LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Simi Valley Unified School District
CDS Code: 56726030000000
School Year: 2024-25
LEA contact information:
Dr. Jerry Block
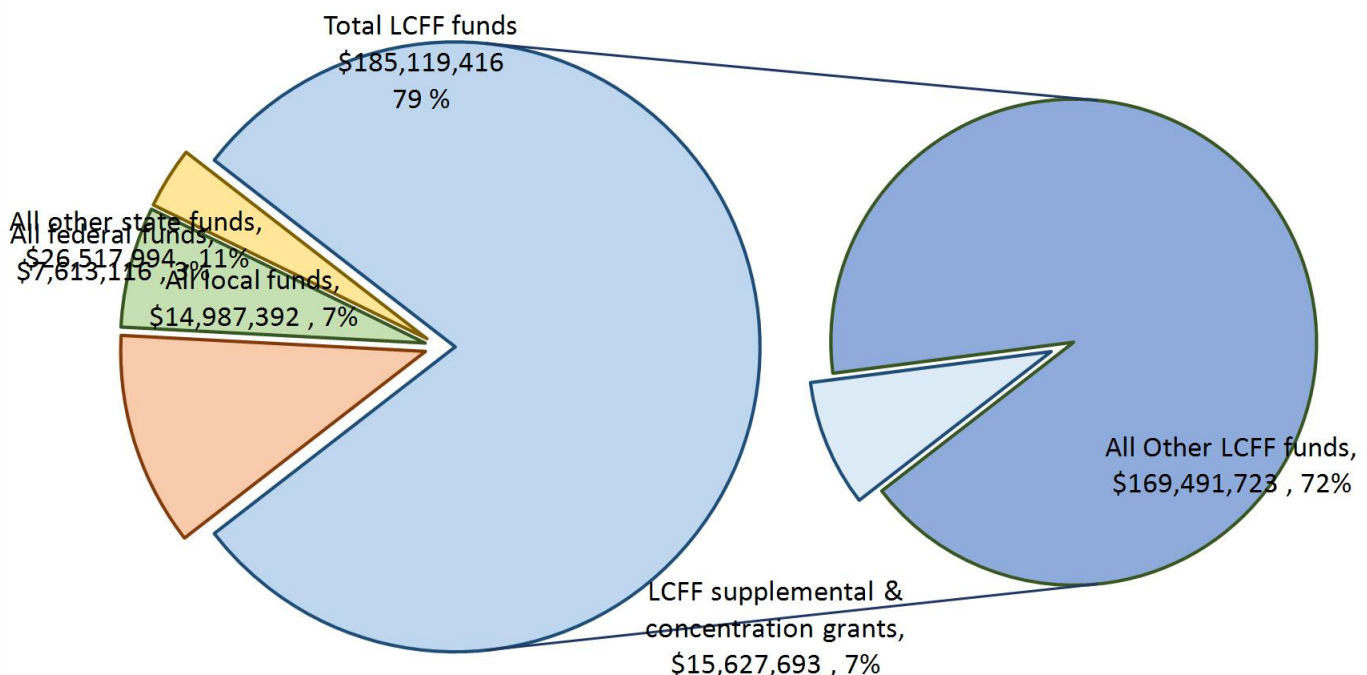Assistant Superintendent, Schools and Programs
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$185,119,416
79 %

All other state funds,
$26,517,994 , 11%

All federal funds,
$7,613,116 , 3%

All local funds,
$14,987,392 , 7%

All Other LCFF funds,
$169,491,723 , 72%

LCFF supplemental &
concentration grants,
$15,627,693 , 7%

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 $234,237,918, of which $185119416 is Local Control Funding Formula (LCFF), $26517994 is other state funds, $14987392 is local funds, and $7613116 is federal funds. Of the $185119416 in LCFF Funds, $15627693 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.

Budgeted Expenditures in the LCAP
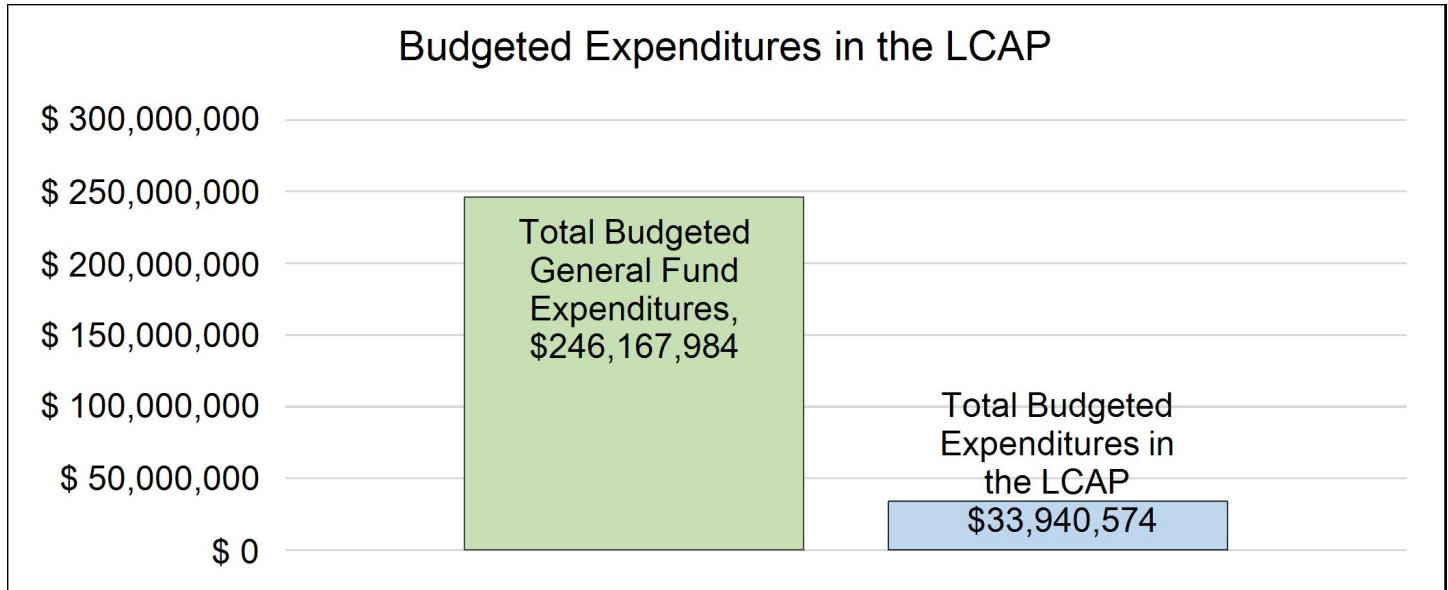
This chart provides a quick summary of how much Simi Valley Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Simi Valley Unified School District plans to spend $246167984 for the 2024-25 school year. Of that amount, $33,940,574.00 is tied to actions/services in the LCAP and $212,227,410 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
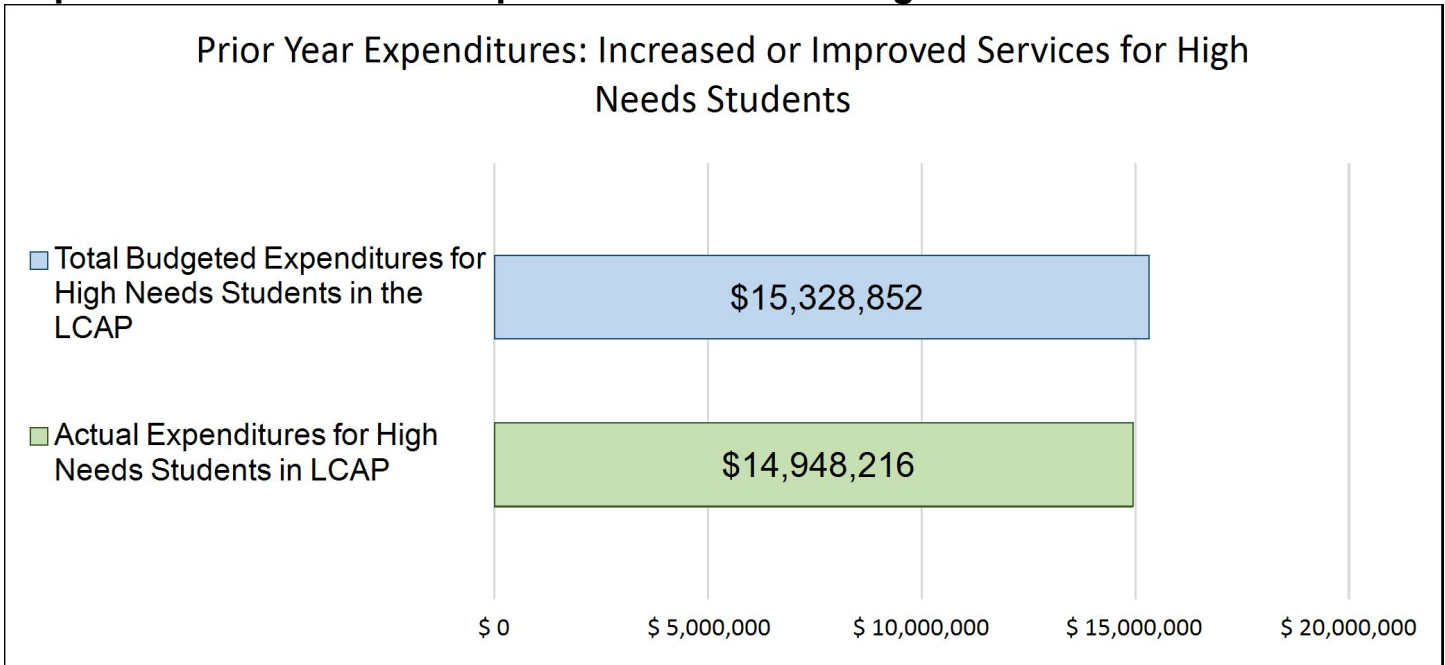
General fund expenditures not included in the LCAP consist of partial and primary funding of the action items listed (not additional for UPP - approximately 60%), non-LCAP specific staffing, instructional materials, and other operational expenses.

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

In 2024-25, Simi Valley Unified School District is projecting it will receive $15627693 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 $15888400 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $15,328,852

☐ Actual Expenditures for High Needs Students in LCAP — $14,948,216

$ 0 $ 5,000,000 $ 10,000,000 $ 15,000,000 $ 20,000,000

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 2023-24, Simi Valley Unified School District's LCAP budgeted $15,328,852.00 for planned actions to increase or improve services for high needs students. Simi Valley Unified School District actually spent $14,948,216 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $380,636 had the following impact on Simi Valley Unified School District's ability to increase or improve services for high needs students:

Some discrepancies in actuals versus planned are due to conservative budgeting (overestimating costs - especially due to inflation). Additionally, in many cases involving staffing, we were unable to fully staff certain positions (e.g., campus supervisors, paraeducators, etc.). Also, some action items were either re-allocated to other budget resources and were covered through donations and volunteerism (e.g., Special Olympics, Parent Volunteer support).

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Simi Valley Unified School District	Dr. Jerry Block Assistant Superintendent, Schools and Programs	jerry.block@simivalleyusd.org 805-306- 4500 ext. 4201

Goals and Actions

Goal

Goal #	Description
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. (This goal aligns with State priorities 1, 2, 4, and 7.) (Broad Goal)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students will meet ag requirements	46.5%	45.4%	587/1152 - 51% (CALPADS Report 1.22, 22-23)	N/A until year end	52.5%
% of students enrolled in an AP class taking the AP exam.	Baseline will be established 21/22 school year.	RHS- 831 tests/1093 seats in AP classes (76%) SSHS- 727 tests/991 seats in AP classes (73%) SVHS- 638 tests/1125 seats in AP classes (57%)	RHS - 778 tests/941 seats in AP classes (83%) SSHS - 638 tests/812 seats in AP classes (79%) SVHS - 597 tests/980 seats in AP classes (61%) (College Board and Aeries, 21-22 school year)	RHS - 872 tests/1,043 seats in AP classes (84%) SSHS - 644 tests/912 seats in AP classes (71%) SVHS - 601 tests/1,049 seats in AP classes (57%) (College Board and Aeries, 22-23 school year)	80%
% of students who take an AP exam who pass the exam.	72.3% of students who took an AP Exam passed at least one exam	72.3%	Pending release of AP data	In 2023, 855 of 1141 students (74.9%) passed at least one exam (College Board)	76%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students enrolled in an IB class who take the IB exam.	49% of students in an IB class took at least 1 IB Exam	49% of students in an IB class took at least 1 IB Exam	TBD (Aeries 22-23)	N/A until after IB exam administration	51%
Royal High School graduation indicator	92.3%	92.3%	93.4% (Aeries, 22-23)	N/A until year end	97%
Hispanic/Latino student graduation rate at Royal HS	Current: 82.3% - Increase by 2%	90.8%	90.3% (Aeries, 22-23)	N/A until year end	95%
Socioeconomically Disadvantaged student graduation rate at Royal HS	Current: 85.5% - Increase by 2%	89.5%	93.2% (Aeries, 22-23)	N/A until year end	94%
Students with Disabilities graduation rate at Royal HS	Current: 78.9% - Increase by 2%	79.5%	87.7% (Aeries, 22-23) - Goal Met	N/A until year end	83.5%
High School graduates deemed prepared for College and Career.	47.4%	This data is not available at the time of the LCAP revision.	Pending release of CA Dashboard	44.2% (CA 2023 Dashboard)	50%
Decrease the number of D and F grades in Algebra 1 at Royal High School, Simi Valley High School, and Santa Susana High School. (from Goal #3)	see Goal #3	see Goal #3	Royal HS Algebra 1 Computer Programming: D - N/A F - N/A Algebra 1: D - 17.9% F - 16.8% Simi Valley High School:	Royal HS Algebra 1 Computer Programming: N/A Algebra 1: D - 11.1%; F - 19.7%. Simi Valley High School: Algebra 1 Computer Programming:	Royal HS Algebra 1 Computer Programming: D - 1.35% F - 10.04%; Algebra 1: D - 11.16%; F - 15.13%. Simi Valley High School:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Algebra 1 Computer Programming: D - N/A F - N/A Algebra 1: D - 17.6% F - 16.1% (Aeries, 22-23, Fall semester)	N/A Algebra 1: D - 16.2% F - 17.8% (Aeries 23-24, Fall Semester)	Algebra 1 Computer Programming: D - 10.64% F - 19.73% Algebra 1: D - 9.61% F - 17.12%
Decrease the number of D and F grades in biology at Royal High School, Simi Valley High School, and Santa Susana High School.	see Goal #3	see Goal #3	Royal HS Biology: D - 17.7% F - 15.7% Simi Valley HS Biology: D- 11.1% F - 12.8% (Aeries, 6/8/23)	Royal HS Biology: D - 13.5% F - 28.5% Simi Valley HS Biology: D- 14.6% F - 16.1%	Royal HS Biology: D - 12.55% F - 11.33% Simi Valley HS Biology: D- 12.38% F - 13.92%
Improve high school graduation rates	see Goal #3	see Goal #3	Overall: 1151/1821 (%) SPED: 125/199 (%) EL: 52/92 (%) (CALPADS Report 1.4, 1.22; 22-23)	Overall: 1151/1821 (%) SPED: 125/199 (%) EL: 52/92 (%) (CALPADS Report 1.4, 1.22; 22-23)	Overall: 95% SPED: 82.47% EL: 66.98%
District benchmarks for ELA/ELD in grades K-12.	see Goal #3	see Goal #3	53% (22-23, Renaissance Star Report)	62.2% (23-24 Fall to Winter Growth; Renaissance Star Report)	Increase by 10% (to 65%) the number of students growing at

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					the 35th percentile or better.
District benchmarks in Math in grades K-12.	see Goal #3	see Goal #3	32% (22-23, Renaissance Star Report)	62.6% (23-24 Fall to Winter Growth; Renaissance Star Report)	Increase by 10% (to 68%) the number of students growing at the 35th percentile or better.
Improve performance on state assessments (CAASPP): Math - 11th grade EAP	see Goal #3	see Goal #3	31% (CERS, 22-23)	23% (CERS, 23-24)	49%
Improve performance on state assessment (CAASPP): ELA - 11th grade EAP	see Goal #3	see Goal #3	60% (Goal Met) (CERS, 22-23)	57% (CERS, 23-24)	60%
EL reclassification rate:	see Goal #3	see Goal #3	175/1959 EL students reclassified (9%/year) (Aeries, 22-23)	175/1959 EL students reclassified (9%/year) (Aeries, 22-23)	10%/year
English Learner Progress/ELPAC.	see Goal #3	see Goal #3	TBD (2022-2023 California Dashboard)	52.1% ELPAC progress (2023 Dashboard)	10% ELPAC progress
Foster Youth attendance	see Goal #3	see Goal #3	TBD (2022-2023, Aeries)	88.3% ADA (Aeries 23-24 ADA Summary Report through 1st semester) - goal met	increase baseline by 5%
Berylwood Elementary is performing two performance levels below the district average in the English Learner Progress	see Goal #3	see Goal #3	Pending release of 2022-2023 CA Dashboard	Performance level Green (Goal Met- 2023 Dashboard)	Performance level of Green or better

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
indicator (increase one performance level each year)					
Crestview Elementary is performing two performance levels below the district average in the English Learner Progress indicator (increase one performance level each year)	see Goal #3	see Goal #3	Pending release of 2022-2023 CA Dashboard	No performance level assigned; 42.9% made progress (2023 Dashboard)	Performance level of Green or better
Improve performance on state assessment (CAASPP): Science	see Goal #3	see Goal #3	Grade 5 - 37% Met/Exceeded Grade 8 - 26% Met/Exceeded Grade 11 - 36% Met/Exceeded (CERS, 22-23)	Grade 5 - 37% Met/Exceeded Grade 8 - 29% Met/Exceeded Grade 11 - 37% Met/Exceeded (CERS, 23-24)	Increase all grade levels by 10% over 2019 baseline below: 5th grade - 37% 8th grade - 37% 11th grade - 39%
Physical Fitness Testing Participation	In 2022-2023, 97% of students in grades 5, 7, and 9 participated in the CPFT. (Aeries, 2022-23)	Baseline in 22-23	Baseline in 22-23: 97% of students in grades 5, 7 and 9 participated in the CPFT. (Aeries)	N/A until year end	By June 2026, 98% of students in grades 5, 7, 9 will participate in 5 of 6 physical fitness tests as measured by recorded data in Aeries on the California Physical Fitness Test (CPFT).

Goal Analysis

The following actions were successfully carried-out:
1.10 Provide staffing at Monte Vista Independent Learning Academy to principally support unduplicated pupil populations to improve student performance and address students who are not meeting grade- level standards.
1.11 Maintain classified staffing positions at the district office to principally support unduplicated pupil populations to improve student performance and address students who are not meeting grade- level standards.
1.12 Provide Spanish for Native Speakers classes at high schools to principally support unduplicated pupil populations.
1.14 Provide one section for an Intervention Coordinator at all three middle schools, Royal HS, Simi Valley HS, and Santa Susana HS to principally support our UPP.
1.17 Maintain a Senior Accounting Tech to support early and expanded learning opportunities designed primarily for our unduplicated pupil populations
1.18 Madera Elementary will continue as a Connected Learning Program (CPL) with a focus on Civic Learning.
1.19 Provide staffing at Apollo Continuation High School to principally support unduplicated pupil populations.
1.20 Maintain high school counselors at Simi Valley High School, Royal High School, and Santa Susana High School to principally support unduplicated pupil populations.
1.2 Provide credit recovery opportunities principally directed toward unduplicated pupil populations. The credit recovery will occur at Monte Vista School and through the use of Cyber High at Apollo.
1.22 Maintain Gen Ed paraprofessionals for all UTK classes
1.27 Maintain certificated College and Career counselors to replace current classified College and Career Tech at SVHS, SSHS, and RHS to principally support UPP.
1.28 Develop and expand Civics Education to all grade levels. Continue to expand completion of the CA State Seal of Civic Engagement at all high schools to principally support UPP.
1.3 Provide 1.0 FTE of Intervention at all three middle schools and at the three comprehensive high schools to provide ELA and Math supports Tier 2 and 3 support principally directed toward unduplicated pupil populations.
1.4 Support foster and homeless youth at the site level by providing training to staff, paying stipends to site coordinators, and providing needed transportation. Title funds for shoe and socks drive.
1.5 Provide paraprofessionals to support EL students K-12.
1.6 Maintain paraprofessionals to support K/1 and 5/6 combination classrooms in where more than one grade level is assigned to a teacher principally directed toward unduplicated pupil populations.
1.7 Maintain JK/TK classes at select elementary schools based on enrollment to principally address the needs of unduplicated pupil populations.
1.8 Continue Naviance Software to assist secondary students in the areas of academic planning (course requirements for graduation, pathways and A-G), college preparation, career exploration and self-discovery. (30% Counselor Salary).
1.9 Maintain a preschool program to address readiness gaps and improve pre- academic progress of unduplicated student populations; maintain preschool funding, principally directed to support low income, foster youth, and/or English learner students.

The following actions posed some challenges in their execution:

1.1 Provide four sections of ELD support at all three middle schools for Tier 2 support principally directed toward unduplicated pupil populations. This includes providing instructional materials for these sections. Only one school used each of their 4 allotted sections. Other sites used only some of their assigned sections die to staffing challenges.
1.16 College visitations and other field trips for EL students and other unduplicated pupil populations. There were not as many field trips as we had planned.
1.21 Host and provide Special Olympics event to support principally our UPP. This program was fully implemented. However, it was funded through donations and volunteerism.

The following actions were not implemented:
1.13 Provide Learning Assessment Scales (LAS) to support Newcomer students who are also special education students. It was not implemented due to technology compatibility issues.
1.15 Partner with Moorpark College for dual enrollment opportunities for high school students and offer Moorpark College visits and the Rising Scholars Academy for Hillside and Sinaloa Middle School. This is specifically for our UPP. This program was not implemented.

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

Action 1.13 - Learning Assessment Scales - We budgeted $$2,000 to this action. However. this software was not implemented, and therefore no money expended, due to compatibility issues with technology infrastructure.
Action 1.15 - Dual Enrollment - No money was expended on this item, despite a budget of $1000. However, we have CCAP agreement with Moorpark College on offer numerous Dual Enrollment courses on our high school campuses, at no cost to the District.
Action 1.16 - Field Trips - We budgeted $5000 and only expended $905 (93% unspent). Some of this can be accounted for by donations for bus use.
Action 1.28 - Civic Education - We budgeted $4000 and expended over $8000 (105% increase). We developed Seals of Civic Engagement for elementary, middle, and high schools. Madera Elementary won an award from the State for Civic Education.
Action 1.1 - ELD Sections - We budgeted $458,000 and expended $175,000 (62% unspent). Only 8 of 12 sections are being offered across the three middle schools.
Action 1.2 - Credit Recovery - We budgeted $29,000 and expended $46,000 (58% increase). We are offering many credit recovery options at multiple sites.
Action 1.6 - Paraprofessionals - We budgeted $155,000 and expended $341,000 (120% increase). We had more combination classes than anticipated and higher salaries.
Action 1.21 - Special Olympics - No money was expended on this item, despite full implementation and a budget of $1,200. We received donations and other funding sources.

The goal of ensuring all students can and will learn, by expanding learning opportunities and providing necessary academic support, was fully implemented. This goal aims to prepare students for both college and career opportunities, aligning with state priorities 1, 2, 4, and 7. For this goal, all actions were implemented with fidelity.

SUCCESSES:

ELD Sections (Action 1.1):
Description: Provided four sections of ELD support at all three middle schools for Tier 2 support EL students, including instructional materials.
Supporting Metric: Improvement in EL reclassification rate from 9% to 10% per year, indicating better support for EL students.

Credit Recovery at Monte Vista (Action 1.2):
Description: Provided credit recovery opportunities for all students, including FY, EL, LI, and SWD, at Monte Vista School and through Cyber High at Apollo.
Supporting Metric: Overall improvement in high school graduation rates to 95%, indicating effective support in credit recovery programs.

Paraprofessionals for EL (Action 1.5):
Description: Provided paraprofessionals to support EL students K-12.
Supporting Metric: Improvement in EL reclassification rate and student performance, indicating successful support for EL students.

Paraprofessionals for Combo Classes (Action 1.6):
Description: Maintained paraprofessionals to support K/1 and 5/6 combination classrooms for all students, including FY, EL, LI, and SWD.
Supporting Metric: Positive feedback from teachers and improved student engagement in combo classes.

TK Classes (Action 1.7):
Description: Maintained JK/TK classes at select elementary schools based on enrollment, addressing the needs of all students, including FY, EL, LI, and SWD.
Supporting Metric: Expanded program to all four-year-olds, with increased enrollment and readiness levels.

Naviance Software (Action 1.8):
Description: Continued Naviance Software to assist secondary students in academic planning, college preparation, career exploration, and self-discovery.
Supporting Metric: Improved a-g completion rates to 52.5%, indicating better academic planning and college preparation.

CHALLENGES
Intervention at Secondary Schools (Action 1.3):
Description: Provided 1.0 FTE of intervention at all three middle schools and comprehensive high schools for ELA and Math supports, Tier 2 and 3.

Challenges: Different formats at middle and high school levels. High school saw greater math growth due to a full-time math intervention teacher. The high school implementation was also different than originally envisioned in this action item.
Supporting Metric: Reduction in D and F grades in Algebra 1 at high schools, with D grades decreasing to 11.16% and F grades to 15.13%.

Support Foster/Homeless Youth (Action 1.4):
Description: Supported foster and homeless youth with staff training, stipends for site coordinators, and needed transportation.
Challenges: Improved attendance but significant academic achievement gap remains.
Supporting Metric: Improved attendance rates among foster/homeless youth, though academic metrics still show room for improvement.

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

This goal will be maintained. However, the metrics and the action items have been updated to facilitate readability and overall clarity. Action items will be broader. For example, we will have once action item for all intervention/MTSS that covers both literacy and numeracy. We will have one action item to cover the needs of our EL students (from newcomers to LTELs). These broad actions will continue to allow ourselves to continue to be held accountable for student outcomes while allowing us to adapt methods and tools over the next three years. Metrics will also be revised so that they better represent our current actions and processes. The changes to the metrics will make them more meaningful to both the readers of this document and the educational practitioners.

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

Goals and Actions

Goal

Goal #	Description
2	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. (This goal aligns with State priorities 2, 7, and 8.) (Broad Goal)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Provide full day professional development for teachers each year.	Provide 3 full days of Professional Development per year.	Provided three full days of professional development for teachers.	Provided three full days of professional development for teachers. (22-23, District Calendar)	Provided three full days of professional development for teachers. (23-24, District Calendar)	Continue to provide 3 full days of professional development per year
PRIORITY 2: Teachers utilizing materials that are aligned to California State Standards (CSS) in core content classes	Teachers are utilizing materials that are aligned to California State Standards (CSS) in core content classes at the following levels: Math =100% ELA/ELD = 100% Social Science =100% Science = 80%	Teachers are utilizing materials that are aligned to California State Standards (CSS) in core content classes at the following levels: Math =100% ELA/ELD = 100% Social Science =100% Science = 100%	Teachers are utilizing materials that are aligned to California State Standards (CSS) in core content classes at the following levels (adopted textbook list, 22-23): Math =100% ELA/ELD = 100% Social Science =100% Science = 100%	Teachers are utilizing materials that are aligned to California State Standards (CSS) in core content classes at the following levels (adopted textbook list, 23-24): Math =100% ELA/ELD = 100% Social Science =100% Science = 100%	Teachers will be utilizing materials that are aligned to California State Standards (CSS) in core content classes at the following levels: Math =100% ELA/ELD = 100% Social Science =100% Science = 100%Math =100% ELA/ELD = 100% Social Science =100% Science = 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teachers who are new to SVUSD will receive Chromebook training	100%	100% of teachers who are new to SVUSD received Chromebook training	N/A - We no longer provide Chromebook training since we are 1:1 with Windows laptops.	N/A - We no longer provide Chromebook training since we are 1:1 with Windows laptops.	100% of teachers who are new to SVUSD will receive Chromebook training
Maintain fully credentialed teachers	100%	100% of certificated teachers were fully credentialed.	100% of certificated teachers were fully credentialed. (22-23, CALSASS)	100% of certificated teachers were fully credentialed. (23-24, CALSASS)	100% of certificated teachers will be fully credentialed.
PRIORITY 7: All students (including students with disabilities, EL, foster youth, and low income students have access to rigorous, grade level courses.	Met - All students have access to grade level courses.	Met - All students have access to grade level courses.	Met - All students have access to grade level courses; SVUSD is an open access district. (BP/AR 6143;22-23)	Met - All students have access to grade level courses; SVUSD is an open access district. (BP/AR 6143;22-23)	Maintain all students' access to rigorous, grade level courses.
By 2026, 100% of site professional learning teams will be working at least at a "Stage 5" level of collaboration as measured by having created common formative assessments aligned with essential standards, analyze data, and differentiate instruction by reviewing sample assessments, meeting	New Metric: To be collected in 2023-24 school year.	New Metric: To be collected in 2023-24 school year.	To be collected in 2023-24 school year.	20% reported being in Stage 5. (Source: 2023-24 staff PLT survey)	100% of PLTs at Stage 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
notes, and self-surveys.					

Goal Analysis

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

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

All actions in this goal were implemented, some fully and others only partially or in a modified manner.

Successes: These actions were fully implemented as described.
2.1 Hold three full days of PD for all teachers principally directed toward supporting teaching and learning for unduplicated pupil populations. August, September, and March.
2.2 Develop a Dual Immersion program at Arroyo Elementary. This includes professional development, full-time bilingual office staff, and the purchase of bilingual instructional materials.
2.21 Provide induction for candidates clearing their administrative credential to principally support unduplicated pupil populations.
2.22 Provide Induction services for new teacher candidates principally directed toward unduplicated pupil populations. Includes the salary of the Induction TOSA.
2.24 Maintain five full-time Teachers on Special Assignment (TOSA) to provide professional development for teachers to principally support unduplicated pupil populations.
2.25 Maintain position of Coordinator of Categorical Programs to principally support unduplicated pupil populations to learn and master California Academic Standards (CSS).
2.29 California Principals' Support Network (CAPS) training provided to all schools. Principals and teacher leaders will receive Professional Learning Community (PLC) training with the intent of developing PLCs at throughout the LEA principally directed toward unduplicated student populations. Training to include attending PLC Summits, attending full day professional development sessions, and on-site meetings.
2.31 Maintain ELD departments, with a department chair, at all secondary schools. Extra duty pay for the five department chairs.
2.32 Employ Literacy Coaches at all four Title 1 schools (one per school) to support students and teachers principally directed toward unduplicated pupil populations.
2.4 Continue to support International Baccalaureate (IB) and Advanced Placement (AP) program participation including teacher training toward principally supporting unduplicated pupil populations.
2.48 Provide optional professional development to staff (certificated and classified) on non-calendared work days to principally support our UPP..
2.49 Identify, purchase, and train on research based intervention supports and programs for elementary and secondary ELA and math principally directed toward unduplicated pupil populations. District provides supplemental intervention materials.

2.5 Santa Susana High School will maintain the AP Capstone program. Provide professional development for teachers and purchase course materials.
2.6 Offer all teachers and bilingual paraeducators with training on ELD strategies and standards. This includes attendance at relevant conferences.

Challenges: The following actions posed a challenge and may not have been implemented as fully intended.
2.3 Continue Equal Opportunity Schools (EOS) Initiative by partnering with EOS, training teachers, and providing student support principally toward unduplicated pupil populations. Partially Implemented EOS surveys were administered at Royal and Simi Valley High Schools. Not all of the training/professional development regarding this initiative was completed.
2.33 Train Kindergarten and UTK teachers on current and relevant strategies to principally support unduplicated pupil populations. This includes supporting teacher with earning their Early Childhood certificate. Partially Implemented We have provided PD to our UTK teachers on pedagogy. However, now that this program has been running for multiple years, the demand for training has reduced.
2.47 Differentiation/MTSS workshops/conferences for teacher leaders K-12 principally directed toward unduplicated pupil populations. - Tier 1/2 supports in the classroom Partially Implemented Staff (teachers and administrators) attended Solution Tree's RtI at Work conference. Due to accounting issues, this was charged to another professional development account.
2.30 Explore and train on co-teaching models to support academic achievement for students with special needs. This will also allow for increased time special education students spend in general education programs improving Least Restrictive Environment (LRE) minutes. These strategies will also support our EL students to be more successful in general education classes. Partially Implemented We have had some internal training of volunteers who are choosing to co-teach next 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.

2.33 Train Kindergarten and UTK teachers on current and relevant strategies to principally support unduplicated pupil populations. This includes supporting teacher with earning their Early Childhood certificate. Partially Implemented We have provided PD to our UTK teachers on pedagogy. However, now that this program has been running for multiple years, the demand for training has reduced. We only spent 8% of the budgeted amount.
2.47 Differentiation/MTSS workshops/conferences for teacher leaders K-12 principally directed toward unduplicated pupil populations. - Tier 1/2 supports in the classroom Partially Implemented Staff (teachers and administrators) attended Solution Tree's RtI at Work conference. Due to accounting issues, this was charged to another professional development account. We did not expend any funds allotted to this action.
2.30 Explore and train on co-teaching models to support academic achievement for students with special needs. This will also allow for increased time special education students spend in general education programs improving Least Restrictive Environment (LRE) minutes. These strategies will also support our EL students to be more successful in general education classes. Partially Implemented We have had some internal training of volunteers who are choosing to co-teach next year. We spent 7% of the funds allotted to this action.

All actions in Goal 2 were deemed to have been effective, as noted by the evidence indicated with each action item.

2.1 Hold three full days of PD for all teachers principally directed toward supporting teaching and learning for unduplicated pupil populations. August, September, and March. Effective Provided three full days of professional development for teachers. (23-24, District Calendar)

2.3 Continue Equal Opportunity Schools (EOS) Initiative by partnering with EOS, training teachers, and providing student support principally toward unduplicated pupil populations. Effective Met - All students have access to grade level courses; SVUSD is an open access district. (BP/AR 6143;22-23)

2.2 Develop a Dual Immersion program at Arroyo Elementary. This includes professional development, full-time bilingual office staff, and the purchase of bilingual instructional materials. Effective 5 classrooms will be open in the fall. Textbooks have been board adopted. (Source: Aeries; Board minutes)

2.21 Provide induction for candidates clearing their administrative credential to principally support unduplicated pupil populations. Effective

2.22 Provide Induction services for new teacher candidates principally directed toward unduplicated pupil populations. Includes the salary of the Induction TOSA. Effective 100% of certificated teachers were fully credentialed. (23-24, CALSASS)

2.33 Train Kindergarten and UTK teachers on current and relevant strategies to principally support unduplicated pupil populations. This includes supporting teacher with earning their Early Childhood certificate. Effective Meeting Agendas

2.24 Maintain five full-time Teachers on Special Assignment (TOSA) to provide professional development for teachers to principally support unduplicated pupil populations. Effective Educational Services Directory

2.25 Maintain position of Coordinator of Categorical Programs to principally support unduplicated pupil populations to learn and master California Academic Standards (CSS). Effective Educational Services Directory

2.29 California Principals' Support Network (CAPS) training provided to all schools. Principals and teacher leaders will receive Professional Learning Community (PLC) training with the intent of developing PLCs at throughout the LEA principally directed toward unduplicated student populations. Training to include attending PLC Summits, attending full day professional development sessions, and on-site meetings. Effective Sign-in sheets, Powerpoints from trainings

2.31 Maintain ELD departments, with a department chair, at all secondary schools. Extra duty pay for the five department chairs. Effective RFPs for extra duty pay

2.32 Employ Literacy Coaches at all four Title 1 schools (one per school) to support students and teachers principally directed toward unduplicated pupil populations. Effective RFPs for categorically funded positions

2.4 Continue to support International Baccalaureate (IB) and Advanced Placement (AP) program participation including teacher training toward principally supporting unduplicated pupil populations. Effective # of seats in AP/IB courses

2.48 Provide optional professional development to staff (certificated and classified) on non-calendared work days to principally support our UPP.. Effective Conference Request/Planning Forms

2.47 Differentiation/MTSS workshops/conferences for teacher leaders K-12 principally directed toward unduplicated pupil populations. - Tier 1/2 supports in the classroom Effective Conference Request/Planning Forms

2.30 Explore and train on co-teaching models to support academic achievement for students with special needs. This will also allow for increased time special education students spend in general education programs improving Least Restrictive Environment (LRE) minutes.

These strategies will also support our EL students to be more successful in general education classes. Effective Slide presentations for training sessions

2.49 Identify, purchase, and train on research based intervention supports and programs for elementary and secondary ELA and math principally directed toward unduplicated pupil populations. District provides supplemental intervention materials. Effective Invoices for materials and training

2.5 Santa Susana High School will maintain the AP Capstone program. Provide professional development for teachers and purchase course materials. Effective Enrollment in AP Capstone; Conference Request/Planning Form

2.6 Offer all teachers and bilingual paraeducators with training on ELD strategies and standards. This includes attendance at relevant conferences. Effective Attendance sheets at trainings; Conference Request/Planning Form

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

This goal will be maintained. However, the metrics and the action items have been updated to facilitate readability and overall clarity. Action items will be broader. For example, we will have once action item for all intervention/MTSS that covers both literacy and numeracy. We will have one action item to cover the needs of our EL students (from newcomers to LTELs). These broad actions will continue to allow ourselves to continue to be held accountable for student outcomes while allowing us to adapt methods and tools over the next three years. Metrics will also be revised so that they better represent our current actions and processes. The changes to the metrics will make them more meaningful to both the readers of this document and the educational practitioners.

2.1 Modify We will maintain this action. It will be incorporated into Goal 2's action on providing additional professional development days.
2.3 Modify This data (Honors/AP/IB enrollment) will continue to be monitored and promoted. We may or may not continue with the EOS service.
2.2 Modify The program is beginning in 24-24 with 5 classes (TK and K). We will roll out an additional grade level each school year. Support of this program will be embedded in other action items - EL support, alternative learning environments, early and expanded learning, professional development, etc.
2.21 Modify We will maintain this action by including it in a broader action on providing induction to both teachers and administrators.
2.22 Modify This will be embedded into a broader action for induction services for both teachers and administrators.
2.33 Modify We will maintain this action. It will be incorporated into Goal 2's action on providing professional development opportunities.
2.24 Remove We are reducing our TOSAs for ELA, Math, Science, and Educational Technology. We will now have professional learning coaches at each elementary school site.
2.25 Modify This will be maintained, though included in Actions that support EL and Title programs.
2.29 Remove We will not be participating in CAPS/PLC training. However, we will continue to pull-out days to train and support our site-based professional learning teams.
2.31 Modify This will be part of our broader EL support actions.

2.32 Modify This will be part of our larger action for supporting our Title schools.
2.4 Modify Training for AP/IB teachers will continue as part of a larger action item for professional development.
2.48 This will be embedded in the larger action item to provide professional development.
2.47 Modify Differentiation and MTSS will continue to be a priority for us. However, it will be integrated into a broader professional development action.
2.30 Modify We will continue to offer professional development opportunities to support mainstreaming students with special needs and English language learners into core, grade-level programs.
2.49 Maintain
2.5 Remove SSHS will continue with this now fully-implemented program. Support will be the same as any other AP course.
2.6 Modify We will maintain this action. It will be incorporated into Goal 2's action on providing professional development opportunities.

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

Goals and Actions

Goal

Goal #	Description
3	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. (This goal aligns with State priorities 3, 5, and 6). (Broad Goal)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease the number of D and F grades in Algebra 1 at Royal High School, Simi Valley High School, and Santa Susana High School.	Royal HS Algebra 1 Computer Programming: D - 4.35% F - 13.04%; Algebra 1: D - 14.16%; F - 18.13%. Simi Valley High School: Algebra 1 Computer Programming: D - 13.64% F - 22.73% Algebra 1: D - 12.61% F - 20.12%	Royal HS Algebra 1 Computer Programming: N/A Algebra 1: D - 17.7% F - 21.2% Simi Valley High School: Algebra 1 Computer Programming: N/A Algebra 1: D - 13.3% F - 31.4%	Moved to Goal #1	Moved to Goal #1	Royal HS Algebra 1 Computer Programming: D - 1.35% F - 10.04%; Algebra 1: D - 11.16%; F - 15.13%. Simi Valley High School: Algebra 1 Computer Programming: D - 10.64% F - 19.73% Algebra 1: D - 9.61% F - 17.12%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease the number of D and F grades in biology at Royal High School, Simi Valley High School, and Santa Susana High School.	Royal HS Biology: D - 15.55% F - 14.33% Simi Valley HS Biology: D- 15.38% F - 16.92%	Royal HS Biology: D - 7.3% F - 12.5% Simi Valley HS Biology: D- 13.6% F - 22%	Moved to Goal #1	Moved to Goal #1	Royal HS Biology: D - 12.55% F - 11.33% Simi Valley HS Biology: D- 12.38% F - 13.92%
Improve high school graduation rates	Current Graduation Rates: Overall: 92% SPED: 76.47% EL: 60.98% Increase by 2%	Class of 2021 Overall - 92.4% (Not met) SPED - 82% (Goal exceeded) EL - 75.5% (Goal exceeded)	Moved to Goal #1	Moved to Goal #1	Overall: 95% SPED: 82.47% EL: 66.98%
District benchmarks for ELA/ELD in grades K-12.	Baseline will be established in the 21-22 school year.	2021-2022 - 58.9% of our students were greater than the 35th percentile in their rate of growth for the year, based on a national data.	Moved to Goal #1	Moved to Goal #1	Increase by 10% (64.8%)the number of students growing at the 35th percentile or better.
District benchmarks in Math in grades K-12.	Baseline will be established in the 21-22 school year.	2021-2022 - 61.9% of our students were greater than the 35th percentile in their rate of growth for the year, based on a national data.	Moved to Goal #1	Moved to Goal #1	Increase by 10% the number of students growing at the 35th percentile or better.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Improve performance on state assessments (CAASPP): Math - 11th grade EAP	Math 18/19 SY overall = 43% *19/20 SY data N/A due to COVID-19 11th grade Math: 43%	2020-21: 32%	Moved to Goal #1	Moved to Goal #1	49%
Improve performance on state assessment (CAASPP): ELA - 11th grade EAP	ELA 18/19 SY overall = 54% *19/20 SY data N/A due to COVID-19 11th grade ELA: 54%	2020-21: 53%	Moved to Goal #1	Moved to Goal #1	60%
EL reclassification rate:	5%/year	12%/year	Moved to Goal #1	Moved to Goal #1	10%/year
English Learner Progress/ELPAC.	20% proficient	The ELPAC scores are not available at the time of this update.	Moved to Goal #1	Moved to Goal #1	10% ELPAC progress
Foster Youth attendance	75.1% ADA (established 21-22)	75.1% ADA	Moved to Goal #1	Moved to Goal #1	increase baseline by 5%
Berylwood Elementary is performing two performance levels below the district average in the English Learner Progress indicator (increase one performance level each year)	Performance level: Green	The performance level is not available at the time of this update.	Moved to Goal #1	Moved to Goal #1	Performance level of Green or better

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Crestview Elementary is performing two performance levels below the district average in the English Learner Progress indicator (increase one performance level each year)	Performance level: Green	The performance level is not available at the time of this update.	Moved to Goal #1	Moved to Goal #1	Performance level of Green or better
Improve performance on state assessment (CAASPP): Science	% Meeting Standards 2019: 5th grade - 37% 8th grade - 37% 11th grade - 39%	% Meeting Standards 2021: 5th grade - 36% 8th grade - 25% 11th grade - 29%	Moved to Goal #1	Moved to Goal #1	Increase all grade levels by 10%.
Continue to issue district survey to parents.	See Goal #4	See Goal #4	(2022-2023 LCAP Family Survey)- 793 responses	(2023-2024 LCAP Family Survey)- 1,290 responses	Increase participation by 5% to 3,457 parent responses.
Increase percentage of parents with accounts for Aeries weekly reminders - as measured by the parent LCAP survey.	See Goal #4	See Goal #4		N/A at this time	80% of all parents report setting weekly reminder accounts in Aeries - as measured by the parent LCAP survey.
Maintain updated district and school websites	See Goal #4	See Goal #4	Switching to new platform. Not currently up-to-date	New website partially updated	100% updated
District wide PTA membership	See Goal #4	See Goal #4	7,506 members (2022-2023, PTA Report) (goal met)	6,913 members (2023-2024, PTA website)	Increase memberssp by 2% to 6,973 members.

Goal Analysis

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

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

All actions in Goal #3 were either fully implemented or partially implemented. For the extent to which the partially implemented actions were undertaken, see the heading "Challenging" below. There were no actions in Goal #3 that were not at all implemented.

Successes: The following actions were fully implemented as planned.
3.3 - Provide parent education workshops in Spanish in-person and/or virtually for college and career readiness, technology, and child development principally directed toward unduplicated pupil populations.
3.4 - Marketing Outreach - This includes, but is not limited to, the employment of a public information officer, outreach to families, and the participation in community-wide events.
3.6 - Create and publish advertising to support SVUSD programs and its successes.
3.7 - Provide and train Community Liaisons and Spanish Language interpreters to support Non- English speaking parents/families principally directed toward unduplicated pupil populations.

Challenging: The following actions were challenging and were not fully implemented, as planned.
3.1 - Continue supporting the outreach of the Connected Learning Pathways between middle schools and high schools, including: registration events (ie Registration EXPO at middle school), A-G information events, and other events related to building connections from the middle school to the high school for incoming freshman. - Partially Implemented - Some events happened, such as the high schools visiting the middle schools and middle schools visiting some elementary schools. For parent education, these events were low cost with our staff providing much of the training.
3.2 - Provide training and support for parent volunteers and booster club organizations. Maintain infrastructure at each site to support volunteers (e.g., Raptor). - Partially Implemented - There was no booster club training this year. However, we do maintain infrastructure for volunteers, including Raptor.

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.

3.1 - Continue supporting the outreach of the Connected Learning Pathways between middle schools and high schools, including: registration events (ie Registration EXPO at middle school), A-G information events, and other events related to building connections from the middle school to the high school for incoming freshman. - Partially Implemented - We expended 11% of the budgeted $5,000.
3.2 - Provide training and support for parent volunteers and booster club organizations. Maintain infrastructure at each site to support volunteers (e.g., Raptor). - Partially Implemented - We expended 0% of budgeted $5,000.

The following actions were not effective:
3.1 Continue supporting the outreach of the Connected Learning Pathways between middle schools and high schools, including: registration events (ie Registration EXPO at middle school), A-G information events, and other events related to building connections from the middle school to the high school for incoming freshman. (maintained 48% a-g completion from 2021 and decreased to 336 CTE Pathway completers rate from 483 in 2021)

The following actions were effective:
3.2 Provide training and support for parent volunteers and booster club organizations. Maintain infrastructure at each site to support volunteers (e.g., Raptor). - Raptor visitor check in systems have been implemented in every school.
3.3 Provide parent education workshops in Spanish in-person and/or virtually for college and career readiness, technology, and child development principally directed toward unduplicated pupil populations. - 84% of parents who completed the LCAP survey participate in school events, including parent education.
3.4 Marketing Outreach - This includes, but is not limited to, the employment of a public information officer, outreach to families, and the participation in community-wide events. - 84% of parents who completed the LCAP survey participate in school events, including parent education.
3.6 Create and publish advertising to support SVUSD programs and its successes. - Ads placed in newspapers annually to boost enrollment. Enrollment has increased in each of the last two years.
3.7 Provide and train Community Liaisons and Spanish Language interpreters to support Non- English speaking parents/families principally directed toward unduplicated pupil populations. - Training has occurred.

This goal will be maintained. However, the metrics and the action items have been updated to facilitate readability and overall clarity. Action items will be broader. For example, we will have once action item for all intervention/MTSS that covers both literacy and numeracy. We will have one action item to cover the needs of our EL students (from newcomers to LTELs). These broad actions will continue to allow ourselves to continue to be held accountable for student outcomes while allowing us to adapt methods and tools over the next three years. Metrics will also be revised so that they better represent our current actions and processes. The changes to the metrics will make them more meaningful to both the readers of this document and the educational practitioners.

3.1 - Continue supporting the outreach of the Connected Learning Pathways between middle schools and high schools, including: registration events (ie Registration EXPO at middle school), A-G information events, and other events related to building connections from the middle school to the high school for incoming freshman. - Modify - We will continue to do information and registration events, though these elements will be divided into broader actions specifically for the purpose (e.g., college and career readiness events).

3.7 - Provide and train Community Liaisons and Spanish Language interpreters to support Non- English speaking parents/families principally directed toward unduplicated pupil populations. - Modify - This will be incorporated into a broader action item for communicating with students, staff, and community members.
3.2 - Provide training and support for parent volunteers and booster club organizations. Maintain infrastructure at each site to support volunteers (e.g., Raptor). - Remove - Training will be handled by individual school sites, and supported by the District, as needed.

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

Goals and Actions

Goal

Goal #	Description
4	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. (This goal aligns with State priorities 1, 5, and 6.) (Broad Goal)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Continue to issue district survey to parents.	2021 - 3,293 parent responses. Increase parent participation by 2%	2022 - 1,631 parent responses (decreased by 50%)	Moved to Goal #3	Moved to Goal #3	Increase participation by 5% to 3,457 parent responses.
Increase percentage of parents with accounts for Aeries weekly reminders - as measured by the parent LCAP survey.	2021 - 77% of parents report signing up for weekly reminders. Increase percentage of parents with accounts for Aeries weekly reminders by 2%.	2022 - 76.3% of parents report signing up for weekly reminders - as measured by the parent LCAP survey.	Moved to Goal #3	Moved to Goal #3	80% of all parents report setting weekly reminder accounts in Aeries - as measured by the parent LCAP survey.
Maintain updated district and school websites	Continue to update district and school websites on a regular basis.	Web sites are currently up-to-date	Moved to Goal #3	Moved to Goal #3	100% updated
District wide PTA membership	Determine baseline 2021-2022.	6,837 members Districtwide	Moved to Goal #3	Moved to Goal #3	Increase membership by 2% to 6,973 members.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of sites hosting antibullying/safety assemblies or antibullying education.	See Goal #5	See Goal #5	100% of Elementary Schools (22-23, principals' feedback)	100% of Elementary Schools (23-24, principals' feedback)	100% of Elementary schools
Decrease suspension rate	See Goal #5	See Goal #5	546/16366 students (3%) (Aeries, 2022-2023)	TBD	Decrease student suspension rate by 2%
Percentage of schools completing and implementing digital citizenship curriculum.	See Goal #5	See Goal #5	100% of schools completed the digital citizenship curriculum. (goal met)	100% of schools completed the digital citizenship curriculum. (goal met)	Maintain 100% of all schools completing and implementing digital citizenship curriculum
Panorama Education/California Healthy Kids Survey	See Goal #5	See Goal #5	64% (grades 3-5) (Panorama survey, 2022-2023)	TBD	75% of students to feel connected to school
Decrease rate of chronic absenteeism	See Goal #5	See Goal #5	20.4% (Aeries, 2022-2023)	18.2% YTD (Aeries 23-24)	Decrease rate of chronic absenteeism to 7.33%
Decrease high school dropout rate	See Goal #5	See Goal #5	40/6584 (.6%) (CALPADS, Report 1.12; 22-23 school year)	40/6584 (.6%) (CALPADS, Report 1.12; 22-23 school year)	Decrease HS dropout rate to 5.4%
Maintain school attendance rates	See Goal #5	See Goal #5	93.7% (Aeries, 22-23)	94.3% YTD (Aeries 23-24)	Maintain
Pupil Expulsion Rate	See Goal #5	See Goal #5	.1% (Aeries 2022-2023)	.1% (Aeries 2023-2024)	.1%
Complete modernization of learning environments	See Goal #5	See Goal #5	16/27 schools completed (59%) (22-23; Facilities Reports)		75% of SVUSD schools to have learning

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					environments modernized
Elementary (TK-6) students (at each school) receive one or more Tier 1 SEL lesson(s).	See Goal #5	See Goal #5	100% (2022-23, Counselor Logs)	100% (2023-24, Counselor Logs)	100% (TK-6)
Student participation rate for LCAP survey completion for secondary students	See Goal #5	See Goal #5	3872/9501 (41%) (2022-2023)	2725/8742 (31%) students (23-24)	20% of all students to participate in survey
Facilities Inspection Tool (CA Dashboard)	See Goal #5	See Goal #5	All schools in good repair. (22-23, Facilities Inspection Tool)	All schools in good repair. (23-24, Facilities Inspection Tool)	Maintain all schools in good repair.
Middle School Drop Out Rate	9/2,812 = 0.3% (CALPADS Report 1.14)	Baseline set in 22-23 school year	Baseline set in 22-23 school year	0	Maintain 0.3% middle school dropout rate

Goal Analysis

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

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

Successful Implementations

4.1 Maintain Coordinator of Diversity, Equity, Inclusion & Humanities to primarily support our UPP.-Fully Implemented
4.2 Maintain position of Director of Instruction & Pupil Services to principally support unduplicated pupil populations who are not meeting grade- level standards. -Fully Implemented
4.3 Support school site clubs, student organizations, and athletic teams to increase participation of unduplicated pupil populations in school site clubs and student organizations.-Fully Implemented
4.4 Provide in-person training/materials for staff to recognize and prevent youth suicide.-Fully Implemented

4.5 Continue to implement structures and protocols to identify students who may be at-risk socially-emotionally and provide intervention as appropriate, principally for our UPP.-Fully Implemented
4.7 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.-Fully Implemented
4.8 Purchase Attention to Attendance software to principally increase school attendance of unduplicated pupil populations. We will be adding components to address postive reinforcements and additional communications for out TK-3 students.-Fully Implemented

Not Implemented
4.6 Graduating seniors and elementary school students will participate in a "Senior Walk" event. Wearing graduation caps and gowns, graduating seniors will visit elementary school sites to promote student connectedness, safe and engaging environments for elementary school students.-Not Implemented

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.

4.4 Provide in-person training/materials for staff to recognize and prevent youth suicide. (4% of planned budget expended)
4.6 Graduating seniors and elementary school students will participate in a "Senior Walk" event. Wearing graduation caps and gowns, graduating seniors will visit elementary school sites to promote student connectedness, safe and engaging environments for elementary school students. (0% of planned budget)

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

Effective Actions:
4.1 Maintain Coordinator of Diversity, Equity, Inclusion & Humanities to primarily support our UPP.-Fully Implemented (Position is in place)
4.2 Maintain position of Asst. Superintendent of Instruction & Pupil Services to principally support unduplicated pupil populations who are not meeting grade- level standards. Fully Implemented (Position is in place.)
4.3 Support school site clubs, student organizations, and athletic teams to increase participation of unduplicated pupil populations in school site clubs and student organizations. Fully Implemented ($1.1 M has been expended; attendance rate increased, chronic absenteeism decreased)
4.4 Provide in-person training/materials for staff to recognize and prevent youth suicide. Fully Implemented Although minimal money was expended, this action was fully carried out. (Counselors provided training on PD day, as measured by staff attendance.)
4.5 Continue to implement structures and protocols to identify students who may be at-risk socially-emotionally and provide intervention as appropriate, principally for our UPP. Fully Implemented (Two surveys were administered to students- at the beginning and end of the school year.)

4.8 Purchase Attention to Attendance software to principally increase school attendance of unduplicated pupil populations. We will be adding components to address positive reinforcements and additional communications for out TK-3 students. Fully Implemented (Attendance increased and chronic absenteeism decreased.)

Ineffective Actions:
4.6 Graduating seniors and elementary school students will participate in a "Senior Walk" event. Wearing graduation caps and gowns, graduating seniors will visit elementary school sites to promote student connectedness, safe and engaging environments for elementary school students. Not Implemented We were not able to accomplish this activity this last year due to staff capacity. (This was not completed)

Partially Effective Actions:
4.7 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. (Although this was implemented, it was a challenge to find enough staffing for all of the positions. Supplemental supervision was not as robust as we would have liked)

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

This goal will be maintained. However, the metrics and the action items have been updated to facilitate readability and overall clarity. Action items will be broader. For example, we will have once action item for all intervention/MTSS that covers both literacy and numeracy. We will have one action item to cover the needs of our EL students (from newcomers to LTELs). These broad actions will continue to allow ourselves to continue to be held accountable for student outcomes while allowing us to adapt methods and tools over the next three years. Metrics will also be revised so that they better represent our current actions and processes. The changes to the metrics will make them more meaningful to both the readers of this document and the educational practitioners.

4.2 Maintain position of Director of Instruction & Pupil Services to principally support unduplicated pupil populations who are not meeting grade- level standards. Modify This will be incorporated under other actions - including the support of our foster/homeless youth.
4.3 Support school site clubs, student organizations, and athletic teams to increase participation of unduplicated pupil populations in school site clubs and student organizations. Modify This will be part of a larger goal on promoting an engaging environment and reducing chronic absenteeism.
4.8 Purchase Attention to Attendance software to principally increase school attendance of unduplicated pupil populations. We will be adding components to address postive reinforcements and additional communications for out TK-3 students. Modify This will be part of a broader action item on reducing chronic absenteeism.

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

Goals and Actions

Goal

Goal #	Description
5	Goal #5 has been moved to Goal #4.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of sites hosting antibullying/safety assemblies or antibullying education.	100% of Elementary schools	100% of Elementary Schools	Moved to Goal #4		100% of Elementary schools
Decrease suspension rate	4% of students were suspended.	4%	Moved to Goal #4		Decrease student suspension rate by 2%
Percentage of schools completing and implementing digital citizenship curriculum.	Maintain 100% of all schools completing and implementing digital citizenship curriculum	100% of schools completed the digital citizenship curriculum. (goal met)	Moved to Goal #4		Maintain 100% of all schools completing and implementing digital citizenship curriculum
Panorama Education/California Healthy Kids Survey	Increase the percentage of students who feel connected to school by +5% to 60%	62% report a sense of belonging (goal met)	Moved to Goal #4		75% of students to feel connected to school
Decrease rate of chronic absenteeism	Decrease rate of chronic absenteeism by .5% to 8.83%	23.9% chronic absenteeism rate in 2021-2022 (goal not met)	Moved to Goal #4		Decrease rate of chronic absenteeism to 7.33%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease high school dropout rate	Decrease by 1% to 6.4%	38	Moved to Goal #4		Decrease HS dropout rate to 5.4%
Maintain school attendance rates	Maintain		Moved to Goal #4		Maintain
Pupil Expulsion Rate	.1%	.1%	Moved to Goal #4		.1%
Complete modernization of learning environments	4% of schools completed annually	12% completed 21-22	Moved to Goal #4		75% of SVUSD schools to have learning environments modernized
Elementary (TK-6) students (at each school) receive one or more Tier 1 SEL lesson(s).	70%	100%	Moved to Goal #4		100% (TK-6)
Student participation rate for LCAP survey completion for secondary students	Baseline will be established 2021-22.	11%	Moved to Goal #4		20% of all students to participate in survey
Facilities Inspection Tool (CA Dashboard)	All schools in good repair.	All schools in good repair.	Moved to Goal #4		Maintain all schools in good repair.

Goal Analysis

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

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

Please note that as the Board adopted new LCAP goals for the 2022-2023 school year, the LCAP was restructured and actions were relocated to other goals in the 22-23 LCAP document. These movements are noted in the above metrics. Reporting for the actions and services in the previous goal #5 can now be found under goal 4 in this document.

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.

Please note that as the Board adopted new LCAP goals for the 2022-2023 school year, the LCAP was restructured and actions were relocated to other goals in the 22-23 LCAP document. These movements are notated in the above metrics. Reporting for the actions and services in the previous goal #5 can now be found under goal 4 in this document.

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

Please note that as the Board adopted new LCAP goals for the 2022-2023 school year, the LCAP was restructured and actions were relocated to other goals in the 22-23 LCAP document. These movements are notated in the above metrics. Reporting for the actions and services in the previous goal #5 can now be found under goal 4 in this document.

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

Please note that as the Board adopted new LCAP goals for the 2022-2023 school year, the LCAP was restructured and actions were relocated to other goals in the 22-23 LCAP document. These movements are notated in the above metrics. Reporting for the actions and services in the previous goal #5 can now be found under goal 4 in this document.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Simi Valley Unified School District	Dr. Jerry Block Assistant Superintendent, Schools and Programs	jerry.block@simivalleyusd.org 805-306- 4500 ext. 4201

Plan Summary [2024-25]

General Information

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

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 15,677 students, reflecting the rich tapestry of backgrounds that define our community. Our student demographics boast a colorful mosaic with 44.15% Hispanic, 39.83% White, 7.42% Asian, 4.53% Two or More Ethnicities, 2.34% Filipino, and 1.47% 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 1,106 classified staff members, encompassing clerical, custodial, paraeducators, and other support roles. Their demographic makeup of 58.59% White, 29.11% Hispanic, and 5.15% 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.

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 2024-25 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):

The Simi Valley Unified School District partners with Equal Opportunity Schools to identify students who would benefit from taking advanced courses (Honors/AP/IB), but may not ever have considered registering for these classes. Additionally, we have eliminated all prerequisite grades in order to access advanced classes. We believe that students should take the most rigorous courses that they can handle. Furthermore, we work with families to make these determinations.

All students have access to all classes due to our District's open enrollment policy. However, oftentimes, students do not have availability in their schedules to always enroll in the courses they want. Although these challenges have improved over the years, we need to continue to support all students, especially our unduplicated pupil population and our students with special needs, with accessing more challenging core classes and more electives.

We need to do a better job mainstreaming our students with special needs and our English language learners. Often, these students have additional support classes or pullout classes that preclude them from taking the courses that they might prefer. This is true despite the fact that we have eliminated prerequisites and have open access to all classes.

We will be working on various strategies, such as co-teaching, among others to better support all students in the grade-level general education classes.

Reflections: Annual Performance

In the 2023-24 school year, Simi Valley Unified School District displayed a complex academic landscape characterized by notable achievements and significant challenges. The district served a diverse student population of 15,899, engaging in various educational programs aimed at preparing students for success in college and career paths while striving to meet their academic and socio-emotional needs.

Achievements:

- Graduation Rates: A strong graduation rate of 92.6% signifies the effectiveness of our educational support systems, particularly highlighting the success of our Asian and Filipino student populations.
- Local Indicators Success: The district met all standards in implementing academic standards, parent and family engagement, and providing access to a broad course of study, showcasing our commitment to a high-quality, inclusive educational environment.
- Renaissance Star Assessments: Certain schools, like Big Springs Elementary, showed remarkable progress in math, demonstrating the impact of targeted instructional strategies.

Challenges:

- English Language Arts and Mathematics: Performance in these core areas, as reflected in state assessments and Renaissance Star benchmarks, points to the need for enhanced instructional support, especially among vulnerable student groups.
- College and Career Readiness: The CCI data revealed gaps in preparedness for post-secondary success, particularly among English learners, socioeconomically disadvantaged students, and students with disabilities.
- Chronic Absenteeism and Suspension Rates: Identified as areas of concern, these metrics emphasize the importance of addressing socio-emotional and behavioral needs alongside academic support.

Strategic Priorities:

Based on our comprehensive analysis, the district is dedicated to:

1. Strengthening Core Academic Skills: Enhancing support in English Language Arts and Mathematics through targeted interventions and professional development for teachers.
2. Boosting College and Career Preparedness: Expanding access to college preparatory courses, career technical education, and work-based learning opportunities.
3. Addressing Absenteeism and Behavior: Implementing strategies to reduce chronic absenteeism and suspension rates, including positive behavioral interventions and supports.
4. Focusing on High-Need Student Groups: Developing specific programs aimed at increasing support for English learners, students with disabilities, and socioeconomically disadvantaged students.
5. Data-Driven Decision Making: Leveraging assessment data to tailor interventions and resources effectively, ensuring every student's needs are met.

Conclusion:

Reflecting on the 2023-24 school year, the Simi Valley Unified School District recognizes its achievements and acknowledges its challenges. Our LCAP is a commitment to continuous improvement, guided by data, community input, and a steadfast dedication to ensuring that every student has the opportunity to succeed academically and prepare for a fulfilling future. Through targeted strategies and a district-wide focus on equity and excellence, we aim to address our identified challenges and build on our strengths, ensuring a high-quality education for all

students.

This section underscores the district's ongoing efforts to refine our educational programs and practices, ensuring they are responsive to the needs of our diverse student body and aligned with our goals for academic achievement and holistic development.

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 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):
- Low performance on the California Assessment of Student Performance and Progress (CAASPP)
- Suspension rates
Homeless Students (HOM):
- Low performance on the California Assessment of Student Performance and Progress (CAASPP)
- Suspension rates
- Low performance on the College/Career Indicator
Students with Disabilities (SWD):
- Low performance on the California Assessment of Student Performance and Progress (CAASPP)
- Low performance on the College/Career Indicator

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. A thorough 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. (February 8, 2024)
Students	Student Survey to all students grades 6-12, In-Person Meetings with Student Advisory Committees (ASB Classes at 3 middle schools and 3 high schools - October and November 2023)
Staff (Administrators, Teachers, Classified, Bargaining Units)	Staff survey to all employees (with input solicited from bargaining unit), District Advisory Committee (3 meetings: December 14, 2023; February 29, 2024; April 18, 2024), Opportunity for Bargaining Units to contribute to various LCAP surveys, negotiations or consultations regarding anything involving personnel
Families	Family survey, Parent Advisory Committee (3 meetings: December 14, 2023; February 29, 2024; April 18, 2024)
Public Hearing and Board Adoption	A public hearing was held on June 11, 2024 and no comments from the public were provided. The Simi Valley USD Board Adoption occurred on June 25, 2024
re: Equity Multiplier - Apollo staff and Site Council	A needs assessment was conducted among Apollo staff in Spring 2024. Site council reviewed and discussed Equity Multiplier plan in May 2024.

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 six leadership meetings with middle and high school

students. These forums were crucial in gathering diverse perspectives and insights directly from our community members most affected by our educational strategies.

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.

For example, the recurring themes from the Parent and District Advisory Committees emphasized the necessity for improved mental health services and enhanced academic support, particularly in STEM fields. This input led to the prioritization of budget allocations towards expanding counseling services and STEM programs across the district. Additionally, leadership students expressed a strong desire for more engaging and relevant curricular content, which informed our decision to incorporate project-based learning strategies and update curricular materials to increase student engagement and academic achievement.

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.

With regard to Apollo's Equity Multiplier funding, Goal #5 was created within this LCAP document. The goal was the result of the staff needs assessment and in consultation with the school site council.

The revised structure for all goals in this LCAP reflects a comprehensive response to educational partner feedback. These changes emphasize clarity, adaptability, and relevance throughout the document. By updating metrics and consolidating action items, we have created a more streamlined and flexible plan that maintains accountability while allowing for adaptation to evolving educational needs. The revised metrics better align with current practices and provide more meaningful insights for readers and practitioners. This approach ensures that the LCAP remains a living document, capable of guiding our district's efforts to support student learning and preparation for future success while being responsive to the changing landscape of education and the needs of our diverse community.

Goal 1: Influenced Changes:
Actions:
- Consolidated into broader categories for increased flexibility
- Created a single action item for all intervention/MTSS covering both literacy and numeracy
- Developed one comprehensive action item to address the needs of all EL students (from newcomers to LTELs)
Overall Structure:

- Maintained the core goal while updating supporting elements
- Designed to maintain accountability for student outcomes while allowing for adaptation of methods and tools over the next three years

Goal 2: Influenced Changes:
Actions:
- Consolidated into broader categories for increased flexibility and clarity
- Created a comprehensive action item for professional development, incorporating:
- Additional professional development days (including 2.1, 2.33, 2.48, 2.47, 2.30, 2.6)
- AP/IB teacher training (2.4)
- Support for mainstreaming students with special needs and English language learners
- Developed a single action item for induction services, covering both teachers and administrators (including 2.21, 2.22)
- Integrated EL support actions into a broader category (including 2.25, 2.31)
- Incorporated support for Title schools into a larger action item (including 2.32)
- Maintained action for ELA and Math intervention supports and training (2.49)

Removed or Modified Actions:
- Equal Opportunity Schools (EOS) service may be discontinued, but data on Honors/AP/IB enrollment will continue to be monitored (2.3)
- Dual Language Immersion program support embedded in other action items (2.2)
- Reduced TOSAs for ELA, Math, Science, and Educational Technology; replaced with professional learning coaches at each elementary school site (2.24)
- Discontinued CAPS/PLC training, but maintained pull-out days for site-based professional learning teams (2.29)
- Removed specific AP Capstone program support (2.5)

Overall Structure:
- Maintained the core goal while updating supporting elements
- Designed to maintain accountability for professional learning outcomes while allowing for adaptation of methods and tools over the next three years

Goal 3: Influenced Changes:
Actions:
- Consolidated into broader categories for increased flexibility and clarity
- Created a comprehensive action item for communication with students, staff, and community members, incorporating:
- Community Liaisons and Spanish Language interpreters support (previously 3.7)
- Other communication methods and strategies
- Developed a broader action item for college and career readiness events, including:
- Connected Learning Pathways outreach (previously 3.1)
- Registration events (e.g., Registration EXPO at middle school)
- A-G information events
- Other events building connections from middle school to high school for incoming freshmen

Removed or Modified Actions:

- Removed specific action for parent volunteer and booster club training (previously 3.2)
- Training will now be handled by individual school sites, with District support as needed

Overall Structure:
- Maintained the core goal while updating supporting elements
- Designed to maintain accountability for family and community outreach outcomes while allowing for adaptation of methods and tools over the next three years

Goal 4: Influenced Changes:

Actions:
- Consolidated into broader categories for increased flexibility and clarity
- Created a comprehensive action item for promoting an engaging environment and reducing chronic absenteeism, incorporating:
- Support for school site clubs, student organizations, and athletic teams (previously 4.3)
- Attention to Attendance software and related interventions (previously 4.8)
- Additional components for positive reinforcements and communications for TK-3 students
- Developed a broader action item for supporting foster/homeless youth, including:
- Responsibilities previously under the Director of Instruction & Pupil Services role (4.2)

Removed or Modified Actions:
- Incorporated the Director of Instruction & Pupil Services position responsibilities into other relevant action items (previously 4.2)

Overall Structure:
- Maintained the core goal while updating supporting elements
- Designed to maintain accountability for student safety, engagement, and support outcomes while allowing for adaptation of methods and tools over the next three years

Goal 5: Influenced Changes:

Creation of a New Goal:
- Developed specifically to address the needs of Apollo Continuation High School
- Focused on improving college and career readiness and graduation rates

Metrics:
- To include measures of college and career readiness and graduation rates

Actions:
- 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
- Facilitate a work experience program for graduation credits

Budgeted Expenditures:
- Allocation of Equity Multiplier funding specifically for Apollo High School

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: 2025-2026, CA Dashboard Local Indicators) Percent of students WITHOUT access to their own copies	

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			(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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Next Generation Science Standards: 4 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: 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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Providing support for teachers on the 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			(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)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY: -94.6 DFS SWD: -107.8 DFS 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			District: HOM: -74.6 DFS 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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: -198.8 DFS HI: -63.6 DFS (Source: 2022-2023 CAASPP Website)			Royal High: EL: -151.8 LI: -58.9 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			(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): Athenwood ES: SWD: -100.2 Crestview ES: SWD: -95.2	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Santa Susana ES: SWD: -128.8 DFS Hillside MS: 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			Park View ES: EL: -78.9 Santa Susana ES: 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	
1.5	California Science Test (CAST) Percent of All Grades students Met or Exceed Standard for Science (P4.A)	Source: 2022-23 DataQuest California Assessment of Student Performance and Progress (CAASPP) ALL: 33.47% EL: 3.18% FY: Student group too small to report			Source: 2025-26 DataQuest California Assessment of Student Performance and Progress (CAASPP) ALL: 37%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HOM: 22.22% LI: 23.39% SWD: 8.67%			EL: 4% FY: Student group too small to report HOM: 25% LI: 25% SWD: 10%	
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: 2025-2026 CA Dashboard ALL: 49% EL: 9.5% FY: 20% HOM: 15.5% LI: 35% SWD: 5%	
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: 2025-2026 CA Dashboard ALL: 25% EL: 7.5% FY: 10% HOM: 9.5% LI: 20% SWD: 22%	
1.8	A-G AND Career Technical Education (CTE) Completion Rates Percentage of students in the combined four-	Source: 2022-23 CA Dashboard ALL: 13.1% EL: 2.9%			Source: 2025-2026 CA Dashboard ALL: 14.5% EL: 3.2% FY: 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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%			HOM: 2.5% LI: 9% SWD: 2.2%	
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: 2026-27 Fall CALPADS Report 16.13 ALL: 41.5%	
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 2025-2026) 1,365 total students; 68% 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 2025-2026) ELA - 71.2% 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 - 37.2% Met or exceeded 95% 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 2026 Dashboard) 62.5%	
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: 26-27 Aeries Schedules) greater than or equal to 97% at each high school	
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 2025-2026 Snapshot Reports 2.16 and 1.17) 11.2%	

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 26-27) ELA 9 CP: 14% Algebra 1: 14% Biology CP: 13%	
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% SWD: 75.0%			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%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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 1.4, 1.5. (State Priority 7B) 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	$4,683,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		performance in ELA and Math, by providing intensive, daily intervention sessions integrated into the school schedule.		
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.	$2,052,000.00	Yes
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.	$1,650,000.00	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)	$2,830,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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 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.	$1,451,000.00	Yes

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: 2026 Winter Data Summit sign-in sheets) 100% of principals participate	

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: 2026 Cal-SASS) 35 misassignments (or fewer)	
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: 2025-26 Fall CA Dashboard Local Indicators Report Clear Teaching Credential (% of Teaching Full-time Equivalent): 90% Comparison to Statewide Average: Above	
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	(Source: 2022-23 PD Sign-in sheets) 100% of certificated staff participated in PD on at least 1 occasion			(Source: 2025-26 PD Sign-in sheets) 100% of certificated staff participated in PD on at least 2 occasions.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	measured by staff attendance records on professional development days. (P8)					

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	(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	$405,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	$2,552,000.00	Yes
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	$3,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	$439,000.00	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: 2026-27 LCAP Parent Survey) 1,355 parent responses	

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 2027 DELAC Meeting Sign-in sheet) 10% growth over baseline of 14 parents (17 parents)	
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 2026-2027) 99%	
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: 2026-2027 LCAP Surveys) Students: 85% Parents: 85%	
3.5	Chronic Absence Rate for Homeless Youth (P5.B)	(Source: 2022-2023 Calpads Snapshot Report 14.1) 44.5%			(Source: 2025-2026 Calpads Snapshot Report 14.1) 35%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	(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.	$438,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$565,400.00	Yes
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.	$4,000.00	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	$13,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		

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: 2025-2026 Calpads Snapshot Report 14.1) No more than 17.2% of students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Attendance Rate. (P5.A)	(Source: CA Dashboard 2023) 93%			(Source: CA Dashboard 2026) 97%	
4.3	Dropouts in middle school. (P5.C)	(Source: CA Dashboard 2022-2023) 0 Middle School Dropouts			(Source: CA Dashboard 2025-2026) 0 Middle School Dropouts	
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: 2025-2026 CALPADS Snapshot report 1.12) Apollo: 14 RHS: 7 SSHS: 0 SVHS:4	
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: 2025-2026 CALPADS Snapshot Reports 7.11 and 1.4) 0.1%	
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: 2026-2027 Williams Report issued by the Ventura County Office of Education and CA Dashboard Local Indicators) 100% of facilities Are deemed safe,	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					clean and functional.	
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: 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%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.8	Student suspension rate (P6.A)	(Source: 2022-2023 CA Dashboard) 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:			(Source: 2025-2026 CA Dashboard) 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:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All: 5.9% SWD: 11.9% WH: 6.6% 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%			SWD: 5.9% Hollow Hills ES: SWD: 7.5% 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%	
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) 1,321 unique students (8/1/26-5/8/27)	
4.10	Percentage of parents and students who identify as in the GATE or Special Education	(Source: 2023-24 LCAP Surveys) Parents: 121/156 (78%) Students: 89/107 (83%)			(Source: 2026-27 LCAP Surveys) 85%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	program, who agree or strongly agree that their school offers an excellent education (P7.C).					
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 (26-27) 85%	
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 (26-27) 95%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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. 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.	$1,594,000.00	Yes
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. 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	$2,772,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		resources will be allocated to provide more intensive support and case management for these student groups.		
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.	$330,000.00	Yes
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. 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.	$2,033,174.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 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.	$40,000.00	Yes
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.	$6,089,000.00	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	$800,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Provide support to Apollo Continuation High School's students in the areas of college and career readiness and graduation rate.	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.

> 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. We believe that the root cause of these statistics are social-emotional and economic needs. This goal aligns with Priorities 4.D and 5.E

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% Apollo HS LI: 7.9% Not Prepared			Source: 2025-2026 CA Dashboard – Apollo High School Prepared Apollo HS ALL: 5% Apollo HS LI: 3% Approaching Prepared Apollo HS ALL: 12% Apollo HS LI: 9.5% Not Prepared	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		District ALL: 35.9% Apollo HS ALL: 89.3% Apollo HS LI: 90.5%			Apollo HS ALL: 71% Apollo HS LI: 73%	
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: 2025-2026 CA Dashboard – Apollo High School Apollo HS ALL: 70% Apollo HS LI: 70%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	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.	$200,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$15627693	$

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
9.369%	0.000%	$0.00	9.369%

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: The 2023 CA Dashboard shows that unduplicated pupils performed, on average, 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, 1.5

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.	
1.3	**Action:** L1N3-Standards-based Curriculum **Need:** • Specific data point: The 2023 CA Dashboard indicates that unduplicated pupils, particularly Students with Disabilities, performed 107.8 points below standard in ELA and 140.2 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: The existing curriculum needs to adequately address the needs of unduplicated pupils across all subject areas. **Scope:**	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

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		
1.6	**Action:** L1N7-CTE **Need:** • Specific data point: The 2023 CA Dashboard shows that only 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.	1.6
2.1	**Action:** (L2N1) Staff PD **Need:** • Specific data point: The 2023 CA Dashboard shows 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, leading to improved academic outcomes and school engagement. Why provided LEA-wide:	2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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	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: The 2023 CA Dashboard indicates 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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	**Action:** (L2N3) Additional PD Days **Need:** - Specific data point: The 2023 CA Dashboard shows 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	Specific skills/topics: In-depth training on differentiated instruction, cultural competency, social-emotional learning, and academic interventions for unduplicated pupils. 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.	2.3
2.4	**Action:** (L2N4) Induction **Need:** - Specific data point: The 2023 CA Dashboard indicates persistent achievement gaps for unduplicated pupils, highlighting the need for well-prepared new teachers. - Feedback from educational partners:	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	2.2

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
	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	addressing the needs of unduplicated pupils, promoting consistency across all schools.	
3.2	**Action:** (L3N2) Public Communication **Need:** • Specific data point: The 2023 CA Dashboard shows 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, 3.2

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
3.3	**Action:** (L3N3) Parent Education **Need:** - The 2023 CA Dashboard indicates 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. **Scope:** LEA-wide	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
3.4	**Action:** (L3N4) Civic Leadership **Need:** - Specific data point: The 2023 CA Dashboard shows 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:	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

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 civic education programs have limited participation from unduplicated pupils. **Scope:** LEA-wide		
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: Current alternative education programs need more success in engaging and graduating unduplicated pupils. **Scope:** LEA-wide	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, 4.4
4.2	**Action:** (L4N3) Counseling Services **Need:** - Specific data point:	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	4.8, 4.5, 4.1

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 reports that 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	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.	
4.3	**Action:** (L4N4) Chronic Absenteeism **Need:** Specific data point: • 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	Specific skills/topics: Attendance monitoring, personalized outreach, incentive programs, and addressing barriers to attendance. Expected improvement: 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.	4.1, 4.2

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
	absenteeism among unduplicated pupils. **Scope:** LEA-wide		

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:
	  LEA-wide
		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

4.5	**Action:** (L4N5) Field Trips **Need:** • Specific data point:	Specific skills/topics: College visits, career exploration, cultural experiences, and connections to academic content. Expected improvement:	4.1, 4.3, 4.4, 4.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The 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	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.	
4.6	**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 • Improvement on current practice: We will be offering access to TK students, including those who are younger than the official birthdate cutoff	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. 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.	4.1

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		
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:** LEA-wide	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 , 4.8

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: Current EL services lack consistent implementation of research-based ELD strategies across all content areas. **Scope:** Limited to Unduplicated Student Group(s)	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 focus and resources are directed toward English Learners to close the language and achievement gaps.	1.3; 1.10; 1.12
1.4	**Action:** L1N5-Title Schools **Need:** - Specific data point: The 2023 CA Dashboard shows that students in Title I schools, who are predominantly	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.	1.4, 1.5, 1.12, 1.13

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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)	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.	
3.1	**Action:** (L3N1) Foster and Homeless Youth **Need:** • Specific data point: 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.	Specific skills/topics: Case management, academic support, social-emotional services, and coordination with social services agencies. Expected improvement: 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.	3.5

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		

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

N/A

Additional Concentration Grant Funding

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

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$166802478	15627693	9.369%	0.000%	9.369%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$15,888,400.00	$14,346,174.00	$170,000.00	$3,536,000.00	$33,940,574.00	$25,056,174.00	$8,884,400.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	L1N1-Literacy and Numeracy Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$3,850,000.00	$833,000.00	$2,883,000.00	$1,800,000.00			$4,683,000.00	
1	1.2	L1N2-EL Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$2,012,000.00	$40,000.00	$1,952,000.00			$100,000.00	$2,052,000.00	
1	1.3	L1N3-Standards-based Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$1,650,000.00	$400,000.00	$1,250,000.00			$1,650,000.00	
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		$1,920,000.00	$910,000.00	$580,000.00			$2,250,000.00	$2,830,000.00	
1	1.6	L1N7-CTE	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	6-12		$1,081,000.00	$370,000.00	$525,000.00	$891,000.00		$35,000.00	$1,451,000.00	
2	2.1	(L2N1) Staff PD	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$250,000.00	$155,000.00	$100,000.00	$40,000.00		$265,000.00	$405,000.00	
2	2.2	(L2N2) Professional Learning Teams	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,552,000.00	$0.00	$40,000.00	$2,412,000.00		$100,000.00	$2,552,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	(L2N3) Additional PD Days	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$3,000,000.00	$0.00	$1,400,000.00	$1,400,000.00		$200,000.00	$3,000,000.00	
2	2.4	(L2N4) Induction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$439,000.00	$0.00	$439,000.00				$439,000.00	
3	3.1	(L3N1) Foster and Homeless Youth	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income			$423,000.00	$15,000.00	$423,000.00			$15,000.00	$438,000.00	
3	3.2	(L3N2) Public Communication	English Learners	Yes	LEA-wide	English Learners			$525,000.00	$40,400.00	$380,400.00		$185,000.00		$565,400.00	
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	$4,000.00	$4,000.00				$4,000.00	
3	3.4	(L3N4) Civic Leadership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$13,000.00	$1,000.00	$12,000.00			$13,000.00	
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		$1,530,000.00	$64,000.00	$1,535,000.00			$59,000.00	$1,594,000.00	
4	4.2	(L4N3) Counseling Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,452,000.00	$320,000.00	$2,275,000.00		$170,000.00	$327,000.00	$2,772,000.00	
4	4.3	(L4N4) Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$250,000.00	$80,000.00	$330,000.00				$330,000.00	
4	4.4	(L4N8) STEAM Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,033,174.00	$0.00	$200,000.00	$1,833,174.00			$2,033,174.00	
4	4.5	(L4N5) Field Trips	English Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$40,000.00	$10,000.00	$30,000.00			$40,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.6	(L4N6) ELOP and TK	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-6		$1,739,000.00	$4,350,000.00	$1,611,000.00	$4,478,000.00			$6,089,000.00	
4	4.7	(L4N1) Campus Supervision	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$800,000.00	$0.00	$800,000.00				$800,000.00	
5	5.1	L5N1 - School Social Worker	All	No			Specific Schools: Apollo		$200,000.00	$0.00		$200,000.00			$200,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type		Total LCFF Funds
$166802478	15627693	9.369%	0.000%	9.369%	$15,888,400.00	0.000%	9.525 %	**Total:**		$15,888,400.00
								LEA-wide Total:		$12,933,400.00
								Limited Total:		$2,955,000.00
								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		$2,883,000.00	
1	1.2	L1N2-EL Services	Yes	Limited to Unduplicated Student Group(s)	English Learners		$1,952,000.00	
1	1.3	L1N3-Standards-based Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income		$400,000.00	
1	1.4	L1N5-Title Schools	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Title I Identified	$580,000.00	
1	1.6	L1N7-CTE	Yes	LEA-wide	English Learners Foster Youth Low Income	6-12	$525,000.00	
2	2.1	(L2N1) Staff PD	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	(L2N2) Professional Learning Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	
2	2.3	(L2N3) Additional PD Days	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,400,000.00	
2	2.4	(L2N4) Induction	Yes	LEA-wide	English Learners Foster Youth Low Income		$439,000.00	
3	3.1	(L3N1) Foster and Homeless Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income		$423,000.00	
3	3.2	(L3N2) Public Communication	Yes	LEA-wide	English Learners		$380,400.00	
3	3.3	(L3N3) Parent Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,000.00	
3	3.4	(L3N4) Civic Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,000.00	
4	4.1	L1N6 Alternative Educational Settings	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Apollo, Monte Vista	$1,535,000.00	
4	4.2	(L4N3) Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,275,000.00	
4	4.3	(L4N4) Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income		$330,000.00	
4	4.4	(L4N8) STEAM Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	
4	4.5	(L4N5) Field Trips	Yes	LEA-wide	English Learners	All Schools	$10,000.00	
4	4.6	(L4N6) ELOP and TK	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-6	$1,611,000.00	
4	4.7	(L4N1) Campus Supervision	Yes	LEA-wide	English Learners Foster Youth	All Schools	$800,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$28,276,721.00	$19,157,833.25

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	ELD Sections	Yes	$458,406.00	$191,221.61
1	1.2	Credit Recovery at MV	Yes	$29,139.00	$61,143.58
1	1.3	Intervention at Secondary	Yes	$697,554.00	$747,185.47
1	1.4	Support Foster/Homeless Youth	Yes	$100,000.00	$82,890.62
1	1.5	Paraprofessionals for EL	Yes	$869,439.00	$910,872.19
1	1.6	Paraprofessionals for Combo Classes	Yes	$155,400.00	$375,688.55
1	1.7	TK Classes	Yes	$2,036,059.00	$3,682,229.24
1	1.8	Naviance Software	Yes	$108,615.00	$118,156.27
1	1.9	Preschool Program	Yes	$464,473.00	$505,012.02
1	1.10	Staffing at Monte Vista	Yes	$718,602.00	$784,761.14
1	1.11	Classified Staff at District Office	Yes	$231,669.00	$221,525.69

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Spanish for Native Speakers	Yes	$118,036.00	$139,771.35
1	1.13	Provide Learning Assessment Scales	Yes	$2,000.00	0
1	1.14	Intervention Coordinator at Secondary Schools	Yes	$149,958.00	$110,976.13
1	1.15	Moorpark College Partnership	Yes	$1,000.00	0
1	1.16	College Visitations	No	$5000	805.72
1	1.17	Senior Accounting Tech	Yes	$59014	$127,941.29
1	1.18	Connected Learning Program	Yes	$10,000.00	$1,813.41
1	1.19	Staffing at Apollo Continuation High School	Yes	$1,054,868.00	$845,232.56
1	1.20	High School Counselors	Yes	$559813	$618,285.56
1	1.21	Special Olympics	Yes	$1200	0
1	1.22	Paraprofessionals for UTK Classes	Yes	$1016526	$1,203,573.85
1	1.27	College and Career Counselors	Yes	$376397	$525,274.65
1	1.28	Civics Education	Yes	$4000	$8,577.71

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Professional Development	Yes	$1,722,230.00	$1,595,554.07
2	2.2	Dual Language Immersion	Yes	$294214	$229,020.38
2	2.3	Equal Opportunity Schools	Yes	$40,000.00	$59,000.00
2	2.4	AP/IB Training	Yes	$50,000.00	$36,016.43
2	2.5	AP Capstone Program	Yes	$5,000.00	$6,186.61
2	2.6	Training for ELD standards/Strategies	Yes	$20,000.00	$9,817.68
2	2.21	Induction for Administrative Credential	Yes	$70,000.00	$27,832.56
2	2.22	Induction for New Teachers	Yes	$388010	$392,641.31
2	2.24	5 TOSA's	Yes	$690918	$802,214.57
2	2.25	Coordinator of Categorical Programs	Yes	$197,004.00	$214,031.13
2	2.29	CAPS/ PLC Training	Yes	$600,000.00	$538,703.56
2	2.30	PD on Co-teaching and Least Restrictive Environment	Yes	$50,000.00	$3,406.79
2	2.31	ELD Department Chairs	Yes	$9,000.00	$8,986.00
2	2.32	Literacy Coaches	Yes	$622,569.00	$689,036.87

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.33	Train UTK/K Teachers	Yes	$49,819.00	$4,181.34
2	2.47	Differentiation and MTSS Professional Dev	Yes	$25,000.00	0
2	2.48	Additional Professional Development (optional)	Yes	$14,536.00	$17,984.02
2	2.49	ELA and Math Intervention Supports and Training	Yes	$35,000.00	$70,079.97
3	3.1	Connected Learning Pathways	Yes	$5,000.00	$540.77
3	3.2	Parent Volunteers	Yes	$5,000.00	0
3	3.3	Parent Education	Yes	$1,500.00	$1,441.52
3	3.4	Marketing Outreach	Yes	$199,648.00	$217,861.04
3	3.5	Advisory Committees	Yes	$500.00	0
3	3.6	Advertising	Yes	$50,000.00	$57,990.41
3	3.7	Community Liaisons	Yes	$489055	$417,361.67
3	3.8	Online Communication Tools	Yes	$5,000.00	0
4	4.1	Coordinator of DEI & H	Yes	$195,995.00	$214,555.48

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)
4	4.2	Asst. Superintendent IPS	Yes	$232,456.00	$271,017.88
4	4.3	Extracurricular Activities	Yes	$488,766.00	$1,147,002.22
4	4.4	Suicide Prevention	Yes	$1,000.00	$36.60
4	4.5	Identify Social-Emotionally At-Risk Students	Yes	$40,000.00	$39,000.00
4	4.6	Senior Walk	Yes	$1,000.00	0
4	4.7	Campus Supervisors	Yes	$768,833.00	$704,493.76
4	4.8	Attendance Tracking Software	Yes	$75,000.00	$118,900.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$14548185	$15,085,788.00	$14,948,216.39	$137,571.61	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	ELD Sections	Yes	$458,406.00	$191,221.61		
1	1.2	Credit Recovery at MV	Yes	$29,139.00	$61,143.58		
1	1.3	Intervention at Secondary	Yes	$697,554.00	$747,185.47		
1	1.4	Support Foster/Homeless Youth	Yes	$100,000.00	$79,143.89		
1	1.5	Paraprofessionals for EL	Yes	$869,439.00	$910,872.19		
1	1.6	Paraprofessionals for Combo Classes	Yes	$155400	$375,688		
1	1.7	TK Classes	Yes	$2,036,059.00	$2,002,037.39		
1	1.8	Naviance Software	Yes	$108,615.00	$50,390.82		
1	1.9	Preschool Program	Yes	$464,473.00	$505,012.02		
1	1.10	Staffing at Monte Vista	Yes	$718,602.00	$784,761.14		
1	1.11	Classified Staff at District Office	Yes	$231,669.00	$221,525.69		
1	1.12	Spanish for Native Speakers	Yes	$118,036.00	$198,771		
1	1.13	Provide Learning Assessment Scales	Yes	$2,000.00	0		

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	1.14	Intervention Coordinator at Secondary Schools	Yes	$149,958.00	$110,976.13		
1	1.15	Moorpark College Partnership	Yes	$1,000.00	0		
1	1.17	Senior Accounting Tech	Yes	$59,014.00	$63,995.66		
1	1.18	Connected Learning Program	Yes	$10,000.00	$880.84		
1	1.19	Staffing at Apollo Continuation High School	Yes	$1,054,868.00	$845,232.56		
1	1.20	High School Counselors	Yes	$559,813.00	$618,285.56		
1	1.21	Special Olympics	Yes	$1,200.00	0		
1	1.22	Paraprofessionals for UTK Classes	Yes	$1,016,526.00	$560,397.78		
1	1.27	College and Career Counselors	Yes	$376,397.00	$189,098.65		
1	1.28	Civics Education	Yes	$4,000.00	$8,577.71		
2	2.1	Professional Development	Yes	$1,722,230.00	$1,595,554.07		
2	2.2	Dual Language Immersion	Yes	$114,214.00	$107,846.18		
2	2.3	Equal Opportunity Schools	Yes	$40,000.00	$60,575.51		
2	2.4	AP/IB Training	Yes	$50,000.00	$36,016.43		
2	2.5	AP Capstone Program	Yes	$2,000.00	$1,293.47		
2	2.6	Training for ELD standards/Strategies	Yes	$20,000.00	$9,817.68		
2	2.21	Induction for Administrative Credential	Yes	$70,000.00	$23,457.56		
2	2.22	Induction for New Teachers	Yes	$388,010.00	$353,960.06		
2	2.24	5 TOSA's	Yes	$222,007.00	$272,960.56		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.25	Coordinator of Categorical Programs	Yes	$147,004.00	$160,542.05		
2	2.29	CAPS/ PLC Training	Yes	$240,000.00	$239,128.55		
2	2.30	PD on Co-teaching and Least Restrictive Environment	Yes	$50,000.00	$3,406.79		
2	2.31	ELD Department Chairs	Yes	$9,000.00	$8,986.00		
2	2.32	Literacy Coaches	Yes	$560,312.00	$620,169.17		
2	2.33	Train UTK/K Teachers	Yes	$49,819.00	0		
2	2.47	Differentiation and MTSS Professional Dev	Yes	$25,000.00	0		
2	2.48	Additional Professional Development (optional)	Yes	$14,536.00	$17,984.02		
2	2.49	ELA and Math Intervention Supports and Training	Yes	$35,000.00	$70,079.97		
3	3.1	Connected Learning Pathways	Yes	$5,000.00	$540.77		
3	3.2	Parent Volunteers	Yes	$5,000.00	0		
3	3.3	Parent Education	Yes	$1,500.00	$1,441.52		
3	3.4	Marketing Outreach	Yes	$199,648.00	$86,926.45		
3	3.5	Advisory Committees	Yes	$500.00	0		
3	3.6	Advertising	Yes	$20,000.00	$20,234.23		
3	3.7	Community Liaisons	Yes	$214,055.00	$232,482.72		
3	3.8	Online Communication Tools	Yes	$3,000.00	4609		
4	4.1	Coordinator of DEI & H	Yes	$195,995.00	$214,555.48		
4	4.2	Asst. Superintendent IPS	Yes	$85,191.00	$271,017.88		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	Extracurricular Activities	Yes	$488,766.00	$1,147,002.22		
4	4.4	Suicide Prevention	Yes	$1,000.00	$36.60		
4	4.5	Identify Social-Emotionally At-Risk Students	Yes	$40,000.00	$39,000.00		
4	4.6	Senior Walk	Yes	$1,000.00	0		
4	4.7	Campus Supervisors	Yes	$768,833.00	$704,493.76		
4	4.8	Attendance Tracking Software	Yes	$75,000.00	$118,900.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
168109379	$14548185	0	8.654%	$14,948,216.39	0.000%	8.892%	$0.00	0.000%

Local Control and Accountability Plan Instructions

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

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:

  o 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]).

  o 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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o 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,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

    o 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:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

    o 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).

    o 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.

    o Indicate the school year to which the baseline data applies.

    o 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.

- o 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.

- o 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.

- o 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.

- o 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.

- o 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.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o 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.

  o 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.

- o   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.

- o   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.

- o   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.

  - o   **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - o   Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o   Professional development for teachers.

  - o   If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o 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.

  o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

- o 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%).

  o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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)**

- o 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**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o 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**

  - o 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)**

  - o 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 (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o 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)**

  - o 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 %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o 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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