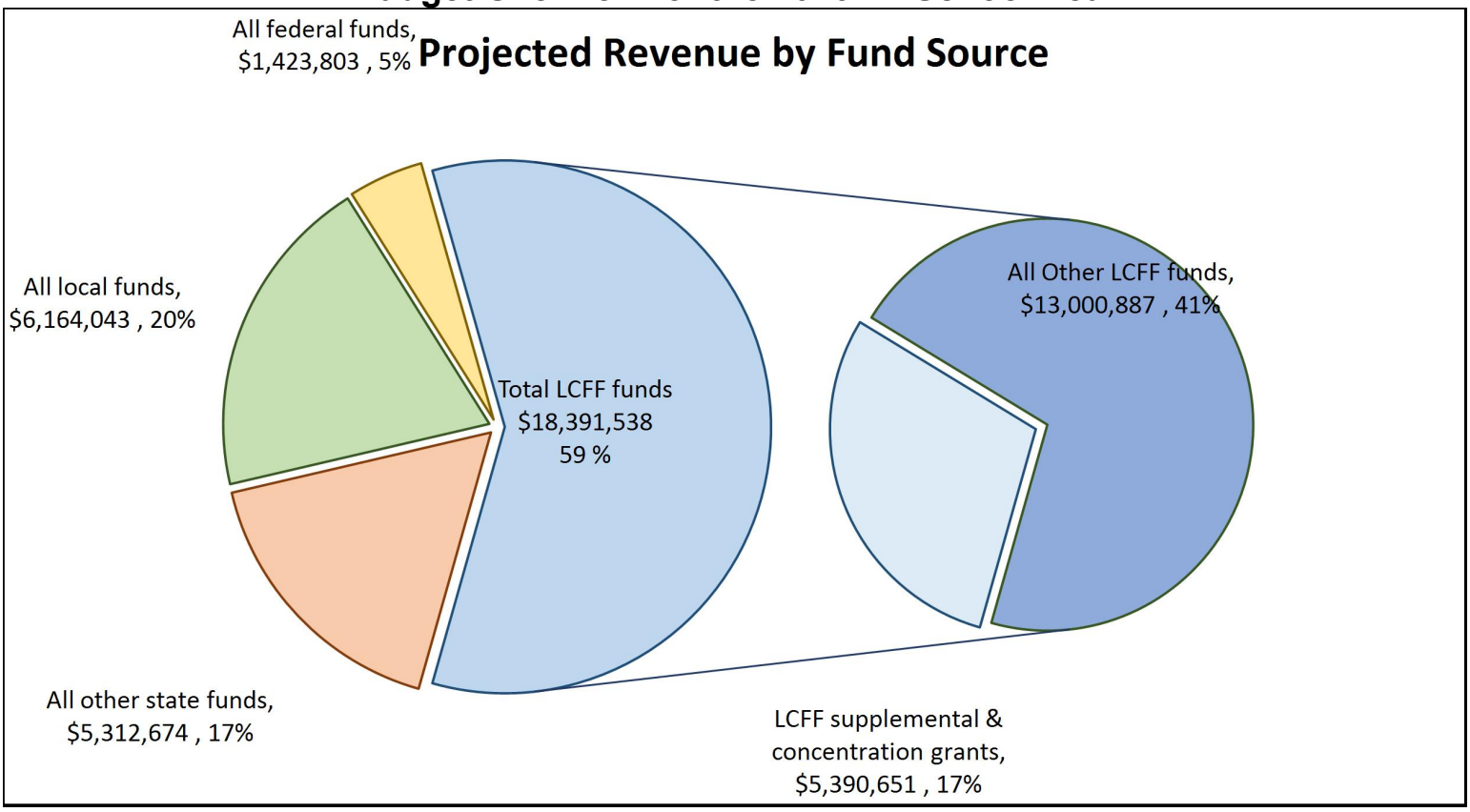
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lucerne Valley Unified School District
CDS Code: 36750510000000
School Year: 2026-27
LEA contact information:
Peter Livingston
Superintendent
peter_livingston@lucernevalleyusd.org
(760) 248-6108

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

Budget Overview for the 2026-27 School Year

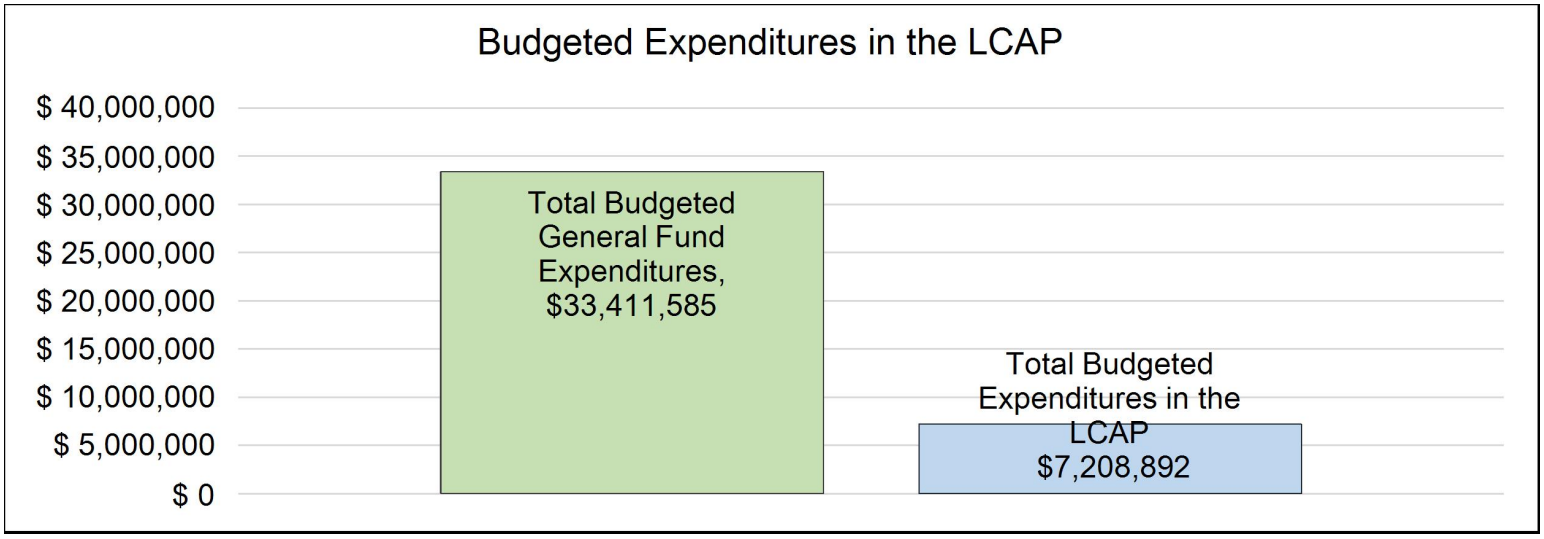


This chart shows the total general purpose revenue Lucerne Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lucerne Valley Unified School District is $31,292,058, of which $18,391,538 is Local Control Funding Formula (LCFF), $5,312,674 is other state funds, $6,164,043 is local funds, and $1,423,803 is federal funds. Of the $18,391,538 in LCFF Funds, $5,390,651 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Lucerne Valley Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Lucerne Valley Unified School District plans to spend $33,411,585 for the 2026-27 school year. Of that amount, $7,208,892 is tied to actions/services in the LCAP and $26,202,693 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

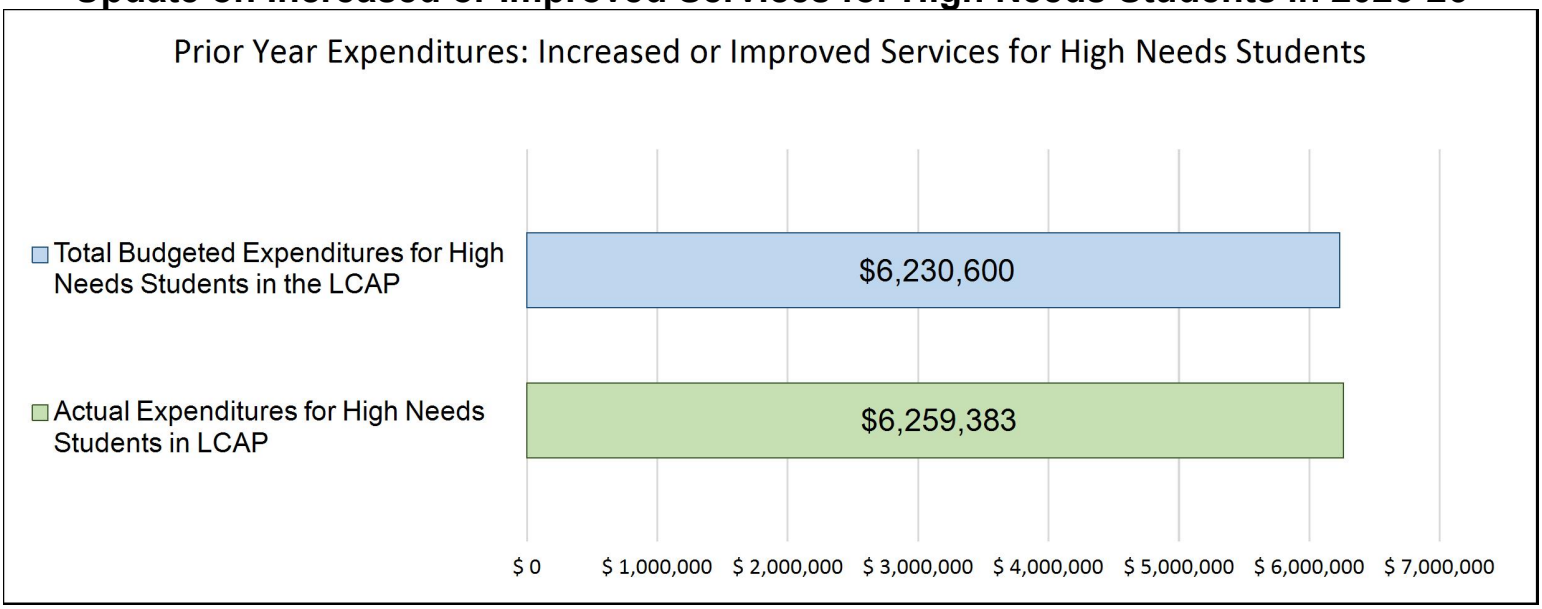
While the majority of General Fund expenditures are aligned with the goals and actions outlined in the Local Control and Accountability Plan (LCAP), there are certain operational and districtwide expenditures not included in the LCAP. These include items such as utilities, insurance, district administrative costs, routine maintenance, technology infrastructure upgrades, and other noninstructional support services necessary for daily operations. These expenditures, while essential to the functioning of the district, do not directly align with the targeted student outcomes or actions required to be reported in the LCAP.

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

In 2026-27, Lucerne Valley Unified School District is projecting it will receive $5,390,651 based on the enrollment of Foster Youth, English learner, and low-income students. Lucerne Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lucerne Valley Unified School District plans to spend $6,171,641 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Lucerne Valley Unified School District's LCAP budgeted $$6,230,600.00 for planned actions to increase or improve services for high needs students. Lucerne Valley Unified School District actually spent $$6,259,383.00 for actions to increase or improve services for high needs students in 2025-26.

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
Lucerne Valley Unified School District	Peter Livingston Superintendent	peter_livingston@lucernevalleyusd.org (760) 248-6108

Plan Summary [2026-27]

General Information

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

The Lucerne Valley Unified School District (LVUSD) is a TK-12 school District located in the rural high desert town of Lucerne Valley, California. Currently LVUSD currently has 1,181 students and covers over 750 square miles. LVUSD has an Elementary School, a Middle/High School and Mountain View High School. LVUSD also offers a Virtual Academy for students wanting an alternative program. The state preschool serves eligible students on the elementary campus. The district has experienced growing enrollment over the last five years. With the growing enrollment the district has added additional teachers, counselors and courses for students. The district has been recognized with Pivotal Practice Awards for the elementary school and for the district as a whole. The elementary school added a state of the art Science, Technology, Engineering and Math (STEM) lab. We have expanded middle school sports and continue to offer C.I.F. sports at the high school. The Middle/High School has band, art, an expanded auto shop, Manufacturing, Culinary Arts and Agriculture pathways and a military science class.

LVUSD's award winning FFA program serves many of our high school students and teaches leadership and skills for or students to be successful. Our elementary school offers electives, Drama Club, and has both during and after school interventions. Our student population is 90% socioeconomically disadvantaged, 18.4% English Learners and approximately 1.3% homeless/foster youth. Currently LVUSD has an unduplicated student count 89.9%. LVUSD has been in operation since 1987, although our first campus, Lucerne Valley Elementary School, has been in operation since 1954.

Mountain View High School has been designated as Equity Multiplier site for the 2026-2027 school year.

Reflections: Annual Performance

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

The 2023 California School Dashboard shows that the following student groups are performing at the lowest performance level (Red):

Districtwide

English Learner Progress Indicator (ELPI): English Learners

Academics
ELA: English Learners, Socioeconomic Disadvantage, Students with Disabilities, Hispanic
Math: All, English Learners (EL), Socioeconomic Disadvantage (SED), Students with Disabilities (SWD), Hispanic

School Climate
Suspension Rate: English Learner and Foster Youth

Pupil Engagement
Chronic Absenteeism: English Learners, Students with Disabilities and Hispanic

School Sites - All Student Groups showing the lowest performance levels

Lucerne Valley Elementary
English Language Proficiency

Lucerne Valley Middle
Academics: ELA and Math
School Climate: Suspension Rate

Lucerne Valley High
Academics: ELA

Any Student Group within any School with Lowest Performance Outcomes:

Lucerne Valley Elementary
ELPI - English Leaners

Academics:
ELA - English Learners, Students with Disabilities, Socioeconomic Disadvantaged, Hispanic
Math - English Learners, Students with Disabilities, Socioeconomic Disadvantaged, Hispanic

Pupil Engagement:
Chronic Absenteeism - English Learners and Students with Disabilities

Lucerne Valley Middle
Academics:
ELA - Socioeconomic Disadvantaged and Hispanic
Math - Socioeconomic Disadvantaged and Hispanic

School Climate
Suspension Rate - English Learners, Socioeconomic Disadvantaged and Hispanic

Pupil Engagement:
Chronic Absenteeism - English Learners and Hispanic

Lucerne Valley High
Academics
ELA - Socioeconomic Disadvantaged

The 2025 California School Dashboard shows that the following student groups are performing at the lowest performance level (Red):

Districtwide
English Learner Progress Indicator (ELPI):
English Learners

Academics:
ELA: All groups made growth showing no subgroup performing in red in ELA.
Math: English Learners, and Students with Disabilities.

School Climate:
Suspension Rate: Long Term English Learners, Homeless Youth, and Student with Disabilities.

Pupil Engagement:
Chronic Absenteeism: Long-Term English Learners, Foster Youth, Students with Disabilities.

School Sites – All Student Groups showing the lowest performance levels

(ELPI)
Lucerne Valley Elementary:
English Language Proficiency

Academics:
Lucerne Valley Elementary:
ELA - Students with Disabilities.

Lucerne Valley Elementary
Math - English Learners, Students with Disabilities, Hispanic

School Climate:
Lucerne Valley Elementary
Suspension Rate - Students with Disabilities, Hispanic
Lucerne Valley High School
Suspension Rate - All Students, English Learners, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities.

Pupil Engagement:
Lucerne Valley Middle
Chronic Absenteeism - Student with Disabilities, English Learners.

District Summary of Performance – 2025 Dashboard

Successes:
Lucerne Valley Unified School District continues to demonstrate meaningful growth across multiple priority areas, reflecting a strong commitment to student success and continuous improvement. Graduation rates remain a notable strength, with high outcomes for All Students and significant student groups, including English Learners, Hispanic students, and Socioeconomically Disadvantaged students, showing steady gains. Lucerne Valley USD demonstrated significant progress in English Language Arts, in all subgroups. All Students, English Learners, Socioeconomically Disadvantaged students, Hispanic and White all had 20 or more-point increase in English Language Arts. Additionally, chronic absenteeism has shown improvement for several populations, for example English Learners and Socioeconomically Disadvantaged which indicates stronger student engagement and effective attendance supports.

Challenges:
Mathematics continues to be the district's most significant academic challenge. All Students are 104.1 points below standard (–104.1 DFS). Student groups with the greatest need include Long-Term English Learners (–195 DFS), Students with Disabilities (–151.6 DFS), English

Learners (–136.5 DFS), and Hispanic students (–110.4 DFS). These deeply negative DFS values highlight the need for intensified math instruction, intervention supports, and consistent progress monitoring.
Students with Disabilities continue to experience some of the lowest academic outcomes in both ELA and Math, with –108.6 DFS in ELA and –151.6 DFS in Math.

These academic challenges are being addressed in the LCAP under Goal 1, Actions 1, 2, 3, and 5 with a strategic focus on strengthening instructional practices, expanding access to academic supports, and enhancing language development services.

To address ongoing academic challenges identified through Dashboard DFS data, Lucerne Valley Unified School District focuses on a coordinated set of instructional, intervention, and support strategies. First, strengthening high-quality Tier 1 instruction in both ELA and Mathematics is essential, ensuring that all students particularly English Learners, Long-Term English Learners, and Students with Disabilities have consistent access to grade-level standards, rigorous tasks, and effective instructional practices aligned to the California Standards.

Lucerne Valley will expand targeted intervention systems using data-driven supports such as small-group instruction, extended learning time, and evidence-based intervention programs in ELA and Math. These supports are prioritized for student groups with the most significant negative DFS, including Long-Term English Learners and Students with Disabilities, with regular progress monitoring to adjust instruction as needed.

Enhancing special education collaboration and inclusion practices including co-teaching models, instructional accommodations, and aligned intervention planning will help close persistent achievement gaps for Students with Disabilities while maintaining access to grade level curriculum. These challenges are being addressed in the LCAP under Goal 1, Actions 1.2, 1.5, Goal 2, Actions 2.1, 2.3, 2.4, Goal 3 Action 3.1 and 3.4

Finally, Lucerne Valley can build on its strengths in school climate and student engagement by continuing to reduce barriers to attendance, providing social emotional supports, and maintaining positive behavior systems. Leveraging these strengths creates the conditions necessary for improved academic outcomes and sustained growth across all student groups, through Actions Goal 1, 1.7, Goal 2 Action 2.2, and Goal 3 Action 3.4

For 2026–27, Lucerne Valley Unified School District has $87,743 in Learning Recovery Emergency Block Grant (LREBG) funds. The district has allocated these funds to support targeted actions within its Local Control and Accountability Plan (LCAP). These expenditures are informed by the district's Comprehensive Needs Assessment, including analysis of 2025 California Dashboard results in English Language Arts, Mathematics, and Chronic Absenteeism, as well as local assessment data and input from educational partners.

The use of LREBG funds is strategically aligned with identified student needs and LCAP goals focused on improving academic outcomes. This action meets the allowable use of accelerating learning progress, which includes tutoring and small-group supports delivered by certificated or classified staff. Specifically, the funds will support targeted, small-group intervention provided by a certificated intervention teacher for students demonstrating unfinished learning or achievement gaps in English Language Arts and Mathematics. Instruction will be informed by student assessment data and designed to accelerate academic progress, with particular emphasis on student groups experiencing disparities.

Intervention Teacher — Goal 1, Action 1.4

Lucerne Valley Unified School District will use $87,743 in LREBG funds to employ an intervention teacher who will provide targeted, teacher-led instruction to students demonstrating unfinished learning or achievement gaps in English Language Arts and Mathematics.

This action is supported by the Education Endowment Foundation's Small Group Tuition research review, which found that students participating in small-group instruction make, on average, approximately four additional months of academic progress over the course of a year. The research further indicates that small-group instruction is most effective when it is targeted to students' specific needs, informed by diagnostic assessment, and delivered by trained educators.

The action is also supported by the U.S. Department of Education's What Works Clearinghouse practice guide, Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades, which recommends systematic, explicit, and targeted instruction for students experiencing difficulty in mathematics.

The intervention teacher will use California Dashboard results, local and diagnostic assessments, and ongoing progress-monitoring data to identify students requiring additional support and provide focused instruction in smaller instructional groups. This action is intended to accelerate learning, improve student performance in English Language Arts and Mathematics, and reduce achievement disparities among identified student groups. Progress and effectiveness will be measured through Metrics 1.7 and 1.8.

LREBG Allocation: $87,743

Reflections: Technical Assistance

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

1. San Bernardino Superintendent of School:
The San Bernardino County Superintendent of Schools provides technical assistance to the district by providing a Program Manager that supports small school districts to address their unique challenges and needs.

2. Differentiated Assistance:

The 2025 California School Dashboard shows that Lucerne Valley Unified School District is eligible for Differentiated Assistance based on the performance of two student groups, Long-Term English Learners (LTEL) and Students with Disabilities (SWD) year 1 and Whites in year 2. The Action numbers that provide support to these student groups are Long-Term English Learners (LTELs): Actions 1.3, 1.7, 1.9, 2.1, 3.2, 3.4, 5.1, 5.2, 5.3. Students with Disabilities (SWD): Actions 1.2, 1.3, 1.5, 2.1, 3.4. White Students: Actions 1.2, 1.5, 1.7, 1.9, 2.1, 2.2, 2.3, 2.4, 3.4

Based on the 2025 California Dashboard:

Long-Term English Learners: Chronic Absenteeism 34.3%, Suspensions 16%, ELPI 37.7%.

Students with Disabilities: ELA -108.6 DFS, Math -151.6 DFS in 2025, Suspension 11.8%, Chronic Absenteeism 37.2%.

White Students: According to the 2024 Dashboard, White students had an ELA DFS of -66.3, Math DFS of -97.5, and a Suspension Rate of 8.7%. On the 2025 Dashboard, White students demonstrated improvement across all identified indicators. ELA improved to -45.8 DFS (a gain of 20.5 points), Math improved to -93.1 DFS (a gain of 4.4 points), and Suspension decreased to 8.1% (a reduction of 0.6%). This demonstrated improvement from 2024 to 2025 resulted in the student group moving into Year 2 of Differentiated Assistance rather than receiving a new Year 1 designation, reflecting progress while continued monitoring and support remain necessary.

The Differentiated Assistance team includes district leaders, site administrators, and teachers engaged in the Differentiated Assistance process to examine data, identify root causes, and develop actionable solutions to address persistent challenges in academic performance, engagement, and school climate. As a result of these collaborative efforts, a districtwide improvement plan has been developed and is currently being implemented with monitoring to the effectiveness and changes as needed.

As part of the Differentiated Assistance cycle, the DA team identified the following Problem Statement and Root Cause related to Students with Disabilities student outcomes:

Problem Statement: Based on the 2025 Dashboard, Students with Disabilities experienced a continual increase in school suspensions as well as a very slight increase in chronic absenteeism.

Root Cause: Lucerne Valley Unified School District does not have a consistent, coordinated attendance infrastructure to systematically identify, monitor and intervene with SWD who experience chronic absenteeism, suspension or credit loss.

To address this and related concerns, the district is implementing Data analysis of Students with Disabilities in Chronic Absenteeism and suspensions. Training around discipline and education codes. As well as empathy interviews of Students with Disabilities of Chronic Absenteeism and suspensions (Goal 2, Action 1).

Additionally, to further engage Students with Disabilities, the district has strengthened existing academic strategies that were already in place by refining their design and implementation based on needs identified through the Data Analysis (DA) process. These enhancements include further reducing class sizes to allow for more individualized instruction (Goal 1, Action 2), expanding and better aligning instructional supports for English Learners with co-teaching and scaffolding strategies that benefit Students with Disabilities (Goal 1, Action 3), and increasing the use of targeted intervention staff to provide more frequent and specialized academic and behavioral supports (Goal 1, Action 5). Collectively, these strengthened supports are intended to improve access to grade-level instruction and increase academic engagement for Long-Term English Learners and Students with Disabilities, with the expected impact of reducing school suspension rates and chronic absenteeism for these student subgroups. To strengthen supports for SWD using Goal 2, Action 2.1, administration will attend a Professional development on focusing on attendance and suspension.

PBIS strategies that were already in place continue to be implemented districtwide and have been strengthened to more intentionally address behavior regulation, student engagement, and attendance concerns identified through the Data Analysis (DA) process, particularly for Students with Disabilities (Goal 3, Action 4). Enhancements include increased use of targeted PBIS interventions, more consistent progress monitoring, and closer alignment between behavioral supports and IEP-identified needs. In partnership with Desert Mountain Children’s

Center, the district has expanded social-emotional learning, counseling, and conflict resolution services for high-need student groups, including Students with Disabilities. These additional and more targeted supports are expected to improve behavioral outcomes, increase student engagement, and contribute to reductions in suspension rates and chronic absenteeism for Students with Disabilities.

The efficiency of Attendance strategies is closely monitored at each site, with early intervention protocols in place to respond to signs of chronic absenteeism. Administrators collaborate regularly with counselors, families, and support staff to ensure timely and coordinated responses to student needs. The district has also revamped it's SARB process to help with chronic absenteeism related issues.

The District Improvement Team meets monthly to review implementation progress, analyze data, and report outcomes to the San Bernardino County Superintendent of Schools as part of an ongoing cycle of continuous improvement and accountability.

In addition to Students with Disabilities, the Differentiated Assistance (DA) process identified Long-Term English Learners (LTELs) and White students as student groups eligible for support based on Dashboard indicators. Actions put into place to address these

Long-Term English Learners (LTELs) were eligible for Differentiated Assistance due to performance in the English Learner Progress Indicator (ELPI), Chronic Absenteeism and Suspension Rate. The district recognized that LTEL students require targeted academic language development and structured supports to accelerate reclassification and improve overall academic achievement. In response, the district has strengthened instructional practices through the support of an English Learner (EL) Coach who works directly with teachers to refine integrated and designated ELD strategies.

The efficiency of attendance strategies for LTEL students is closely monitored at each site, with intervention protocols in place to address signs of chronic absenteeism. Administrators collaborate regularly with counselors, EL specialists, families, and support staff to ensure timely, culturally responsive, and coordinated support tailored to the unique needs of LTEL students. The district has also strengthened its SARB process to more effectively address attendance challenges and barriers specific to LTEL students, promoting consistent engagement and academic success.

Additionally, the district is monitoring suspension data specific to LTEL students to ensure that discipline practices are equitable and aligned with restorative approaches. Administrators have received training on discipline protocols, alternatives to suspension, and accurate data entry practices to improve consistency and reduce disproportionality. These efforts are intended to improve ELPI outcomes, reduce suspension rates, and increase overall academic engagement for LTEL students. The district addresses LTEL chronic absenteeism through systematic monitoring, early intervention protocols, enhanced SARB processes, and coordinated support systems, supported by LCAP Actions 3.2, 3.4, 5.1, and 5.2, which focus on removing barriers, improving school climate, and increasing student engagement.

White students were identified for Differentiated Assistance based on academic performance in ELA and Math as well as Suspension Rates. In response, the district is providing focused professional development to improve core instructional practices in English Language Arts and Mathematics. This includes strengthening standards-based instruction, increasing the use of formative assessment practices, and implementing data-informed instructional cycles to address learning gaps.

To address suspension outcomes for White students, the district has provided targeted training for administrators on education codes, appropriate documentation, and the use of alternative means of correction. Emphasis has been placed on restorative practices, behavior

intervention strategies, and consistent implementation of Positive Behavioral Interventions and Supports (PBIS). Ongoing monitoring of suspension data allows the district to identify trends early and intervene proactively.

Through these coordinated academic and behavioral strategies, the district aims to improve academic performance in ELA and Math while reducing suspension rates for White students and accelerating language acquisition and engagement outcomes for Long-Term English Learners.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
All Educational Partners	All educational partners were notified of the LCAP development meetings through email, all call system and district website.
Parents representing students at all school sites (English Learners, Socioeconomically disadvantaged, Foster Youth, Students with Disabilities)	The LCAP development and input meeting was held in person on April 15, 2026. During the meeting, the district reviewed its vision, mission, and strategic plan. An overview of the 2025 California Dashboard was presented, along with data from local indicators, including iReady and Accelerated Reader. The district also shared the anticipated LCFF funding amount and other supplemental funding sources. In addition, staff reviewed the previous LCAP goals, the actions implemented to support those goals, and the metrics used to measure effectiveness. The discussion centered on gathering parent input regarding which goals, actions, and metrics should be maintained, revised, or removed for the development of the 2026–2027 LCAP. Parents were encouraged to share concerns and provide suggestions on how the district can better support students and families. Parents expressed agreement with the district's direction, indicated satisfaction with the information provided, and shared their desire to continue the current goals, actions, and supports moving forward. On March 20, 2026 a survey was sent out to parents for feedback on this LCAP.
Administrative, Certificated, Classified Staff Members, Union Representatives	LCAP development and input meeting was held in person on March 3, 2026. During the meeting, the district discussed their vision and mission and their strategic plan. The District presented an overview of the 2025 California Dashboard along data from local indicators, including iReady and Accelerated Reading. The District also provided

Educational Partner(s)	Process for Engagement
	attendees with the anticipated LCFF funding amount as well as additional funding sources. The district outlined the previous LCAP's goals, actions to support the goals and the metrics used to evaluate effectiveness. The discussion was focused on input from the staff members regarding goals, actions and metrics that should be kept, revised or removed when developing the 2026/2027 LCAP. Staff members were encouraged to discuss concerns and way the district can provide support. Both Unions had their local representatives present at the meeting and were active in the discussion and provided feedback on the goals, actions and metrics that should be kept, revised or removed when developing the 2026/2027 LCAP.
Students	Students in grades K - 12 were give the opportunity to participate in an LCAP development Survey on March 20, 2026. The Survey sought input on the districts vision and mission and their strategic plan. The Survey presented an overview of the 2025 California Dashboard along data from local indicators, including iReady and Accelerated Reading. The Survey also provided participants with the anticipated LCFF funding amount as well as additional funding sources. The survey outlined the previous LCAP's goals, actions to support the goals and the metrics used to evaluate effectiveness. The survey was focused on input from the students regarding goals, actions and metrics that should be kept, revised or removed when developing the 2026/2027 LCAP. Students were encouraged to outline concerns and way the district can provide support. Students were also invited to and attended the in-person LCAP meeting on April 15, 2026, they received a full draft of the 2026-27 LCAP for review and feedback. Participants included students from both the elementary and middle/high school levels.
Parent, Teachers, Site Administration, District Administration, Counselors, School Site Council, Students of Mountain View School	Based on a student non-stability rate exceeding 25% and a socioeconomically disadvantaged population greater than 70%, Mountain View High School in Lucerne Valley Unified School District was identified as an Equity Multiplier school. An educational partners meeting for Mountain View High School was held on April 15, 2026. During this meeting, a comprehensive needs

Educational Partner(s)	Process for Engagement
	assessment was conducted to identify site strengths, areas for growth, and any potential resource inequities. Due to the school's small student population, the state did not provide formal low-performance indicators. In response, the district shared locally developed data with educational partners, highlighting areas of greatest need, including academic performance, student attendance, and school climate. Funding priorities and evidence-based interventions were discussed, and Educational Partners input was collected to inform the development of Goal 5, which focuses on improving attendance and fostering a positive and healthy school climate. Follow-up, in-person meetings with staff were conducted on April 27, 2026, to further refine needs and align planned actions.
Union Representative	In addition to the meeting held on February 12, 2026 that both union representatives attended, a survey was provided to both Union Representatives on March 20, 2026. The Survey sought input on the districts vision and mission and their strategic plan. The Survey presented an overview of the 2025 California Dashboard along with data from local indicators, including iReady and Accelerated Reading. The Survey also provided participants with the anticipated LCFF funding amount as well as additional funding sources. The survey outlined the previous LCAP's goals, actions to support the goals and the metrics used to evaluate effectiveness. The survey was focused on gathering feedback from the union representative regarding goals, actions and metrics that should be kept, revised or removed when developing the 2026/2027 LCAP. Union Representatives were encouraged to outline concerns and ways the district can provide support. Union Representatives also participated in the in-person meeting that was held on April 15, 2026.
PAC DELAC	The 2026/2027 LCAP draft was presented to the PAC and DELAC on May 5, 2026. As no comments were submitted from the PAC or DELAC, there was not a written response from the superintendent.
SELPA Consultation	On April 15, 2026 the district held an in-person meeting and invited SELPA representatives for feedback in preparing the 2025/2026 LCAP. The 2026/2027 LCAP Draft was presented.

Educational Partner(s)	Process for Engagement
Governing Board Community Members	The 2026/2027 LCAP draft was posted publicly on the district website on June 1, 2026. The 2026/2027 LCAP draft was presented at a regularly scheduled Board of Education meeting on June 10, 2026, for public hearing.
Governing Board	Mid-Year Report was presented to the Governing Board at a regularly scheduled meeting on February 12, 2026.
Governing Board Community Members	The 2026/2027 LCAP was adopted at a regularly scheduled Board of Education meeting on June 12, 2026.
Student Advisory Council	The Student Advisory Council, consisting of students representing elementary and middle/high school convened in person on April 15, 2026, to provide input for the development of the 2026/2027 LCAP. During the meeting, the district shared its vision, mission, and strategic plan, along with an overview of the 2025 California School Dashboard and local data sources, including i-Ready and Accelerated Reader. Students were also presented with the anticipated LCFF funding allocation and additional funding sources. The district reviewed the previous LCAP's goals, related actions, and the metrics used to assess effectiveness. The discussion focused on gathering student input regarding which goals, actions, and metrics should be maintained, revised, or removed. Students were encouraged to share concerns and offer suggestions for how the district can better support their academic and social-emotional needs. As no comments were submitted, a written response from the superintendent was not required.

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

Collaborating with educational partners during the LCAP development process provided valuable insight into the strengths and needs of students across the district. Input gathered through surveys, meetings, and educational partner forums reflected strong support for continuing current programs and services while also emphasizing the need to strengthen academic supports, expand course access and intervention opportunities, and increase real-world learning experiences for students.

A primary concern identified by educational partners was the continued need to improve academic achievement, particularly in Mathematics and among student groups including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. While the most recent California School Dashboard reflected areas of growth in English Language Arts and graduation outcomes, Mathematics performance continues to remain a priority area, with several student groups performing below standard levels. In response, the District will

continue implementing Goal 1 actions, 1.1, 1.4, 1.8 focused on reducing class sizes, providing intervention and instructional support, strengthening professional development and coaching, and expanding targeted academic interventions to address learning gaps.

Educational partners also emphasized the importance of improving English Learner progress and increasing reclassification rates. Feedback highlighted the need for continued language development supports, designated and integrated English Language Development instruction, and additional support for long-term English Learners. This input directly informed the continuation of targeted English Learner supports, including bilingual aide assistance, instructional coaching, and professional learning focused on effective strategies for multilingual learners. (Actions 1.6,1.8, 1.4, and 1.3.)

Student engagement, attendance, and school climate remained significant priorities identified by educational partners. Although the District has demonstrated improvement in chronic absenteeism rates, educational partners expressed concerns regarding ongoing attendance barriers, disengagement among some student groups, and the need for increased student connectedness and family involvement. Feedback also emphasized the importance of maintaining safe, supportive, and inclusive school environments. In response, the District will continue actions related to transportation services, Positive Behavioral Interventions and Supports (PBIS), student wellness supports, and expanded family and student engagement opportunities. (Actions 2.2, 3.2, 3.3, and 3.4)

Educational partners further emphasized the importance of preparing students for postsecondary success through expanded access to Career Technical Education (CTE), dual enrollment opportunities, college and career counseling, and real-world learning experiences. Educational Partners expressed support for continuing programs that promote college and career readiness while increasing opportunities for students to explore career pathways and develop workforce skills. These priorities are reflected in Goal 2 actions focused on academic counseling, credit recovery, career pathway expansion, and college and career readiness supports. (Actions, 2.2, 2.3, and 2.4)

At Mountain View High School, educational partner input identified attendance, student engagement, and school connectedness as ongoing areas of need. Educational partners expressed the importance of providing additional supports and interventions to address chronic absenteeism and improve student participation and engagement at the site level. This feedback informed the continuation of targeted actions and supports under Goal 5 designed to improve attendance outcomes and strengthen school climate and student engagement. (Actions, 5.1,5.2, and 5.3)

Overall, educational partner feedback directly informed the refinement and continuation of the District's LCAP goals and actions. The District will continue building on areas of progress, including improvements in graduation rates, attendance, and student support systems, while maintaining a focused effort on addressing persistent gaps in academic achievement, English Learner outcomes, and student engagement for all student groups.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students will receive a quality education.	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 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LEA developed this goal to stay in alignment with the previous LCAP goals and actions and to allow for measurable outcomes related to student achievement. Based on educational partners input and local data, our goal is to provide a quality education for students.

The LEA remains committed to ensuring that every student is supported with the foundational resources necessary for academic and personal success. This includes maintaining 100% access to courses aligned with state content and performance standards, including English Language Development (M1.1), as well as increasing the percentage of highly qualified teachers from 73% to 96.8% in the 2022-2023 school year (M1.2). The district also ensures that all students have access to standards-aligned instructional materials (M1.3) and that all school facilities are maintained in good repair, meeting 100% compliance according to the California Dashboard Local Indicators (2022-2023) (M1.4). These core commitments reflect the district's focus on equity, instructional quality, and creating learning environments that support all students in reaching their full potential.

Our actions and metrics combined will support this goal. LVUSD will be monitoring local assessment data throughout the year to drive instruction.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Implementation of State Standards, including English Language Development	2022-23 SY 100% of students were provided with courses that met content and performance standards,	2023-24 SY 100% of students were provided with courses that met content and	2024-25 SY 100% of students were provided with courses that met content and	100% of students were provided with courses that met content and performance	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage	including English Learners California Dashboard Local Indicators	performance standards, including English Learners California Dashboard 2024 - Local Indicators	performance standards, including English Learners California Dashboard 2025 - Local Indicators	standards, including English Learners	
1.2	Rate of teacher misassignment. Percentage	2022-23 73% of teachers are highly qualified California Dashboard Local Indicator	2023-24 SY 69.8% of teachers are highly qualified California Dashboard Local Indicator	2024-25 SY 56.9% of teachers are highly qualified California Dashboard Local Indicator	100% of teachers are highly qualified	-16.1%
1.3	Student access to standards -aligned instructional materials Percentage	2022/23 Sy 100% of students have access to instructional materials California Dashboard 2023 - Local Indicators	2023/24 SY 100% of students have access to instructional materials California Dashboard 2024 - Local Indicators	2024/25 SY 100% of students have access to instructional materials California Dashboard 2025 - Local Indicators	100% of students have access to instructional materials	No change
1.4	School facilities are maintained in good repair Percentage	2022/23 SY 100% of school facilities are maintained and in good repair. California Dashboard 2023 - Local Indicators	2023/24 SY 100% of school facilities are maintained and in good repair. California Dashboard 2024 - Local Indicators	2024/25 SY 100% of school facilities are maintained and in good repair. California Dashboard 2025 - Local Indicators	100% of school facilities are maintained and in good repair	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	ELPI Percentage of students making progress toward English language proficiency	2022/23 SY District: EL - 34.8% Long Term English Learner (LTEL) - 35.9% Lucerne Valley Elementary: EL - 34% Long Term English Learner (LTEL) - 35.9% 2023 CA School Dashboard	2023/24 SY District EL - 50% Long Term English Learner (LTEL) - 46.9% Lucerne Valley Elementary: EL - 56.8% Long Term English Learner (LTEL) - fewer than 11 students, data not available 2024 CA School Dashboard	2024/25 SY District EL - 33.3% Long Term English Learner (LTEL) - 37.7% Lucerne Valley Elementary: EL - 32.7% Long Term English Learner (LTEL) - fewer than 11 students, data not available 2025 CA School Dashboard	District: EL - 40% Long Term English Learner (LTEL) - 40% Lucerne Valley Elementary: EL - 40% Long Term English Learner (LTEL) - 40%	District EL - -1.5% Long Term English Learner (LTEL) - +1.8% Lucerne Valley Elementary: EL - -1.3% Long Term English Learner (LTEL) - fewer than 11 students, data not available
1.6	Reclassifying as English proficient Percent of students reclassified	2022/23 SY EL - 5% LTEL - 0% Local Indicator - Student Information System (Aeries)	2023/24 SY EL - 6.7% LTEL- 5.7% Local Indicator - Student Information System (Aeries)	2024/25 SY EL -6.1% LTEL- 5.1% Local Indicator - Student Information System (Aeries)	EL - 10% LTEL - 5%	EL - +1.1% LTEL - +5.1%
1.7	Performance on standardized assessments in Math Difference From Standard (DFS)	2022/23 SY District All Students: -105.3 EL: -149.7 SED: -109.4 SWD: -143.3 Hispanic: -113.5 White: -88.6 *	2023/24 SY District All Students: -112.2 EL: -137.9 SED: -115.8 SWD: -141.8 Hispanic: -121.1	2024/25 SY District All Students: -104.1 EL: - 136.5 SED: -109.6 SWD: -151.6 Hispanic: -110.4	District All Students: -85 EL: -115 SED: -89 SWD: -120 Hispanic: -90 White: -80 LTEL: -180	District All Students: +1.2 EL: -+ 13.2 SED: -0.2 SWD: -8.3 Hispanic: +3.1 White: -4.5 LTEL: +11.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL: -206.1 * Lucerne Valley Elementary EL: -124.8 DFS SED: -96.7 DFS SWD: -129.7 Hispanic (HI): -99.2 DFS Lucerne Valley Middle All Students: -125.6 DFS SED: -129.1 DFS EL: -178 DFS HI: -140.7 DFS California Dashboard 2023 *Added from the 2023 Dashboard to reflect status for technical assistance for 2024	White: -97.5 LTEL: -199.8 Lucerne Valley Elementary EL: -105.4 DFS SED: -96.7 DFS SWD: -118.5 Hispanic (HI): -97.5 DFS Lucerne Valley Middle All Students: -146.2 DFS SED: -148.6 DFS EL: -185.5 DFS HI: -156.3 DFS California Dashboard 2024	White: - 93.1 LTEL: - 195 Lucerne Valley Elementary EL: - 116.7 DFS SED: -94.5 DFS SWD: - 148.1 DFS Hispanic (HI): - 99 DFS Lucerne Valley Middle All Students: -129.8 DFS SED: -137.5 DFS EL: - 162.5 DFS HI: - 132.5 DFS California Dashboard 2025	Lucerne Valley Elementary EL: -100 DFS SED: -70 DFS SWD: -100 Hispanic (HI): -75 DFS Lucerne Valley Middle All Students: -100 DFS SED: -105.1 DFS EL: -145 DFS HI: -115 DFS	Lucerne Valley Elementary EL: +8.1 DFS SED: +2.2 DFS SWD: -18.4 DFS Hispanic (HI): +.2 DFS Lucerne Valley Middle All Students: -4.2 DFS SED: -8.4 DFS EL: +15.5 DFS HI: +8.2 DFS
1.8	Performance on standardized assessments in ELA Difference From Standard (DFS)	2022/23 SY District All Students: -65.9 EL: -115.2 SED: -71.5 SWD: -104.2 Hispanic: -74.2 LTEL: -139.5 * White: -50 * Lucerne Valley Elementary	2023/24 SY District All Students: -79.5 EL: -120.7 SED: -84.4 SWD: -112.5 Hispanic: -88.6 LTEL: -162.8 White: -66.3 Lucerne Valley Elementary	2024/25 SY District All Students: -56.8 EL: - 100.3 SED: - 61.4 SWD: - 108.6 Hispanic: - 63.6 LTEL: - 149.1 White: - 45.8 Lucerne Valley Elementary	District All Students: -50 EL: -95 SED: -50 SWD: -85 Hispanic: -60 LTEL: -124 White: -35 Lucerne Valley Elementary EL: -91 DFS	District All Students: +9.1 EL: +14.9 SED: +10.1 SWD: -4.4 Hispanic: +10.6 LTEL: -9.6 White: +4.2 Lucerne Valley Elementary EL: +24.7 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: -111.2 DFS SED: -70.1 DFS Hispanic (HI): -98.4 DFS Lucerne Valley Middle All Students: -71 DFS SED: -76.1 DFS EL: -114 DFS HI: -84.1 DFS Lucerne Valley High All Students: -58.4 DFS SED: -70.9 DFS California Dashboard 2023 *Added from the 2023 Dashboard to reflect status for technical assistance for 2024	EL: -104.2 DFS SED: -76.7 DFS Hispanic (HI): -78.2 DFS Lucerne Valley Middle All Students: -108.6 DFS SED: -111 DFS EL: -147.1 DFS HI: -113.8 DFS Lucerne Valley High All Students: -56.8 DFS SED: -65.5 DFS California Dashboard 2024	EL: - 86.5 DFS SED: - 61.5 DFS Hispanic (HI): -65.5 DFS Lucerne Valley Middle All Students: - DFS 78.4 SED: - 82.7 DFS EL:- 120.7 DFS HI: - 77.7 DFS Lucerne Valley High All Students: -10.8 DFS SED: -11.1 DFS California Dashboard 2025	SED: -50 DFS Hispanic (HI): -78 DFS Lucerne Valley Middle All Students: -60 DFS SED: -60 EL: -95 DFS HI: -65 DF Lucerne Valley High All Students: -48 DFS SED: -55 DFS	SED: +8.6 DFS Hispanic (HI): +32.9 DFS Lucerne Valley Middle All Students: -7.4DFS SED: -6.6 DFS EL: -6.7 DFS HI: +6.4 DFS Lucerne Valley High All Students: +47.6 DFS SED: + 59.8 DFS
1.9	Local Reading Benchmark for English Learner students Percentage of students score at or above grade level	2023/24 SY Elementary Star Assessment 1st - 11% 2nd - 23% 3rd - 7% 4th - 42% 5th - 29% 6th - 16% Middle School iReady Assessment - 20%	2024/25 SY Elementary Star Assessment 1st - 47% 2nd - 46% 3rd - 48% 4th - 35% 5th - 50% 6th - 35% Middle School iReady Assessment - 22%	2025/26 SY Elementary Star Assessment 1st - 34% 2nd - 48% 3rd -37% 4th -43% 5th - 35% 6th - 49% Middle School iReady Assessment - 24%	Elementary Star Assessment 1st - 31% 2nd - 43% 3rd - 27% 4th - 62% 5th - 49% 6th - 36% Middle School iReady Assessment -40%	Elementary Star Assessment 1st - +23% 2nd - +25% 3rd - +30% 4th - +1% 5th - +6% 6th - +33% Middle School iReady Assessment - +4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		High School iReady Assessment - 10% Local Indicator 2023/2024	High School iReady Assessment - 16% Local Indicator 2024/2025	High School iReady Assessment - 16% Local Indicator 2025/2026	High School iReady Assessment - 30%	High School iReady Assessment - +6%

Goal Analysis [2025-26]

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

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

All Goal 1 actions were implemented as planned across the targeted areas during the 2025–26 school year. Implementation was supported by established staffing structures, instructional systems, professional learning processes, and district monitoring practices. No significant implementation challenges affected the level of implementation or the delivery of services. Specific implementation successes and challenges are described below.

Action 1.1 – Lower Class Sizes

Lower class sizes were implemented as planned throughout the 2025–26 school year. The district maintained staffing levels necessary to provide smaller and more focused instructional settings. A key implementation success was the increased opportunity for teachers to provide individualized instruction, differentiated support, and small-group intervention. Smaller class sizes allowed teachers to respond more effectively to student learning needs and provide targeted academic and language support, particularly for English Learners, Long-Term English Learners, and Students with Disabilities. No significant implementation challenges were experienced. Staffing and classroom assignments were maintained as planned, and no challenges affected the district's ability to provide reduced class sizes or the intended level of instructional support.

Action 1.2 – Curriculum Support

Curriculum support was implemented as planned through the provision of instructional resources, professional development, and opportunities for staff to strengthen curriculum alignment across grade levels and content areas. Implementation successes included increased consistency in the use of standards-aligned instructional materials, improved coherence across grade levels, and stronger alignment between curriculum, instruction, and identified student learning needs. Staff also demonstrated increased confidence in implementing adopted materials and delivering standards-based instruction. No significant implementation challenges affected this action. Existing curriculum review, professional learning, and collaboration structures supported implementation and allowed the district to provide planned resources and assistance to staff.

Action 1.3 – English Learner Support

English Learner supports were implemented as planned throughout the school year. Students received targeted language-development instruction and academic support through designated and integrated English Language Development practices. A significant implementation success was the strengthened consistency of ELD instruction across classrooms. Teachers provided structured opportunities for students to develop academic language and access grade-level content. Focused language-acquisition supports and intervention services contributed to continued progress in English language development and reclassification outcomes for English Learners and Long-Term English Learners. No significant implementation challenges affected the level of service delivery. The district maintained the staffing, instructional time, and structures necessary to provide planned English Learner supports throughout the year.

Action 1.4 – Intervention Staff

Intervention staffing was fully implemented as planned. Intervention teachers remained embedded within the district's Multi-Tiered System of Supports and provided targeted academic assistance to students demonstrating unfinished learning or requiring additional support. An implementation success was the district's ability to sustain dedicated intervention staffing and provide timely, focused instruction outside of or in addition to core classroom instruction. Intervention staff increased instructional capacity, supported smaller instructional groups, and allowed students to receive assistance based on assessment and progress-monitoring data. No significant implementation challenges were reported. The established intervention positions remained staffed, and services were provided at the planned level without disruptions that materially affected student access or service delivery.

Action 1.5 – Support for Students with Disabilities

Additional instructional supports for Students with Disabilities were implemented as planned across district schools. Students received individualized instruction, accommodations, and access supports consistent with their identified needs. Implementation successes included improved coordination between general education and special education staff, increased access to grade-level curriculum, and expanded opportunities for Students with Disabilities to participate in general education settings with appropriate supports. Collaboration among staff strengthened the alignment of instructional strategies and accommodations. Actual expenditures exceeded the budgeted amount due to higher-than-anticipated costs associated with literacy intervention resources, including LANGUAGE! Live. The increased cost did not negatively affect implementation or service delivery; rather, the additional expenditure supported the district's ability to provide the planned academic supports to Students with Disabilities. No other significant implementation challenges affected the action, and staffing and instructional supports were maintained throughout the school year.

Action 1.6 – Bilingual Aide Support

Bilingual aide support was implemented as planned during the 2025–26 school year. Bilingual aides remained integrated within the district's Multi-Tiered System of Supports and provided language assistance and targeted academic support to students. A key implementation success was the continued availability of timely, direct assistance for students who required additional support accessing instruction and communicating their understanding. Bilingual aides increased instructional capacity, reinforced classroom instruction, and supported student participation in academic activities. No significant implementation challenges were experienced. The district maintained the established

positions and schedules, and bilingual aide services were delivered at the planned level without disruptions that affected student access to support.

Action 1.7 – Assistant Administrator of Instructional Improvement and Coaching

The Assistant Administrator of Instructional Improvement and Coaching positions were fully implemented at both the elementary and middle/high school levels. These positions supported instructional improvement through teacher coaching, professional learning, classroom support, and collaboration with school and district leaders. Implementation successes included strengthened coaching cycles, improved professional learning community practices, greater instructional alignment across grade spans, and increased support for effective first instruction. Staff also received ongoing feedback and professional learning aligned with identified instructional and student needs. Actual expenditures exceeded the budgeted amount due to higher-than-anticipated personnel costs associated with the positions, including salaries and benefits. The increased costs did not affect the scope or level of implementation, and the planned leadership, coaching, and instructional supports were provided consistently throughout the 2025–26 school year. No other significant implementation challenges affected service delivery.

Action 1.8 – ELD Professional Development

ELD professional development was implemented as planned through sustained learning opportunities focused on evidence-based designated and integrated ELD practices. Implementation successes included strengthened teacher knowledge of academic language-development strategies and greater consistency in incorporating ELD practices into daily instruction. Professional learning supported teachers in providing English Learners with increased opportunities to engage with academic vocabulary, complex text, structured discussion, and grade-level content. No significant implementation challenges affected participation or delivery. The district was able to provide the planned professional learning opportunities, and staff had ongoing access to training and instructional support throughout the year.

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

The district considers a variance to be a material difference when actual expenditures are at least 25 percent greater than or 25 percent less than the amount budgeted for the action.

Action 1.5: Action 1.5 demonstrated a material difference was primarily due to higher-than-anticipated costs associated with the purchase and implementation of the LANGUAGE! Live literacy intervention program, including program licenses and instructional materials. The additional expenditure allowed the district to provide targeted literacy support to Students with Disabilities as planned and did not change the intended scope or purpose of the action.

Action 1.7: Action 1.7 demonstrated a material difference due to higher-than-anticipated personnel costs associated with the Assistant Administrator of Instructional Improvement and Coaching positions, including salary and benefit expenditures. The additional costs did not alter the purpose of the action, and the positions and related instructional coaching supports were implemented as planned throughout the 2025–26 school year.

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

Action 1.1 - Lower Class Sizes

Action 1.1 (M1.5) demonstrated mixed effectiveness in supporting English Learners, as measured by Metric 1.5. From the 2022–23 baseline to the 2024–25 Year 2 outcome, the percentage of district English Learners making progress toward English language proficiency decreased from 34.8% to 33.3%, a decline of 1.5 percentage points. During the same period, the percentage of district Long-Term English Learners making progress increased from 35.9% to 37.7%, an improvement of 1.8 percentage points. At Lucerne Valley Elementary, English Learner progress decreased from 34.0% to 32.7%, a decline of 1.3 percentage points. Year 2 LTEL results for Lucerne Valley Elementary were not reported because the student group included fewer than 11 students. Although lower class sizes supported increased opportunities for individualized and small-group instruction, the ELPI results indicate that English Learner progress was not consistently improved across the district. These findings demonstrate a continued need to strengthen the consistency and effectiveness of designated and integrated ELD instruction and targeted language-development supports. (M1.6) Reclassification rates for English Learners remain low with minimal growth. District rates increased slightly before returning to about 6.1% in 2024–25, while LTEL rates stayed around 5%. This suggests that more focused support is needed to help students meet reclassification criteria and become proficient in English. (M1.7) Math performance (DFS) remains below standard across all student groups, although some improvement occurred for certain groups in 2024–25. District All Students improved from -112.2 DFS in 2023–24 to -104.1 DFS in 2024–25. English Learners improved slightly from -137.9 DFS to -136.5 DFS, and Socioeconomically Disadvantaged (SED) students improved from -115.8 DFS to -109.6 DFS. Long-Term English Learners (LTEL) improved from -199.8 DFS to -195 DFS. Despite these gains, significant achievement gaps remain, particularly for EL, SED, SWD, and LTEL student groups. School-level results reflect similar trends, with Lucerne Valley Middle improving for All Students from -146.2 DFS to -129.8 DFS and Hispanic students improving from -156.3 DFS to -132.5 DFS. However, performance levels remain far below standard overall, indicating a continued need for stronger math instruction, intervention support, and targeted academic strategies. (M1.8) ELA performance (DFS) showed improvement across several student groups in 2024–25, particularly at the elementary and high school levels. District All Students improved from -79.5 DFS in 2023–24 to -56.8 DFS in 2024–25. English Learners improved from -120.7 DFS to -100.3 DFS, SED students improved from -84.4 DFS to -61.4 DFS, and LTEL students improved from -162.8 DFS to -149.1 DFS. At Lucerne Valley Elementary, English Learners improved from -104.2 DFS to -86.5 DFS, while SED students improved from -76.7 DFS to -61.5 DFS. Lucerne Valley High School also demonstrated significant improvement, with All Students improving from -56.8 DFS to -10.8 DFS. Although improvement trends are evident, many student groups, including SED, SWD, and LTEL students, continue to perform below standard. Secondary results remain inconsistent, and continued focus on literacy instruction and targeted support is needed to close achievement gaps. (M1.9) Local reading data for 2025–26 show mixed results across grade levels. STAR results show that between 34% and 49% of elementary students met benchmarks, with most grades below 50%. At the secondary level, 24% of middle school students and 16% of high school students met benchmarks on iReady. These results show that literacy performance remains low, especially in high school. Overall, Action 1.1 led to moderate improvement, especially in some elementary grades and in ELA performance across multiple student groups. However, progress remains uneven across the district. While smaller class sizes and added support have helped, more targeted instruction and intervention are needed to significantly increase student achievement and close persistent achievement gaps.

Action 1.2 - Curriculum Support

Action 1.2 demonstrated moderate effectiveness in improving instructional quality through supplemental curriculum, instructional materials, and targeted resources. Outcomes indicate strengthened access to standards-aligned curriculum and improved instructional coherence across grade spans. Local Reading Benchmark data (M1.9) for 2025–26 reflect variable performance across grade levels. Elementary STAR results show 34% of 1st grade students meeting benchmark, 48% in 2nd grade, 37% in 3rd grade, 43% in 4th grade, 35% in 5th grade, and 49% in 6th grade. Performance in 2nd and 6th grade approached half of students meeting benchmark, suggesting areas of relative strength, while other grade levels indicate the need for continued literacy acceleration. At the secondary level, iReady results show 24% of middle school students and 16% of high school students meeting benchmark. While middle school outcomes are stronger than high school, overall proficiency rates at the secondary level remain low, indicating continued need for targeted instructional supports and intervention. Overall, Action 1.2 has supported improved access to standards-aligned curriculum and contributed to moderate gains in select grade levels. However, variability across elementary grades and low secondary benchmark rates indicate that curriculum enhancements alone have not yet resulted in consistent, districtwide improvement. Continued focus on instructional delivery, strategic intervention, and progress monitoring will be necessary to translate curriculum investments into sustained academic growth across all grade spans.

Action 1.3 - English Learner Support

Action 1.3 was moderately effective in supporting English Learners (EL) and Long-Term English Learners (LTEL), based on stable outcomes over time despite a decline from the prior year. “Continued effectiveness” is defined as maintaining or returning to baseline levels of performance and showing ongoing student progress toward English proficiency, even if year-to-year results fluctuate. For ELPI/Progress (Metric 1.5), 33.3% of EL students made progress toward English proficiency in 2024/25, compared to 50% in 2023/24. While this represents a decline, the current rate is comparable to the baseline of 34.8% in 2022/23, indicating that students continue to demonstrate measurable growth in language acquisition. LTEL students showed stronger outcomes, with 37.7% making progress (Metric 1.5), exceeding the overall EL rate and suggesting that additional designated ELD time is effectively supporting students with greater language needs. For Reclassification (Metric 1.6), results remained stable, with 6.1% of EL students and 5.1% of LTEL students reclassified in 2024/25. These rates are consistent with prior years and indicate that students are continuing to build the academic language skills necessary for reclassification, even if progress is gradual. The decline in ELPI results from the prior year may be influenced by cohort differences, including small group sizes and varying levels of student language proficiency. Despite this variability, maintaining results near baseline levels, along with stable reclassification rates, demonstrates that Action 1.3 is continuing to support consistent language development. Overall, Action 1.3 shows moderate effectiveness. While it has not yet led to accelerated growth across all measures, it is sustaining progress in English language development. The district will continue refining ELD instruction, scaffolding, and targeted interventions to strengthen outcomes and increase rates of progress and reclassification.

Action 1.4 – Intervention Staff

Action 1.4 was moderately effective in meeting its goal of providing Tier 2 and Tier 3 intervention support through additional intervention teachers at the elementary and middle/high school levels. This action was principally directed toward English Learners (EL) and Socioeconomically Disadvantaged (SED) students, as measured by Math DFS (Metric 1.7) and ELA DFS (Metric 1.8). For Math DFS (Metric 1.7), district performance improved from –112.2 in 2023/24 to –104.1 in 2024/25, demonstrating incremental progress. Lucerne Valley Middle School showed meaningful growth, improving from –146.2 DFS to –129.8 DFS. However, EL (–136.5 DFS) and SED (–109.6 DFS) students remain below standard, indicating that while intervention support contributed to improvement, learning gaps persist. For ELA DFS (Metric 1.8), district performance improved more significantly, from –79.5 in 2023/24 to –56.8 in 2024/25. Site-level gains were observed at Lucerne

Valley Elementary (–86.5 DFS) and Lucerne Valley High School (–10.8 DFS), showing that intervention supports contributed to improved literacy outcomes. SED students (–61.4 DFS) demonstrated progress and some narrowing of gaps, while EL students (–100.3 DFS) continue to perform below standard. Overall, the addition of intervention teachers supported moderate improvement in both Math and ELA outcomes and contributed to reducing some learning loss. However, because EL and SED students continue to perform below standard, the action has not yet resulted in accelerated growth. Continued refinement of intervention practices, including targeted supports and progress monitoring, will be necessary to increase effectiveness and better meet the needs of priority student groups.

Action 1.5 – Support for Students with Disabilities (SWD)

Action 1.5 provided additional academic support systems for Students with Disabilities (SWD) to increase ELA proficiency as measured by M1.8. ELA DFS (M1.8) for SWD was –108.6, reflecting slight improvement from the prior year (–112.5 DFS). While performance remains below standard, incremental growth indicates that targeted academic supports contributed to stabilization and modest gains. In Math (M1.7), SWD recorded –151.6 DFS in Year 2 compared to –141.8 DFS in Year 1, indicating regression and highlighting the need for intensified mathematics intervention strategies. Overall, Action 1.5 demonstrated partial effectiveness in ELA, with limited impact in Math. Continued implementation with stronger progress monitoring and targeted math intervention will be necessary to close achievement gaps for SWD students.

Action 1.6 – Bilingual Aides

Action 1.6 was moderately effective in supporting English Learner (EL) and Long-Term English Learner (LTEL) students through the continued provision of bilingual aides. This action was intended to increase language acquisition, improve English Learner Progress Indicator outcomes, and increase reclassification rates, as measured by ELPI (Metric 1.5) and Reclassification (Metric 1.6). For ELPI (Metric 1.5), 33.3% of EL students made progress toward English proficiency in 2024/25, with LTEL students at 37.7%. While this represents a decline from the prior year (50% EL; 46.9% LTEL), results remain comparable to earlier baseline levels, indicating that students continue to make measurable progress in language acquisition. For Reclassification (Metric 1.6), outcomes remained stable, with 6.1% of EL students and 5.1% of LTEL students reclassified in 2024/25. Although there was no significant increase, consistent reclassification rates indicate ongoing progress toward English proficiency. Overall, maintaining bilingual aide support contributed to stable outcomes in both ELPI progress and reclassification. While the action did not result in increased performance compared to the prior year, it supported continued access to language assistance, instructional scaffolds, and designated ELD support for EL and LTEL students. Because results did not show significant growth, Action 1.6 is considered moderately effective rather than highly effective. Continued refinement of how bilingual aides are utilized, along with targeted instructional strategies, will be necessary to accelerate progress in language acquisition and increase reclassification rates.

Action 1.7 – Assistant Administrator of Instructional Improvement and Coaching (AAIIAC)

Action 1.7 provided instructional coaching and professional development focused on first instruction strategies, small group instruction, intervention, and embedded ELD strategies, measured by M1.7 (Math DFS) and M1.8 (ELA DFS). ELA DFS improved significantly districtwide, with All Students improving from –79.5 DFS in 2023–24 to –56.8 DFS in 2024–25. English Learners (EL) improved from –120.7 DFS to –100.3 DFS, Socioeconomically Disadvantaged (SED) students improved from –84.4 DFS to –61.4 DFS, and Long-Term English Learners (LTEL) improved from –162.8 DFS to –149.1 DFS, reflecting strengthened instructional practices and targeted literacy support.

Site-level improvements were also evident at Lucerne Valley High School, where All Students improved from –56.8 DFS to –10.8 DFS, and at Lucerne Valley Elementary, where EL students improved from –104.2 DFS to –86.5 DFS and SED students improved from –76.7 DFS to –61.5 DFS. In Math (M1.7), districtwide DFS also showed improvement, with All Students improving from –112.2 DFS in 2023–24 to –104.1 DFS in 2024–25. English Learners improved slightly from –137.9 DFS to –136.5 DFS, SED students improved from –115.8 DFS to –109.6 DFS, and LTEL students improved from –199.8 DFS to –195 DFS. Lucerne Valley Middle demonstrated notable gains, with All Students improving from –146.2 DFS to –129.8 DFS and Hispanic students improving from –156.3 DFS to –132.5 DFS. Despite these improvements, EL (–136.5 DFS), SWD (–151.6 DFS), and LTEL (–195 DFS) performance levels indicate a continued need for targeted instructional coaching, intervention, and differentiated support in mathematics. Overall, Action 1.7 demonstrated measurable effectiveness in strengthening first instruction and contributing to districtwide ELA improvements, while also supporting emerging gains in Mathematics across several student groups and school sites.

Action 1.8 – ELD Professional Development

Action 1.8 was moderately effective in supporting English Learner (EL) and Long-Term English Learner (LTEL) students through professional development for teachers and bilingual aides focused on language acquisition and academic language development. This action was intended to increase English Language Proficiency and reclassification rates, as measured by ELPI (Metric 1.5) and Reclassification (Metric 1.6). For ELPI (Metric 1.5), 33.3% of EL students and 37.7% of LTEL students made progress toward English proficiency in 2024/25. While this reflects a decline from the prior year, results remain similar to baseline levels, indicating that students continue to demonstrate measurable language growth. For Reclassification (Metric 1.6), outcomes remained stable, with 6.1% of EL students and 5.1% of LTEL students reclassified. Although there was no significant increase, the consistency suggests that students are continuing to build the language skills needed for reclassification. Overall, professional development contributed to maintaining stable progress in both ELPI and reclassification outcomes. Because performance did not increase from the prior year, the action is considered moderately effective rather than highly effective. Continued refinement of professional learning, including a focus on targeted instructional strategies and implementation, will be necessary to accelerate language acquisition and improve reclassification rates.

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

Goal 1, Action 4 (Intervention Staff) has additional allocated $87,743 in funds through allowable uses of LREBG to directly support this LCAP goal and action.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teachers - Lower class sizes	The Superintendent will provide additional teaching staff to reduce the student to teacher ratio in the classroom. This action will allow for a more focused approach to our classroom ELD integration allowing for the growth of our EL students as well as allowing for effective small group instruction to support our SED students in the classrooms. While small class size benefits all students, this action will be principally directed toward our English Learners (EL) and Socioeconomically Disadvantaged students (SED) as measured by M1.5, M1.6, M1.7, M1.8 and M1.9	$4,400,000.00	Yes
1.2	Curriculum Support	Site administration will evaluate and provide supplemental curriculum (including ELD curriculum and materials), instructional materials, and resources that support high quality instruction for all students, to increase proficiency in all subject areas as measured by M1.7, M1.8 and M1.9	$37,209.00	No
1.3	English Learner Support	All teachers will provide EL and LTEL students increased intervention through an additional 30 minutes of daily ELD designated instruction, (in addition to time required by Ed Code), to increase language acquisition and proficiency in English as measured by M1.5 and M1.6	$29,455.00	Yes
1.4	Intervention Staff	The Superintendent will provide an intervention teacher at the elementary and middle/high school to provide Tier 2 and Tier 3 intervention to support students who demonstrate learning loss. While all students will benefit from this action, it is principally directed to our EL and SED student as measured by M1.7 and M1.8 LREBG action $87,743	$540,741.00	Yes
1.5	Support for Students with Disabilities (SWD)	Site administration will provide additional academic support systems, including but not limited to Language Live, to our Students with Disabilities (SWD) to increase ELA proficiency as measure by M1.8	$14,000.00	No
1.6	Bilingual Aides	Site administrators will continue to provide two additional bilingual aides to support our EL and LTEL students to support increase language	$78,862.00	Yes

Action #	Title	Description	Total Funds	Contributing
		acquisition, increase our English Learner Proficiency Indicator and increase our reclassification rate as measured by M1.5 and M1.6		
1.7	Assistant Administrator of Instructional Improvement and Coaching (AAIIAC) position at the Elementary and Middle/High School.	The Superintendent will provide two Assistant Administrators of Instructional Improvement and Coaching, one at the Elementary and one at the Middle/High School, who will provide coaching and professional development for teachers to improve on first instruction strategies, small group instruction, intervention and embedded ELD strategies to increase student academic achievement. Although all students will benefit from this actions, it is principally directed to our SED and EL student. This action will be measured by M1.7 and M1.8	$455,835.00	Yes
1.8	ELD professional development	The Superintendent will provide access to professional development for teachers and bilingual aides to support our EL and LTEL students with language acquisition, including academic language, to increase English Language Proficiency scores and the district reclassification rate as measured by M1.5 and M1.6	$24,765.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students are on track to graduate from high school prepared to enter college or the workforce.	Broad Goal

State Priorities addressed by this goal.

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.

A school district's goal to ensure students are on track to graduate from high school prepared for college or the workforce is critical given the current performance indicators. The 2022/23 College and Career Indicator (CCI) reveals that only 13.6% of all students are considered prepared. Additionally, the performance on standardized tests highlights significant gaps, with only 31.82% of all students meeting or exceeding the standard in 11th grade English Language Arts (ELA) and a mere 16.67% in Math and our CAST testing is at 10.38% met or exceeded standard with all students, but is much lower for SED (9.58%) and EL (4.17%) students. Our CTE pathway completion % is 39.4% for all students and lower for SED students at 38.5%. Such disparities underscore the urgent need for targeted interventions to support these student groups.

Furthermore, the graduation rate of 80.3%, is well below the district goal. While 80% of SED students graduate, the rate for EL students is slightly lower at 75%. This, coupled with a low A-G completion rate of just 11.1%, indicates that many students are not meeting the necessary requirements to be considered college-ready. The district must address these deficiencies to ensure equitable access to post-secondary opportunities by continuing to offer a broad course of study that includes A-G courses as well as CTE courses.

Educational partners have consistently expressed the importance of this goal. Parents, teachers, and community members recognize that preparing students for life after high school is crucial for their long-term success and the vitality of the community. They have called for enhanced career technical education (CTE) programs, improved access to advanced coursework, and increased support services for SED and EL students. Such feedback underscores the collective commitment to creating a supportive educational environment where every student can thrive and achieve their full potential, ensuring they are well-equipped to meet the challenges of college and the workforce

Lucerne Valley Unified School District is committed to providing students with a broad and balanced educational experience that supports both academic success and future readiness (Metric 2.12). While the district does not currently offer a full sequence of Advanced Placement (AP) courses due to strategic instructional priorities and historically low enrollment numbers, the district has expanded access to advanced opportunities by offering the AP Spanish Language course. In the 2024-2025 school year, six students took an AP exam, and five students earned a score of 3 or higher (Metric 2.5). These results reflect strong student performance and demonstrate the capacity of Lucerne Valley students to succeed in rigorous, college-level assessments when access is provided. The district will continue exploring additional avenues

to expand advanced academic opportunities, including increased AP exam offerings, virtual coursework options, and structured supports to prepare students for advanced study, ensuring equitable access to rigorous learning experiences that promote college and career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Performance on the College and Career Indicator (CCI) on the CA School Dashboard Percent Prepared	2022/23 All Students 13.6% SED 13.8% EL: 15% (2023/24) California Dashboard 2023	2023/24 All Students 41.1% SED 39.4% EL: 15% California Dashboard 2024	2024/25 All Students 60.6% SED 59.6% EL: 44.4% California Dashboard 2025	All Students 60% SED 60% EL: 35%	All Students: +47.0% SED: +45.8% EL: +29.4%
2.2	11th Grade CAASPP Math and English Percentage of student who achieved Met or Exceeded standard	Met/exceeded standard in 11th grade ELA: All Students 31.82% SED 25.42% EL 0% Met/exceeded standard in 11th grade Math: All Students 16.67% SED 13.46% EL 0% California Dashboard 2023	Met/exceeded standard in 11th grade ELA: All Students 29.34% SED 26.09% EL 0% Met/exceeded standard in 11th grade Math: All Students 13.33% SED 13.04% EL 0% California Dashboard 2024	Met/exceeded standard in 11th grade ELA: All Students 26.95% SED 26.36% EL 32.82 % Met/exceeded standard in 11th grade Math: All Students 13.79% SED 13.02% EL 16.25% California Dashboard 2025	Met/exceeded standard in 11th grade ELA: All Students 35% SED 32% EL 15% Met/exceeded standard in 11th grade Math: All Students 36% SED 28%% EL 15%	Met/exceeded standard in 11th grade ELA: All Students: -4.87% SED: +0.94% EL +32.82 Met/exceeded standard in 11th grade Math: All Students: -2.88% SED: -0.44% EL +16.25%
2.3	Performance on the California Science Test (CAST)	2022/23 SY All Students 10.38% SED 9.58%	2023/24 SY All Students 16.48%	2024/25 SY All Students 17.72%	All Students 21% SED 21% EL 11%	All students: +7.34% SED: +8.33% EL: +16.73%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students who scored Met or Exceed standard	EL 4.17% California Dashboard 2023	SED 15.48% EL 0% California Dashboard 2024	SED 17.91% EL 20.90% California Dashboard 2025		
2.4	Students are college and career ready Percentage CTE Pathway Completion	2023/24 SY All Students: 39.4% SED: 38.5% EL: 40.0% (2024 California Dashboard) California Dashboard 2023	2023/24 SY All Students: 52.1% SED: 50.7% EL: 40.0% California Dashboard 2024	2024/25 SY All Students: 50.5% SED: 50.0% EL: 26.3% California Dashboard 2025	All Students: 60% SED: 60% EL: 50%	All students: +11.1% SED: +11.5% EL: -13.7%
2.5	Students Taking AP Exam and AP Pass Rate Percentage	2023/24 No student took AP exams Local Indicator - High School Counselor AP tracking document	2024/25 No student took AP exams Local Indicator - High School Counselor AP tracking document	2024/25 6 students took the Spanish Language and Culture test. 5 students passed the AP test with a 3 or better. Local Indicator - High School Counselor AP tracking document	10 students will take an AP exam. 8 out of 10 students will pass an AP exam.	6 students took and AP class and 5 out 6 passed an AP test
2.6	Graduation Rate Percentage of students graduating	2022/23 All Students 80.3% EL Students 75% SED 80.0% California Dashboard 2023	2023/24 All Students 83.6% EL Students 65% SED 83.1% California Dashboard 2024	2024/25 All Students 91.1% EL Students 100 % SED 90.6% California Dashboard 2025	All Students 92% EL Students 92% SED 92%	All students: +10.8% EL students: +25% SED students: +10.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Performance on standardized assessments in Math Difference From Standard (DFS)	District All Students: -105.3 EL: -149.7 SED: -109.4 SWD: -143.3 Hispanic: -113.5 White: -88.6 * LTEL: -206.1* Lucerne Valley Elementary EL: -124.8 DFS SED: -96.7 DFS SWD: -129.7 Hispanic (HI): -99.2 DFS Lucerne Valley Middle All Students: -125.6 DFS SED: -129.1 DFS HI: -140.7 DFS California Dashboard 2023 *Added from the 2023 Dashboard to reflect status for technical assistance for 2024	2023/24 SY District All Students: -112.2 EL: -137.9 SED: -115.8 SWD: -141.8 Hispanic: -121.1 White: -97.5 LTEL: -199.8 Lucerne Valley Elementary EL: -105.4 DFS SED: -96.7 DFS SWD: -118.5 Hispanic (HI): -97.5 DFS Lucerne Valley Middle All Students: -146.2 DFS SED: -148.6 DFS HI: -156.3 DFS California Dashboard 2024	2024/25 SY District All Students: -104.1 EL: - 136.5 SED: -109.6 SWD: -151.6 Hispanic: -110.4 White: - 93.1 LTEL: - 195 Lucerne Valley Elementary EL: - 116.7 DFS SED: -94.5 DFS SWD: - 148.1 DFS Hispanic (HI): - 99 DFS Lucerne Valley Middle All Students: -129.8 DFS SED: -137.5 DFS HI: - 132.5 DFS California Dashboard 2025	District All Students: -85 EL: -115 SED: -89 SWD: -120 Hispanic: -90 White: -80 LTEL: -180 Lucerne Valley Elementary EL: -100 DFS SED: -70 DFS SWD: -100 Hispanic (HI): -75 DFS Lucerne Valley Middle All Students: -100 DFS SED: -105.1 DFS HI: -115 DFS	Closer to Standard District All Students: +1.2 EL: + 13.2 SED: -0.2 SWD: -8.3 Hispanic +3.1 White: -4.5 LTEL: +11.1 Lucerne Valley Elementary EL: +8.1 DFS SED: +2.2 DFS SWD: -18.4 DFS Hispanic (HI): +.2 DFS Lucerne Valley Middle All Students: -4.2 DFS SED: -8.4 DFS HI: +8.2 DFS
2.8	Performance on standardized assessments in ELA Difference From Standard (DFS)	2022/23 SY District All Students: -65.9 EL: -115.2 SED: -71.5	2023/24 SY District All Students: -79.5 EL: -120.7 SED: -84.4	2024/25 SY District All Students: -56.8 EL: - 100.3 SED: - 61.4	District All Students: -50 EL: -95 SED: -50 SWD: 5 Hispanic: -60	Closer to Standard District All Students: +9.1 EL: +14.9 SED: +10.1 SWD: -4.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: -104.2 Hispanic: -74.2 White: -50 * LTEL: -139.5 * Lucerne Valley Elementary EL: -111.2 DFS SED: -70.1 DFS Hispanic (HI): -98.4 DFS Lucerne Valley Middle All Students: -71 DFS SED: -76.1 DFS HI: -84.1 DFS California Dashboard 2023 *Added from the 2023 Dashboard to reflect status for technical assistance for 2024	SWD: -112.5 Hispanic: -88.6 White: -66.3 LTEL: -162.8 Lucerne Valley Elementary EL: -104.2 DFS SED: -76.7 DFS Hispanic (HI): -78.2 DFS Lucerne Valley Middle All Students: -108.6 DFS SED: -111 DFS HI: -113.8 DFS California Dashboard 2024	SWD: - 108.6 Hispanic: - 63.6 White: - 45.8 LTEL: - 149.1 Lucerne Valley Elementary EL: - 86.5 DFS SED: - 61.5 DFS Hispanic (HI): -65.5 DFS Lucerne Valley Middle All Students: - 78.4 DFS SED: - 82.7 DFS HI: - 77.7 DFS California Dashboard 2025	White: -35 LTEL: -124 Lucerne Valley Elementary EL: -91 DFS SED: -50 DFS Hispanic (HI): -78 DFS Lucerne Valley Middle All Students: -60 DFS SED: -60 HI: -65	Hispanic: +10.6 White: +4.2 LTEL: -9.6 Lucerne Valley Elementary EL: +24.7 DFS SED: +8.6 DFS Hispanic (HI): +32.9 DFS Lucerne Valley Middle All Students: -7.4 DFS SED: -6.6 DFS HI: +6.4 DFS
2.9	Student are college and career ready - A-G Completion Percentage	2022/23 All Students 3.0% EL 10.0% (2023/24) SED 3.1% California Dashboard 2023	2023/24 All Students 15.1% EL10.0% SED 14.1% California Dashboard 2024	2024/25 All Students 23.8% EL 15.8% SED 22.9% California Dashboard 2025	All Students 20% EL 20% SED 20%	All Students: +20.8% EL: +5.8% SED: +19.8%
2.10	Students have access to a Broad Course of Study Percentage	2022/23	2023/24 100% of students have access to a	2024/25 100% of students have access to a	100% of students have access to a Broad Course of Study	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of students have access to a Broad Course of Study California Dashboard Local Indicator	Broad Course of Study California Dashboard Local Indicator	Broad Course of Study California Dashboard Local Indicator		
2.11	Met UC/CSU Requirements AND Completed at Least One CTE Pathway – Percentage of All Students in the Combined Graduation Rate California Dashboard	2022/23 All Students 1.5% EL 0% SED 1.5% California Dashboard	2023/24 All Students 12.3% EL 10% SED 11.3% California Dashboard	2024/25 All Students - 17.8% EL 5.3% SED 16.7% California Dashboard	All Students - 20% EL 20% SED 20% California Dashboard	All Students: +16.3% EL: +5.3% SED: +15.2%

Goal Analysis [2025-26]

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

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

Action 2.1 – Professional Development

Action 2.1 was fully implemented as planned during the 2025–26 school year. Lucerne Valley Unified School District provided professional learning opportunities for staff focused on data analysis, trauma-informed practices, English Language Development, and effective instructional practices in English Language Arts, mathematics, and science. Professional learning was aligned with needs identified through local and state assessment data, with attention to improving instruction for English Learners, Students with Disabilities, and other student groups experiencing disparities. Implementation successes included increased staff access to targeted professional learning, stronger use of student data to inform instruction, and improved alignment between professional development topics and identified student needs. The action also supported greater consistency in instructional practices across classrooms and strengthened staff capacity to provide differentiated and responsive instruction. No significant implementation challenges affected the delivery of the action. The district was able to schedule and provide the planned professional learning opportunities, and staff had access to the intended training and instructional support throughout the year.

Action 2.2 – Academic Counseling

Action 2.2 was fully implemented as planned. The high school provided two academic counselors to support students in meeting graduation requirements and improving college and career readiness outcomes. Counseling services were available to all students, with targeted assistance provided to English Learners, Students with Disabilities, and other students requiring additional support. Implementation successes included consistent monitoring of student progress toward graduation, A–G completion, and postsecondary readiness through transcript reviews, individual student conferences, course planning, and follow-up support. The availability of two counselors increased the school's capacity to identify students who were off track, provide timely interventions, and assist students with academic and postsecondary planning. No significant implementation challenges affected the level or quality of counseling services. Both counseling positions were maintained, and the school was able to provide the planned services throughout the year without disruptions that materially affected student access.

Action 2.3 – Credit Recovery

Action 2.3 was fully implemented as planned and provided a structured credit recovery period for high school students who needed to recover course credits to remain on track for graduation. Credit recovery opportunities were aligned with district graduation requirements, and teachers were compensated for preparation-period coverage to support the delivery of credit recovery classes. A key implementation success was the district's ability to provide students with access to credit recovery during the school day without reducing core instructional time. This structure allowed students to address credit deficiencies while continuing to participate in their regular course schedule. The action also strengthened the school's ability to respond promptly when students were identified as being off track for graduation. No significant implementation challenges affected service delivery. Appropriate staffing and scheduling structures were maintained, and credit recovery opportunities were provided at the planned level throughout the school year.

Action 2.4 – Career Technical Education and FFA

Action 2.4 was fully implemented as planned. The district continued to provide and expand Career Technical Education and Future Farmers of America programming to increase student engagement, provide credit-bearing learning opportunities, and strengthen college and career readiness. Implementation successes included continued student access to CTE coursework and FFA activities, increased opportunities for students to connect academic learning with career-related skills, and stronger pathways for students to explore postsecondary education and employment options. The action also supported student engagement through applied, hands-on learning experiences. No significant implementation challenges affected the action. The district maintained the staffing, course offerings, and program structures necessary to provide the planned CTE and FFA opportunities throughout the school year.

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

The district considers a variance to be a material difference when actual expenditures are at least 25 percent greater than or 25 percent less than the amount budgeted for the action.

There were no material differences between Budgeted and Estimated Actual Expenditures.

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

Action 2.1 – Professional Development:
Action 2.1 has been partially effective in making progress toward Goal #2 by improving academic outcomes and narrowing certain achievement gaps. On Metric M2.2 (11th Grade CAASPP), 26.95% of All Students met or exceeded standards in ELA, compared to 32.82% of EL students and 26.36% of SED students, demonstrating a narrowed gap and stronger relative performance among EL students. In Math, 13.79% of All Students met or exceeded standards, compared to 16.25% of EL students and 13.02% of SED students, again reflecting minimal performance gaps. On Metric M2.3 (CAST), 17.72% of All Students met or exceeded standards, compared to 20.90% of EL students and 17.91% of SED students, indicating that targeted groups performed at or above the overall rate. However, DFS data on Metric M2.7 (Math: All Students –104.1; EL –136.5; SED –109.6) and Metric M2.8 (ELA: All Students –56.8; EL –100.3; SED –61.4) show that while some improvement has occurred, EL students in particular remain substantially below standard. Overall, this action has contributed to improved proficiency rates and narrowed gaps in several areas, but continued academic intervention is necessary.

Action 2.2 was effective overall in improving college and career readiness outcomes from baseline to Year 2, particularly for All Students and Socioeconomically Disadvantaged students. However, outcomes for English Learners remained below those of All Students on several measures, indicating a continued need for targeted counseling, course planning, and college and career readiness supports. For Metric 2.1 (Performance on the College and Career Indicator (CCI)), the percentage of All Students identified as Prepared increased from 13.6% at baseline to 60.6% in Year 2, an increase of 47.0 percentage points. Socioeconomically Disadvantaged students increased from 13.8% to 59.6%, a gain of 45.8 percentage points, resulting in a Year 2 rate only 1.0 percentage point below that of All Students. English Learners increased from the reported baseline of 15.0% to 44.4%, a gain of 29.4 percentage points. Although this represents substantial improvement, the Year 2 rate for English Learners remained 16.2 percentage points below the rate for All Students. For Metric 2.6 (Graduation Rate), All Students increased from 80.3% at baseline to 91.1% in Year 2, an improvement of 10.8 percentage points. Socioeconomically Disadvantaged students increased from 80.0% to 90.6%, a gain of 10.6 percentage points. English Learners increased from 75.0% to 100%, an improvement of 25.0 percentage points. These results indicate strong progress in supporting students in meeting graduation requirements. For Metric 2.9, (Student are college and career ready - A-G Completion), All Students increased from 3.0% at baseline to 23.8% in Year 2, a gain of 20.8 percentage points. Socioeconomically Disadvantaged students increased from 3.1% to 22.9%, an improvement of 19.8 percentage points. English Learners increased from 10.0% to 15.8%, a gain of 5.8 percentage points. Although English Learners demonstrated growth, their Year 2 A–G completion rate remained 8.0 percentage points below the rate for All Students. For Metric 2.4 (Students are college and career ready), the percentage of All Students completing a CTE pathway increased from 39.4% at baseline to 50.5% in Year 2, an improvement of 11.1 percentage points. Socioeconomically Disadvantaged students increased from 38.5% to 50.0%, a gain of 11.5 percentage points. In contrast, English Learner completion decreased from 40.0% to 26.3%, a decline of 13.7 percentage points. In Year 2, the English Learner completion rate was 24.2 percentage points below the rate for All Students, identifying CTE pathway completion as an area requiring additional attention. For Metric 2.11, (Met UC/CSU Requirements AND Completed at Least One CTE Pathway), All Students increased from 1.5% at baseline to 17.8% in Year 2, a gain of 16.3 percentage points. Socioeconomically Disadvantaged students increased from 1.5% to 16.7%, an improvement of 15.2 percentage points. English Learners increased from 0% to 5.3%, a gain of 5.3 percentage points. While this reflects progress, the Year 2 outcome for English Learners remained 12.5 percentage points below that of All Students. Overall, the data demonstrate that academic counseling contributed to substantial improvements in graduation, A–G completion, College and Career Indicator performance, CTE pathway completion, and combined UC/CSU and CTE completion for All Students and Socioeconomically Disadvantaged students. English Learners also experienced growth on several measures, including graduation, college and career readiness, A–G completion, and combined UC/CSU and CTE completion. However, English Learner outcomes remained below those of All Students in several areas, and CTE pathway completion declined. These results support continuing

the action while strengthening targeted counseling, progress monitoring, course planning, and pathway-access strategies for English Learners.

Action 2.3 – Credit Recovery:
Action 2.3 has been effective particularly for English Learners in supporting graduation outcomes and ensuring equitable credit attainment. On Metric M2.6, the graduation rate reached 91.1% for All Students, with 100% of EL students and 90.6% of SED students earning a diploma. These outcomes demonstrate that credit recovery structures successfully supported students in completing graduation requirements and contributed to closing graduation gaps among student groups.

Action 2.4 – CTE – FFA:
Action 2.4 demonstrated mixed effectiveness in improving CTE pathway completion, as measured by Metric 2.4 (Students are college and career ready). From baseline to Year 2, the percentage of All Students completing a CTE pathway increased from 39.4% to 50.5%, a gain of 11.1 percentage points. Socioeconomically Disadvantaged students increased from 38.5% to 50.0%, an improvement of 11.5 percentage points, resulting in a Year 2 completion rate nearly equal to that of All Students. In contrast, the percentage of English Learners completing a CTE pathway decreased from 40.0% at baseline to 26.3% in Year 2, a decline of 13.7 percentage points. In Year 2, the English Learner completion rate was 24.2 percentage points below the rate for All Students. These results indicate that the action was effective in improving CTE pathway completion for All Students and Socioeconomically Disadvantaged students but did not demonstrate the same effectiveness for English Learners. The district will continue to monitor English Learner participation and completion in CTE pathways and will strengthen targeted outreach, academic counseling, course-planning support, scheduling assistance, and instructional scaffolds to address barriers that may affect pathway access and completion. The district will also review student-level data to identify where English Learners are exiting or not completing pathways and use those findings to inform future adjustments to the action.

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

Metric 2.5: Based on reflection on prior implementation and newly available data, the district revised Metric 2.5 to include a Year 3 target for both the percentage of students taking an Advanced Placement examination and the AP examination pass rate. These targets were added because students began participating in AP examinations during the 2024–25 school year, making it possible to establish measurable outcomes for continued participation and performance in the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	The Principals will facilitate district professional development for all staff to include data analysis, trauma-informed practices, UDL and best first instruction to improve student outcome in ELA, Math and Science which is	$59,189.00	No

Action #	Title	Description	Total Funds	Contributing
		principally directed toward our EL and SED students as measured by M2.2, M2.3, M2.7 and M2.8		
2.2	Academic Counseling	The Principal will provide 2 academic counselors to support students graduation and college/career readiness by ensuring they meet the requirements for both and increase our graduation rate as well as college/career readiness. Although this action will benefit all students, it is principally directed toward our SED and EL students as measured by M2.1, M2.4, M2.6, M2.9, and M2.11.	$264,298.00	Yes
2.3	Credit Recovery	The Principal will provide a credit recovery period at the high school to support students who need to recover course credits in order to graduate as measured by M2.6	$32,635.00	No
2.4	CTE Program/FFA	The high school principal will continue to provide an additional teacher for the FFA program at the high school to allow for additional CTE courses and lower class sizes in our CTE courses ensuring all students have access to CTE courses and that the classes are small to promote safety as well as a more focused engaged class as measured by M2.4	$218,207.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Students will be engaged in a positive school climate.	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.

Lucerne Valley Unified School District has developed goal 3 to focus on ensuring students are engaged in a positive school climate in response to several critical data points and feedback from educational partners. The district's 2022/23 student suspension rates highlight significant disparities, particularly at Lucerne Middle School, where the suspension rate for English Learners (EL) was an alarming 25%, compared to the district average of 6.5% for EL students. High school dropout rates for the 2022/23 school year also raise concerns, with a rate of 7.5% for all students. Furthermore, chronic absenteeism rates are notably high, with 42.3% of all district students being chronically absent, and even higher rates among Socioeconomically Disadvantaged (SED) students (42.8%) and EL students (46.3%).

Educational partner feedback has underscored the urgency of addressing these issues. Parents and community members have consistently emphasized the need for a supportive and engaging school environment to reduce suspensions, dropouts, and absenteeism. They believe that fostering a positive school climate is crucial for student success and well-being.

The district has taken these insights to heart and aims to create an environment where students feel connected, supported, and motivated to achieve. By focusing on positive school climate, Lucerne Valley Unified School District seeks to enhance student engagement, reduce behavioral issues, and ultimately improve academic outcomes. This goal is integral to addressing the specific needs of SED and EL students, as well as improving overall attendance and reducing dropout rates, ensuring that all students have the opportunity to succeed in a safe and supportive educational environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Seeking parent input & decision making	2023/24 SY	2024/25 SY 10 Parent Engagement	2025/2026 12 Parent Engagement	12 Parent Engagement Activities (Meeting, Survey, Events)	+4 Parent Engagement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Number of Parent engagement activities	8 Parent Engagement Activities (Meeting, Survey, Events) Local Indicators - Site Level Engagement tracking sheet	Activities (Meeting, Survey, Events) Local Indicators - Site Level Engagement tracking sheet	Activities (Meeting, Survey, Events) Local Indicators - Site Level Engagement tracking sheet		
3.2	Suspension rates Percentage	2022/23 District All Students - 7% SED - 7.3% EL - 6.5% LTEL - 13.4% * SWD - 8.4% White - 7.3% Lucerne Middle School All Students - 18.7% EL - 25% SED - 18.8% HI - 20.2% 2023 California School Dashboard *Added from the 2023 Dashboard to reflect status for technical assistance for 2024	2023/24 District All Students - 7.3% SED - 7.2% EL - 6.5% LTEL - 15.2% SWD - 8.5% White - 8.7% Lucerne Middle School All Students - 18.1% EL - 13.5% SED - 18.1% HI - 15.8% 2024 California School Dashboard	2024/25 District All Students - 7.7% SED -8 % EL - 7% LTEL - 16% SWD - 11.8 % White -8.1% Lucerne Middle School All Students - 11.3% EL - 6.1% SED -11.3% HI - 7.6% 2025 California School Dashboard	District All Students - 4% SED - 4% EL - 4% LTEL - 4% SWD - 4% White - 4% Lucerne Middle School All Students - 10% EL - 10% SED - 10% HI - 10%	District All Students: +0.7% SED: +0.7% EL: +0.5% LTEL: +2.6% SWD: +3.4% White: +.8% Lucerne Middle School All Students: -7.4% EL: -18.9% SED: -7.5% HI: -12.6%
3.3	Expulsion rates Percentage	2022/23 All Students - 0% SED - 0% EL - 0%	2023/24 All Students - 0% SED - 0% EL - 0%	2024/25 All Students - 0% SED - 0% EL - 0%	All Students - 0% SED - 0% EL - 0%	All Students - no change from baseline SED - no change from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Quest	Data Quest	Data Quest		EL -no change from baseline
3.4	High School dropout rates Percentage	2022/23 SY All Students - 7.5% SED - 7.3% Homeless - No % provided, subgroup to small EL - 21.1% (2023/24) Ed-Data.com	2023/24 SY All Students - 11.1% SED - 11.4% Homeless - No % provided, subgroup to small EL - 21.1% Ed-Data.com	2024/25 SY All Students - 6.3 % SED - 6.6% Homeless No % provided, subgroup to small EL 0% Ed-Data.com	All Students - 4% SED - 4% Homeless - No % provided, subgroup to small. Target will be provided if baseline is established EL - 15%	All Students: -1.2% SED: -.7% Homeless: no change EL: - 21.1%
3.5	Chronic absenteeism rates Percentage	2022-23 District All Students - 42.3% SED - 42.8% Homeless - No % provided, subgroup to small EL - 46.3% Lucerne Elementary EL - 48.6% SWD - 53.8% Lucerne Middle School EL - 37.1% HI - 40.9% 2023 California School Dashboard	2023-24 District All Students - 36.7% SED - 37.5% Homeless - 68.8% EL - 35.8% Lucerne Elementary EL - 37.8% SWD - 33.3% Lucerne Middle School EL - 24.2% HI - 33% 2024 California School Dashboard	2024-25 District All Students -23.9 % SED -24.6 % Homeless -Fewer then 11 EL -19.9 % Lucerne Elementary EL - 16.3% SWD -30.6 % Lucerne Middle School EL - 29.8% HI - 29.5% 2025 California School Dashboard	District All Students - 30% SED - 30% Homeless - No % provided, subgroup to small EL - 30% Lucerne Elementary EL - 30% SWD -30% Lucerne Middle School EL - 30% HI - 30%	District All Students: -18.4% SED: -18.2% Homeless: Not Applicable due to small N size EL: -26.4% Lucerne Elementary EL: -32.3% SWD: -23.2% Lucerne Middle School EL: -7.3 HI: -11.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Attendance rates Percentage	2023/24 School Sites: Elementary School - 91.01% Middle School - 89.84% High School - 89.02% SED by School Site: Elementary School - 91.08% Middle School - 80.37% High School - 89.5% Local Indicator - Student Information System (AERIES)	2024/25 School Sites: Elementary School - 94.22% Middle School - 89.98% High School - 91.58% SED by School Site: Elementary School - 92.15% Middle School - 84.55% High School - 90.82% Local Indicator - Student Information System (AERIES) as of P2.	2025/26 School Sites: Elementary School - 93.93% Middle School - 90.62% High School - 90.13% SED by School Site: Elementary School - 93.62 % Middle School - 87.41% High School - 89.81% Local Indicator - Student Information System (AERIES) as of P2.	School Sites: Elementary School - 95% Middle School - 93% High School - 93% SED by School Site: Elementary School - 95% Middle School - 90% High School - 95%	School Sites: Elementary School - 2.92% Middle School - 0.78% High School - 1.11% SED by School Site: Elementary School -2.54% Middle School - 7.04% High School - 0.31%
3.7	Middle School dropout rates Percentage	2022-23 All Students - 0% SED - 0% EL - 0% Local Indicator - Student Information System (AERIES)	2023-24 All Students - 0% SED - 0% EL - 0% Local Indicator - Student Information System (AERIES)	2024-25 All Students - 0% SED - 0% EL - 0% Local Indicator - Student Information System (AERIES)	All Students - 0% SED - 0% EL - 0%	All Students - no change from baseline SED - no change from baseline EL -no change from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Safety and School Connectedness School Climate Local Indicator Student Responses	2022/23 SY • 90% said they were happy to be at school? • 85.5% agreed that they like school? • 86.8% agreed that they feel successful at school? • 83.2% agreed that the school has high standards for achievement? • 86.2% agreed that the school sets clear rules for behavior? • 88.3% agreed that the behaviors in my class allows the teachers to teach? • 72.6% agreed that students are frequently recognized for good behavior? • 90.4% agreed that staff is working to keep the	2023/24 SY • 92.5% said they were happy to be at school? • 92.5% agreed that they like school? • 84.3% agreed that they feel successful at school? • 90.3% agreed that the school has high standards for achievement? • 90.1% agreed that the school sets clear rules for behavior? • 91.9% agreed	2024/25 SY 90% said they were happy to be at school? 92.5% agreed that they like school? 85% agreed that they feel successful at school 91% agreed that the school has high standards for achievement 90% agreed that the school sets clear rules for behavior 91% agreed that the behaviors in my class allows the teachers to teach? 89% agreed that students are frequently recognized for good behavior 90% agreed that staff is working to keep the school and myself safe	• 95% said they were happy to be at school? • 90% agreed that they like school? • 90% agreed that they feel successful at school? • 90% agreed that the school has high standards for achievement? • 90% agreed that the school sets clear rules for behavior? • 90% agreed that the behaviors	0% change said they were happy to be at school? +7% agreed that they like school? -1.8% agreed that they feel successful at school? +7.8% agreed that the school has high standards for achievement? +3.8% agreed that the school sets clear rules for behavior? +2.7% agreed that the behaviors in my class allows the teachers to teach? +16.4% agreed that students are frequently recognized for good behavior? -0.4% agreed that staff is working to keep the school and myself safe

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		school and myself safe 2023 California School Dashboard - Local Indicators	that the behaviors in my class allows the teachers to teach? • 88.2% agreed that students are frequently recognized for good behavior? • 91.1% agreed that staff is working to keep the school and myself safe 2024 California School Dashboard - Local Indicators	2025 California School Dashboard - Local Indicators	in my class allows the teachers to teach? • 90% agreed that students are frequently recognized for good behavior? • 95% agreed that staff is working to keep the school and myself safe	
3.9	Parent and Family Engagement Rating Indicator for each sub indicator	2022/23 SY: 1. Full Implementation 2. Full Implementation 3. Full Implementation	2023/24 SY: 1. Full Implementation	2024/25 SY: 1. Full Implementation	1. Full Implementation 2. Full Implementation 3. Full Implementation	no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Response to Local Indicator	4. Full Implementation 5. Full Implementation 6. Full Implementation 7. Full Implementation 8. Full Implementation 9. Full Implementation 10. Full Implementation 11. Full Implementation 12. Full Implementation 2023 California School Dashboard - Local Indicators	2. Full Implementation 3. Full Implementation 4. Full Implementation 5. Full Implementation 6. Full Implementation 7. Full Implementation 8. Full Implementation 9. Full Implementation 10. Full Implementation 11. Full Implementation 12. Full Implementation 2024 California School Dashboard - Local Indicators	2. Full Implementation 3. Full Implementation 4. Full Implementation 5. Full Implementation 6. Full Implementation 7. Full Implementation 8. Full Implementation 9. Full Implementation 10. Full Implementation 11. Full Implementation 12. Full Implementation 2025 California School Dashboard - Local Indicators	4. Full Implementation 5. Full Implementation 6. Full Implementation 7. Full Implementation 8. Full Implementation 9. Full Implementation 10. Full Implementation 11. Full Implementation 12. Full Implementation	
3.10	Facilities FIT Rating	2023 SY All School Sites are in Good Repair 2023 Facilities Inspection Tool	2024 SY All School Sites are in Good Repair 2024 Facilities Inspection Tool	2025 SY All School Sites are in Good Repair 2025 Facilities Inspection Tool	All School Sites are in Good Repair	no change

Goal Analysis [2025-26]

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

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

Action 3.1 – Parental Involvement

Action 3.1 was fully implemented as planned, with site principals facilitating a range of parent engagement activities including meetings, surveys, and school-based events. The action strengthened communication systems and supported inclusive engagement structures across school sites. Successes included increased visibility of family engagement efforts, consistent outreach practices, and stronger collaboration between families and school staff. School sites reported more welcoming environments and improved opportunities for parent voice in decision-making processes. Challenges included reaching working families, increasing participation among English Learner and socioeconomically disadvantaged families, and sustaining engagement across middle and high school grade spans. Continued efforts to diversify engagement formats and meeting times will further strengthen equitable participation.

Action 3.2 – Transportation

Action 3.2 was fully implemented as planned, providing transportation to students in TK through 12th grade, particularly supporting socioeconomically disadvantaged families. Successes included improved access to school, reduced logistical barriers for families, and strengthened daily attendance patterns. Transportation services were consistently scheduled and coordinated to ensure students had reliable access to campus. Challenges included maintaining adequate driver staffing, managing transportation costs, and addressing occasional vehicle maintenance delays. Despite these operational challenges, transportation remained a critical support system for families and contributed to improved student stability.

Action 3.3 – Socioeconomically Disadvantaged Student Support

Action 3.3 was fully implemented as designed, with the district providing school supplies, clothing, and basic needs assistance to socioeconomically disadvantaged students. Successes included the district's ability to respond quickly to urgent student needs, increased student preparedness for school, and improved engagement among students receiving support. Site teams reported that students benefiting from these services demonstrated stronger participation and stability. Challenges included fluctuations in inventory, increased demand for assistance beyond available supplies, and the need for stronger coordination with community partners to sustain resources. Ongoing collaboration with local agencies will be explored to expand support capacity.

Action 3.4 – PBIS Implementation

Action 3.4 was fully implemented at the elementary school site, where the Principal led the continued implementation of the PBIS framework to support a safe and positive learning environment. Core PBIS structures—including clearly defined behavioral expectations, reinforcement systems, behavior tracking procedures, and restorative practices—were in place and operational throughout the year. Successes included increased consistency in schoolwide behavioral expectations, strengthened behavior documentation systems, and expanded use of restorative approaches to address student needs. Staff reported improved clarity regarding expectations and reinforcement systems,

contributing to a more aligned and proactive school climate. The elementary site sustained a strong focus on creating predictable routines and positive recognition systems to promote student belonging and engagement.

Action 3.5 – Facilities and Grounds

Action 3.5 was fully implemented, with all school sites maintaining good repair status. Successes included proactive facility inspections, timely maintenance scheduling, and continued prioritization of safe and clean learning environments. Staff and students benefited from stable and well-maintained facilities that support engagement and learning. Minor challenges included occasional supply chain delays and contractor availability, which at times extended response timelines for non-urgent repairs. The district continues to monitor facilities closely to maintain high standards.

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

The district considers a variance to be a material difference when actual expenditures are at least 25 percent greater than or 25 percent less than the amount budgeted for the action.

There were no material differences between Budgeted and Estimated Actual Expenditures

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

Action 3.1 – Parental Involvement

Action 3.1 continued to expand parental involvement through meetings, surveys, and school-based events designed to promote a welcoming and inclusive environment. As reported in Metric 3.1, the district increased the number of parent engagement activities from 8 at baseline to 12 in Year 2, representing an increase of four activities. This growth provided families with additional opportunities to offer input, participate in decision-making, and engage with school and district staff. The district also maintained Full Implementation across all 12 Parent and Family Engagement sub-indicators in Metric 3.9. These results reflect sustained systems for seeking parent input, supporting shared decision-making, and strengthening partnerships between families and schools. Overall, the action was effective in maintaining strong family-engagement structures and increasing opportunities for participation. However, the district continued to experience challenges reaching some families, particularly working families and those who may face scheduling, transportation, language, or access barriers. These challenges did not prevent implementation but reinforced the need to continue offering varied engagement formats, including flexible meeting times, virtual participation options, surveys, translated communication, and school-based events. The district will also continue reviewing participation among Socioeconomically Disadvantaged students, English Learners, Foster Youth, and other priority groups to support equitable and meaningful family involvement.

Action 3.2 – Transportation

Action 3.2 supported student attendance by providing transportation access for TK–12 students, particularly those who are socioeconomically disadvantaged. Metric 3.6 shows that attendance improved from the 2023–24 baseline to Year 1 across all three school

sites. Elementary attendance increased from 91.01% to 94.22%, Middle School from 89.84% to 89.98%, and High School from 89.02% to 91.58%. In Year 2, attendance remained above baseline at all sites, with rates of 93.93% at Elementary, 90.62% at Middle School, and 90.13% at High School. Attendance outcomes for socioeconomically disadvantaged students were mixed but generally improved over the three-year period. Elementary SED attendance increased from 91.08% at baseline to 92.15% in Year 1 and 93.62% in Year 2. Middle School SED attendance increased from 80.37% to 84.55% and then to 87.41%. High School SED attendance declined from 89.50% at baseline to 80.82% in Year 1 but recovered to 89.81% in Year 2, slightly exceeding the baseline. These results indicate that the transportation action has been generally effective in reducing barriers to regular attendance, particularly for SED students at the elementary and middle school levels. However, the Year 2 decline from Year 1 in overall Elementary and High School attendance, along with the variability in High School SED attendance, shows that transportation alone is not sufficient to address all causes of absenteeism. Continued implementation, combined with targeted attendance interventions and analysis of site- and student-specific barriers, is needed to sustain and further improve attendance.

Action 3.3 – Socioeconomically Disadvantaged Student Support

Through Action 3.3, the district provided school supplies, clothing, and social-emotional supports intended to reduce basic-needs barriers that can interfere with attendance, engagement, and continued school participation for socioeconomically disadvantaged students. Metric 3.6 shows improvement in SED attendance at the elementary and middle school levels. Elementary SED attendance increased from 91.08% at baseline to 92.15% in Year 1 and 93.62% in Year 2, while Middle School SED attendance increased from 80.37% to 84.55% and then to 87.41%. High School SED attendance declined to 80.82% in Year 1 but recovered to 89.81% in Year 2, slightly exceeding the 89.50% baseline. In addition, Middle School dropout rates for All Students, SED students, and English learners remained at 0% across all three years, as reflected in Metric 3.7. These results suggest that the action was generally effective in helping students remain engaged and connected to school, particularly at the elementary and middle school levels. The continued 0% middle school dropout rate provides evidence of student persistence and school stability, while the attendance data more directly demonstrate progress toward reducing barriers to consistent participation. Implementation challenges related to maintaining adequate inventory and responding to changing levels of student demand affected the district's ability to provide some basic-needs items as consistently or promptly as intended. Although supports continued to be provided, limited availability may have reduced the action's reach and prevented some students from receiving assistance at the time of greatest need. The district will continue monitoring requests, improving inventory planning, and identifying additional resources to ensure that clothing, supplies, and related supports are available when needed. Continued attention is also warranted at the secondary level, where attendance outcomes remain less consistent.

Action 3.4 – PBIS

Action 3.4 was generally effective in supporting a positive school climate and improving student attendance at the elementary school where PBIS was implemented. Elementary attendance increased from 91.01% in 2023–24 to 94.22% in 2024–25 and remained above the baseline at 93.93% in 2025–26, as measured by Metric 3.6. These results indicate that students attended school more consistently following implementation of the action. Elementary-level chronic absenteeism data also show improvement for identified student groups. At Lucerne Elementary, chronic absenteeism for English learners decreased from 48.6% in 2022–23 to 37.8% in 2023–24 and 16.3% in 2024–25. Chronic absenteeism for students with disabilities decreased from 53.8% to 33.3% and then to 30.6% over the same period. These site-level outcomes are aligned with the intended purpose of PBIS and suggest that the action contributed to improved school participation for students experiencing greater attendance barriers. Student perception results in Metric 3.8 also reflect a generally positive climate, including 92.5% of students reporting that they liked school, 91% indicating that the school maintained high standards for achievement, 90% reporting clear

behavioral expectations, 91% indicating that classroom behavior allowed teachers to teach, and 90% agreeing that staff worked to keep students safe. These findings suggest that the systems and expectations associated with PBIS supported a safe, predictable, and engaging learning environment. The district maintained a 0% expulsion rate; however, because this is districtwide data, it provides only contextual evidence and cannot independently demonstrate the effectiveness of an elementary-only action. Similarly, districtwide suspension results do not provide sufficient evidence that PBIS reduced suspensions at the elementary site, particularly because suspension rates increased for some student groups. Therefore, no conclusion is made that Action 3.4 reduced suspensions. Overall, the elementary attendance, chronic absenteeism, and school-climate data indicate that the action was effective in supporting student engagement and a positive learning environment. Continued implementation, staff training, and collection of elementary-level discipline data will strengthen the district's ability to evaluate the full impact of PBIS.

Action 3.5 – Facilities and Grounds

Action 3.5 was effective in meeting its goal of maintaining all school facilities in good repair, as measured by the Facilities Inspection Tool (Metric 3.10). For Facilities (Metric 3.10), all school sites were rated in "Good Repair" in 2023, 2024, and 2025, with no change across years, indicating full compliance with FIT standards and consistent maintenance of safe and functional learning environments. These results demonstrate that the district successfully maintained all facilities in good condition, ensuring that students and staff have access to safe, clean, and well-maintained school environments. Overall, Action 3.5 is considered effective, as it fully met its intended outcome of maintaining all school sites in good repair. Continued maintenance efforts will be necessary to sustain these conditions and support ongoing student engagement and well-being..

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

Action 3.2: Based on reflection on prior practice, Action 3.2 was revised to accurately reflect the transportation services already being provided by the district. The prior reference to students in TK–5 did not fully represent the scope of services, as transportation is provided to students in TK–12. The action was therefore updated to identify TK–12 students, with services principally directed toward socioeconomically disadvantaged students. Reliable transportation is intended to reduce barriers to school attendance and support improvements in attendance and chronic absenteeism, as measured by Metrics 3.5 and 3.6.

Action 3.4: Metrics 3.2, 3.4, and 3.7 were removed from Action 3.4 as measures of effectiveness, as these metrics reflect middle school and high school outcomes. Because this action is specific to PBIS implementation at the elementary school site, effectiveness will be measured using elementary-aligned metrics only.

Action 3.2: The metric for this action was changed from 3.7 middle school dropout rates to metric 3.5 chronic absenteeism rates to better gauge the effectiveness of the action.

Action 3.3: Based on reflection on prior practice, Metric 3.6, Attendance Rates, was added to Action 3.3 for the coming year. The action is intended to reduce barriers to regular school participation by providing socioeconomically disadvantaged students with school supplies, clothing, basic-needs assistance, and social-emotional supports. Adding Metric 3.6 creates a more direct measure of the action's effectiveness by allowing the district to monitor attendance outcomes for SED students at the elementary, middle, and high school levels.

Metric 3.7, Middle School Dropout Rates, will remain connected to the action as a measure of student persistence and continued school enrollment.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parental involvement	The Principals will facilitate parent engagement activities for all parents at their school sites to expand parent involvement to create a positive school climate where all students feel safe and all parents feel welcome as measured by M3.1 and M3.9	$3,550.00	No
3.2	Transportation	The District will provide transportation to students in TK through 12th grade, principally directed at socioeconomically disadvantaged students. Reliable transportation will contribute to improving chronic absenteeism and overall student attendance as measured by M3.6 and 3.5	$833,000.00	Yes
3.3	Socioeconomically Disadvantaged Student Support	The Superintendent will continue to provide SED students with additional support through assistance with school supplies, clothing and other supplies to ensure basic needs are met allowing our SED students to support their social emotional needs thereby increasing their attendance rate which will allow them to engage in their education as measured by M 3.6 and M3.7	$19,888.00	Yes
3.4	PBIS	The Principal at the elementary school site will implement a PBIS program to ensure a safe learning environment for all students which will increase attendance, decrease chronic absenteeism, reduce suspension and maintain a 0% expulsion rate as measured by M3.3, 3.5, 3.6, 3.8 and 3.9	$4,680.00	No
3.5	Facilities and grounds	The Superintendent will maintain all school site within the district in a good repair status as indicated on the annual school site FIT report so that	$138,578.00	No

Action #	Title	Description	Total Funds	Contributing
		students and staff have a safe and clean school environment as measured by M3.10		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	The school no longer qualifies as an Equity Multiplier School and has expended the allocation from the 2024-2025 school year. By June 30th, 2027, students at Lucerne Valley Middle School will improve academic achievement in ELA (Including All student group, SED students and Hispanic Students) and improve academic achievement in Math (including All student group, SED students and Hispanic Students), by reducing the negative DFS as shown in the metric section for this goal. The school will also reduce the Suspension Rate (including All Student group, EL students, SED students and Hispanic Students) and reduce Chronic Absenteeism (including EL and Hispanic students) as shown in the metric section for this goal.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Lucerne Valley Middle School has a non stability rate of 26.5% and an SED population of 77.8%. After completing a comprehensive analysis of academic performance, student engagement, campus climate, and consultations with education partners the district is focused on academic outcomes in English Language Arts (ELA) and Math as well as lowering both the Suspension and Chronic Absenteeism rate for Lucerne Valley Middle School. When compared to other schools in the district, Lucerne Valley Middle School show as significant disparity in academics as well as student engagement and school climate as indicated below:

Lucerne Valley Elementary:
ELA - All students: -65.5, SED: -70.1, Hispanic: 73.7; Math - All students: -92.1, SED: 96.7, Hispanic: 99.2; Suspension Rate - All students: 2.7%, EL: 1.4, SED: 2.9, Hispanic: 1.8, White 3.7%; Chronic Absenteeism - EL: 48.6%, Hispanic: 43.5%

Lucerne Valley Middle School:
ELA - All students: -71, SED: -76.4, Hispanic: -84.1; Math - All students: -125.6, SED -129.1, Hispanic: -140.7, Suspension Rate - All students: 18.7%, EL: 25%, SED: 18.8%, Hispanic: 20.2% and White 15.2; Chronic Absenteeism - EL 37.1%, Hispanic 31.8%

Lucerne Valley High School:
ELA - All student: -58.4, SED: -70.9, Hispanic: -62; Math - All students: -135.2, SED -139, Hispanic: -131.6, Suspension Rate - All students: 10%, EL: 9.5%, SED 10.6%, HIspanic: 8.5%, White 15.2%

Educational partner engagement indicated that parents, staff and community members are concerned about the academics at the middle school and the significant negative Difference From Standard show by all students and have indicated they want the district to focus on academics. The have also indicated their concern for the significant difference in suspensions seen at the middle school.

A breakdown of student group level data for Lucerne Valley Middle School is the Metric below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CAASPP Math Difference From Standard (DFS)	2022/2023 SY All Students: -125.6 DFS SED: -129.1 DFS Hispanic: -140.7 DFS California Dashboard	2023/2024 SY All Students: -146.2 SED: - 148.6 Hispanic: - 156.3 2024 California School Dashboard		All Students: -100 DFS SED: -100 DFS Hispanic: -110 DFS	
4.2	CAASPP ELA Difference From Standard (DFS)	2022/2023 SY All Students: -71 SED: -76.4 Hispanic: -84.1 California Dashboard	2023/2024 SY All Students: -108.6 SED: -111 Hispanic: -113.8 2024 California School Dashboard		All Students: -50 SED: -50 Hispanic: -60	
4.3	Suspension Rate Percentage Rate	2022/2023 SY All Students - 18.7% EL - 25% SED - 18.8% Hispanic - 20.2% California Dashboard	2023/2024 SY All Students - 18.1% EL - 13.5% SED - 18.1% HI - 15.8%		All Students - 8% EL - 12% SED - 8% Hispanic - 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2024 California School Dashboard			
4.4	Chronic Absenteeism Percentage Rate	2022/2023 SY All Students - 37.6% EL - 37.1% Hispanic - 40.9% California Dashboard	2023/2024 SY All Students - 33.5% EL - 24.2% HI - 33% 2024 California School Dashboard		EL - 25% Hispanic - 28%	

Goal Analysis [2025-26]

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

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

N/A

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.

N/A

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

N/A

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.

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By June 30, 2027, students at Mountain View High School will decrease Chronic Absenteeism and increase their Daily Attendance rate.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Mountain View High School is a very small continuation school and therefore they do not have enough students to provide feedback on the California dashboard regarding lowest performing indicators.

The district's goal to reduce chronic absenteeism and increase daily attendance at Mountain View High School is driven by the data and parent feedback. Although chronic absenteeism is prevalent across the district, above 37% in each student groups, our local data indicates it is alarmingly high at Mountain View High School. According to educational partner feedback from the parents, students and teacher at Mountain View High School, the reasons include, but are not limited to, lack of access to reliable transportation, lack of student focus and social emotional barriers. The district's focus on these groups suggests a recognition of the need for targeted interventions to address the unique barriers these students face in attending school regularly.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Chronic Absenteeism Percentage	2023/24 SY (as of 6.28.2024) 68% Local Indicator - Student Information System (AERIES)	2024/25 SY (as of 5.28.25) 27% Local Indicator - Student Information System (AERIES)	2025/26 SY (as of 5.27.26) 27.77% Local Indicator - Student Information System (AERIES)	40%	-40.23%
5.2	Daily Attendance Rate Percentage	2023/24 SY (as of 6.28.2024) 39.72%	2024/25 SY (as of 3.30.2025) 72.16%	2025/26 SY (as of 4.21.2026) 39.27%	70%	-0.45%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Local Indicator - Student Information System (AERIES)	Local Indicator - Student Information System (AERIES)	Local Indicator - Student Information System (AERIES)		

Goal Analysis [2025-26]

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

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

Action 5.1: Attendance support

Action 5.1 was fully implemented at Mountain View High School. A key success of this action was the establishment of consistent attendance review protocols and relationship-based outreach, which improved early identification of attendance concerns and increased re-engagement among students with moderate absenteeism patterns. Staff reported stronger communication with families and more timely intervention when attendance declined, reinforcing the district's commitment to proactive and equity-driven engagement. While implementation aligned closely with the planned action and strengthened overall attendance systems, challenges included the inconsistency of the number of students enrolled in the program. Deeper coordination between school support teams, families, and community partners will be essential to address root causes and maintain long-term improvements.

Action 5.2: Professional Development

Action 5.2 was fully implemented. This Action provided targeted professional development for administrators and teachers at Mountain View High School, focusing on strengthening best first instruction and embedding social-emotional learning (SEL) strategies into daily practice. The training was implemented as planned and aligned to needs identified through educational partner feedback, particularly related to student disengagement and social-emotional barriers. A notable success was the intentional alignment of professional learning topics with identified student needs, which increased staff capacity to implement trauma-informed practices and student-centered instructional strategies. Educators demonstrated greater awareness of how academic and social-emotional supports intersect to improve student engagement and classroom climate, contributing to a more supportive and inclusive school environment. One challenge was ensuring consistent implementation of strategies though out the school day, as varying levels of student needs with SEL and trauma-informed practices changed though out the day. Continued coaching, follow-up professional learning, and monitoring will be necessary to solidify implementation and expand the long-term impact of this work.

Action 5.3: Instructional Supplies

Action 5.3 was fully implemented and successfully provided essential academic material including technology accessories and curriculum-aligned resources to students at the district's continuation high school. A key success was improved student access to materials necessary for coursework completion, resulting in stronger participation and increased academic task engagement when students were present. The action reduced logistical barriers to learning and supported more equitable access to instructional resources. A continuing challenge within the classroom setting is inconsistent student attendance and varying levels of academic readiness, which can make it difficult for students to remain consistently engaged and maintain progress toward course completion. Despite these challenges, access to appropriate instructional materials helped support student participation and provided staff with tools to better address individual learning needs. To enhance long-term impact, the district will continue exploring structured academic supports and staff training to ensure instructional materials are used strategically and consistently to reinforce engagement and academic progress.

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

There were no material differences between Budgeted and Estimated Actual Expenditures

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

Action 5.1 – Attendance Support

Action 5.1 has demonstrated partial effectiveness in supporting progress toward the goal. M5.1: Chronic Absenteeism Percentage decreased substantially from 68% at baseline to 27% in Year 1 and remained significantly below baseline at 27.77% in Year 2. Although the Year 2 result reflects a slight increase of 0.77 percentage points from Year 1, the data demonstrate that the district sustained a reduction of more than 40 percentage points from baseline. M5.2: Daily Attendance Rate increased from 39.72% at baseline to 72.16% in Year 1 but declined to 39.27% in Year 2, indicating continued variability in students' daily attendance. The results suggest that daily monitoring, personalized outreach, social-emotional supports, and targeted interventions have contributed to reducing the number of students who are chronically absent. However, the decline in the daily attendance rate demonstrates the continued need to address barriers that prevent students from attending consistently. Overall, the action has demonstrated strong effectiveness in reducing chronic absenteeism, while continued implementation and monitoring are needed to improve daily attendance.

Action 5.2 – Professional Development

Action 5.2 has demonstrated partial effectiveness in supporting progress toward the attendance goal. M5.1: Chronic Absenteeism Percentage decreased from 68% at baseline to 27% in Year 1 and remained substantially lower than baseline at 27.77% in Year 2. This sustained improvement suggests that professional development focused on student-centered practices, social-emotional support, engagement, and relationship-building may have strengthened staff capacity to respond to students' needs. However, M5.2: Daily Attendance Rate increased from 39.72% at baseline to 72.16% in Year 1 before declining to 39.27% in Year 2, indicating that improvements in daily attendance were not sustained. Because the continuation school serves a small number of students, changes involving only a few students may result in significant year-to-year fluctuations. Continued professional learning, coaching, consistent implementation, and monitoring will be needed to strengthen staff practices and support more stable attendance outcomes.

Action 5.3 – Instructional Supplies

Action 5.3 has been moderately effective as a supporting strategy within the district's broader attendance efforts. M5.1: Chronic Absenteeism Percentage decreased from 68% at baseline to 27% in Year 1 and remained substantially below baseline at 27.77% in Year 2. Providing students with appropriate instructional materials and supplies may support engagement and reduce barriers to participation when students attend school. However, M5.2: Daily Attendance Rate increased from 39.72% at baseline to 72.16% in Year 1 and then declined to 39.27% in Year 2, demonstrating that access to instructional supplies alone is not sufficient to improve consistent daily attendance. Within the context of a small continuation school serving students who may experience significant external barriers, this action is most effective when implemented in coordination with attendance outreach, social-emotional supports, and individualized interventions. Continued alignment with these broader supports will be necessary to strengthen the action's contribution to improved attendance outcomes.

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.

Based on reflection and review of prior year implementation and outcomes, no changes were made to the planned goal, metrics, target outcomes, or actions for the coming year. The district determined that the existing goal and associated strategies remain aligned to identified student needs and continue to support progress toward improved attendance, engagement, and academic outcomes. As a result, all goals, measures, target outcomes, and actions will remain in place and continue to be implemented as written.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Attendance Support	The school will implement a multi-tiered system of attendance support to reduce chronic absenteeism and increase daily attendance, particularly for Low-Income students, English Learners, and Foster Youth. Staff will conduct daily personalized student contact, including phone calls and wellness check-ins. To address underlying causes of disengagement, the school will provide supplemental social-emotional supports such as targeted SEL interventions, access to counselors, and check-in/check-out systems tailored to at-risk students. As Measured by M5.1 and M5.2.	$20,000.00	No
5.2	Professional Development	The Superintendent will provide professional development, in addition to what is offered in Goal 2 Action 2.1, for site administrators and teachers at Mountain View High School to support students by learning and	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		implementing best first instruction as well as how to support our students social emotional learning in order to offer a more supportive learning environment where students want to attend school as measured by M5.1 and M5.2.		
5.3	Instructional Supplies	Provide supplemental instructional supplies—such as hands-on learning materials, technology accessories (e.g., headphones, calculators, chargers), academic organizers, and curriculum-aligned workbooks—specifically for at-risk students enrolled at the district's continuation school. These materials are in addition to the standard instructional supplies provided to all students and are intended to address the unique barriers faced by students who are low income, English learners, foster youth, or have a history of chronic absenteeism. The additional resources are designed to increase student engagement, reduce participation obstacles, and support credit recovery efforts by aligning with individualized learning needs and intervention plans. Effectiveness of this supplemental support will be monitored using Metric 5.1 (Chronic Absenteeism Rate) and Metric 5.2 (Daily Attendance Rate).	$29,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$5390651	$695090

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
40.036%	0.000%	$0.00	40.036%

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:** Teachers - Lower class sizes **Need:** The 2023 CA School Dashboard shows student outcomes on the CAASPP English Language Arts (ELA) for All Students at -65.9 Distance from Standard (DFS), English Learners (EL) scored -115.2 DFS, and Socioeconomic Disadvantaged students scored -71.5 DFS. CAASPP Math for All	Providing additional teachers to lower class sizes directly addresses the needs of students identified in the 2023 CA School Dashboard data, particularly English Learners (EL) and Socioeconomically Disadvantaged (SED) students. By reducing class sizes, teachers can offer more individualized attention, thereby enhancing the learning experience and outcomes for all students. Smaller classes allow teachers to implement differentiated instruction more effectively, ensuring that EL and SED students	This action will be measured by the metrics identified in the action description.

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
	Students is -105.3 DFS, EL scored -149.7 and SED -109.4. The data demonstrates a disparity between the All Student group and EL and SED students, thus highlighting the need for this actions. Educational partner feedback from our SED and EL parents indicated that they are very concerned that their students are constantly performing lower academically when compared to all students. **Scope:** LEA-wide	receive the tailored support they need. This approach also facilitates more interactive and engaging lessons, which can boost student participation and comprehension, particularly in challenging subjects like English Language Arts (ELA) and Math. Specific areas of the program will include hiring additional qualified teachers to lower the student-to-teacher ratio, providing ongoing professional development to equip teachers with strategies for supporting EL and SED students, and integrating supplemental materials that cater to diverse learning needs. For example, in a class of 15-20 students, a teacher can more easily identify and address individual learning gaps, provide timely feedback, and create a supportive learning environment. Supplemental materials such as bilingual resources, interactive math tools, and culturally relevant reading materials will further aid in meeting the diverse needs of these students. The district is implementing this strategy on an LEA-wide basis, even though the primary focus is on improving outcomes for EL and SED students, to ensure that all students benefit from a more personalized and effective learning environment. This comprehensive approach not only helps to close the achievement gap but also promotes overall academic excellence. By addressing the specific needs of EL and SED students, the district aims to uplift the entire student body, creating a more equitable and high-quality educational experience for everyone. This holistic improvement in teaching and learning conditions can lead to better overall student performance,	

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
		greater equity, and a more supportive school community.	
1.4	**Action:** Intervention Staff **Need:** The 2023 CA School Dashboard shows our student outcomes on the CAASPP English Language Arts and Math are far below the state: ELA LVUSD EL Students 5.56% met or exceeded the standard and the states was 10.79% met or exceeded the standard. LVUSD SED students 21.76% met or exceeded the standard and the state was 35.27% met or exceeded the standard. Math LVUSD EL Students 2.78% met or exceeded the standard and the states was 9.93% met or exceeded the standard. LVUSD SED students 9.82% met or exceeded the standard and the state was 2.91% met or exceeded the standard. The data demonstrates a disparity between LVUSD students and the State thus highlighting the need for increased services to be provided to respond to the needs of these identified student groups. Educational partner feedback from our SED and EL parents indicated that they are very concerned that their students are constantly	The 2023 CA School Dashboard highlights a significant disparity in student outcomes for the Lucerne Valley Unified School District (LVUSD) when compared to state averages, particularly among English Learner (EL) and Socioeconomically Disadvantaged (SED) students. To address these disparities, the district is implementing comprehensive academic intervention programs. These initiatives will include hiring specialized academic intervention staff, such as intervention teachers and instructional aides, who are trained to work specifically with EL and SED students. Additionally, the district will provide supplemental materials and resources tailored to the unique needs of these students, including differentiated instructional materials and access to adaptive learning technologies. Research shows that targeted interventions, such as small group instruction and one-on-one tutoring, can significantly improve academic outcomes for at-risk student populations (Fuchs & Fuchs, 2007). Despite targeting EL and SED students, these services will be provided on an LEA-wide basis to ensure equity and inclusivity. This approach allows all students who may benefit from additional support to access the resources they need, fostering an inclusive learning environment. Furthermore, it ensures that the entire educational ecosystem is strengthened, benefiting from shared resources and professional development opportunities for all staff. This holistic strategy not	This action will be measured by the metrics identified in the action description.

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
	performing lower academically when compared to all students. **Scope:** LEA-wide	only aims to elevate the performance of EL and SED students but also promotes a culture of excellence and support throughout the district.	
1.7	**Action:** Assistant Administrator of Instructional Improvement and Coaching (AAIIAC) position at the Elementary and Middle/High School. **Need:** State and local assessment data from the 2023-24 academic year and the input provided by parents and teachers of low-income and EL students, show that these students have fallen behind academically. English Language Arts (ELA) for All Students at -65.9 Distance from Standard (DFS), English Learners (EL) scored -115.2 DFS Socioeconomic Disadvantaged students scored -51.5 DFS. CAASPP Math for All Students -105.3 DFS EL scored -149.7 SED Students - 109.2 During our educational partner engagement session, our staff indicated that they are in need of more coaching and mentoring to better provide and engaging classroom that is focused on academic achievement as well as EL strategies.	To address these needs, the district will hire an Assistant Administrator of Instructional Improvement and Coaching (AAIIAC) position at both the Elementary and Middle/High School levels. This role will be crucial in implementing targeted instructional strategies and fostering a supportive learning environment that can elevate academic performance for all students, particularly those who are socioeconomically disadvantaged (SED) and EL. The AAIIAC will focus on several key areas to enhance educational outcomes. First, they will provide ongoing coaching and mentoring to teachers, equipping them with effective EL strategies and instructional techniques that promote engagement and academic achievement. This includes implementing evidence-based practices such as differentiated instruction and formative assessments, which are proven to improve student outcomes. Additionally, the AAIIAC will ensure that teachers have access to supplemental materials tailored to the needs of SED and EL students, such as culturally responsive texts and language development resources. Research shows that well-supported teachers who receive regular professional development are more effective in the classroom, leading to better student performance.	This action will be measured by the metrics identified in the action description

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	Research supports the effectiveness of additional educational coaching staff in improving student outcomes. For example, a study by Kraft et al. (2020) found that coaching programs for teachers led to significant improvements in student achievement, with particularly strong effects for EL students. By providing ongoing coaching and mentoring to teachers, the AAIIAC can help them implement evidence-based practices such as differentiated instruction and formative assessments, which are known to improve student outcomes. While the primary focus is on EL and SED students, providing this support on an LEA-wide basis ensures that all students benefit from improved instructional practices and a more inclusive learning environment. By addressing the needs of the most vulnerable student populations, the district creates a ripple effect that enhances educational quality across the board. Moreover, an LEA-wide approach fosters equity, ensuring that every student has access to high-quality instruction and the necessary supports to succeed academically. This comprehensive strategy not only targets the immediate needs of EL and SED students but also contributes to the overall improvement of the district's educational standards.	
2.2	**Action:** Academic Counseling **Need:** Based on 2023 State and local data our graduation rates have fallen over the past 2 years and are:	Providing an academic counselor can significantly address the identified needs of EL and SED students, ultimately improving graduation rates and A-G completion rates. Academic counselors can offer targeted support and guidance to these students, helping them navigate academic challenges and develop personalized pathways to	This action will be measured by the metrics identified in the action description.

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
	All Students - 80.3% EL Students - 75% (Local data. Sample size two small for state data to report on) SED - 80.0% Our 2023 A-G completion rate has also fallen over the past year and are: All Students - 11.1 EL - 5% SED - 11.1% The above data show a disparity between our all student group and our EL students. Although our SED students scores are relative tot the All Student scores, not having an academic counselor will have a negative impact on our SED students and would cause a decline in their graduation rate and A-G completions rate. Educations partner feedback from parents, community member and staff stress the need for our graduation rate to improve and is a priority for all educational partners. **Scope:** Schoolwide	success. For example, counselors can work closely with EL students to ensure they have access to appropriate language development resources and support services. They can also collaborate with teachers to provide supplemental materials and differentiated instruction tailored to the needs of EL and SED students. Research indicates that academic counseling can have a positive impact on student outcomes. According to a study by the National Association for College Admission Counseling, students who meet regularly with a counselor are more likely to enroll in college and persist in their studies. Furthermore, academic counseling can help address disparities by providing a support system for EL and SED students, helping them overcome barriers to academic success. The district is providing this service on a school wide level at the High School to ensure that all students have access to the support they need to succeed. By targeting EL and SED students, the district is prioritizing equity and inclusivity, recognizing that these students may face unique challenges that require additional support. Additionally, by improving graduation rates and A-G completion rates for EL and SED students, the district is likely to see benefits for all students, as a more inclusive and supportive educational environment can lead to improved outcomes for everyone.	
3.2	**Action:** Transportation **Need:**	Providing transportation to and from school directly addresses the identified needs of SED students, as highlighted by the data and community feedback. The availability of transportation is a	This action will be measured by the metrics identified in the action description.

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
	Student chronic absenteeism for all students is 42.3%, and SED at 42.8%. The District's overall attendance rate is at 92%. Although the districts attendance rate has seen improvement in the elementary schools, we are still below our pre-pandemic rates. Local data indicates that when the district does not have a bus to transport, then our attendance drops. Our daily attendance rate is significantly impacted when busing is not available - particularly for our SED students. During parent engagement opportunities, it has been shared that without the bus, EL and SED parents would struggle to get their students to school and therefore, our attendance rate is impacted when busing isn't available. **Scope:** LEA-wide	crucial factor in improving attendance rates, especially for these student populations. Without access to transportation, SED parents often struggle to get their children to school, leading to higher rates of chronic absenteeism. By providing transportation, the district not only ensures that these students can physically get to school but also demonstrates a commitment to supporting their educational opportunities. Specific areas of the transportation program that support SED students include dedicated bus routes in areas with higher concentrations of these students, ensuring that transportation is accessible and convenient. Research supports the positive impact of transportation on attendance rates. A study by the National Center for Education Evaluation and Regional Assistance found that providing transportation to students in rural areas led to improved attendance and academic performance. Another study published in the American Educational Research Journal found that students who received transportation assistance had higher attendance rates compared to those who did not. The district provides transportation on an LEA-wide basis, even though it primarily benefits SED students, because it aligns with the district's commitment to equity and inclusivity. By offering transportation to all students, the district ensures that no student is disadvantaged due to transportation barriers. Additionally, a district-wide approach helps to create a sense of community and shared responsibility for student success, fostering a supportive environment for all students.	

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
1.3	**Action:** English Learner Support **Need:** The 2023 CA School Dashboard shows student outcomes on the CAASPP English Language Arts (ELA) for All Students at -65.9 Distance from Standard (DFS), English Learners (EL) and scored -115.2 DFS. CAASPP Math for All Students is -105.3 DFS, EL scored -149.7. The data demonstrates a disparity between the All Student group and EL and Long-Term English Learners (LTEL) students, thus highlighting the need for increased services to be provided to respond to the needs of our EL and LTEL students. The district is committed to providing services and supports for our EL students. Our EL parents and teachers both expressed concern regarding the lowers scores our EL students received on state testing. This action will help address those concerns. **Scope:** Limited to Unduplicated Student Group(s)	When all teachers provide English Learner (EL) and Long-Term English Learner (LTEL) students with an additional 30 minutes of daily English Language Development (ELD) instruction beyond what is required by EdCode, it significantly enhances the language acquisition process and meets the specific needs of these students. This targeted intervention allows for more personalized and intensive instruction, addressing the diverse proficiency levels within the EL student population. For instance, teachers can use this additional time to focus on language skills such as vocabulary development, grammar, reading comprehension, and conversational skills, which are crucial for academic success across all subjects. Specific areas of the program benefiting from this increased instructional time include differentiated instruction and the use of supplemental materials. Teachers can tailor their teaching strategies to meet the individual needs of students, employing differentiated instruction techniques that cater to varying levels of language proficiency. Supplemental materials such as bilingual dictionaries, visual aids, and interactive language software can provide additional support, making learning more engaging and accessible. Moreover, professional development for teachers ensures they are equipped with effective strategies and resources to support EL students, fostering a more inclusive and supportive learning environment.	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Research supports the effectiveness of increased instructional time for EL students. According to a study by the National Center for Education Statistics (NCES), extended learning time has been linked to improved language proficiency and academic performance in EL students. Additionally, the use of targeted ELD instruction, as outlined in the California English Language Development Standards, has been shown to accelerate language acquisition and enhance overall student achievement. By incorporating these evidence-based practices, schools can better address the linguistic and academic needs of EL students, paving the way for their success in both school and beyond.	
1.6	**Action:** Bilingual Aides **Need:** The decline in the LVUSD EL and LTEL reclassification rate, from 6.8% in 2021 to 5% in 2023, alongside a 2.4% drop in our ELPI to 34.8, highlights a critical need for enhanced support for our English Learner (EL) students. CAASPP also indicates that our LTEL students scored 0% exceeded or met the standard in ELA and Math. LVUSD reclassified 0% of our LTEL students in the 2023 SY. **Scope:** Limited to Unduplicated Student Group(s)	One effective strategy to address this need is the provision of bilingual aids in our educational programs. Bilingual aids play a crucial role in bridging the language gap for EL and LTEL students, offering them tailored support that enhances their comprehension and engagement in the classroom. This targeted assistance can significantly improve their academic performance and expedite their language acquisition, thus positively impacting reclassification rates. Specific areas of the program that would benefit from bilingual aids include classroom instruction, where these aides can provide real-time translation and clarification, ensuring that EL and LTEL students fully grasp the lesson content. Additionally, bilingual aids can support teachers by assisting with differentiated instruction, helping to develop and implement strategies that cater to the	This action will be measured by the metrics identified in the action description

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		diverse linguistic needs of EL and LTEL students. Supplemental materials, such as bilingual textbooks and educational software, can also be utilized more effectively with the guidance of bilingual aids, making complex concepts more accessible to EL and LTEL students. Research supports the effectiveness of bilingual aids in improving educational outcomes for EL students. For example, a study by the National Education Association (NEA) found that schools employing bilingual aides saw a marked improvement in student performance and engagement. Furthermore, the use of bilingual aids aligns with the recommendations of the American Educational Research Association (AERA), which advocates for the inclusion of culturally and linguistically responsive teaching practices. By integrating bilingual aids into our programs, we can provide the necessary support to our EL students, addressing their unique needs and fostering an inclusive and equitable learning environment.	
1.8	**Action:** ELD professional development **Need:** Over the past 3-5 years LVUSD has seen a significant increase in our EL population. Teacher and staff indicated that they need additional professional development in English Language Development Strategies. Local and state indicators show that we have seen a decrease in both ELPI scores and	Addressing the identified needs of LVUSD's EL and LTEL population necessitates comprehensive professional development in English Language Development (ELD), including specialized training in Specially Designed Academic Instruction in English (SDAIE) and Universal Access strategies. Specific program components should include workshops and seminars focusing on effective SDAIE methods, such as integrating hands-on activities, visual aids, and real-world examples into instruction to make content more accessible to EL	This action will be measured by the metrics identified in the action description

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	reclassification rate. The 2021 reclassification rate was 6.8% and has fallen to 5% in 2023. In 2023 our ELPI was 34.8, a decline of 2.4%. CAASPP also indicates that our LTEL students scored 0% exceeded or met the standard in ELA and Math. LVUSD reclassified 0% of our LTEL students in the 2023 SY. **Scope:** Limited to Unduplicated Student Group(s)	and LTEL students. Teachers can also benefit from learning how to scaffold instruction, providing gradual support as students develop language proficiency and content knowledge. Incorporating Universal Access strategies, which make curriculum and instruction accessible to diverse learners, is equally crucial. This can include techniques like providing multiple means of representation, engagement, and expression. For example, teachers can use multimedia resources, offer choice in assignments, and encourage collaborative learning to support EL students' language development and academic success. Research underscores the importance of targeted professional development in ELD, SDAIE, and Universal Access. Studies by Calderón and Slavin (2001) and Saunders and Goldenberg (2010) highlight how such training can lead to improved outcomes for EL students, including higher academic achievement and increased reclassification rates. Investing in professional development that integrates SDAIE and Universal Access strategies will empower LVUSD teachers to meet the needs of their EL students more effectively, ultimately resulting in improved ELPI scores and reclassification rates.	
3.3	**Action:** Socioeconomically Disadvantaged Student Support **Need:**	Providing socioeconomically disadvantaged (SED) students with access to basic needs is essential for addressing the academic and social-emotional challenges they face. When students lack access to clothing, school supplies, and food, their ability to focus on learning is significantly compromised.	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Local indicators show that our SED students do not have access to basic needs including clothing, school supplies and food. Without access to basic needs, our SED students suffer academically as well as Social Emotionally. SED students have fallen behind in ELA as indicated by CAASPP scores: for All Students at -65.9 Distance from Standard (DFS), Socioeconomic Disadvantaged students scored -71.5 DFS. in Science, our SED students had 9.5% met or exceeded standards where 10.38% met for all students. Our SED students have a higher rates of Chronic Absenteeism (All Students - 42.3% and SED - 42.8%), Suspension (All Students - 7% and SED - 7.3%). **Scope:** Limited to Unduplicated Student Group(s)	This can lead to lower academic performance, as evidenced by the CAASPP scores indicating a significant gap between SED students and their peers. By addressing these basic needs, schools can create a more equitable learning environment where all students have the resources they need to succeed. Research has shown that meeting basic needs is directly linked to improved academic outcomes and social-emotional well-being. For example, a study by the National Bureau of Economic Research found that providing low-income students with access to basic needs such as food and clothing led to higher test scores and lower rates of absenteeism. Additionally, a report by the Center for Promise found that addressing basic needs can improve students' overall well-being, leading to increased engagement in school and improved mental health. Furthermore, addressing basic needs can help reduce rates of chronic absenteeism and suspension among SED students. When students have access to food, clothing, and school supplies, they are more likely to attend school regularly and participate in classroom activities. This can lead to a more positive school experience and a greater sense of belonging, which are critical for academic success and social-emotional well-being.	

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.

The district will maintain the two bilingual instruction aide positions (goal 1, action 6) the additional teacher (goal 1, action 1) for classroom size reduction at the elementary school. At the high middle/high school the district will maintain the additional (goal 1, action 1) teachers to maintain lower class sizes. The district will also add and additional AAIIAC (goal 1, action 7) so that the elementary and secondary school sites have one on campus to support student success.

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	Not Applicable	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Not Applicable

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	13464373	5390651	40.036%	0.000%	40.036%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,620,250.00	$192,952.00	$8,230.00	$387,460.00	$7,208,892.00	$6,849,156.00	$359,736.00

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	Teachers - Lower class sizes	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$4,400,000.00	$0.00	$4,400,000.00				$4,400,000.00	
1	1.2	Curriculum Support	All	No			All Schools	Ongoing	$0.00	$37,209.00		$37,209.00			$37,209.00	
1	1.3	English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$29,455.00	$29,455.00				$29,455.00	
1	1.4	Intervention Staff	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$540,741.00	$0.00	$452,998.00	$87,743.00			$540,741.00	
1	1.5	Support for Students with Disabilities (SWD)	Students with Disabilities	No			All Schools	Ongoing	$0.00	$14,000.00		$14,000.00			$14,000.00	
1	1.6	Bilingual Aides	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$78,862.00	$0.00	$78,862.00				$78,862.00	
1	1.7	Assistant Administrator of Instructional Improvement and Coaching (AAIIAC) position at the Elementary and Middle/High School.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$455,835.00	$0.00	$68,375.00			$387,460.00	$455,835.00	
1	1.8	ELD professional development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$24,765.00	$24,765.00				$24,765.00	

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	2.1	Professional Development	All	No			All Schools	Ongoing	$0.00	$59,189.00	$59,189.00				$59,189.00	
2	2.2	Academic Counseling	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Lucerne Valley High School	Ongoing	$264,298.00	$0.00	$264,298.00				$264,298.00	
2	2.3	Credit Recovery	All	No			Specific Schools: High school	Ongoing	$32,635.00	$0.00	$32,635.00				$32,635.00	
2	2.4	CTE Program/FFA	All	No			Specific Schools: High school	Ongoing	$218,207.00	$0.00	$218,207.00				$218,207.00	
3	3.1	Parental involvement	All	No			All Schools	Ongoing	$0.00	$3,550.00			$3,550.00		$3,550.00	
3	3.2	Transportation	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$700,000.00	$133,000.00	$833,000.00				$833,000.00	
3	3.3	Socioeconomically Disadvantaged Student Support	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	Ongoing	$0.00	$19,888.00	$19,888.00				$19,888.00	
3	3.4	PBIS	All	No			Specific Schools: Lucerne Valley Elementary School	Ongoing	$0.00	$4,680.00			$4,680.00		$4,680.00	
3	3.5	Facilities and grounds	All	No			All Schools	Ongoing	$138,578.00	$0.00	$138,578.00				$138,578.00	
5	5.1	Attendance Support	All	No			Specific Schools: Mountain View High School	1 year	$20,000.00	$0.00		$20,000.00			$20,000.00	
5	5.2	Professional Development	All	No			Specific Schools: Mountain View High School	One Year	$0.00	$5,000.00		$5,000.00			$5,000.00	
5	5.3	Instructional Supplies	All	No			Specific Schools: Mountain View High School	One Year	$0.00	$29,000.00		$29,000.00			$29,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
13464373	5390651	40.036%	0.000%	40.036%	$6,171,641.00	0.000%	45.837 %	**Total:**	$6,171,641.00
								LEA-wide Total:	$5,754,373.00
								Limited Total:	$152,970.00
								Schoolwide Total:	$264,298.00

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**	Teachers - Lower class sizes	Yes	LEA-wide	English Learners Low Income	All Schools	$4,400,000.00	
1	**1.3**	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$29,455.00	
1	**1.4**	Intervention Staff	Yes	LEA-wide	English Learners Low Income	All Schools	$452,998.00	
1	**1.6**	Bilingual Aides	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$78,862.00	
1	**1.7**	Assistant Administrator of Instructional Improvement and Coaching (AAIIAC) position at the Elementary and Middle/High School.	Yes	LEA-wide	English Learners Low Income	All Schools	$68,375.00	
1	**1.8**	ELD professional development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$24,765.00	
2	**2.2**	Academic Counseling	Yes	Schoolwide	English Learners Low Income	Specific Schools: Lucerne Valley	$264,298.00	

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 (%)
						High School		
3	**3.2**	Transportation	Yes	LEA-wide	Low Income	All Schools	$833,000.00	
3	**3.3**	Socioeconomically Disadvantaged Student Support	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$19,888.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,090,500.00	$7,208,042.69

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	**1.1**	Teachers - Lower class sizes	Yes	$4,420,000.00	4,400,000
1	**1.2**	Curriculum Support	No	$35,500.00	37,209
1	**1.3**	English Learner Support	Yes	$24,600.00	29,455
1	**1.4**	Intervention Staff	Yes	$499,000.00	540,741.69
1	**1.5**	Support for Students with Disabilities (SWD)	No	$7,000.00	14,000
1	**1.6**	Bilingual Aides	Yes	$79,000.00	78,862
1	**1.7**	Assistant Administrator of Instructional Improvement and Coaching (AAIIAC) position at the Elementary and Middle/High School.	Yes	$320,000.00	455,836
1	**1.8**	ELD professional development	Yes	$25,000.00	24,765
2	**2.1**	Professional Development	No	$50,000.00	59,189
2	**2.2**	Academic Counseling	Yes	$303,000.00	264,297

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	**2.3**	Credit Recovery	No	$37,000.00	32,635
2	**2.4**	CTE - FFA	No	$221,000.00	218,207
3	**3.1**	Parental involvement	No	$3,400.00	3,550
3	**3.2**	Transportation	Yes	$833,000.00	833,000
3	**3.3**	Socioeconomically Disadvantaged Student Support	Yes	$22,000.00	19,888
3	**3.4**	PBIS	No	$5,000.00	4,680
3	**3.5**	Facilities and grounds	No	$152,000.00	138,578
5	**5.1**	Attendance Support	No	$20,000.00	20,000
5	**5.2**	Professional Development	No	$5,000.00	4,150
5	**5.3**	Instructional Supplies	No	$29,000.00	29,000

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
5,143,098	$6,230,600.00	$6,259,383.00	($28,783.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Teachers - Lower class sizes	Yes	$4,420,000.00	4,400,000		
1	1.3	English Learner Support	Yes	$24,600.00	29,455		
1	1.4	Intervention Staff	Yes	$499,000.00	540,741		
1	1.6	Bilingual Aides	Yes	$79,000.00	78,862		
1	1.7	Assistant Administrator of Instructional Improvement and Coaching (AAIIAC) position at the Elementary and Middle/High School.	Yes	$160,000.00	68,375		
1	1.8	ELD professional development	Yes	$25,000.00	24,765		
2	2.2	Academic Counseling	Yes	$168,000.00	264,297		
3	3.2	Transportation	Yes	$833,000.00	833,000		
3	3.3	Socioeconomically Disadvantaged Student Support	Yes	$22,000.00	19,888		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
13,095,712.	5,143,098	0	39.273%	$6,259,383.00	0.000%	47.797%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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