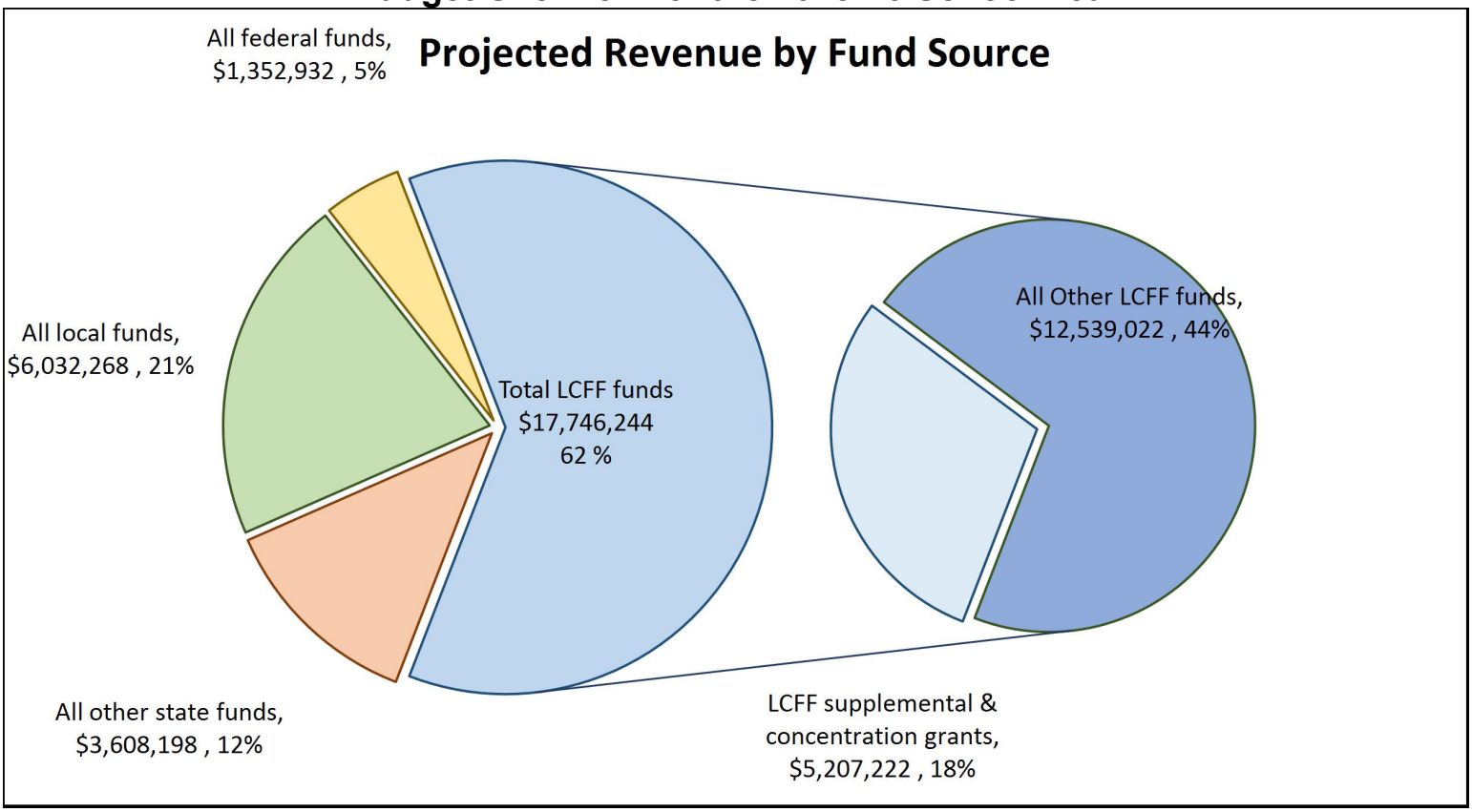
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lucerne Valley Unified School District
CDS Code: 36750510000000
School Year: 2025-26
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 2025-26 School Year

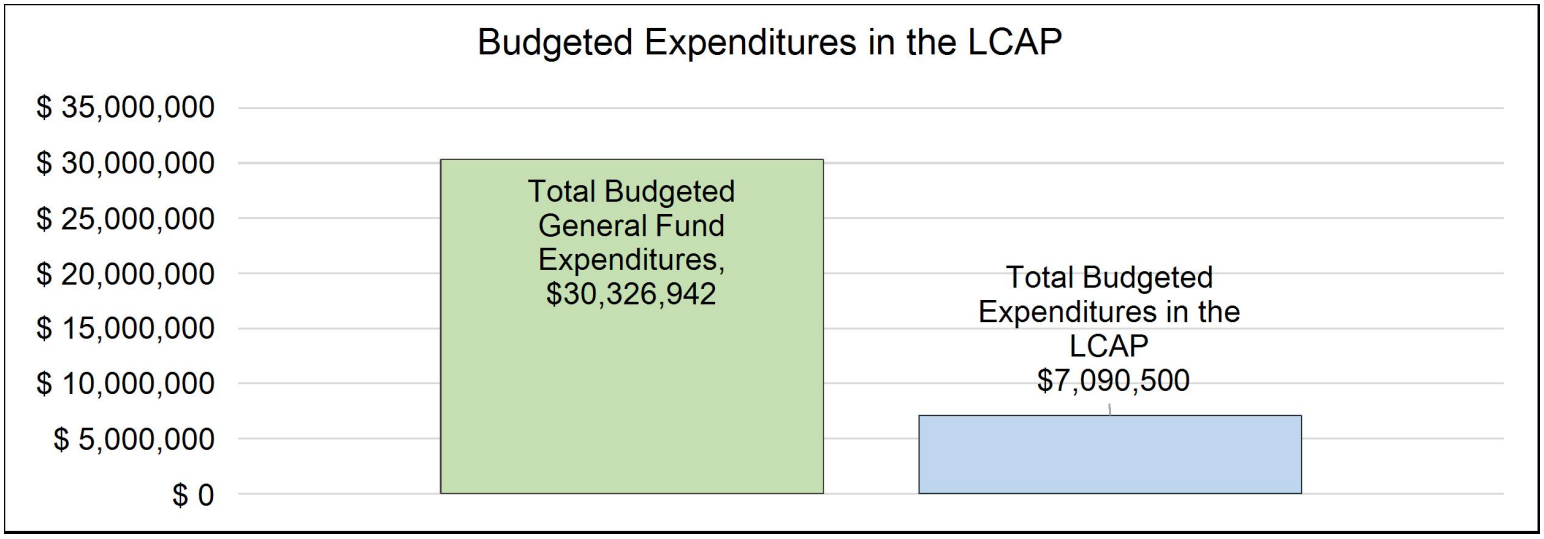


This chart shows the total general purpose revenue Lucerne Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lucerne Valley Unified School District is $28,739,642, of which $17,746,244 is Local Control Funding Formula (LCFF), $3,608,198 is other state funds, $6,032,268 is local funds, and $1,352,932 is federal funds. Of the $17,746,244 in LCFF Funds, $5,207,222 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Lucerne Valley Unified School District plans to spend $30,326,942 for the 2025-26 school year. Of that amount, $7,090,500 is tied to actions/services in the LCAP and $23,236,442 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

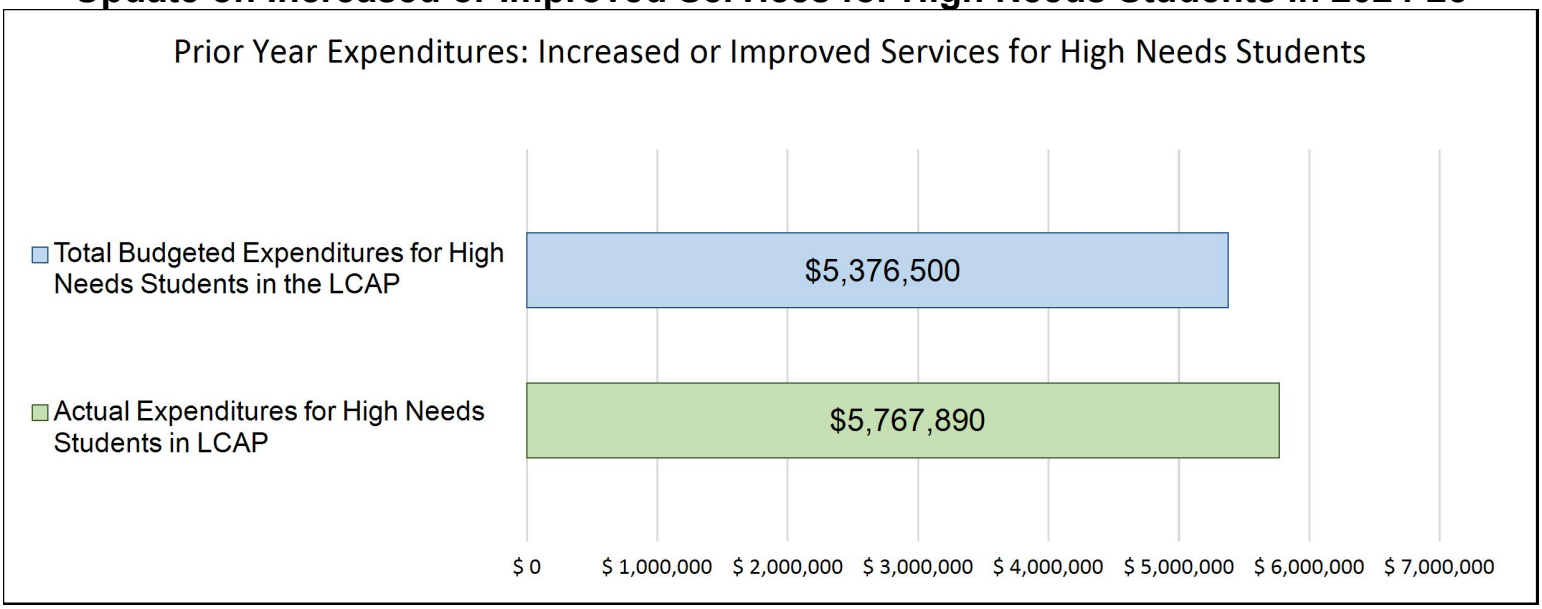
While the majority of General Fund expenditures are aligned with the goals and actions outlined in the Local Control and Accountability Plan (LCAP), there are certain operational and districtwide expenditures not included in the LCAP. These include items such as utilities, insurance, district administrative costs, routine maintenance, technology infrastructure upgrades, and other non-instructional 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 2025-26 School Year

In 2025-26, Lucerne Valley Unified School District is projecting it will receive $5,207,222 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 $6,230,600 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what 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 2024-25, Lucerne Valley Unified School District's LCAP budgeted $5,376,500 for planned actions to increase or improve services for high needs students. Lucerne Valley Unified School District actually spent $5,767,890 for actions to increase or improve services for high needs students in 2024-25.

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 [2025-26]

General Information

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

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 has over 1,150 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 90.7% socioeconomically disadvantaged, 17.8% EnglishLearners and approximately 1.8% homeless/foster youth. Currently LVUSD has an unduplicated student count of 882 which is 83.2%. LVUSD has been in operation since 1987, although our first campus, Lucerne Valley Elementary School, has been in operation since 1954.

Both Lucerne Valley Middle School and Mountain View High School have been designated as Equity Multiplier sites for the 2024-25 school year. However, for the 2025-26 school year, only Mountain View High School will retain its Equity Multiplier designation.

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

Lucerne Valley Unified School District's performance on the 2023 Dashboard showed that the district has had both successes and challenges.

Successes:

LVUSD has seen many successes last year, notably is our decrease in chronic absenteeism with our SED students showing a decline of 1.6% and overall we saw a decline in chronic absenteeism at 1%. Although 1% overall may not seem significant, we see a shift in improved attendance across the board and we believe that this is the start of significant shifts toward increase student attendance. We also saw a drop in our Suspension Rate, down to 7% from 8% previously. The most significant shift in suspensions came from our Students with

Disabilities who were down 2.6%. Our local data (surveys and educational partner feedback) indicates a that our students feel safe at school. We have seen a shift in school pride which plays a significant role in attendance as well as the culture and climate on our campuses.

Challenges:

Our greatest challenge we face is the decline in our academic achievement as shown by our State Indicators.

Difference From Standard (DFS) in ELA on the 2022/23 CAASPP:

All Students: -65.9
EL: -115.2
SED: -71.5
SWD: -10
Hispanic: -74.2

DFS in math on the 2022/23 CAASPP:

All Students: -105.3
EL: -149.7
SED: -109.4
SWD: -143.3
Hispanic: -113.5

Another area where we have seen challenges is our English Learner Progress Indicator down to 34.8% a decline of 2.4% and our EL reclassification rate has fallen from 6.8% to 5%. These issues are addressed in Goal 1 Actions 1, 3, 7 and 9.

The 2024 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, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, Long Term English Learners
Math: All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, Long Term English Learners

School Climate:
Suspension Rate: Long Term English Learners

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

School Sites – All Student Groups showing the lowest performance levels
Lucerne Valley Elementary:
English Language Proficiency (ELPI)

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 Learners

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

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

Lucerne Valley Middle
Academics:
ELA: Socioeconomically Disadvantaged, Hispanic
Math: Socioeconomically Disadvantaged, Hispanic

School Climate:
Suspension Rate: English Learners, Socioeconomically Disadvantaged, Hispanic

Pupil Engagement:
Chronic Absenteeism: English Learners, Hispanic

Lucerne Valley High
Academics:

ELA: Socioeconomically Disadvantaged

District Summary of Performance – 2024 Dashboard

Successes:
Lucerne Valley USD demonstrated significant progress in student engagement, particularly in reducing chronic absenteeism. Socioeconomically Disadvantaged students experienced a 5.3% decrease, contributing to an overall decline of 5.6%. This improvement reflects stronger daily attendance and a growing sense of school connectedness. English Learner progress also showed marked gains, with a 15.2% increase on the English Learner Progress Indicator (ELPI). In addition, the College and Career Indicator (CCI) rose by 27.5% overall, with a 25.6% increase among Socioeconomically Disadvantaged students. Feedback from educational partners and survey data indicate a more positive campus climate, with improvements in perceptions of safety, belonging, and overall school pride.

Challenges:
The district saw a slight increase in the overall suspension rate (+0.2%), with a 0.1% rise among Students with Disabilities and a 1.4% increase among White students.

Academic performance remains a critical area of need. CAASPP results from 2023–24 indicate that many student groups are performing significantly below standard:

ELA Distance from Standard (DFS):

All Students: -79.5
English Learners: -120.7
Socioeconomically Disadvantaged: -84.4
Students with Disabilities: -112.5
Hispanic: -88.6

Math Distance from Standard (DFS):
All Students: -112.2
English Learners: -137.9
Socioeconomically Disadvantaged: -115.8
Students with Disabilities: -141.8
Hispanic: -121.1

These academic challenges are being addressed in the LCAP under Goal 1, Actions 1, 3, 7, and 9, with a strategic focus on strengthening instructional practices, expanding access to academic supports, and enhancing language development services.

While Learning Recovery Block Grant funds have been fully expended, the district has completed a comprehensive, district-wide needs assessment to identify remaining academic and social-emotional deficits among students. Should additional Learning Recovery Block Grant

allocations become available, the district will prioritize initiatives addressing both identified academic gaps and social-emotional needs, ensuring targeted support for student recovery.

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 2023 California School Dashboard shows three student groups that make the district eligible for Differentiated Assistance as they received the lowest performance outcomes in the below areas:
English Learners (EL): English Language Performance Indicator (34.8%), Academic Indicators (Math: -149.7 DFS and ELA: -115.2 DFS), Suspension Rate 6.5% and Chronic Absenteeism (46.3%).
Students with Disabilities (SWD): Academic Indicators (ELA: -104.2 DFS, Math: -98.4 DFS), and Chronic Absenteeism (51.2%).
Hispanic (HI): Academic Indicators (ELA: -74.2 DFS, Math: -113.5 DFS), and Chronic Absenteeism (43.5%).

District leaders, site principals and teachers have participated in Differentiated Assistance meetings to establish root causes for the challenges our students are encountering with attendance, academics and behavior concerns. Through this process a plan has been developed to address concerns and implementation of a plan for success is underway. We will provide additional health services to train faculty and staff in trauma-informed practices to create a safe and supportive learning environment that recognizes and addresses the impact of trauma on our EL, SWD, and HI students as seen in Goal 2 action 1..

The districts DA leadership team developed actions that the district can take to provide for a rich learning environment to support both our EL and SWD students with academic success which include; reduced class sizes (Goal 1 Action 2), English Learner Support (Goal 1 Actions 3), Intervention Staff (Goal 1 action 5).

Additionally, the district is implementing PBIS strategies to address the socio- emotional concerns that may contribute to suspensions and attendance as seen in Goal 3 Action 4. The district has formed a collaborative relationship with Desert Mountain Children Center (a local agency) to provide support for our EL and SWD students to improve conflict resolution skills. The District team meets regularly to monitor attendance data closely and work to intervene early when there are signs of possible chronic absenteeism. The Administration collaborates with counselors, parents, social workers, and other personnel to provide support for our students in a timely manner.

Our District Improvement Team meets bi-monthly and shares progress regularly to San Bernardino County Superintendent of Schools.

The 2024 California School Dashboard shows that Lucerne Valley Unified School District is eligible for Differentiated Assistance based on the performance of five student groups—English Learners (EL), Long-Term English Learners (LTEL), Students with Disabilities (SWD), Hispanic (HI), and White students—who received the lowest performance level (Red) in one or more indicators:

English Learners: EL Progress Indicator (50.0%), ELA (-120.7 DFS), Math (-137.9 DFS), Suspension Rate (6.5%), Chronic Absenteeism (39.8%)

Long-Term English Learners: ELA (-162.8 DFS), Math (-199.8 DFS), Chronic Absenteeism (30.0%)

Students with Disabilities: ELA (-112.5 DFS), Math (-141.8 DFS), Suspension (8.5%)

Hispanic Students: ELA (-88.6 DFS), Math (-121.1 DFS), Chronic Absenteeism (38.9%)

White Students: ELA (-66.3 DFS), Math (-97.5 DFS), Suspension (8.7%)

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.

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

Problem Statement: Based on the 2024 Dashboard, White students experienced a continual decline in ELA performance and are currently 66.3 points below the Distance from Standard (DFS).

Root Cause: A lack of clear direction and systems to structure collaboration focused on improving student outcomes.

To address this and related concerns, the district is implementing professional development in trauma-informed practices and expanding access to wellness supports to create safe, inclusive learning environments for all students, particularly those in identified student groups (Goal 2, Action 1).

Academic strategies have been strengthened through the implementation of reduced class sizes (Goal 1, Action 2), increased support for English Learners (Goal 1, Action 3), and the addition of targeted intervention staff (Goal 1, Action 5), aimed at improving access and outcomes for EL, LTEL, SWD, Hispanic, and White students.

PBIS strategies are also being implemented districtwide to address behavior and engagement concerns, including suspension and attendance issues (Goal 3, Action 4). In partnership with Desert Mountain Children’s Center, the district is providing social-emotional supports and conflict resolution services tailored to the needs of high-need student groups.

Attendance 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 Improvement Team meets bi-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.

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)	LCAP development and input meeting was held in person on April 17, 2025. During the meeting, the district discussed their vision and mission and their strategic plan. The District presented an overview of the 2024 California Dashboard along data from local indicators, including iReady and Accelerated Reading. The District also provided 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 parents regarding goals, actions and metrics that should be kept, revised or removed when developing the 2025/2026 LCAP. Parents were encouraged to discuss concerns and way the district can provide support.
Administrative, Certificated, Classified Staff Members, Union Representatives	LCAP development and input meeting was held in person on February 19, 2025. During the meeting, the district discussed their vision and mission and their strategic plan. The District presented an overview of the 2024 California Dashboard along data from local indicators, including iReady and Accelerated Reading. The District also provided 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

Educational Partner(s)	Process for Engagement
	kept, revised or removed when developing the 2025/2026 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 2025/2026 LCAP.
Students	Students in grades 7 - 12 were give the opportunity to participate in an LCAP development Survey on April 17, 2025. The Survey sought input on the districts vision and mission and their strategic plan. The Survey presented an overview of the 2024 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 2025/2026 LCAP. Students were encouraged to outline concerns and way the district can provide support.
Parent, Teachers, Site Administartion, District Administration, Counselors, School Site Council, Students	Equity Multiplier Schools: Based on data regarding the non-stability rate (>25%) and percent of socioeconomically disadvantaged students (>70%), Mountain View High School was identified as Equity Multiplier schools. Lucerne Valley Middle School was an Equity Multiplier School for the 2024-25 school year, but is no longer eligible for the the 2025-26 school year. As a result of this change, only Mountain View High School will be provided funding to address the needs of the lowest performing student groups on the 2024 California School Dashboard. Meeting for Mountain View High School was January 23, 2025. A needs assessment was conducted to determine strengths and weaknesses at the site and to assess if any resource inequities were present. The school does not have enough students for the state to

Educational Partner(s)	Process for Engagement
	provide low performance indicators, therefore the district provided our Educational partners with data regarding areas of lowest performance for students including academics, daily attendance and school climate. Funding and evidence base interventions were discussed and input was gathered regarding the development of goal 5 which is focused on attendance and healthy school climate.
Union Representative	In addition to the meeting held on February 19, 2025 that both union representatives attended, a survey was provided to both Union Representatives on April 22, 2025. The Survey sought input on the districts vision and mission and their strategic plan. The Survey presented an overview of the 2024 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 2025/2026 LCAP. Union Representatives were encouraged to outline concerns and ways the district can provide support.
PAC DELAC	The 2025/2026 LCAP draft was presented to the PAC and DELAC on May 6, 2025. As no comments were submitted from the PAC or DELAC, there was not a written response from the superintendent.
SELPA Consultation	On April 17, 2025 the district met with SELPA representatives for feedback in preparing the 2025/2026 LCAP. The 2025/2026 LCAP Draft was presented to the High Desert SELPA on May 19, 2025 for consultation and feedback.
Governing Board Community Members	The 2025/2026 LCAP draft was posted publicly on the district website on June 6, 2025. The 2025/2026 LCAP draft was presented at a regularly scheduled Board of Education meeting on June 12, 2025, for public hearing.
Governing Board	Mid-Year Report was presented to the Governing Board at a regularly scheduled meeting on February 13, 2025.

Educational Partner(s)	Process for Engagement
Governing Board Community Members	The 2025/2026 LCAP was adopted at a regularly scheduled Board of Education meeting on June 13, 2025.
Student Advisory Council	The Student Advisory Council, consisting of students in grades 7–12, convened in person on April 17, 2025, to provide input for the development of the 2025–26 LCAP. During the meeting, the district shared its vision, mission, and strategic plan, along with an overview of the 2024 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. The draft 2025–26 LCAP was also presented to the Student Advisory Council on May 6, 2025. 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 our educational partners during the LCAP development process provided critical insights into both the strengths and ongoing challenges faced by our students. Through surveys, meetings, and open forums, families, staff, and community members contributed valuable perspectives that directly shaped the District's goals and actions for the coming year.

A recurring concern among parents and staff was the significant decline in academic performance since the pandemic—concerns now substantiated by the 2024 California School Dashboard. English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Hispanic students, and Long-Term English Learners all demonstrated the lowest performance level (Red) in English Language Arts. In Mathematics, every major subgroup—including All Students—performed at the Red level, with particularly severe gaps for English Learners and Students with Disabilities. These concerns are further emphasized by CAASPP Distance from Standard (DFS) scores, including -120.7 in ELA and -137.9 in Math for English Learners. In response, the District developed Goal 1, Action 1 to reduce class sizes and increase teacher support, and Goal 1, Action 5 to provide targeted intervention teachers at both elementary and secondary levels. Educational Partner requests for enhanced instructional quality also shaped Goal 1, Action 7, supporting the hiring of two Assistant Administrators of Instructional Improvement and Coaching (AAIIAC), and Goal 1, Action 9, which increases access to professional development and site-based instructional support.

The English Learner Progress Indicator (ELPI) also reflected a significant area of concern, with only 50% of English Learners making adequate progress. Lucerne Valley High reported just 31.1% of English Learners progressing, and Lucerne Valley Middle 53.6%. These outcomes, along with a persistently low and declining reclassification rate, were addressed through actions focused on language development and EL-specific supports, particularly within Goal 1, Actions 3 and 9.

Educational Partners also raised significant concerns regarding student engagement, particularly around chronic absenteeism and school climate. The 2024 Dashboard shows Red-level performance in chronic absenteeism for English Learners, Students with Disabilities, and Hispanic students, with Lucerne Valley Elementary and Middle School also showing site-level Red performance. Parents frequently noted that transportation barriers were a root cause of absenteeism, especially for our Socioeconomically Disadvantaged and English Learner students. This feedback informed Goal 3, Action 2, focused on improving transportation access. To support daily attendance and foster a stronger sense of belonging, the District also developed Goal 3, Action 6 to place a counselor at the elementary level and Goal 3, Action 7 to implement an attendance incentive program.

Graduation rate concerns—particularly an 80.3% rate for all students—prompted Educational Partner calls for stronger academic counseling. This input directly led to Goal 2, Action 2, which supports increased access to academic and college/career guidance to ensure more students stay on track for graduation.

Mountain View High School, designated as an Equity Multiplier site, engaged in focused educational partner meetings to identify tailored goals. Concerns centered on the academic achievement and school climate of students, especially given significant negative DFS scores in both ELA and Math, as well as disproportionately high suspension and absenteeism rates for English Learners, Hispanic students, and Socioeconomically Disadvantaged youth. These issues are now addressed through Goal 5, Actions 1 and 2, which aim to improve instructional supports and behavioral interventions specific to that campus.

While challenges remain, the District also celebrated notable progress. Suspension rates declined from 8% to 7%, including a 2.6% decrease for Students with Disabilities. Chronic absenteeism also improved slightly, particularly among Socioeconomically Disadvantaged students, who experienced a 1.6% decrease. These gains reflect stronger school connectedness, as echoed in parent and staff feedback indicating improved campus safety and student belonging.

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 most recent 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 most recent California Dashboard Local Indicators (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	2023-24 SY 100% of students were provided with courses that met		100% of students were provided with courses that met content and	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage	performance standards, including English Learners California Dashboard Local Indicators	content and performance standards, including English Learners California Dashboard 2024 - Local Indicators		performance 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		100% of teachers are highly qualified	-4.8%
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		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.	2023/24 SY 100% of school facilities are maintained and in good repair.		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
		California Dashboard 2023 - Local Indicators	California Dashboard 2024 - Local Indicators			
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		District: EL - 40% Long Term English Learner (LTEL) - 40% Lucerne Valley Elementary: EL - 40% Long Term English Learner (LTEL) - 40%	District EL - +15.2% Long Term English Learner (LTEL) - +11% Lucerne Valley Elementary: EL - +22.8% 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)		EL - 10% LTEL - 5%	EL - +1.7% LTEL - +5.7%
1.7	Performance on standardized assessments in Math	2022/23 SY District	2023/24 SY District		District All Students: -85	District All Students: -6.9 EL: +11.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Difference From Standard (DFS)	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 EL: -178 DFS HI: -140.7 DFS California Dashboard 2023 *Added from the 2023 Dashboard to reflect status for technical assistance for 2024	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 EL: -185.5 DFS HI: -156.3 DFS California Dashboard 2024		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 EL: -145 DFS HI: -115 DFS	SED: -6.4 SWD: +1.5 Hispanic: -7.6 White: -8.9 LTEL: +6.3 Lucerne Valley Elementary EL: +19.4 DFS SED: no change SWD: +11.2 DFS Hispanic (HI): +1.7 DFS Lucerne Valley Middle All Students: -20.6 DFS SED: -19.5 DFS EL: -7.5 DFS HI: -15.6 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	2023/24 SY District All Students: -79.5 EL: -120.7 SED: -84.4		District All Students: -50 EL: -95 SED: -50 SWD: -85 Hispanic: -60	District All Students: -13.6 EL: -5.5 SED: -12.9 SWD: -8.3 Hispanic: -14.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: -104.2 Hispanic: -74.2 LTEL: -139.5 * White: -50 * 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 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	SWD: -112.5 Hispanic: -88.6 LTEL: -162.8 White: -66.3 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 EL: -147.1 DFS HI: -113.8 DFS Lucerne Valley High All Students: -56.8 DFS SED: -65.5 DFS California Dashboard 2024		LTEL: -124 White: -35 Lucerne Valley Elementary EL: -91 DFS 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	LTEL: -23.3 White: -16.3 Lucerne Valley Elementary EL: +7.0 DFS SED: -6.6 DFS Hispanic (HI): +20.2 DFS Lucerne Valley Middle All Students: -37.6 DFS SED: -34.9 DFS EL: -33.1 DFS HI: -29.7 DFS Lucerne Valley High All Students: +1.6 DFS SED: =5.4 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%	2024/25 SY Elementary Star Assessment 1st - 47% 2nd - 46% 3rd - 48%		Elementary Star Assessment 1st - 31% 2nd - 43% 3rd - 27% 4th - 62% 5th - 49%	Elementary Star Assessment 1st - +36% 2nd - +23% 3rd - +41% 4th - -7% 5th - +21%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4th - 42% 5th - 29% 6th - 16% Middle School iReady Assessment - 20% High School iReady Assessment - 10% Local Indicator 2023/2024	4th - 35% 5th - 50% 6th - 35% Middle School iReady Assessment - 22% High School iReady Assessment - 16% Local Indicator 2024/2025		6th - 36% Middle School iReady Assessment -40% High School iReady Assessment - 30%	6th - +19% Middle School iReady Assessment - +2% High School iReady Assessment - +6%

Goal Analysis [2024-25]

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

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

All actions were successfully implemented across the targeted areas, with some adjustments made to address challenges encountered during execution.

Action 1.1 (Lower Class Sizes) – Fully implemented. Class size reductions enhanced individualized instruction and student engagement. A key challenge involved hiring and retaining qualified teachers, as many commute due to the district's rural location.
Successes: Smaller class sizes provided more personalized instruction, targeted support for English Learners (ELs), Long-Term English Learners (LTELs), and in-class interventions for Students with Disabilities (SWD).

Action 1.2 (Curriculum Support) – Fully implemented. Additional resources and professional development supported curriculum alignment to ensure instructional consistency and quality.
Challenges: Identifying appropriate curriculum to meet all students' needs and training teachers to implement it with fidelity.
Successes: A new curriculum was implemented, resulting in observed academic growth and increased student engagement.

Action 1.3 (English Learner Support) – Fully implemented. Targeted strategies supported ELs' language acquisition and academic achievement.

Challenges: Determining the appropriate staffing ratio for the growing EL population and meeting both academic and family support needs.
Successes: Increased EL reclassification rates.

Action 1.4 (Intervention Staff) – Fully implemented. The LEA hired two intervention teachers—an increase from the one originally planned—providing targeted academic support.
Challenges: None reported.
Successes: Students received individualized instruction using intervention curriculum, resulting in substantial academic progress. The support also enabled the expansion of enrichment opportunities.

Action 1.5 (Support for Students with Disabilities) – Fully implemented. Additional instructional support improved accessibility and learning outcomes for SWD.
Challenges: Recruiting and retaining qualified staff, maintaining student-teacher ratios, and ensuring opportunities for mainstream classroom participation.
Successes: SWD received individualized instruction and participated in general education settings with appropriate supports.

Action 1.6 (Bilingual Aide Support) – Fully implemented. The district hired two additional bilingual aides—more than originally planned—due to increased EL enrollment.
Challenges: Hiring and retaining qualified personnel while maintaining student-to-aide ratios.
Successes: Aides supported students in small groups and one-on-one settings, helping students develop language skills that support reclassification.

Action 1.7 (Assistant Administrator of Instructional Improvement and Coaching – AAIIAC) – Fully implemented at both the elementary and middle/high school levels. This role was critical in driving instructional improvement and professional development.
Challenges: None reported.
Successes: Academic progress improved, classroom instruction was strengthened through coaching, teacher leadership developed, and student discipline incidents decreased due to greater engagement.

Action 1.8 (ELD Professional Development) – Fully implemented. Teachers received extensive training on evidence-based ELD strategies.
Challenges: Identifying high-quality, research-based training that could be implemented with fidelity and ensuring consistent classroom application.
Successes: Students improved language acquisition, supported reclassification, and demonstrated academic growth.

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

Action 1.5 exceeded the planned budget as a result of increased costs in materials and programs.

Action 1.3 went over budget due to higher-than-expected expenses related to materials and program implementation.

Action 1.4 experienced a significant variance from the planned budget, as the action expanded to fund two teachers instead of one, resulting in higher salary and benefit costs.

Action 1.6 exceeded its budget allocation after hiring two additional bilingual aides to meet student needs.

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

Action 1.1 – Teachers: Lower Class Sizes
Action 1.1 demonstrated strong effectiveness in supporting English Learners (EL) and Low-Income students by reducing class sizes through the addition of 22 teachers. This investment contributed to measurable gains across several language development metrics. The English Learner Progress Indicator (ELPI, M1.5) increased from 34.8% to 50% districtwide and from 34% to 56.8% at the elementary level. Reclassification rates (M1.6) rose from 5% to 14%, reflecting improved English proficiency. Additionally, local reading benchmark data (M1.9) from the STAR assessment showed substantial growth for EL students across all elementary grade levels—for example, 1st grade increased from 11% to 47%, and 3rd grade from 7% to 48%. While performance on CAASPP Math (M1.7) and ELA (M1.8) assessments remained below standard for All Students (Math DFS: -105.3 to -112.2; ELA DFS: -65.9 to -79.5), site-level improvements were evident, such as Lucerne Valley High School's ELA DFS improvement from -70.9 to -65.5. These results suggest that smaller class sizes enhanced access to instruction and language development, especially for EL and SED students, though gaps in academic proficiency remain.

Action 1.2 – Curriculum Support
Action 1.2 showed moderate effectiveness in improving access to standards-aligned and ELD curriculum materials (M1.3). Despite a slight decline in overall Math DFS for All Students (-105.3 to -112.2), early literacy gains were observed through Local Reading Benchmarks (M1.9): 42% of 4th graders, 29% of 5th graders, and 23% of 2nd graders scored at or above grade level. Middle and high school scores were lower (20% and 10%, respectively), indicating a need for enhanced curriculum alignment in upper grades. While ELA DFS (M1.8) declined slightly for All Students, performance for Hispanic and SED students at Lucerne Valley Middle remained stable, suggesting the materials may have helped prevent further regression in targeted groups.

Action 1.3 – English Learner Support
This action was highly effective in improving language development outcomes through increased daily ELD instruction. ELPI (M1.5) rose from 34.8% to 50% districtwide and reached 56.8% at the elementary level, with Long-Term English Learner (LTEL) performance increasing from 35.9% to 46.9% (though data was suppressed at the site level). Reclassification rates (M1.6) improved to 14%. Local benchmark data (M1.9) showed increased proficiency in reading across elementary grades (e.g., 42% in 4th grade, 29% in 5th). Though EL students' CAASPP DFS scores remained below standard in both Math (M1.7) and ELA (M1.8), some site-level stability and improvements (e.g., high school ELA DFS improved from -70.9 to -65.5) suggest language development translated to better access to content instruction. The action directly supported EL and LTEL progress in foundational skills.

Action 1.4 – Intervention Staff
This action had positive effectiveness in mitigating learning loss and supporting Tier 2 and 3 academic intervention, especially for EL and SED students. ELPI (M1.5) increased significantly, and reclassification (M1.6) also improved, indicating that targeted interventions helped

accelerate English proficiency. Although CAASPP Math (M1.7) and ELA (M1.8) DFS remained below standard, growth was noted in some subgroups at specific sites, including Hispanic students at Lucerne Valley Elementary (ELA DFS improved from -98.4 to -93.6). Additionally, Local Reading Benchmarks (M1.9) showed encouraging trends in lower elementary. This suggests intervention staffing contributed to early literacy development and language acquisition for students with the greatest need.

Action 1.5 – Support for Students with Disabilities (SWD)
This action showed limited effectiveness in improving academic outcomes for Students with Disabilities (SWD). Despite continued support through programs like Language Live, DFS scores for SWD in Math (M1.7) and ELA (M1.8) remained among the lowest performing subgroups. Districtwide Math DFS for SWD was -143.3 (2022/23) and held steady at -141.8 (2023/24), while ELA DFS moved from -104.2 to -112.5. While this indicates a slight decline in ELA, the relative stability in Math may point to a stabilizing effect of the intervention. The action helped prevent steeper declines but did not result in measurable academic gains, suggesting a need for increased intensity or more individualized strategies for SWD.

Action 1.6 – Bilingual Aides
This action was highly effective in improving English language acquisition, particularly for EL and LTEL students. The presence of bilingual aides contributed to a 15.2-point increase in district ELPI scores (M1.5), alongside improved reclassification (M1.6). At the elementary level, ELPI grew from 34% to 56.8%, while LTEL progress also rose significantly. These improvements were further supported by reading benchmark data (M1.9), with steady progress in primary grades (23% of 2nd graders and 42% of 4th graders scoring at or above grade level). Though Math (M1.7) and ELA (M1.8) standardized scores remained below standard, this foundational language support continues to close long-term achievement gaps and increase language access for EL students.

Action 1.7 – Assistant Administrators of Instructional Improvement and Coaching (AAIIAC)
Action 1.7 demonstrated measurable effectiveness in building instructional capacity and embedding ELD strategies across classrooms. The site-based coaching provided by AAIIACs correlated with improved outcomes in ELPI (M1.5), reclassification (M1.6), and reading benchmarks (M1.9), particularly at the elementary level. While overall DFS scores in ELA (M1.8) and Math (M1.7) remain below standard for All Students, EL students at the high school level improved their ELA DFS from -70.9 to -65.5, indicating more effective access to instruction. The coaching model helped strengthen tiered support and instructional consistency, especially for SED and EL students.

Action 1.8 – ELD Professional Development
Action 1.8 proved effective in increasing staff capacity to support English Learners through targeted professional development. This support contributed to significant growth in ELPI (M1.5) and reclassification (M1.6), while also aligning with early literacy gains shown in reading benchmark scores (M1.9). At the elementary level, ELPI rose to 56.8%, and 4th and 5th graders showed 42% and 29% reading at or above grade level. Although DFS in ELA (M1.8) and Math (M1.7) remain below standard, the sustained gains in foundational metrics indicate that professional development translated into more effective classroom strategies. Ongoing investment in PD is likely to yield deeper gains across subject areas.

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 1.7 (CAASPP Math) and Metric 1.8 (CAASPP ELA) has been updated to reflect the most current baseline data, Year 1, and Year 3 target outcomes. The Long-Term English Learner (LTEL) student group has been added to this metric, as the group is now eligible for Differentiated Assistance, underscoring the need for focused instructional strategies to address persistent achievement gaps. Additionally, White students have been added to Metric 1.7 (CAASPP Math) and Metric 1.8 (CAASPP ELA) across the baseline, Year 1 outcome, and three-year target columns due to their new eligibility for Differentiated Assistance. A data correction has also been made to the SWD baseline score for Metric 1.8, which was previously reported incorrectly as -10 DFS and has now been corrected to -104.2 DFS. Furthermore, the percentage symbol (%) was removed from Metric 1.7, as the Distance from Standard (DFS) metric is not expressed in percentage format.

Action 1.4 was revised to explicitly include a third teacher, reflecting the sustained need for expanded instructional support. This adjustment also accounts for the additional funding required due to the expiration of CSI funds that had previously supported this position.

Action 1.6 was updated to specify that two additional bilingual aides will be funded, providing greater transparency and alignment with staffing levels implemented in the prior 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
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	$4,420,000.00	Yes
1.2	Curriculum Support	Site administration will evaluate and provide supplemental curriculum (including ELD curriculum and materials), instructional materials, and resources that	$35,500.00	No

Action #	Title	Description	Total Funds	Contributing
		support high quality instruction for all students, to increase proficiency in all subject areas as measured by M1.7, M1.8 and M1.9		
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	$24,600.00	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	$499,000.00	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	$7,000.00	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 acquisition, increase our English Learner Proficiency Indicator and increase our reclassification rate as measured by M1.5 and M1.6	$79,000.00	Yes
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	$320,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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	$25,000.00	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 (M2.5). While the district does not currently offer Advanced Placement (AP) courses due to a strategic focus on other instructional priorities and historically low student interest, it continues to explore alternative opportunities to challenge and engage students in rigorous coursework. At the same time, the district maintains its commitment to equity and access by ensuring that 100% of students are enrolled in a broad course of study that spans all content areas and supports diverse college and career pathways (M2.10). Through intentional course design and pathway expansion, Lucerne Valley ensures students are prepared for a wide range of postsecondary options.

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		All Students - 60% SED - 60% EL: 35%	All Students: +27.5% SED: -+25.6% EL: N/A
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 - 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: -2.48% SED: +0.67% EL - no change Met/exceeded standard in 11th grade Math: All Students: -3.34% SED: -0.42% EL - no change
2.3	Performance on the California Science Test (CAST)	2022/23 SY All Students - 10.38%	2023/24 SY		All Students - 21% SED - 21%	All students: +6.10% SED: +5.90%

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	SED - 9.58% EL - 4.17% California Dashboard 2023	All Students - 16.48% SED - 15.48% EL - 0% California Dashboard 2024		EL - 11%	EL: -4.17%
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		All Students: 60% SED: 60% EL: 50%	All students: +12.7% SED: +12.2% EL: +40%
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		AP Not Offered	No change
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		All Students - 92% EL Students - 92% SED - 92%	All students: +3.3% EL students: -10.0% SED studens: +3.1%

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 EL: -185.5 DFS HI: -156.3 DFS California Dashboard 2024		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	District All Students: -6.9 EL: -+11.8 SED: -6.4 SWD: +1.5 Hispanic: -7.6 White: -8.9 LTEL: +6.3 Lucerne Valley Elementary EL: +19.4 DFS SED: no change SWD: +11.2 DFS Hispanic (HI): +1.7 DFS Lucerne Valley Middle All Students: -20.6 DFS SED: -19.5 DFS EL: -7.5 DFS HI: -15.6 DFS
2.8	Performance on standardized assessments in ELA	2022/23 SY District All Students: -65.9	2023/24 SY District All Students: -79.5		District All Students: -50 EL: -95 SED: -50	District All Students: -13.6 EL: -5.5 SED: -12.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Difference From Standard (DFS)	EL: -115.2 SED: -71.5 SWD: -10 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	EL: -120.7 SED: -84.4 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 EL: -147.1 DFS HI: -113.8 DFS Lucerne Valley High All Students: -56.8 DFS SED: -65.5 DFS California Dashboard 2024		SWD: 5 Hispanic: -60 LTEL: -124 White: -35 Lucerne Valley Elementary EL: -91 DFS SED: -50 DFS Hispanic (HI): -78 DFS Lucerne Valley Middle All Students: -60 DFS SED: -60 HI: -65	SWD: -8.3 Hispanic: -14.4 White: -16.3 LTEL: -23.3 Lucerne Valley Elementary EL: +7.0 DFS SED: -6.6 DFS Hispanic (HI): +20.2 DFS Lucerne Valley Middle All Students: -37.6 DFS SED: -34.9 DFS EL: -33.1 DFS HI: -29.7 DFS Lucerne Valley High All Students: +1.6 DFS SED: =5.4 DFS
2.9	Student are college and career ready - A-G Completion Percentage	2022/23 All Students - 11.1% EL - 10.0% (2023/24) SED - 11.1%	2023/24 All Students - 15.1% EL - 10.0% SED - 14.1%		All Students - 20% EL - 20% SED - 20%	All Students: +4.0% EL: N/A SED: +3.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Local Indicator - Student Information System (AERIES)	California Dashboard 2024			
2.10	Students have access to a Broad Course of Study Percentage	2022/23 100% of students have access to a Broad Course of Study California Dashboard Local Indicator	2023/24 100% of students have access to a Broad Course of Study California Dashboard Local Indicator		100% of students have access to a Broad Course of Study	No change
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		All Students - 20% EL - 20% SED - 20% California Dashboard	All Students: +10.8% EL: +10% SED: +9.8%

Goal Analysis [2024-25]

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

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

In the 2024–25 school year, Lucerne Valley Unified fully implemented all four planned actions under Goal 2, which focused on improving college and career readiness, academic performance, and postsecondary outcomes. Each action was carried out as originally planned, with no substantive changes or modifications during implementation.

Action 2.1 – Professional Development was fully implemented and provided districtwide training in data analysis, inclusive instructional strategies, and best first instruction. The intent was to strengthen outcomes in English Language Arts (ELA) and Math for English Learners (EL) and Socioeconomically Disadvantaged (SED) students.

Action 2.2 – Academic Counseling was fully implemented through the addition of two academic counselors focused on supporting graduation and college/career readiness. The availability of additional counseling also supported expanded access to graduation pathways and college readiness benchmarks, particularly benefiting students at risk of not meeting postsecondary eligibility criteria.

Action 2.3 – Credit Recovery was fully implemented by establishing a structured credit recovery program at the high school, with staffing and scheduling support to ensure student access. This action effectively supported students in regaining credits needed for graduation. The availability of this program contributed to increased overall graduation rates and provided targeted support to students who had fallen behind, including those from high-priority student groups.

Action 2.4 – CTE/FFA Expansion was fully implemented with continued investment in the FFA program and Career Technical Education. This action expanded student access to hands-on learning opportunities, enhanced student engagement, and increased pathway completion in career-aligned fields. The smaller class sizes and dedicated staffing contributed to a more focused and inclusive learning environment, particularly for SED students and students interested in agriculture and applied sciences.

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

Action 2.3 exceeded its budget allocation because the original estimate was based on partial-year costs and did not reflect the full-year implementation of the service.

Action 2.4 was over budget as the initial salary projections did not account for extended contract days for FFA teachers.

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 focused on providing staff professional development in data analysis, UDL, and trauma-informed instructional practices to improve student achievement in Math and ELA. According to CA Dashboard data, this action had mixed effectiveness. In Math (M2.7), performance declined for All Students (DFS from -105.3 to -112.2), SED students (-109.4 to -115.8), and ELs (-149.7 to -137.9), although ELs showed slight improvement. ELA (M2.8) also saw a decline in DFS for All Students (-65.9 to -79.5), with ELs dropping further (-115.2 to -120.7). While site-level growth was observed at Lucerne Valley High (e.g., EL DFS improved from -70.9 to -65.5), the overall trend highlights persistent achievement gaps, particularly for EL, SED, and SWD students. No Foster Youth data was reported. This suggests the professional development may have influenced isolated gains, but broader instructional gaps remain.

Action 2.2 – Academic Counseling

Action 2.2 was highly effective in increasing postsecondary readiness through academic counseling. The College and Career Indicator (M2.1) rose significantly for All Students (13.6% to 41.1%) and SED students (13.8% to 39.4%), with ELs newly reporting at 15%. Graduation rates (M2.6) also improved for All Students (80.3% to 83.6%) and SED students (80% to 83.1%), although ELs declined (75% to 65%), indicating a widening gap for this group. CTE Pathway Completion (M2.4) increased from 39.4% to 52.1% overall, with SED students improving from 38.5% to 50.7%. A-G Completion (M2.9) showed modest growth for All Students (11.1% to 15.1%) and SED (11.1% to 14.1%), though ELs remained low at 10%. No Foster Youth data was available. These gains reflect strong overall impact from expanded counseling, though targeted support is still needed to improve outcomes for EL students.

Action 2.3 – Credit Recovery
Action 2.3 provided structured credit recovery opportunities at the high school, contributing to increased graduation rates (M2.6). All Students improved from 80.3% to 83.6%, and SED students from 80% to 83.1%, indicating that the action effectively supported students in earning needed credits. However, the graduation rate for EL students dropped from 75% to 65%, a notable decline suggesting that ELs may require more targeted credit recovery supports. No Foster Youth data was available. While this action positively impacted overall and SED graduation rates, the decline for ELs signals a gap in equity that needs to be addressed in future implementation.

Action 2.4 – CTE – FFA
Action 2.4 focused on expanding Career Technical Education (CTE) opportunities through the FFA program by maintaining dedicated staffing and smaller class sizes. This action proved effective in increasing CTE Pathway Completion as measured by Metric 2.4. Completion rates improved significantly from 39.4% to 52.1% for All Students and from 38.5% to 50.7% for Socioeconomically Disadvantaged (SED) students. Notably, a baseline for English Learners (EL) was established at 40.0%, allowing for more inclusive tracking and target-setting moving forward. These improvements indicate that the expansion of FFA provided a more accessible and engaging career-preparation experience, particularly benefiting students interested in applied, hands-on learning. While data for Foster Youth remains unavailable due to small sample size, the overall upward trend across reported student groups reflects growing access and success in college and career readiness pathways.

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 2.1 (Performance on the College and Career Indicator - CCI) and Metric 2.9 (Student are college and career ready - A-G Completion): The English Learner (EL) student subgroup increased in size during the 2023–24 school year, allowing for a reportable percentage. As a result, the baseline data for this metric has been updated using 2023–24 results. Additionally, a Year 3 outcome target has now been established.

Metrics M2.2 (11th grade CAASPP performance in ELA and Math) and M2.3 (CAST science scores) have been added to Action 2.1 as measures of effectiveness. Science was formally incorporated into Action 2.1 to reflect the inclusion of the CAST as a newly added metric on the California School Dashboard. These additions allow for a more comprehensive evaluation of the impact of professional development on instruction across all core academic areas—ELA, Math, and Science.

White and Long-Term English Learner (LTEL) student groups have been added to Metrics 2.7 (Math DFS) and 2.8 (ELA DFS) for the coming year. These student groups were identified in the Red performance level on the California School Dashboard, making them newly eligible for Differentiated Assistance. Their inclusion as reportable subgroups reflects the district's commitment to using data to guide equitable improvement efforts and to ensure that instructional strategies and interventions are effectively meeting the needs of all learners.

Metric 2.11—Met UC/CSU Requirements AND Completed at Least One CTE Pathway (Percentage of All Students in the Combined Graduation Rate)—was added to Action 2.2 (Academic Counseling) to ensure a more comprehensive evaluation of college and career readiness. This metric was unintentionally omitted from the 2024–25 LCAP. The baseline year, Year 1 outcome, and Year 3 target outcome have now been included to provide a clear framework for monitoring progress over time.

Metric 2.1 was revised for the Year 3 target outcomes. The original target of 20% was significantly exceeded in the 2024 California School Dashboard. In response, the Year 3 target for both All Students and Socioeconomically Disadvantaged (SED) students has been increased to 60% to reflect higher expectations and continued progress.

Metric 2.3 (California Science Test (CAST)) was revised for the Year 3 target outcomes. Both All Students and Socioeconomically Disadvantaged (SED) student groups exceeded the original target of 15%. The new target 21% of students to meet or exceed standards. Target outcomes for the coming year have been adjusted upward to reflect higher performance expectations and to promote continued growth in science achievement.

Metric 2.4 (Students are college and career ready) was revised for Year 3 target outcome for all students and SED students. All Students increased from 39.4% to 52.1%, and Socioeconomically Disadvantaged (SED) students improved from 38.5% to 50.7%, both exceeding the original target of 45%. As a result, new, higher targets will be set for Year 3. Additionally, a baseline for English Learner (EL) students was established at 40.0%, enabling the district to set a specific target for year 3 outcome for this group.

Metric 2.7 (CAASPP Math) and Metric 2.8 (CAASPP ELA) has been updated to reflect the most current baseline data, Year 1, and Year 3 target outcomes. The Long-Term English Learner (LTEL) student group has been added to this metric, as the group is now eligible for Differentiated Assistance, underscoring the need for focused instructional strategies to address persistent achievement gaps. Additionally, White students have been added to Metric 2.7 (CAASPP Math) and Metric 2.8 (CAASPP ELA) across the baseline, Year 1 outcome, and three-year target columns due to their new eligibility for Differentiated Assistance. Furthermore, the percentage symbol (%) was removed from Metric 2.7, as the Distance from Standard (DFS) metric is not expressed in percentage format.

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 principally directed toward our EL and SED students as measured by M2.2, M2.3, M2.7 and M2.8	$50,000.00	No
2.2	Academic Counseling	The High School 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.	$303,000.00	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	$37,000.00	No
2.4	CTE - 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	$221,000.00	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		12 Parent Engagement	+2 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	10 Parent Engagement Activities (Meeting, Survey, Events) Local Indicators - Site Level Engagement tracking sheet		Activities (Meeting, Survey, Events)	
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		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: +0.2% SED: -0.1%% EL: no change LTEL: +1.8% SWD: +0.1% White: +1.4% Lucerne Middle School All Students: -0.6% EL: -11.5% SED: -0.7% HI: -4.45%
3.3	Expulsion rates	2022/23	2023/24		All Students - 0% SED - 0%	no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage	All Students - 0% SED - 0% EL - 0% Data Quest	All Students - 0% SED - 0% EL - 0% Data Quest		EL - 0%	
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		All Students - 4% SED - 4% Homeless - No % provided, subgroup to small. Target will be provided if baseline is established EL - 15%	All Students: +3.6% SED: +4.1% 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%	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		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%	District All Students: -5.6% SED: -5.3% Homeless: Not Applicable due to small N size EL: -10.5% Lucerne Elementary EL: -10.8% SWD: -20.5% Lucerne Middle School EL: -12.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI - 40.9% 2023 California School Dashboard	EL - 24.2% HI - 33% 2024 California School Dashboard		HI - 30%	HI: -7.9% HI:
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.		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 - +3.21% Middle School +0.14% High School - +2.56% SED by School Site: Elementary School - +1.07% Middle School - +4.18% High School - +1.32%
3.7	Middle School dropout rates	2022-23 All Students - 0%	2023-24 All Students - 0%		All Students - 0% SED - 0% EL - 0%	no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage	SED - 0% EL - 0% Local Indicator - Student Information System (AERIES)	SED - 0% EL - 0% Local Indicator - Student Information System (AERIES)			
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?	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?		• 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	+2.5%% said they were happy to be at school? +7% agreed that they like school? -2.5% agreed that they feel successful at school? +7.1% agreed that the school has high standards for achievement? +3.9% agreed that the school sets clear rules for behavior? -1.8% agreed that the behaviors in my class allows the teachers to teach? +15.6% agreed that students are frequently recognized for good behavior?

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 72.6% agreed that students are frequently recognized for good behavior? • 90.4% agreed that staff is working to keep the school and myself safe 2023 California School Dashboard - Local Indicators	• 90.1% agreed that the school sets clear rules for behavior? • 91.9% agreed 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		that the school sets clear rules for behavior? • 90% agreed that the behaviors 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	+0.7% 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
			2024 California School Dashboard - Local Indicators			
3.9	Parent and Family Engagement Rating Indicator for each sub indicator Response to Local Indicator	2022/23 SY: 1. Full Implementation 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 2023 California School Dashboard - Local Indicators	2023/24 SY: 1. Full Implementation 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		1. Full Implementation 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	no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.10	Facilities FIT Rating	2023 SY All School Sited are in Good Repair 2023 Facilities Inspection Tool	2024 SY All School Sited are in Good Repair 2024 Facilities Inspection Tool		All School Sited are in Good Repair	no change

Goal Analysis [2024-25]

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

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

Action 3.1 (Parental Involvement)
Action 3.1 was fully implemented as planned, with site principals facilitating a range of parent engagement activities such as meetings, surveys, and school events. The effort contributed to a positive school climate and supported inclusive engagement aligned with metrics M3.1 and M3.9. Successes included consistent parent participation and visible efforts to build welcoming environments at school sites. However, some challenges were noted in reaching working families and sustaining engagement across all grade levels. Feedback indicated a need to diversify event formats and times to better accommodate family schedules and preferences.

Action 3.2 (Transportation)
This action was fully implemented as planned, with transportation provided to students in TK through 5th grade, specifically targeting socioeconomically disadvantaged students. The action supported attendance and engagement goals, contributing to improved access for students facing transportation barriers. While implementation was successful in terms of logistics and scheduling, challenges included maintaining adequate staffing for drivers and managing transportation costs related to fuel and repairs. Despite these challenges, the provision of transportation was a critical support for families and contributed positively to student attendance.

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 support to SED students. These services were key in removing barriers to attendance and promoting engagement. Site teams reported that students receiving these supports were more present and prepared to participate in learning. A success of this action was the ability to meet urgent needs quickly. However, implementation was challenged by fluctuating inventory and demand for services exceeding available supplies at times. Ongoing coordination with community partners will be explored to expand support capacity.

Action 3.4 (PBIS Implementation)

PBIS was implemented at the elementary level as planned and supported the district's efforts to improve school climate, reduce suspensions, and maintain a 0% expulsion rate. School staff reported greater consistency in behavior expectations and reinforcement practices. Successes included the adoption of a PBIS framework that was well received by students and staff, and improvements in student behavior tracking. Nonetheless, there were some initial challenges with staff training consistency and applying the model with fidelity across all classrooms. These areas are being addressed through targeted professional development and coaching support.

Action 3.5 (Facilities and Grounds)
This action was fully implemented, and all school sites maintained a "good repair" status per the FIT report. The Superintendent ensured timely maintenance and repairs were conducted, supporting a safe and clean environment for students and staff. A key success was proactive facility inspections and preventive maintenance scheduling. While implementation was smooth overall, minor challenges were noted with supply delays and contractor availability, which occasionally slowed response times. The district will continue to monitor facilities closely to maintain safe learning environments.

Overall Implementation and Key Differences: The major planned actions were successfully implemented, including increasing parent engagement activities, expanding transportation support, providing basic needs assistance, implementing PBIS, and maintaining school facilities. However, despite these efforts, substantive differences between planned actions and actual implementation emerged.

Chronic absenteeism remained high, with districtwide rates decreasing to 36.7%, but still presenting a challenge, particularly among EL students at 35.8% and SWD students at 33.3%. This indicates that while transportation and basic needs support contributed positively, additional targeted interventions are required to increase daily attendance. While PBIS helped reduce suspension rates from 7% to 4%, engagement challenges remain, highlighting the need for stronger student connection strategies. Middle school dropout rates remained at 0%, but high school dropout rates increased to 11.1%.

Challenges and Successes in Implementation
Challenges included chronic absenteeism, which continues to be a significant issue despite transportation support and PBIS interventions. SED students, EL students, and SWD students still experience attendance barriers, requiring more intensive outreach and engagement efforts. Parent engagement increased, but participation from EL and SED families remains an area for improvement to ensure equity in representation and decision-making.

Successes included a decrease in suspension rates from 7% to 4%, reflecting improvements in school climate and student behavior. The expulsion rate remained at 0%, ensuring that students were kept in school and supported with alternative interventions when needed. Parent engagement efforts expanded, with more events and full implementation of parent involvement initiatives across all indicators. Facilities remained in good repair, ensuring that students and staff had a safe and well-maintained environment to support learning.

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 3.1 – Parental Involvement
Action 3.1 focused on expanding parental involvement through engagement activities such as meetings, surveys, and school-based events intended to foster a welcoming and inclusive climate. In 2024–25, the district held 10 parent engagement events, an increase of two from the prior year, as reported in Metric M3.1. Additionally, the district maintained Full Implementation across all 12 sub-indicators in the Parent and Family Engagement Ratings (M3.9), demonstrating consistent implementation of engagement practices. These results indicate a stable and growing effort to involve families; however, the effectiveness of this action in advancing the goal would be strengthened by disaggregated data showing subgroup participation. Without knowing whether families of SED, EL, and Foster Youth students are equitably participating, it is unclear whether the increased number of events is translating into improved access and involvement for these priority student groups. Targeted analysis of subgroup engagement trends would help assess whether the action is effectively reducing participation gaps and fostering inclusive engagement aligned to the goal.

Action 3.2 – Transportation
Action 3.2 supported student attendance by ensuring transportation access for TK–5th grade students, particularly those who are socioeconomically disadvantaged. This action contributed to a decline in chronic absenteeism (M3.5) from 42.3% to 36.7% districtwide and from 42.8% to 35.8% for SED students. Attendance rates (M3.6) also showed improvement, with elementary SED students attending at 91.08%. Middle school dropout rates (M3.7) remained at 0% for all groups. These improvements suggest the transportation initiative was effective in improving school access and reducing barriers to attendance for low-income students.

Action 3.3 – Socioeconomically Disadvantaged Student Support
Through Action 3.3, the district provided school supplies, clothing, and social-emotional supports to help meet the basic needs of socioeconomically disadvantaged (SED) students and promote regular school attendance. This action was effective in contributing to a 7 percentage point decrease in chronic absenteeism for SED students (M3.5), with elementary SED attendance improving to 91.08% (M3.6). The middle school dropout rate (M3.7) for SED students also remained at 0%, indicating sustained school engagement. These outcomes suggest that addressing basic needs and providing wraparound supports played a meaningful role in reducing absenteeism and supporting continued enrollment among SED students. However, to maximize impact, this approach will be expanded to reinforce attendance at the middle and high school levels, where chronic absenteeism remains high and disparities persist, particularly for English Learners and Students with Disabilities. Continued monitoring and targeted support are needed to ensure equitable outcomes across all student groups.

Action 3.4 – PBIS
Action 3.4 implemented a Positive Behavioral Interventions and Supports (PBIS) framework at the elementary level to improve school climate and student behavior. This action was effective in fostering a more positive and inclusive school environment, particularly at the elementary level. Although districtwide suspension rates (M3.2) remained relatively stable (7% to 7.3%), English Learner suspension rates at Lucerne Middle School declined significantly from 25% to 13.5%, indicating a positive impact on student behavior for a high-need subgroup. Expulsion rates (M3.3) remained at 0% for all students, reflecting ongoing use of preventative and restorative approaches. Student attendance (M3.6)

improved across most sites, with elementary attendance increasing from 91.01% to 94.22% and high school attendance rising from 89.02% to 91.58%, suggesting stronger school engagement. Middle school SED attendance also increased from 80.37% to 84.55%, though it remains an area requiring additional attention. Middle school dropout rates (M3.7) remained at 0% for All Students, SED, and EL groups, while high school dropout rates (M3.4) increased for All Students (7.5% to 11.1%) and SED students (7.3% to 11.4%), highlighting a need for continued support at the secondary level. Nonetheless, the effectiveness of PBIS is evident in improved attendance, reduced discipline rates for targeted groups, and sustained full implementation of family engagement (M3.9). Strong student connectedness (M3.8), with over 90% of high school students reporting they feel safe and supported, further supports the success of this action in advancing the district's goals for school climate and student well-being.

Action 3.5 – Facilities and Grounds
Action 3.5 maintained a high standard of learning environments by ensuring all school facilities remained in good repair. This action was effective in supporting student success, as evidenced by the Facilities Inspection Tool (M3.10), which reported 0 instances of non-compliance in both the baseline and outcome years. This consistent result demonstrates strong implementation and ongoing commitment to providing safe, well-maintained learning environments. Such conditions play a foundational role in promoting student attendance, engagement, and academic achievement—particularly for socioeconomically disadvantaged (SED) and English Learner (EL) students, who may be more acutely impacted by the physical quality and accessibility of school facilities. By ensuring that all students have access to clean, safe, and functional learning spaces, this action supports broader efforts to create equitable conditions for learning across the district.

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

The target for Year 3 outcome under Metric 3.1—Number of Parent Engagement Activities—has been revised from 10 to 12. This change was made after the district successfully met the original target of 10 activities during the 2024/25 school year. The increased goal reflects the district's continued commitment to strengthening parent engagement through meetings, surveys, and events, and builds on positive momentum established through ongoing site-level outreach efforts.

Metrics 3.2 (Suspension Rate), 3.5 (Chronic Absenteeism Rate), and 3.8 (School Climate Survey Results) have been added to Action 3.4 (PBIS Implementation) for the coming year. These metrics were previously missing and are critical for evaluating the full impact of PBIS on student behavior, attendance, and perceptions of school safety and connectedness. Their inclusion will strengthen the district's ability to monitor the effectiveness of PBIS strategies and guide continuous improvement efforts to support all student groups.

Metric 3.4 (High School dropout rates): The English Learner (EL) student subgroup increased in size during the 2023–24 school year, allowing for a reportable percentage. As a result, the baseline data for this metric has been updated using 2023–24 results. Additionally, a Year 3 outcome target has now been established.

Based on recent performance data, Long-Term English Learners (LTEL), White, and Students with Disabilities (SWD) have been added to Metric 3.2 (Suspension Rate) across the baseline, Year 1 outcome, and three-year target columns. These student groups were newly

identified for Differentiated Assistance due to their performance at the Red level on the California School Dashboard. Including these groups in the metric allows the district to more effectively monitor disproportionality in discipline and implement targeted supports to reduce suspension rates and improve outcomes for these high-need populations.

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	$3,400.00	No
3.2	Transportation	The District will provide transportation to students in TK through 5th 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 3.7	$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 M3.7	$22,000.00	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 M3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 and 3.9	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
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 students and staff have a safe and clean school environment as measured by M3.10	$152,000.00	No

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	All Students: -20.5 SED: -19.5 Hispanic: -15.6
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	All Students: -37.6 SED: -34.6 Hispanic: -29.7
4.3	Suspension Rate Percentage Rate	2022/2023 SY All Students - 18.7%	2023/2024 SY		All Students - 8% EL - 12% SED - 8%	All Students: -0.5 EL: -11.5% SED -0.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL - 25% SED - 18.8% Hispanic - 20.2% California Dashboard	All Students - 18.1% EL - 13.5% SED - 18.1% HI - 15.8% 2024 California School Dashboard		Hispanic - 10%	HI: -4.4%
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%	All Students: -4.1% EL: -12.9% HI: -7.9%

Goal Analysis [2024-25]

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

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

Action 4.1 – Student Engagement
Action 4.1 was fully implemented as planned, with the hiring of a part-time Campus Supervisor who focused on increasing daily student attendance and addressing social-emotional needs. The Campus Supervisor played a central role in fostering consistent student contact and supporting at-risk students, particularly those facing challenges related to chronic absenteeism or behavioral concerns. Implementation remained aligned with the original intent, and collaboration across school sites ensured that the supports offered were responsive to student needs. No substantive changes were made to the action, and feedback from staff suggested that the visibility and consistency of this role positively influenced student engagement.

Action 4.2 – Instructional Materials and Supplies
Action 4.2 was fully implemented and provided site teams with the necessary instructional resources to support student learning in math and ELA. Supplemental materials were aligned with the broader instructional goals set forth in Goal 1 and helped enhance the consistency and quality of instruction across classrooms. Implementation followed the original plan, with sites utilizing the resources to differentiate instruction

and reinforce academic concepts. There were no major challenges reported, and teachers noted the value of having additional materials to meet the diverse learning needs of their students.

Action 4.3 – Professional Development
Action 4.3 was also fully implemented, offering targeted professional development to teachers and bilingual aides with an emphasis on language acquisition and academic language strategies. The sessions were designed to support instructional improvement for English Learners and promote effective reclassification practices. The action was implemented as planned, with no substantive deviations. Staff reported that the training was relevant and timely, supporting their instructional practices and enhancing their ability to serve linguistically diverse learners. Overall, the professional development was well received and contributed to schoolwide efforts to improve outcomes for English Learners.

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 4.1 – Student Engagement
Action 4.1 focused on improving attendance and reducing suspensions through a dedicated Student Engagement Coordinator. According to Metric 4.3 (Suspension Rate), the district experienced a slight decline from 18.7% to 18.1% overall, with a more significant improvement for English Learners (25% to 13.5%) and Hispanic students (20.2% to 15.8%), indicating the action's effectiveness in supporting traditionally over-disciplined groups. Additionally, Metric 4.4 (Chronic Absenteeism) showed improvement for EL students, decreasing from 37.1% to 24.2%, and for Hispanic students, from 40.9% to 33%, suggesting that daily check-ins and social-emotional supports contributed to stronger attendance and engagement for high-need students, particularly English Learners and those from low-income households.

Action 4.2 – Instructional Materials and Supplies
Action 4.2 provided supplemental curriculum and instructional resources to strengthen learning in math and ELA. However, despite full implementation, CAASPP performance declined across all groups, as shown in Metric 4.1 (Math DFS), where All Students fell from -125.6 to -146.2 DFS, and Metric 4.2 (ELA DFS), where the DFS dropped from -71 to -108.6. Among subgroups, SED and Hispanic students experienced further declines in both subjects. For example, Hispanic students' ELA DFS dropped from -84.1 to -113.8, and in math from -140.7 to -156.3, reflecting widening achievement gaps. These outcomes suggest that while materials were made available, additional instructional support or differentiated interventions may be necessary to translate access into academic growth, especially for SED and Hispanic students.

Action 4.3 – Professional Development

Action 4.3 aimed to improve English learner outcomes by providing professional development for teachers and bilingual aides, with the goal of strengthening instructional practices and supporting reclassification. While Metric 4.2 (ELA DFS) shows a concerning decline for English Learners—from -71 to -108.6 DFS—both Metric 1.5 (ELPI) and Metric 1.6 (Reclassification Rate) reflect moderate improvements. Districtwide, the percentage of EL students making progress toward English language proficiency (M1.5) rose from 34.8% to 50%, and reclassification rates (M1.6) increased from 5% to 6.7%, including gains for Long-Term English Learners (from 0% to 5.7%). These results suggest that while professional development may have contributed to incremental growth in language acquisition and reclassification, the corresponding drop in ELA performance highlights a disconnect between language proficiency progress and academic achievement. This indicates a need to strengthen the instructional bridge between English language development and content-area mastery. Although the action was fully implemented, outcomes point to the importance of refining the approach—potentially by integrating targeted coaching, co-teaching models, and enhanced academic vocabulary instruction—to ensure EL students thrive both linguistically and academically.

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.

The school no longer qualifies as an Equity Multiplier School and has expended the allocation from the 2024-2025 school year, all actions have been removed.

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)		40%	-41%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	Daily Attendance Rate Percentage	2023/24 SY (as of 6.28.2024) 39.72% Local Indicator - Student Information System (AERIES)	2024/25 SY (as of 3.30.2025) 72.16% Local Indicator - Student Information System (AERIES)		70%	+32.44%

Goal Analysis [2024-25]

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

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

Action 5.1: Attendance Support
Action 5.1 was successfully implemented through daily student contact, targeted attendance incentives, and the integration of social-emotional support systems. These strategies were designed to improve attendance outcomes and reduce chronic absenteeism, as measured by Metrics M5.1 and M5.2. A key success was the establishment of consistent attendance monitoring protocols and relationship-based outreach, which helped re-engage students with moderate attendance concerns. However, a notable challenge was sustaining attendance gains among students facing persistent barriers such as transportation issues, family instability, or mental health needs. Continued efforts will be needed to deepen coordination between support staff, families, and community partners to address these underlying factors more effectively.

Action 5.2: Professional Development
Action 5.2 provided targeted professional development for site administrators and teachers at Mountain View High School, focusing on best first instruction and social-emotional learning (SEL) strategies. These sessions were implemented as planned and contributed to a more inclusive and responsive classroom culture, with educators reporting increased awareness of trauma-informed practices. A success of this action was the alignment of training topics with identified student needs, leading to improved staff capacity in creating supportive learning environments. A challenge, however, was ensuring consistent implementation across all classrooms, especially as staff turnover and varying levels of SEL expertise created some inconsistency in practice. Ongoing coaching and follow-up training will be essential to solidify and expand the impact of this professional learning.

Action 5.3: Instructional Supplies
Action 5.3 successfully delivered essential academic materials—including technology accessories and curriculum-aligned resources—to students at the district's continuation school. This action directly addressed barriers to engagement and learning for at-risk student groups, including low-income students, English learners, foster youth, and students with a history of chronic absenteeism. One of the key successes

was the improved student access to high-quality instructional tools, which increased participation and academic task completion. The primary challenge was maintaining consistent use of these resources in an alternative education setting where student schedules and engagement patterns vary significantly. To enhance long-term impact, the district plans to explore additional supports, such as technology integration training for staff and structured academic support sessions.

Summary
While all three actions were implemented successfully and contributed to more robust engagement systems, a continued challenge lies in measuring the direct, long-term impact of these interventions on academic achievement and sustained attendance. Nonetheless, these actions collectively reinforced the district's commitment to equity-driven support structures and provided a foundation for ongoing refinement of student-centered strategies to meet future attendance and engagement goals.

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 focused on daily student contact, social-emotional supports, and attendance incentives to address chronic absenteeism and improve daily attendance. Based on Metric 5.1, chronic absenteeism saw a significant decline from 68% in 2023/24 to 27% in 2024/25. Similarly, the daily attendance rate (Metric 5.2) increased markedly from 39.72% to 72.16%. These substantial improvements reflect the effectiveness of the implemented strategies in re-engaging students and promoting regular attendance. While disaggregated subgroup data is not included, the design of the supports—targeted toward at-risk groups such as Low-Income students, Foster Youth, and English Learners—strongly suggests these populations experienced improved attendance outcomes.

Action 5.2 – Professional Development
Action 5.2 provided professional development to site leaders and teachers at Mountain View High School, focused on improving best first instruction and supporting students' social-emotional learning. The goal was to foster a school environment that encourages student attendance and engagement. Metric 5.1 showed a decline in chronic absenteeism from 68% to 27%, and Metric 5.2 showed a substantial rise in daily attendance from 39.72% to 72.16%. These improvements suggest that the professional learning provided may have contributed to a more inclusive and responsive environment that promotes attendance. While causality cannot be directly inferred, the positive shift in both attendance-related metrics supports the continued investment in capacity-building strategies to support student well-being and school connectedness, particularly for high-need subgroups.

Action 5.3 – Instructional Supplies
Action 5.3 ensured students at the district's continuation school had access to essential instructional supplies such as technology accessories, academic organizers, and curriculum-aligned materials. The action was specifically designed to remove barriers for low-income

students, English Learners, Foster Youth, and those with chronic absenteeism. According to Metric 5.1, chronic absenteeism declined by over 15 percentage points, and Metric 5.2 reflects a nearly 20-point increase in daily attendance. These outcomes indicate that addressing logistical and material needs contributed to improved engagement and attendance, especially for students historically underserved or disconnected from school. The action proved effective in reducing participation barriers and supporting re-engagement for at-risk student groups.

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

Action 5.1 was revised to remove the associated position due to insufficient resources to sustain the role.
Action 5.2 was revised to remove M1.5 (ELPI) and M1.6 (Reclassifying as English Proficient) as these metrics do not align to the action. M5.1 and M5.2 was added to Action 5.2 for better alignment.
Action 5.3 was added to maintain support for academic achievement and student engagement through an alternative strategy better aligned with current fiscal capacity and student needs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	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 implementing best first instruction as well as how to support our students	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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 [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$5207222	$670038

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
39.715%	0.000%	$0.00	39.715%

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	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	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
	concerned that their students are constantly performing lower academically when compared to all students. **Scope:** LEA-wide	opportunities for all staff. This holistic strategy not 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	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	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
	focused on academic achievement as well as EL strategies. **Scope:** LEA-wide	development are more effective in the classroom, leading to better student performance. 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	Providing an academic counselor can significantly address the identified needs of EL and SED students, ultimately improving graduation rates	This action will be measured by the metrics

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
	Need: Based on 2023 State and local data our graduation rates have fallen over the past 2 years and are: 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	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 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.	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
3.2	**Action:** Transportation **Need:** 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	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 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	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
		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.	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	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
	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)	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. 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	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	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
	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)	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 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.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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 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)	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 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.	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
		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:** 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)	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 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.	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
		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 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 certificated staff providing direct services to students	Not Applicable	Not Applicable

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	13111535	5207222	39.715%	0.000%	39.715%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,280,600.00	$469,500.00	$230,400.00	$110,000.00	$7,090,500.00	$6,683,000.00	$407,500.00

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	$4,420,000.00	$0.00	$4,420,000.00				$4,420,000.00	
1	1.2	Curriculum Support	All	No			All Schools	Ongoing	$0.00	$35,500.00		$35,500.00			$35,500.00	
1	1.3	English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$24,600.00	$24,600.00				$24,600.00	
1	1.4	Intervention Staff	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$491,000.00	$8,000.00	$499,000.00				$499,000.00	
1	1.5	Support for Students with Disabilities (SWD)	All	No			All Schools	Ongoing	$0.00	$7,000.00		$7,000.00			$7,000.00	
1	1.6	Bilingual Aides	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$79,000.00	$0.00	$79,000.00				$79,000.00	
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	$320,000.00	$0.00	$160,000.00	$160,000.00			$320,000.00	
1	1.8	ELD professional development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$25,000.00	$25,000.00				$25,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					cated Student Group(s)											
2	**2.1**	Professional Development	All	No			All Schools	Ongoing	$0.00	$50,000.00	$50,000.00				$50,000.00	
2	**2.2**	Academic Counseling	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Lucerne Valley High School	Ongoing	$303,000.00	$0.00	$168,000.00		$135,000.00		$303,000.00	
2	**2.3**	Credit Recovery	All	No			All Schools	Ongoing	$37,000.00	$0.00			$37,000.00		$37,000.00	
2	**2.4**	CTE - FFA	All	No			All Schools	Ongoing	$221,000.00	$0.00		$121,000.00		$100,000.00	$221,000.00	
3	**3.1**	Parental involvement	All	No			All Schools	Ongoing	$0.00	$3,400.00			$3,400.00		$3,400.00	
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	$22,000.00	$22,000.00				$22,000.00	
3	**3.4**	PBIS	All	No			Specific Schools: Lucerne Valley Elementary School	Ongoing	$0.00	$5,000.00			$5,000.00		$5,000.00	
3	**3.5**	Facilities and grounds	All	No			All Schools	Ongoing	$92,000.00	$60,000.00		$92,000.00	$50,000.00	$10,000.00	$152,000.00	
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	One Year	$0.00	$5,000.00		$5,000.00			$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							View High School									
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	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
13111535	5207222	39.715%	0.000%	39.715%	$6,230,600.00	0.000%	47.520 %	**Total:**	$6,230,600.00
								LEA-wide Total:	$5,912,000.00
								Limited Total:	$150,600.00
								Schoolwide Total:	$168,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Teachers - Lower class sizes	Yes	LEA-wide	English Learners Low Income	All Schools	$4,420,000.00	
1	**1.3**	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$24,600.00	
1	**1.4**	Intervention Staff	Yes	LEA-wide	English Learners Low Income	All Schools	$499,000.00	
1	**1.6**	Bilingual Aides	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$79,000.00	
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	$160,000.00	
1	**1.8**	ELD professional development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$25,000.00	
2	**2.2**	Academic Counseling	Yes	Schoolwide	English Learners Low Income	Specific Schools: Lucerne Valley	$168,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						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	$22,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,190,400.00	$6,650,906.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teachers - Lower class sizes	Yes	$4,180,000.00	$4,209,162.00
1	**1.2**	Curriculum Support	No	$31,500.00	$35,350.00
1	**1.3**	English Learner Support	Yes	$15,000.00	$23,428.00
1	**1.4**	Intervention Staff	Yes	$158,000.00	$316,811.00
1	**1.5**	Support for Students with Disabilities (SWD)	No	$4,000.00	$6861.00
1	**1.6**	Bilingual Aides	Yes	$56,500.00	75,248.00
1	**1.7**	Assistant Administrator of Instructional Improvement and Coaching (AAIIAC) position at the Elementary and Middle/High School.	Yes	$270,000.00	$305,832.00
1	**1.8**	ELD professional development	Yes	$25,000.00	$23,270.00
2	**2.1**	Professional Development	No	$50,000.00	$50,945.00
2	**2.2**	Academic Counseling	Yes	$280,000.00	$289,286.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Credit Recovery	No	$20,000.00	$31,682.00
2	2.4	CTE - FFA	No	$175,000.00	$210,705.00
3	3.1	Parental involvement	No	$3,400.00	$3,565.00
3	3.2	Transportation	Yes	$650,000.00	$793,559.00
3	3.3	Socioeconomically Disadvantaged Student Support	Yes	$22,000.00	$21,412.00
3	3.4	PBIS	No	$5,000.00	$6,171.00
3	3.5	Facilities and grounds	No	$70,000.00	$70,496.00
4	4.1	Student Engagement	No	$70,000.00	$72,976.00
4	4.2	Instructional Materials and Supplies	No	$33,000.00	$46,763.00
4	4.3	Professional Development	No	$17,000.00	$13,232.00
5	5.1	Attendance Support	No	$50,000.00	$38,288.00
5	5.2	Professional Development	No	$5,000.00	$5,864.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
5057840	$5,376,500.00	$5,767,890.10	($391,390.10)	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	$4,180,000.00	4,209,162.00		
1	1.3	English Learner Support	Yes	$15,000.00	23,428.10		
1	1.4	Intervention Staff	Yes	$158,000.00	$316,811.00		
1	1.6	Bilingual Aides	Yes	$56,500.00	75,248.00		
1	1.7	Assistant Administrator of Instructional Improvement and Coaching (AAIIAC) position at the Elementary and Middle/High School.	Yes	$120,000.00	150,000.00		
1	1.8	ELD professional development	Yes	$25,000.00	$23,270.00		
2	2.2	Academic Counseling	Yes	$150,000.00	155,000		
3	3.2	Transportation	Yes	$650,000.00	793,559.00		
3	3.3	Socioeconomically Disadvantaged Student Support	Yes	$22,000.00	21,412.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
12,593,980.00	5057840	0	40.161%	$5,767,890.10	0.000%	45.799%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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