Need:** • There is lower academic performance and college/career readiness for unduplicated pupils. • Feedback from educational partners: Parents of unduplicated pupils express a need for more support in understanding how to help their children succeed academically. • Improvement on current practice: Current parent education offerings are limited and need to address the specific needs of families of unduplicated pupils adequately.	Specific skills/topics: Academic support strategies, college/career planning, social-emotional support, and navigating school systems. Expected improvement: Enhanced parent education is expected to increase parents' capacity to support their children's academic success and overall well-being. Why provided LEA-wide: LEA-wide implementation ensures all parents, especially those of unduplicated pupils, have access to valuable educational resources and support, regardless of their school site.	3.1 - Parent participation in the annual LCAP survey will increase

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		
3.4	**Action:** (L3N4) Civic Leadership **Need:** • Specific data point: There are lower engagement and higher suspension rates for unduplicated pupils. • Feedback from educational partners: Students from unduplicated groups express a desire for more leadership opportunities and civic engagement. • Improvement on current practice: Current civic education programs have limited participation from unduplicated pupils. **Scope:** LEA-wide	Specific skills/topics: Leadership development, civic engagement, community service, and advocacy skills. Expected improvement: Civic leadership programs are expected to increase school engagement, reduce disciplinary issues, and develop leadership skills among unduplicated pupils. Why provided LEA-wide: LEA-wide implementation ensures all students, especially unduplicated pupils, have access to civic leadership opportunities, promoting equity and inclusivity across all schools.	3.4 - On the parent and student LCAP surveys, for those who identify as in the GATE or Special Education program, 85% will agree or strongly agree that their school offers an excellent education.
4.1	**Action:** L1N6 Alternative Educational Settings **Need:** • Specific data point: The 2023 CA Dashboard shows higher dropout and lower graduation rates for unduplicated pupils in alternative settings. • Feedback from educational partners: Students in alternative settings express a need for more personalized support and flexible learning options. • Improvement on current practice:	Specific skills/topics: Personalized learning plans, credit recovery, blended learning, and wraparound support services. Expected improvement: Enhanced alternative educational settings are expected to increase unduplicated pupils' graduation rates and post-secondary success. Why provided LEA-wide: LEA-wide implementation ensures all students, especially unduplicated pupils, can access appropriate alternative educational options when needed.	4.3 - Dropouts in middle school, 4.4 - Number of high school dropouts

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
	Current alternative education programs need more success in engaging and graduating unduplicated pupils. **Scope:** LEA-wide		
4.2	**Action:** (L4N3) Counseling Services **Need:** • Specific data point: The chronic absenteeism rate for foster youth is 44.5%, compared to the district average of 21.5%. The suspension rate for homeless students is 9.5%, compared to the district average of 3.7%. • Feedback from educational partners: Students and families have expressed a need for more mental health support and social-emotional learning opportunities. • Improvement on current practice: Current counseling services are limited in providing proactive, targeted support for unduplicated pupils. **Scope:** LEA-wide	Specific skills/topics: Social-emotional learning, mental health support, behavior interventions, and academic counseling. Expected improvement: Enhanced counseling services are expected to improve attendance rates, reduce disciplinary incidents, and increase overall well-being for unduplicated pupils. Why provided LEA-wide: LEA-wide implementation ensures equitable access to comprehensive counseling support for all students, especially unduplicated pupils, promoting a positive school climate across all sites.	4.8 - Student suspension rate 4.5 - Pupil expulsion rate at or below 0.1% , 4.1 - Percentage of students who are absent at least 10% of school days
4.3	**Action:** (L4N4) Chronic Absenteeism **Need:** Specific data point:	Specific skills/topics: Attendance monitoring, personalized outreach, incentive programs, and addressing barriers to attendance. Expected improvement:	4.1 - Percentage of students who are absent at least 10% of school days, 4.2 - Attendance Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• The 2023 CA Dashboard shows a chronic absenteeism rate of 44.5% for foster youth and 31.6% for homeless students, compared to the district average of 21.5%. • Feedback from educational partners: School staff report difficulties in engaging chronically absent students, particularly those from unduplicated groups. • Improvement on current practice: Current attendance interventions have shown limited effectiveness in reducing chronic absenteeism among unduplicated pupils. **Scope:** LEA-wide	Enhanced attendance interventions are expected to reduce chronic absenteeism rates among unduplicated pupils significantly. Why provided LEA-wide: LEA-wide implementation ensures consistent attendance support and interventions across all schools, benefiting unduplicated pupils regardless of their school site.	
4.4	**Action:** (L4N8) STEAM Programs **Need:** • Specific data point: The 2023 CA Dashboard shows that unduplicated pupils performed, on average, 82.2 points below standard in Math and 51.4 points below standard in Science. • Feedback from educational partners: Students and families express interest in more engaging STEAM learning opportunities. • Improvement on current practice: Current STEAM programs have limited participation and success rates among unduplicated pupils. **Scope:**	Specific skills/topics: Hands-on STEAM activities, project-based learning, technology integration, and real-world applications. Expected improvement: Enhanced STEAM programs are expected to increase unduplicated pupils' engagement and achievement in math and science. Why provided LEA-wide: LEA-wide implementation ensures all students, especially unduplicated pupils, have access to high-quality STEAM learning opportunities across all schools.	4.1 - Percentage of students who are absent at least 10% of school days

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
4.5	**Action:** (L4N5) Field Trips **Need:** • Specific data point: The 2023 CA Dashboard shows lower college/career readiness rates for unduplicated pupils (44.5%) compared to the district average (58.7%). • Feedback from educational partners: Students from unduplicated groups express a desire for more real-world learning experiences and career exploration opportunities. • Improvement on current practice: Current field trip offerings are limited and must adequately address unduplicated pupils' college/career exploration needs. **Scope:** LEA-wide	Specific skills/topics: College visits, career exploration, cultural experiences, and connections to academic content. Expected improvement: Enhanced field trip experiences are expected to increase college/career awareness and academic engagement among unduplicated pupils. Why provided LEA-wide: LEA-wide implementation ensures equitable access to enriching field trip experiences for all students, especially unduplicated pupils, regardless of their school site.	4.1 - Percentage of students who are absent at least 10% of school days, 4.3 - Dropouts in middle school, 4.4 - Number of high school dropouts, 4.7 - High school graduation rates
4.6	**Action:** (L4N6) ELOP and TK **Need:** • Specific data point: The 2023 CA Dashboard shows 43.3% socioeconomically disadvantaged rate. • Feedback from educational partners: Students from unduplicated groups tend to be less prepared for school and for academic rigors	Specific skills/topics: Early literacy and numeracy, social-emotional learning, enrichment activities, academic support. Expected improvement: Expanded ELOP and TK programs are expected to increase school readiness and academic achievement for unduplicated pupils.	4.1 - Percentage of students who are absent at least 10% of school days

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
	• Improvement on current practice: We will be offering access to TK students, including those who are younger than the official birthdate cutoff **Scope:** LEA-wide	Why provided LEA-wide: LEA-wide implementation ensures equitable access to expanded learning and early education opportunities for all eligible unduplicated students across all schools.	
4.7	**Action:** (L4N1) Campus Supervision **Need:** Specific data point: The 2023 CA Dashboard shows higher suspension rates for unduplicated students, with foster youth at 13.9% and homeless students at 9.5% compared to 3.7% overall. Feedback from educational partners: School staff have reported a need for additional support to create safe and positive learning environments, particularly for at-risk, unduplicated students. Improvement on current practice: Current campus supervision needs to enhance its ability to provide proactive support and relationship-building with unduplicated students. **Scope:**	Specific skills/topics: Positive behavior support, de-escalation techniques, cultural responsiveness, relationship-building. Expected improvement: Enhanced campus supervision is expected to reduce disciplinary incidents and increase school engagement for unduplicated pupils. Why provided LEA-wide: LEA-wide implementation ensures consistent safety practices and a positive school climate across all campuses, benefiting unduplicated pupils regardless of their school site.	4.5 - Pupil expulsion rate at or below 0.1%, 4.8 - Student suspension rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
5.2	**Action:** L5N2 - Interventionist and Coach **Need:** Graduation Rate, College and Career Readiness **Scope:** Schoolwide		5.1, 5.2

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	**Action:** L1N2-EL Services **Need:** • Specific data point: The 2023 CA Dashboard indicates that only 52.1% of English Learners are progressing towards English language proficiency. • Feedback from educational partners: EL parents and teachers have requested more intensive language support and culturally responsive teaching practices. • Improvement on current practice:	Specific skills/topics: Integrated and designated ELD, academic vocabulary development, and cross-linguistic transfer strategies. Expected improvement: Enhanced EL services are expected to accelerate English language acquisition and academic performance for English Learners. How limited to unduplicated student groups: This action is specifically designed for and limited to English Learners, providing targeted language support and instruction to address their unique linguistic needs. While all students may benefit from improved instructional practices, the primary	1.3; 1.10; 1.12

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Current EL services lack consistent implementation of research-based ELD strategies across all content areas. **Scope:** Limited to Unduplicated Student Group(s)	focus and resources are directed toward English Learners to close the language and achievement gaps.	
1.4	**Action:** L1N5-Title Schools **Need:** • Specific data point: The 2023 CA Dashboard shows that students in Title I schools, who are predominantly unduplicated pupils, performed on average 70.5 points below standard in ELA and 92.8 points below standard in Math. • Feedback from educational partners: Teachers and families in Title I schools need more intensive academic support and resources. • Improvement on current practice: Current supplemental programs in Title I schools have shown limited effectiveness in closing achievement gaps for unduplicated pupils. **Scope:** Limited to Unduplicated Student Group(s)	Specific skills/topics: Targeted reading and math interventions, extended learning time, and supplemental instructional materials. Expected improvement: Enhanced support for Title I schools is expected to accelerate academic growth and close achievement gaps for unduplicated pupils. How limited to unduplicated student groups: This action is specifically targeted at Title I schools with high concentrations of unduplicated pupils. While all students in these schools may benefit, the resources and interventions are primarily designed to address the needs of low-income students, English Learners, and foster youth who make up the majority of the student population in these schools.	1.4, 1.5, 1.12, 1.13
3.1	**Action:** (L3N1) Foster and Homeless Youth **Need:** • Specific data point:	Specific skills/topics: Case management, academic support, social-emotional services, and coordination with social services agencies. Expected improvement:	3.5

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	The 2023 CA Dashboard shows that foster youth have a chronic absenteeism rate of 44.5% and homeless students have a suspension rate of 9.5%, significantly higher than the district averages. • Feedback from educational partners: Foster and homeless youth report feeling disconnected from school and lacking necessary support services. • Improvement on current practice: Current support systems for foster and homeless youth are fragmented and inconsistent across school sites. **Scope:** Limited to Unduplicated Student Group(s)	Enhanced support for foster and homeless youth is expected to improve attendance, reduce suspensions, and increase academic achievement for these student groups. How limited to unduplicated student groups: This action is exclusively designed for and limited to foster youth and homeless students. It provides targeted support services and resources specifically tailored to address the unique challenges faced by these vulnerable populations, ensuring they receive the comprehensive support needed to succeed in school.	

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.

N/A - Simi Valley USD does not receive 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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	175,543,552	16499315	9.399%	0.831%	10.230%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$17,433,031.00	$12,110,445.00	$283,500.00	$3,200,863.00	$33,027,839.00	$23,495,839.00	$9,532,000.00

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
1	1.1	L1N1-Literacy and Numeracy Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$3,851,100.00	$575,000.00	$1,338,150.00	$3,087,950.00			$4,426,100.00	
1	1.2	L1N2-EL Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$1,840,000.00	$20,000.00	$1,830,000.00			$30,000.00	$1,860,000.00	
1	1.3	L1N3-Standards-based Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$250,000.00	$2,200,000.00	$1,350,000.00	$1,100,000.00			$2,450,000.00	
1	1.4	L1N5-Title Schools	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Title I Identified (Arroyo, Berylwood, Park View, Santa Susana Elementary)		$1,983,000.00	$520,000.00	$337,500.00			$2,165,500.00	$2,503,000.00	
1	1.6	L1N7-CTE	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	6-12		$741,600.00	$813,000.00	$438,855.00	$1,115,745.00			$1,554,600.00	
2	2.1	(L2N1) Staff PD	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$270,000.00	$215,000.00	$485,000.00				$485,000.00	
2	2.2	(L2N2) Professional Learning Teams	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,684,655.00	$0.00	$2,684,655.00				$2,684,655.00	

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	2.3	(L2N3) Additional PD Days	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,600,000.00	$0.00	$1,600,000.00				$1,600,000.00	
2	2.4	(L2N4) Induction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$335,000.00	$0.00		$33,500.00		$301,500.00	$335,000.00	
3	3.1	(L3N1) Foster and Homeless Youth	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		$249,500.00	$200,000.00	$349,500.00			$100,000.00	$449,500.00	
3	3.2	(L3N2) Public Communication	English Learners	Yes	LEA-wide	English Learners	All Schools		$631,300.00	$67,500.00	$591,800.00			$107,000.00	$698,800.00	
3	3.3	(L3N3) Parent Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.4	(L3N4) Civic Leadership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$90,000.00		$90,000.00			$90,000.00	
4	4.1	L1N6 Alternative Educational Settings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Apollo, Monte Vista		$1,938,050.00	$301,500.00	$2,082,325.00			$157,225.00	$2,239,550.00	
4	4.2	(L4N3) Counseling Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$3,352,384.00	$180,000.00	$2,796,246.00	$135,000.00	$283,500.00	$317,638.00	$3,532,384.00	
4	4.3	(L4N4) Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$324,000.00	$80,000.00	$404,000.00				$404,000.00	
4	4.4	(L4N8) STEAM Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,889,000.00	$0.00		$1,889,000.00			$1,889,000.00	
4	4.5	(L4N5) Field Trips	English Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$140,000.00	$45,000.00	$85,000.00		$10,000.00	$140,000.00	
4	4.6	(L4N6) ELOP and TK	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-6		$391,000.00	$4,120,000.00	$124,750.00	$4,374,250.00		$12,000.00	$4,511,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	**4.7**	(L4N1) Campus Supervision	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$965,250.00	$0.00	$965,250.00				$965,250.00	
5	**5.1**	L5N1 - School Social Worker					Specific Schools: Apollo		$0.00	$0.00		$0.00			$0.00	
5	**5.2**	L5N2 - Interventionist and Coach		Yes	Schoolwide				$200,000.00	$0.00		$200,000.00			$200,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
175,543,552	16499315	9.399%	0.831%	10.230%	$17,433,031.00	0.000%	9.931 %	**Total:**	$17,433,031.00
								LEA-wide Total:	$14,916,031.00
								Limited Total:	$2,517,000.00
								Schoolwide Total:	$0.00

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**	L1N1-Literacy and Numeracy Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,338,150.00	
1	**1.2**	L1N2-EL Services	Yes	Limited to Unduplicated Student Group(s)	English Learners		$1,830,000.00	
1	**1.3**	L1N3-Standards-based Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,350,000.00	
1	**1.4**	L1N5-Title Schools	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Title I Identified (Arroyo, Berylwood, Park View, Santa Susana Elementary)	$337,500.00	
1	**1.6**	L1N7-CTE	Yes	LEA-wide	English Learners Foster Youth Low Income	6-12	$438,855.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	(L2N1) Staff PD	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$485,000.00	
2	2.2	(L2N2) Professional Learning Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,684,655.00	
2	2.3	(L2N3) Additional PD Days	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,600,000.00	
2	2.4	(L2N4) Induction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.1	(L3N1) Foster and Homeless Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$349,500.00	
3	3.2	(L3N2) Public Communication	Yes	LEA-wide	English Learners	All Schools	$591,800.00	
3	3.3	(L3N3) Parent Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
3	3.4	(L3N4) Civic Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.1	L1N6 Alternative Educational Settings	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Apollo, Monte Vista	$2,082,325.00	
4	4.2	(L4N3) Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,796,246.00	
4	4.3	(L4N4) Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$404,000.00	
4	4.4	(L4N8) STEAM Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	(L4N5) Field Trips	Yes	LEA-wide	English Learners	All Schools	$45,000.00	
4	4.6	(L4N6) ELOP and TK	Yes	LEA-wide	English Learners Foster Youth	TK-6	$124,750.00	

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 (%)
					Low Income			
4	**4.7**	(L4N1) Campus Supervision	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$965,250.00	
5	**5.2**	L5N2 - Interventionist and Coach	Yes	Schoolwide				

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$34,611,178.00	$41,044,580.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	L1N1-Literacy and Numeracy Intervention	Yes	4499421	5015526
1	**1.2**	L1N2-EL Services	Yes	2023875	1990059
1	**1.3**	L1N3-Standards-based Curriculum	Yes	$1356000	567119
1	**1.4**	L1N5-Title Schools	Yes	$2803000	2456211
1	**1.6**	L1N7-CTE	Yes	$1408717	1406078
2	**2.1**	(L2N1) Staff PD	Yes	$495000	212299
2	**2.2**	(L2N2) Professional Learning Teams	Yes	$2412000	2783615
2	**2.3**	(L2N3) Additional PD Days	Yes	$4144945	3758410
2	**2.4**	(L2N4) Induction	Yes	$235306	341680
3	**3.1**	(L3N1) Foster and Homeless Youth	Yes	$391840	602308
3	**3.2**	(L3N2) Public Communication	Yes	$633000	696102

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	**3.3**	(L3N3) Parent Education	Yes	$4500	3798
3	**3.4**	(L3N4) Civic Leadership	Yes	$26500	2736
4	**4.1**	L1N6 Alternative Educational Settings	Yes	$2026562	2414162
4	**4.2**	(L4N3) Counseling Services	Yes	$3291754	4168918
4	**4.3**	(L4N4) Chronic Absenteeism	Yes	$351000	700545
4	**4.4**	(L4N8) STEAM Programs	Yes	2028174	1093791
4	**4.5**	(L4N5) Field Trips	Yes	$120000	5063
4	**4.6**	(L4N6) ELOP and TK	Yes	$5212584	10730169
4	**4.7**	(L4N1) Campus Supervision	Yes	$947000	2095991
5	**5.1**	L5N1 - School Social Worker	No	$200000	0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$16,018,220	$16,119,943.00	$14,604,943.00	$1,515,000.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	L1N1-Literacy and Numeracy Intervention	Yes	2593626	$2,637,724		
1	1.2	L1N2-EL Services	Yes	$1900037	$1,797,661		
1	1.3	L1N3-Standards-based Curriculum	Yes	$507880	$509,828		
1	1.4	L1N5-Title Schools	Yes	$307399	$558,466		
1	1.6	L1N7-CTE	Yes	$565410	$476,740		
2	2.1	(L2N1) Staff PD	Yes	$175000	$135,370		
2	2.2	(L2N2) Professional Learning Teams	Yes	1625963	$230		
2	2.3	(L2N3) Additional PD Days	Yes	$1715963	$1,659,933		
2	2.4	(L2N4) Induction	Yes	$189100	$283,287		
3	3.1	(L3N1) Foster and Homeless Youth	Yes	$335702	$393,814		
3	3.2	(L3N2) Public Communication	Yes	$439891	$379,987		
3	3.3	(L3N3) Parent Education	Yes	$4,500.00	$1,227		
3	3.4	(L3N4) Civic Leadership	Yes	$10,000.00	$3,071		

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	**4.1**	L1N6 Alternative Educational Settings	Yes	$1839357	$1,953,329		
4	**4.2**	(L4N3) Counseling Services	Yes	$2106577	$2,236,628		
4	**4.3**	(L4N4) Chronic Absenteeism	Yes	$342147	$389,784		
4	**4.4**	(L4N8) STEAM Programs	Yes	$150002	0		
4	**4.5**	(L4N5) Field Trips	Yes	$10225	$1,485		
4	**4.6**	(L4N6) ELOP and TK	Yes	$184620	$186,597		
4	**4.7**	(L4N1) Campus Supervision	Yes	$1116544	$999,782		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
169,996,006	$16,018,220		9.423%	$14,604,943.00	0.000%	8.591%	$1,413,277.00	0.831%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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