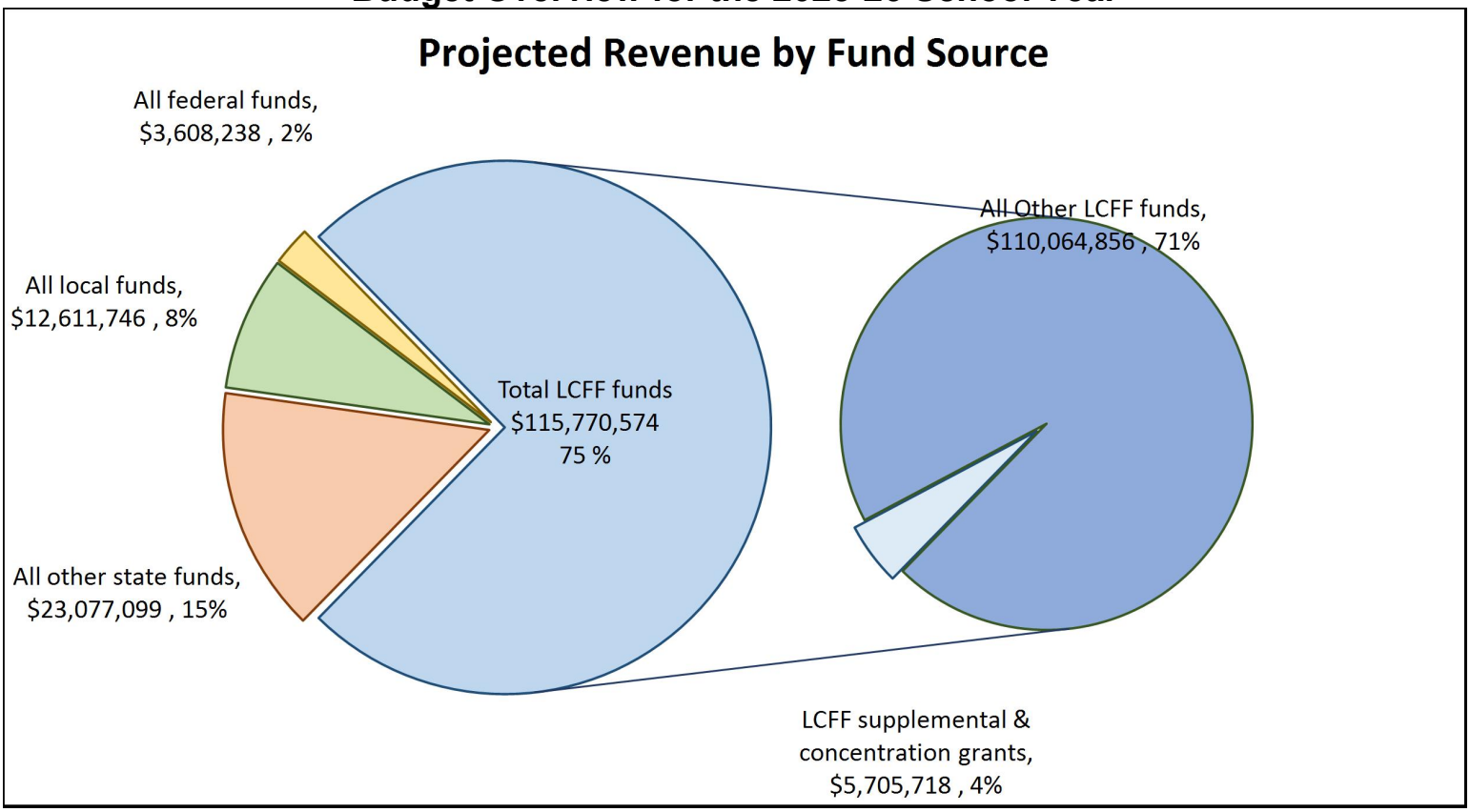
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Las Virgenes Unified School District
CDS Code: 19646830000000
School Year: 2025-26
LEA contact information:
Dr. Daniel Stepenosky
Superintendent

(818) 880-4000

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

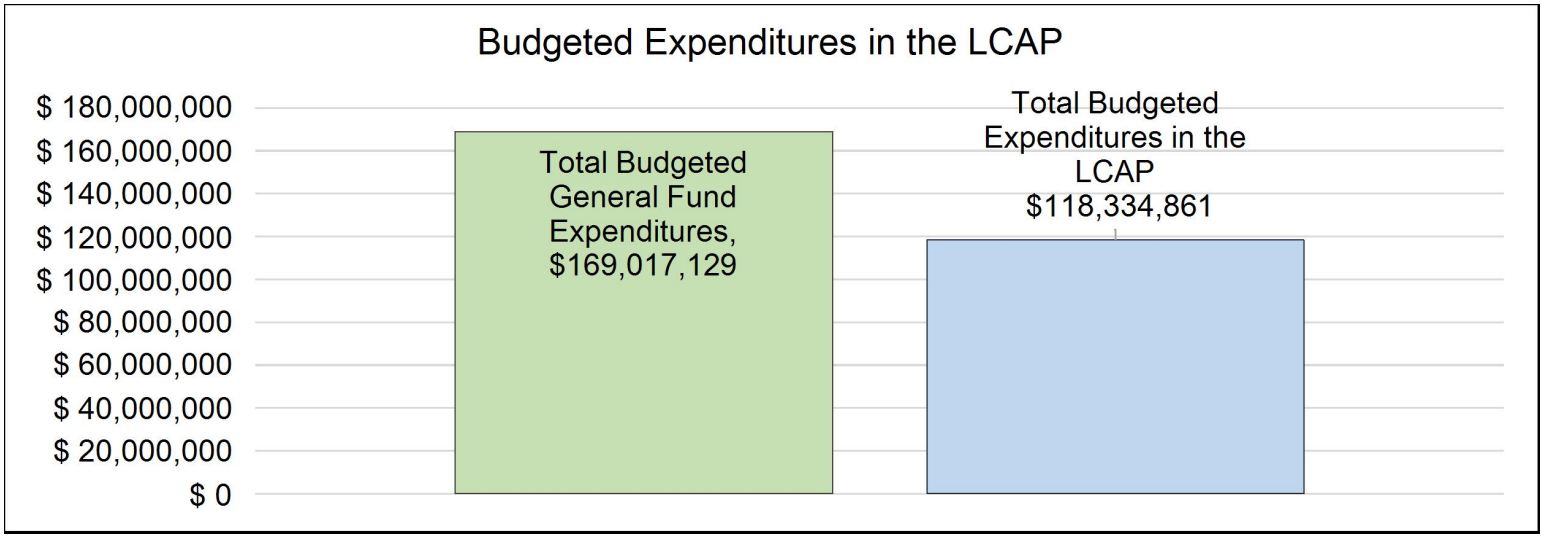


This chart shows the total general purpose revenue Las Virgenes Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Las Virgenes Unified School District is $155,067,657.00, of which $115,770,574.00 is Local Control Funding Formula (LCFF), $23,077,099.00 is other state funds, $12,611,746.00 is local funds, and $3,608,238.00 is federal funds. Of the $115,770,574.00 in LCFF Funds, $$5,705,718 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 Las Virgenes 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: Las Virgenes Unified School District plans to spend $169,017,129.00 for the 2025-26 school year. Of that amount, $118,334,861 is tied to actions/services in the LCAP and $50,682,268 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

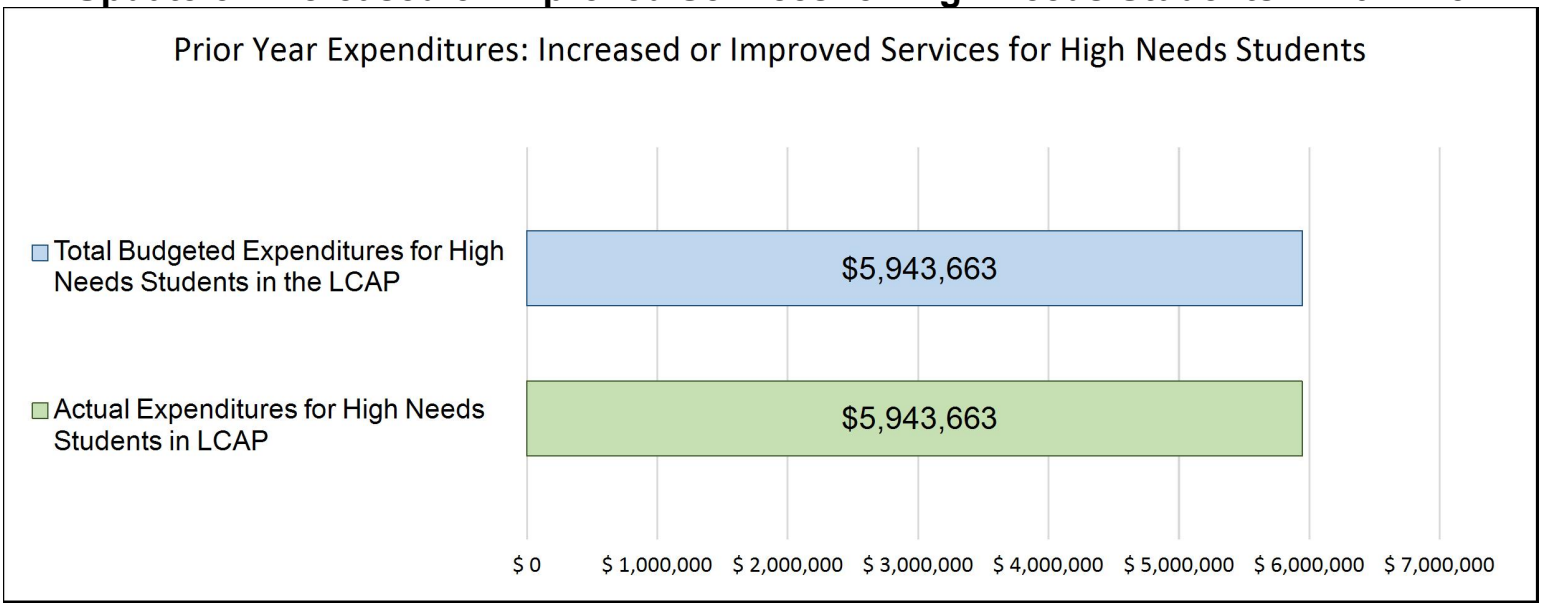
State and Federal Programs and Maintenance and Operations

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Las Virgenes Unified School District is projecting it will receive $$5,705,718 based on the enrollment of foster youth, English learner, and low-income students. Las Virgenes Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Las Virgenes Unified School District plans to spend $$ 5,705,718 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 Las Virgenes 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 Las Virgenes 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, Las Virgenes Unified School District's LCAP budgeted $$5,943,662.52 for planned actions to increase or improve services for high needs students. Las Virgenes Unified School District actually spent $$5,943,662.52 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
Las Virgenes Unified School District	Dr. Daniel Stepenosky Superintendent	dstepenosky@lvusd.org (818) 880-4000

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 Las Virgenes Unified School District (LVUSD) has approximately 9,660 students and is one of the top-ranking school districts in California. Approximately 4.6% of our 9,660 students are identified as English Learners, mainly from Spanish, Russian, Hebrew, and Farsi language backgrounds. Additionally, approximately 24.4% of our students are considered socioeconomically disadvantaged. Approximately 0.1% of our 9,660 students are identified as foster youth.
The Las Virgenes Unified School District consists of two high schools, three middle schools, and nine elementary schools. We offer an array of specialized academic options such as a Dual Language Spanish Immersion program, Waldorf Inspired TK-8 program, Gifted and Talented Education (GATE) program, Career Technical Education, International Baccalaureate and many more.
LVUSD remains committed to expanding students' options and opportunities to ensure their educational excellence. Through a rigorous adoption process, we have collaborated with K-12 teachers to pilot standards-aligned mathematics curricula that support deep conceptual understanding and student achievement. Additionally, we have expanded access to our high school performing arts centers across K-12, providing each grade level with a unique performance opportunity as we work to develop a comprehensive K-12 Visual and Performing Arts (VAPA) program. Our staff development days have been dedicated to strengthening instructional practices, focusing on CAASPP preparation, implementing common assessments, and analyzing IAB/FIAB data to drive meaningful instructional shifts. At the heart of our work is a continued commitment to fostering respect, inclusion, and a strong sense of community and culture, ensuring that all students develop a healthy and life-ready identity.
In recent years, LVUSD has been a proud recipient of the following awards and accolades:
College Board's AP Honor Roll for both high schools
California Distinguished Schools and National Blue Ribbon Schools

California School Boards Association Golden Bell Award
U.S. News Best High Schools (Top 40%)
School to Watch
Championship Athletic Programs
Award Winning Music Programs
Innovative Program Grant (STEAM, GSPP)
Recycling at Work Award
Leadership in Energy & Environmental Design (LEED) Certified

Reflections: Annual Performance

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

Goal 1: College and Career
LVUSD continues to provide award-winning academic programs for all students. Our high school Career Technical Education (CTE) programs have successfully implemented Production Design and Engineering Pathways, while our Broadcasting and KASMA programs were awarded a significant grant through the Golden State Pathways Program. We continue to collaborate with teachers, industry professionals, and college partners to expand offerings and provide students with a wide range of pathways. This year, we also introduced AP Human Geography, which saw a strong increase in student enrollment. Additionally, we expanded our World Language offerings to include more advanced and honors-level courses. To support student success, we continue to provide credit recovery options, including summer remediation for both middle and high school students, as well as in-year credit recovery programs at both high schools through The Shop and The Center.
This year, our focus has been on developing systems to improve overall student outcomes by strategically collecting, monitoring, and analyzing achievement data to inform instruction. To strengthen assessment practices, all elementary teachers were tasked to administer three Interim Assessment Blocks (IABs) or Focused Interim Assessment Blocks (FIABs) in both Math and English, while secondary Math, English, and Science teachers administered IABs/FIABs in their respective subjects. Additionally, both high schools will administer the CAASPP Interim Comprehensive Assessments (ICAs) in ninth and tenth grade to further evaluate student progress. Further, we expanded our PSAT offering to include ninth grade students – all students 9th, 10th, and 11th participated in a school-wide offering of the PSAT provided at no cost to students. District administrators, site leaders, teachers, and staff have engaged in ongoing data analysis to drive instruction and align curriculum with California State Standards. We have also utilized our Pathways Committee and Data Committee to analyze key student data, including CAASPP performance, graduation rates, SAT, and A-G completion. Our technology department supported our use of Aeries, our student information system, to enhance efficiency in monitoring student grades, progress toward graduation, and completion of A-G requirements, ensuring students stay on track for post-secondary success.
Data that support our accomplishments this year include (taken from the 2024 Dashboard):

- Graduation rates remain high overall – 94.1%
- High school dropout rates remain low - .04%
- We have improved our AP passage rates at 83%.

- Students who complete A-G requirements - 59%
- In elementary grades- we have made substantial investments in literacy and intervention including the adoption of standards-aligned materials to support our English Language learners

As an LEA, we plan to build upon our success with this goal by continuing our work with PLCs. Our focus on selecting a math curriculum has been a key priority, and an 18-month process culminated in Board approval of a new math curriculum for K through Algebra 2. This adoption will support targeted professional development, curriculum alignment, and the formation of common assessments, ensuring consistency and effectiveness in math instruction across all grade levels.
Additionally, through our Curriculum Council and Pathways Committee, our Community and Culture Coordinator, alongside teachers and community members, continues to review and monitor our program offerings. This includes ongoing efforts to update core literature selections to better represent our diverse student population, ensuring that our curriculum remains inclusive, engaging, and reflective of the experiences of all learners.

Goal 2: Opportunity and Equity
To address performance gaps for students who are struggling academically, LVUSD has maintained its support for elementary academic specialists to provide targeted intervention. English Language learners are being supported with newly adopted curriculum and expanded access to summer programs K-6 students through ELOP funding. This year's enrollment grew in enrollment and significant progress was measured due to their participation. This year, we are working on involving our own LVUSD teachers and partnering with Mathnasium to create the strongest academic instructional offering to date in our summer program.
According to the 2024 CA Dashboard, students in LVUSD scored 44 points and 14.4 points above the state average in ELA and mathematics. District wide we saw an increase of 5.4 points in ELA and 11.3 points in mathematics. While this progress is to be celebrated, we also took note of our subgroups. Specifically, district wide our LTELs continue to score low in mathematics with our CA Dashboard indicator in the red for that subgroup. In mathematics, our students with disabilities and our African American students with that indicator in yellow. All other subgroups were green or blue for mathematics. In ELA our LTELs performance indicator was yellow, and all other subgroups were green or blue. Students with disabilities received the lowest performance level (or red) on the 2023 Dashboard on the ELA and Math indicators at Arthur E. Wright Middle School, A.C. Stelle Middle School and Lindero Canyon Middle School. We will be addressing these areas of need through Goal 2, Action 4 and Goal 4, Action 3. The mathematics curriculum pilot completed this year, along with specific district wide mathematics professional development is targeted at improving these areas. Over the next three years an emphasis will be placed on implementation of the newly adopted mathematics curriculum. According to the 2024 CA Dashboard, students with disabilities in the area of ELA increased their CASSPP scores by: Arthur E. Wright (up 65 points), Lindero Canyon (up 22.8 points) and Alice C. Stelle (up 51.5 points). According to the 2024 CA Dashboard, students with disabilities in the area of math increased their CAASPP scores by: Arthur E. Wright (up by 66.8 points), Lindero Canyon (up 23 points) and Alice C. Stelle (up 74.4 points).
To support the needs of our students identified as English Learners (EL), LVUSD adopted Oxford Buzz and Discover curriculum for our Academic Specialists. We continued to offer Find My Genius to support unduplicated students groups.

Our Coordinator of Behavior and Academic Intervention supported students, teachers and families this year to proactively address behavior and intervention needs and lower the number of referrals to special education.
As an LEA, we are committed to equitable and comprehensive access to school services, interventions, and instruction. This year, the work of addressing the needs of our low-income, emergent multilingual, homeless, and foster youth students is more directly supervised by our Educational Services department to increase connection with academic support. Students are guided to services that help them navigate the school environment and provide community resources. Additionally, our DELAC committee added an online option to make meeting

participation accessible to more families.
Goal 3: Whole Child
LVUSD's student suspension and expulsion rates according to the 2024 CA Dashboard (1.4% and 0%, respectively) have remained unchanged from last year and continue to be exceptionally low. Our commitment to restorative practices reflects the district's core values, emphasizing the importance of positive classroom environments and community connections in fostering both academic achievement and student well-being. We continue to maintain a full-time school counselor at each elementary school and have integrated social-emotional learning (SEL) into our instructional day. Through our micro-credential program, teachers and staff have been trained to incorporate SEL strategies that support students' behavior and emotional health. Additionally, we've developed effective, school-wide behavior intervention systems.
We continue to monitor our student data as it relates to student suspension. While our overall suspension data remains low, overall, our LTELs have a high incidence of suspension and are currently ranked orange on the 2024 CA Dashboard. Three of our secondary schools have one or more subgroup with a suspension rate marked in the orange indicator (AHS, ACS, LCMS) and five of our elementary schools (Chaparral, Mariposa, White Oak, and Yerba Buena) with none of our schools with subgroups in the red for the suspension indicator. The 2023 CA Dashboard noted LVUSD Foster Youth, LVUSD Homeless, Arthur E. Wright Middle School Socioeconomically Disadvantaged, Arthur E. Wright Student with Disabilities scored in the red and Calabasas High School Students With Disabilities received the lowest performance level on the "suspension rate) indicator. According to the 2024 CA Dashboard, LVUSD Foster Youth scored in the blue level, LVUSD Homeless scored in the Green area, Arthur E. Wright Middle School Socioeconomically Disadvantaged scored in the Green area, Arthur E. Wright students with disabilities scored in the green indicator level and Calabasas High School - Students with Disabilities scored in the Yellow area. All 4 improved from the levels indicated on the 2023 Dashboard.
Another area that received the lowest performance level for the "College/Career" indicator on the 2023 Dashboard was Agoura High School—Students with Disabilities. According to the 2023 CA Dashboard, this subgroup at Agoura High School scored in the "very low" range. On the 2024 CA Dashboard, this subgroup increased 7.2% to the Yellow area. Goal 3, Action 2 of the new LCAP will assist students as they work to improve the College/Career needs of this population of students. We are introducing more Co-taught classes at the High school level, and our HS counselors will have a special focus on tracking our students and helping to ensure they meet A-G requirements.
Goal 3 will also support the schools and student groups that received the lowest performance level for the "Chronic Absenteeism" indicator on the 2023 CA Dashboard. Areas identified on the 2023 CA Dashboard were:

- Arthur E. Wright Middle School - Hispanic (red), Two or More Races (red), Students with Disabilities (red)
- Las Virgenes Independent – White (red)
- Lupin Hill - Hispanic (red), Two or More Races (red), Socioeconomically Disadvantaged (red) and English Learner (red)
- White Oak - Students with Disabilities (red)

According to the 2024 CA Dashboard the above subgroups were in the following indicators. All subgroups improved with no subgroups scoring in the lowest performance level (red).

- Arthur E. Wright Middle School - Hispanic (yellow), Two or More Races (yellow), Students with Disabilities (orange)
- Las Virgenes Independent – White (no performance color)
- Lupin Hill - Hispanic (orange), Two or More Races (green), Socioeconomically Disadvantaged (yellow) and English Learner (green)
- White Oak - Students with Disabilities (green)

Goal 3, Action 7 will support these students by providing District support for attendance at our school sites, incentives for students who show improvement, and school sites recognition for strong attendance. Monthly tracking by the school site will provide data for intervention to students who struggle early in the school year. This year, the Coordinator of Behavior and Academic Intervention also addressed chronic

absenteeism to improve attendance rates across the district.
As an LEA, we plan to build upon our success with this goal by focusing on support for families. By offering meetings and training for parents, we will help our students and parents acclimate to LVUSD. Additionally, we have added micro-credential training opportunities for certified and classified staff. These courses give our staff the skills and strategies to implement social-emotional learning across various educational settings. Finally, the district is enhancing its Visual and Performing Art (VAPA) programs to provide Music Education at our elementary sites during the 2025-26 school year.
Goal 4: Professional Capacity
This year, our Human Resources Department continued to work on staff recruitment and retention. LVUSD hosted multiple job fairs to recruit new applicants for open positions. Additionally, our HR department was represented at various community events, including local job fairs and college events, and increased our presence on social media and other advertising outlets.
During the 2024-25 school year, the district coordinated three professional development days. During these trainings, opportunities were provided to Classified and Certificated staff. Professional development was delivered in a self-selected menu format as guided district-led initiatives covered topics such as the CA Math Standards & Framework and Universal Design for Learning. Certificated staff continues to build capacity on department-driven priorities focused on student learning outcomes, standards alignment, and pedagogical best practices. These PD days were developed collaboratively and were based on staff input. Collaboration between all departments was part of the process.
LVUSD's Center EdX credentialing program serves over 30 school districts and more than 500 educators across California in the areas of Administrator, Teacher, and Early Childhood Education development. Additionally, we are considering the development of new programs to launch in 2026.
As an LEA, we plan to build upon our success with this goal by increasing the number of in-person Job Fairs to recruit highly qualified, certificated and classified employees. Implementing Microcredentials through the Center for Educational Excellence will also provide staff with opportunities to build their capacity by taking courses based on specific skills and/or teaching courses to gain experience in providing instruction to adults. The LEA does not have unexpended LREGB funds for the 25-26 school year.

Reflections: Technical Assistance

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

n/a

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
LCAP Committee: The LCAP Committee comprises teachers, administrators (including principals), union leadership, parents, students and Board members.	The committee met in person on February 24, 2025 and March 26, 2025 to review progress on the previous LCAP and discuss goals and actions. Committee members were provided copies of the LCAP's actions goals and information on how to navigate the California Dashboard. During the meeting, committee members were placed in small groups, and an administrator facilitated the discussion based upon guided questions. Feedback and questions that were brought up at the February meeting were further explored at the March meeting. At the March meeting, the Business Department provided a fiscal update to inform committee members how the LCAP's actions and goals related to the budget. Feedback from committee members included the need for more information on how SWD could be more included in college prep courses and revising LCAP language so it would be more understandable to the public. Action items were adjusted to reflect data from the district's mid-year LCAP report.
Curriculum Council: The Curriculum Council is a committee of board members, district administrators, principals, parents, staff, union leadership and community members.	Parents and community members are chosen for the council based upon an application process and serve two-year terms. This year, the Curriculum Council focused on the adoption of new math curriculum across the district, the K-2 dyslexia screenings, and the California Healthy Youth Act (CHYA). The Curriculum Council met on the following dates from the finalization of the LCAP: September 25, 2024 November 6, 2024 February 25, 2025 March 12, 2025

Educational Partner(s)	Process for Engagement
	April 30, 2025
Pathways Committee: The Pathways is a committee of Board members, teachers, administrators including principals classified staff and union leadership. As a Board committee, members of the community are welcome to attend.	The Pathways Committee is responsible for overseeing the work in continuing to develop our PLCs, adopting new curriculum, supporting the integration of technology, college and career readiness and ensuring curriculum and instructional practices are aligned to state standards. The focus of the Pathways Committee is on analyzing student achievement data, interventions and assessments. The Pathways Committee met on the following dates before the finalization of the LCAP: September 11, 2024 October 9, 2024 December 11, 2024 January 22, 2025 February 19, 2025 March 26, 2025 April 23, 2025 June 4, 2025
Safety and Wellness Committee: This committee comprises board members, district administrators, union leadership and law enforcement (when appropriate)	This committee is mainly responsible for contributing to the discussion around student safety at school and student mental health needs and support. The Safety and Wellness Committee meeting met on the following dates before the finalization of the LCAP: September 18, 2024 October 16, 2024 November 13, 2024 December 18, 2024 January 16, 2025 February 12, 2025 March 19, 2025 April 23, 2025 May 14, 2025

Educational Partner(s)	Process for Engagement
District English Learners Advisory Committee (DELAC): This stakeholder group consists of district leadership, elementary academic specialists, EL teachers and parents.	This committee meets three times a year to address the needs of our students identified as English Learners. The feedback from committee members related to EL student's academic needs directly informs the goals and actions of the LCAP. The DELAC committee met on the following dates before the finalization of the LCAP: November 6, 2024 January 29, 2025 April 23, 2025 At the April 2025 meeting, the DELAC committee received the LCAP roadmap and draft. Committee members review the 4 LCAP goal areas and action items. Feedback from the committee is reflected in goals 2 specifically increasing the CAASPP scores of EL students.
Superintendent's Discussion Council (SDC): This group consists of district leadership and the presidents of the Parent Faculty Association (PFA) and Parent Faculty Committee (PFC)	This committee meets regularly to address district-wide updates and to directly inform the goals and actions of the LCAP. The SDC met on the following dates before the finalization of the LCAP: September 13, 2024 October 25, 2024 December 13, 2024 January 17, 2025 February 21, 2025 March 14, 2025 April 11, 2025 May 16, 2025
Data Committee: This committee consists of Board members and district administrators.	This committee meets regularly to analyze and utilize data to drive informed decision-making that supports student achievement, instructional improvement, and overall district goals. The committee works to identify trends, assess the effectiveness of programs, and ensure data-driven strategies are implemented to enhance teaching and student learning. The goals and action plan of the LCAP related to data are regularly discussed. The Data Committee met on the following dates before the finalization of the LCAP:

Educational Partner(s)	Process for Engagement
	November 24, 2024 February 6, 2025 May 8, 2025
Superintendent's Youth Council (SYC): SYC consists of the superintendent and various cabinet members who meet periodically with high school students to discuss important issues impacting the district.	The SYC discusses items that impact the development of the LCAP including student mental health issues, school safety, and the need for academic intervention support. The SYC met on the following dates before the finalization of the LCAP: September 18, 2024 November 20, 2024 February 12, 2025
Las Virgenes Educators Association (LVEA): LVEA is our certificated union representing teachers and certificated staff	Each week, association members meet with district leadership in a Roundtable meeting. Their direct work with students informs LCAP goals and actions. In particular, goals related to college and career, opportunity and equity, well-being and professional capacity.
Las Virgenes Classified Association (LVCA): LVCA is our classified union representing the district's classified staff	Once a month, association members meet with district leadership in a Roundtable meeting. Their direct work is to support students in the learning environment and discussing pertinent LCAP goals and actions.
Finance Committee Meetings: The Finance Committee consists of Board members, Cabinet members, union leadership, teachers and the business department	The Finance Committee focuses on being fiscally solvent to ensure fiscal prudent oversight for all LCAP goals and actions. The Finance Committee met on the following dates before the finalization of the LCAP: August 30, 2024 October 9, 2024 December 6, 2024 January 22, 2025 February 28, 2025 April 4, 2025 May 23, 2025

Educational Partner(s)	Process for Engagement
School Board Meetings: The LVUSD School Board consists of five publicly elected officials, two student representatives, and eight district cabinet members.	The Board meets 1-2 times a month throughout the year to ensure the district is responsive to the community's values, beliefs and priorities. Before every Board meeting, adhering to the Brown Act, an agenda and related documents are posted for the public to review. District staff provided an update for the Board related to the LCAP. District staff provided the required mid-term LCAP update for the Board and community at the February 25, 2025 Board meeting as an Information item.
Ventura County SELPA: LVUSD District Admin/Staff meet regularly as part of the Community Advisory Committee (CAC).	The Ventura County SELPA has a Community Advisory Committee (CAC) comprised of parents of students with special needs, SELPA administrators, district administrators and agency representatives. The CAC facilitates the communication and exchange of information between schools and families, advises the administration of the SELPA (Special Education Local Plan Area) regarding their concerns and collaborates to solve them. CAC promotes activities that benefit students with disabilities and sponsors training for parents of children with disabilities. LVUSD has a parent representative on the CAC. This advocacy group provides feedback on district's LCAP goals and actions related to SWD. This committee met on the following dates before the finaliztion of the LCAP: September 9, 2024 November 4, 2024 January 27, 2025 March 5 2025 May 5, 2025

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

During the 2024-2025 school year, the LCAP and its goals were presented to various committee groups. The District received feedback and suggestions for the development of the 2025-2026 LCAP from these committees. In addition, parents completed a survey as part of the CHKS which provided important information for the development of the LCAP. The proposed LCAP will be provided to the public for the first reading on June 10, 2025 and will seek final approval at the June 24, 2025 Board meeting.

Goal #1: College and Career – LVUSD will support students with the curriculum, instruction and intentional guidance to provide every opportunity for success in college and career.

The actions related to this goal were developed primarily by the District Pathways Committee. The development of the Local Control and Accountability Plan (LCAP) was influenced by stakeholder feedback on the district's college and career goal by identifying key areas where additional support and resources were needed to enhance student readiness. Input from parents, educators, students, and community members highlighted the importance of expanding career technical education (CTE) pathways, increasing access to Advanced Placement (AP) and dual enrollment courses, and strengthening partnerships with local businesses and colleges. As a result, the LCAP includes targeted actions such as improving college and career counseling, providing work-based learning opportunities, and ensuring equitable access to college preparatory coursework. This feedback-driven approach ensures that the district's initiatives align with the needs of students as they prepare for post-secondary success.

The Curriculum Council and the second year of the District's math adoption committee have worked to adopt curriculum that is aligned with the state math standards. The recent adoption of new math curriculum is based, in part, on an analysis of the district's CAASPP math scores.

Goal #2: Opportunity and Equity – LVUSD will provide all students with regular assessment, monitoring and intervention support.
The actions related to this goal were mainly informed by the work of our elementary intervention specialists and the DELAC committee. The District also received feedback from educational partners, including parents, teachers, and community members, to ensure all students receive regular assessments, monitoring, and intervention support. Stakeholder input highlighted the need for data-driven decision-making to identify and address learning gaps effectively. In response, the LCAP includes strategies such as universal screening, formative and summative assessments, and real-time progress monitoring. Additionally, targeted intervention programs and professional development for educators were incorporated to enhance instructional practices and provide timely academic support, ensuring equitable access to resources for all students. The DELAC committee has done extensive work on creating the District English Learner Master Plan. The district revised the title of our DEI Coordinator to Coordinator of Community and Cultures to reflect the goal of creating a safe space for all students to learn and grow.

The Pupil Services Department continues to work closely with the Ventura County SELPA to help close the achievement gap for SWD.

Goal #3: Whole Child – LVUSD will cultivate the health, safety, and well-being of the whole child through curriculum, counseling, and positive learning spaces.

Through the District's Safety and Wellness Committee, there are systems In place that provide comprehensive staff, student and parent wellness support throughout the district. The district has a wellness center with hours to accommodate working parents.

Through committee decisions and work, the district continues to see the benefits on student achievement and well-being. RULER, VAPA, Restorative Practices all are entrenched in our campuses to support student learning and achievement.
A Strategic Arts Planning Committee helps ensure students have access to high-quality VAPA education that promotes creativity, cultural awareness and academic success.

Goal #4: Professional Capacity – LVUSD will build the professional capacity of our staff to prepare current and future teaches and leaders to best meet our students' diverse needs.
The Pathways Committee was an integral part of developing the actions related to this goal. They were responsible for overseeing professional development, closing achievement gaps, and guiding our work with creating a safe and equitable learning environment. The

Center for Educational Excellence (Center EdX) advisory board met bi-annually to help shape the development of our credential programs. The goal was also developed in collaboration with our bargaining units and PFA (Parent Faculty Association) parent leaders, who provide ongoing collaboration training, and coaching to support both the academic and mental health needs of students impacted by the pandemic. Last year's graduating class was the class who was impacted by the pandemic school closures in their 9th grade year.

LVUSD continues to build the professional of all staff to meet our student's diverse needs. Through our Center EdX Graduate School of Education, we offer several micro-credential programs, including the three-level pathway course in DEI. Additionally, all classified staff can complete asynchronous DEI courses through Keenan SafeSchools. LVUSD also has a strong partnership with the Anti-Defamation League (ADL) and continues to learn best practices through the vast array of resources through the ADL, including professional development, teacher resources, lesson plans and asynchronous workshop options.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	College & Career: LVUSD will support students with the curriculum, instruction, and intentional guidance to provide every opportunity for success in college and career.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our College and Career goal was created to focus on ensuring students are college and career-ready. This goal aligns with the following state priorities: implementation of state standards, pupil achievement, pupil engagement, access to a broad course of study, and pupil outcomes. In this case, the 2023 Dashboard indicated that 68.31% of students met or exceeded proficiency on the English/Language Arts CAASPP, and 54.75% met or exceeded proficiency on the math CAASPP. Graduation rates were 94.7% during the 2022 - 2023 school year, and A-G completion rates were 56%. With this goal, we plan to increase the percentage of students who met or exceeded the English/Language Arts CAASPP to 80% and math CAASPP to 75% by Spring of 2027. Additionally, we plan on increasing the percentage of students who graduate to 97% by the Spring of 2027. Finally, the district plans to increase A-G completion rates to 75% by Spring 2027. What the LEA intends to do to accomplish the goal: To achieve this goal, we will continue to develop small staff learning groups (PLCs) to support curriculum alignment, upcoming curriculum adoptions, and increase student academic achievement; restructure dual enrollment, independent study, and credit recovery to ensure coherence and consistency; expand access to Career Technical Education (CTE) by strengthening community college and business partnerships; develop a Three-Year TK-12 Math implementation plan that supports the development of expertise with respect to the new Mathematics Framework; and create continuity and coherence across TK-12 specialized programs (ie, Dual-immersion, Gifted and Talented Education, International Baccalaureate, Waldorf, AP Capstone). Additionally, LVUSD plans to address the needs of and improve outcomes for unduplicated student groups by maximizing Professional Learning Communities to review materials and strategies that are principally directed/targeted toward unduplicated youth and utilize these PLCs to regularly monitor unduplicated student data related to ELA and Math Achievement, Social Emotional Wellness, and Absenteeism Rates to address and inform intervention efforts and instructional priorities. How the LEA will know when it has accomplished the goal The district will realize it has achieved its goal by determining if the metrics have been met. Through a progress monitoring process where data is reviewed three times a year, the district will analyze the goals and progress on metrics. This will support the development of the LCAP for the following year and provide stakeholder groups with an update on progress on goals and why the LEA has developed this goal, including related metrics and expected outcomes. This goal addresses the District’s continued commitment to provide every student with opportunities for success upon

graduation. LVUSD will continue to review A-G Completion Rates, Graduation Rates, and formal and informal assessment data to monitor progress toward this goal. We intend to expand our community partnerships with businesses and local Community College Districts to provide various opportunities for post-secondary preparation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	High school graduation rate	94.8% in the 22-23 school year	94.2% in the 23-24 school year		HS Graduation Rate - 97%	-0.6%
1.2	A-G completion rate	56% in the 22-23 school year	59% in the 23-24 school year		75% A-G Completion Rate	+3%
1.3	CAASPP ELA Scores	68.31% met/exceeded in the 22-23 school year	69.65% met/exceeded in the 23-24 school year		CAASPP ELA: 80% met/exceeded	+1.34%
1.4	CAASPP Math Scores	54.75% met/exceeded in the 22-23 school year	58.62% met/exceeded in the 23-24 school year		CAASPP Math: 75% met/exceeded	+3.87%
1.5	CAASPP Science	30.18% met/exceeded in the 22-23 school year	49.10% met/exceeded in the 23-24 school year		CAASPP Science: 50% met/exceeded	+18.92%
1.6	AP Exams pass rate	76.5% score 3 or higher in the 22-23 school year	83% score 3 or higher in the 23-24 school year		Ap score of 3 or higher - 85%	+6.5%
1.7	IB Exam Pass Rate	75.2% score 4 or higher in the 22-23 school year	77% score 4 or higher in the 23-24 school year		IB score of 4 or higher - 85%	+1.8%
1.8	Instructional materials sufficiency	100% of students have access to standards-aligned materials in the 23-24 school year	100% of students have access to standards-aligned materials in the 24-25 school year		100% of students have access to standards-aligned materials	+/-0%
1.9	High school dropout rates	.04% in the 22-23 school year	.04% in the 23-24 school year		Maintain less than 1%	+/-0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Ren Star Reading	1st- 71.0% 2nd- 79.4% 3rd- 81.2% 4th- 82.7% 5th- 79.9% In the 23-24 winter benchmark at or above grade level	1st - 77.4% 2nd - 81.1% 3rd - 82.4% 4th - 86.2% 5th - 85.7% in the 24-25 winter benchmark at or above grade level		80% or at or above grade level	1st - +6.4% 2nd - +1.7% 3rd - +1.2% 4th - +3.5% 5th - +5.8%
1.11	Ren Star Math	1st- 85.6% 2nd-84.4% 3rd- 83.7% 4th-85.8% 5th- 83.4% in the 23-24 winter benchmark at or above grade level	1st - 71.7% 2nd - 81.7% 3rd - 86.1% 4th - 85.7% 5th - 87.8% in the 24-25 winter benchmark at or above grade level		85% or at or above grade level	1st - -13.9% 2nd - -2.7% 3rd - +2.4% 4th - -0.1% 5th - +4.4%
1.12	Implementation of State Standards	Per local indicator self-reflection tool on 2023 CA Dashboard: Full Implementation & Sustainability (5) in CTE, PE, World Languages, and Visual and Performing Arts. Full Implementation (4) in Health	Per local indicator self-reflection on the 2024 Dashboard Full implementation & Sustainabilities (5) in CTE, PE, World Languages, and Visual and Performing Arts Full implementation (4) in Health		Full Implementation & Sustainability in all areas	+/-0%
1.13	Percentage of students completing CTE pathway	8.92% in the 22-23 school year	9.5% in the 23-24 school year		25%	+0.58%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	Percentage of students completing CTE pathway and meeting A-G Requirement	4.1% in the 22-23 school year	6.4% in the 23-24 school year		15%	+2.3%
1.15	ELA - Early Assessment Program (EAP)	65.95% met/exceeded in the 22-23 school year	70.52% met/exceeded in the 23-24 school year		80% met/exceeded	+4.57%
1.16	Math - Early Assessment Program (EAP)	42.37% met/exceeded in the 22-23 school year	45.8% met/exceeded in the 23-24 school year		65% met/exceeded	+3.43
1.17	Middle School Drop Out Rate	.04% in the 22-23 school year	0.4% in the 23-24 school year		Maintain less than 1%	+/-0%

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.

The implementation of the district's Local Control and Accountability Plan (LCAP) goal has been guided by a commitment to improving student outcomes through strategic investments in instructional quality, student support services, and community engagement. Throughout the process, the district has worked diligently to align resources and initiatives with the identified priorities to ensure equitable opportunities for all students.

While the majority of planned actions have been implemented as designed, some substantive differences have emerged between initial plans and actual execution. Adjustments were made based on evolving student needs, stakeholder feedback, and unforeseen challenges, such as staffing shortages, shifting state requirements, or budgetary constraints. For example, planned professional development opportunities were modified to include more virtual options, increasing accessibility for teachers and staff. Additionally, some intervention programs were expanded or restructured to better serve students based on real-time assessment data. Specifically our overall implementation of our actions are described as follows:

Action 1.1: PLCs, Staff Development, and Collaboration Days
The district implemented early release days, staff development days, and PLC structures to improve instructional alignment and academic achievement. These efforts proved effective across nearly all student achievement metrics; however, some areas, including 1st, 2nd, and 4th grade math RenStar scores and the high school graduation rate, saw slight declines. Analysis indicates that the graduation rate shift was

largely due to an increase in students receiving Certificates of Completion and a small number of dropouts. The district continues to refine grade-level standards, data review protocols, and the use of PLC best practices to support student learning.

Action 1.2: Use of Formative and Interim Assessments for Unduplicated Students
This year marked the first time the use of formative and interim assessments was required across all school levels, with a focus on monitoring progress for unduplicated student groups (English learners, foster youth, and others). Initial data from the California Dashboard shows improved outcomes for these groups, suggesting early success in implementation. The district expects continued gains as staff further analyze results in PLCs and refine interventions based on real-time data.

Action 1.3: Strengthening Dual Enrollment Opportunities
The district has continued to promote dual enrollment as a viable and encouraged path for high school students. School counselors meet with all students at least twice a year to ensure families are aware of available college credit opportunities. Collaboration with local community colleges remains strong, with efforts focused on expanding access and awareness.

Action 1.4: Expansion of Career Technical Education (CTE)
The district developed and implemented three new CTE courses during the 2024–25 school year, increasing access to career pathways for students. Additional efforts include strengthening partnerships with local businesses, expanding internship opportunities, and continuing to pursue competitive grants. The district's CTE Advisory Council remains active in aligning program offerings with industry needs, and a CCAP agreement with LACCD has helped extend access to high-demand fields and legacy vacancy areas.

Action 1.5: Math Curriculum Adoption and Ongoing Professional Development
In 2023–24 and 2024–25, the district piloted and adopted a new math curriculum across all grade spans. The adoption process included extensive stakeholder feedback and data analysis through PLCs and assessment review. Implementation was supported by targeted professional development starting in Spring 2025 and will continue into the next school year. A district-level Teacher on Special Assignment has been instrumental in guiding PD and supporting data dives to assess implementation impact and improve rigor and coherence across sites.

Action 1.6: Coherence Across Specialized Programs
To strengthen continuity across specialized programs and support enrollment, the district has launched a coordinated outreach campaign, including social media promotion, school tours, and open houses. Monthly school tours and informational events at all sites have helped raise awareness of unique programs offered at each school. Additionally, alignment work is underway to ensure curriculum continuity across grade levels and schools, particularly in key specialized areas.

Overall, the district has experienced notable successes, including strengthened student academic performance, enhanced social-emotional support services, and increased family engagement. However, challenges such as inconsistent program participation rates and the need for additional targeted interventions have required ongoing adaptation and problem-solving. Despite these challenges, the district remains committed to continuous improvement and data-driven decision-making to refine implementation strategies. Ongoing monitoring and stakeholder collaboration will ensure that the district continues to make progress toward achieving the goals outlined in the LCAP while addressing any emerging needs.

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.

Goal 1.1 reflects the increased cost of release days for collaboration. School personnel received a 1.5% raise in 24-25 and benefits increased, so the cost of substitutes increased from projections.

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

PLCs were effectively used to address student success and progress toward LCAP goals. Students in grades 3-11 took IABs to improve the CAASPP scores. Counselors and administrators participated in professional development opportunities to review ways to increase high school dual enrollment opportunities.The District added IB/CTE aligned courses in the career pathway and the district added a career diploma in the high school IB program. The district began utilizing its GSPP grant to enhance the KASMA and Broadcasting programs. The district will need to analyze its CAASPP data to determine if the administration of the IABs improved student CAASPP scores.
Action 1.1 - PLCs, SDD, collaboration days and early release days were effective in increasing student academic achievement based upon all metrics (Metric 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.13, 1.14, 1.15, and 1.16) except high school graduation rate (metric 1.1), 1st, 2nd and 4th grade math RenStar scores (which were the only areas to see a decline) (metric 1.11). Analysis revealed the number of high school students earning a Certificate of Completion increased between the 22-23 and 23-24 school years which likely accounted the decrease in addition to a small number of students who dropped out at 18 years old.
Action 1.2 - Use and analysis of formative and interim assessments targeting unduplicated student groups. Analysis revealed improvement in CAASPP scores in the unduplicated student groups according to the 2024 CA Dashboard (metric 1.4 and 1.5). As this is the first year in LVUSD formative and interim assessments were mandated at all levels, the district anticipates additional increases.
Action 1.3 - Strengthen Dual Enrollment - The District encourages dual enrollment for all high school students. High school counselors work with students, parents and local colleges to ensure families are aware of options and opportunities. High school counselors meet at least twice a year with all students. (metric 1.2, 1.13, 1.14, 1.15, and 1.16). The number of dual enrollment students has increased from 2023-2024.
Action 1.4 - Expand CTE access - The District has developed 3 additional CTE courses during the 24-25 school year thus expanding its CTE offerings. (metric 1.13 and 1.14). Although the number of CTE courses did not increase from 2023-2024, the number of students taking CTE courses did increase. In the spring of 2024, the district approved several new CTE courses for the 2025-2026 school year, so the number of CTE courses will increase in the year 2 update.
Action 1.5 - Implement curriculum adoptions, PD on ongoing coaching to improve math achievement - During the 23-24 and 24-25 school years, the District piloted new math curriculum. During the 24/25 school year, the district adopted new math curriculum at the elementary, middle and high school levels. Ongoing PD to support the new curriculum began in the spring of 2025 and will continue in the 25-26 school year. The district's Teacher on Special Assignment worked with math teachers to analyze data on the formative and interim math assessments. (metrics 1.3, 1.4, 1.12, 1.15, and 1.16). This goal was effective as new math curriculum was piloted and adopted in the 2024-2025 school year.
Action 1.6 - Focus on instructional practices, continuity and coherence across specialized programs - The District has advertised on social media and its website to support enrollment efforts. All school sites do monthly school tours to attract new families to the district. (metrics 1.6, 1.7, 1.12, 1.13, 1.14). The focus on instructional practices was effective as evidenced by the increase in the district's CAASPP and CAST scores when comparing the 2023 CA Dashboard to the 2024 CA Dashboard.

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 district will not be using RenStar next year, but will be administering iReady assessments. This will impact progress on the goals related to RenStar. In addition, Action 1.5 will change from adoption to full implementation with the adoption of the district's new math curriculum at all levels (i.e. elementary, middle and high).

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	Continue to develop best practices in (Professional Learning Communities or PLCs) to support curriculum alignment, upcoming curriculum adoptions, and increase student academic achievement.	Utilize Staff Development Days, Collaboration Periods, Early Release, and Grade-Level Collaboration to support curriculum alignment and upcoming curriculum adoptions to increase student academic achievement. Develop grade-level standards for reviewing data and students' grading alignment. Training on best practices of PLC's Send staff to PLC training. Seek professional development on best practices to support student learning. Work on scope and sequence within departments on new courses being offered at school sites.	$1,090,000.00	No
1.2	Utilize and analyze formative and interim assessments to inform instruction and targeted support for students, focusing on improving outcomes for unduplicated students and	Develop small staff learning groups (Professional Learning Communities or PLCs) to review materials and strategies that are principally directed and targeted toward unduplicated student groups, including English Learners, foster youth, and other students with unique needs. PLCs will regularly monitor unduplicated student data related to ELA and Math Achievement, Social-Emotional wellness, and Absenteeism rates to address and inform intervention efforts and instructional priorities.	$242,429.00	Yes

Action #	Title	Description	Total Funds	Contributing
	students with unique needs.			
1.3	Strengthen dual enrollment opportunities for students with local community colleges.	Continue to work with local junior colleges to provide more dual enrollment courses on our H.S campuses -Seek opportunities to have concurrent enrollment for college credit classes with LVUSD teachers teaching CTE courses. This action does not cost the district as we partner with our local community colleges.	$0.00	No
1.4	Strengthen community college and business partnerships to expand access to career technical education (CTE).	• Expand access to Career Technical Education (CTE) through strengthening community college and business partnerships. -Identify partnership opportunities for internships and for CTE Pathways -Form CTE Advisory Council involving businesses and CTE Leaders -Research and identify competitive grants for school-to-work programs -Develop CTE Certification Programs for high schools -Expand CTE program with LA community college district; CCAP agreement- access to career pathways through college and career center, access for programs for existing students to go to LA county community colleges to complete programs in high need fields to fill legacy vacancies	$2,573,238.00	No
1.5	Implement curriculum adoption, professional development and ongoing coaching to improve math achievement.	-At the Elementary Level: Pilot new course materials and full implementation of the new materials starting in the 2025-26 school year. Continue to develop best practices around next pedagogy aligned to course materials. -At the Secondary Level: Pilot new course materials and full implementation of the new materials starting in the 2025-26 school year. Continue to develop best practices around next pedagogy aligned to course materials. -For staff: Provide Math PD to address creating rigor and coherence, vertical alignment Data Dives and PLCs- assess instructional impact through monitoring and analyzing data	$1,400,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Focus on instructional practices, continuity and coherence across specialized programs (e.g., Dual Immersion, Gifted and Talented Education, International Baccalaureate, Waldorf, AP Capstone).	Increase advertisement regarding specialized programs to support enrollment efforts. Hold program “open house”/informational meetings to attract new families Engage with educational partners to identify ways to grow existing programs Increase courses offered in specific programs Align curriculum across multiple grade levels and sites.	$25,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Opportunity & Equity: LVUSD will provide regular assessment, monitoring, and intervention support to ensure the success of all students on the CAASPP ELA, Math, and Science tests. Support will also be provided for students taking the ELPAC to increase the number of students making progress towards proficiency.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 2 - Opportunity and Equity goal was created to provide regular assessment, monitoring, and intervention support to all students, including social, emotional, and academic support. This goal aligns with the state priorities of implementing state standards, pupil achievement, and pupil engagement. Specific actions within this goal are principally directed and targeted to address the needs of unduplicated student groups. The action items will identify struggling students and provide interventions to help support them academically.

What the LEA plans to do to accomplish the goal: The current data suggests that particular subgroups of students (English Learners, foster youth, and students from lowincome backgrounds) need additional focus and support through teacher training, 1:1 interventions, and parent outreach. We will look at the following metrics to ensure that we are progressing toward our expected outcomes: CAASPP ELA, Math and Science data for specific student groups, English learner progress and reclassification rates (CA Dashboard), English learners/Socioeconomically disadvantaged /Foster youth suspension rates, and Chronic Absenteeism rates for English learners and Socioeconomically disadvantaged students.

LVUSD plans to provide equitable and comprehensive access to school services, interventions, and instruction for all students with unique needs. Specifically, we will deploy a rigorous summer reading program to serve our students at Title 1 schools, continue to staff each elementary site with a full-time intervention specialist to focus on reading and math, and provide robust professional development (i.e. in the area of Tier 1 and 2 supports, instructional practices, high leverage SDAIE strategies, etc.) for teachers and staff to support instruction for students identified as English Learners. The district will know it has accomplished its goal by determining if the metrics for intended outcomes have been met. Through a progress monitoring process where data is reviewed by district staff and administrators three times per year, the district will engage in ongoing analysis of the goals and progress on metrics. This will support the development of the LCAP for the following year and provide stakeholder groups with an update on progress on goals.

In reviewing the data, the 2023 Dashboard indicated that 31.54% of EL students met or exceeded proficiency on the English/Language Arts CAASPP, and 24.22% met or exceeded proficiency on the math CAASPP. This is significantly lower than the proficiency of our overall student group. According to the ELPAC assessment, only 23.12% of EL students reached EL proficiency in the ELPAC. Students from low-income backgrounds also scored below our general student population, with 58.12% meeting/exceeding proficiency in ELA and 40.13% meeting/exceeding proficiency in math. With this goal, we plan to increase the percentage of EL students who meet or exceed the English/Language Arts CAASPP to 65% and math CAASPP to 55% by Spring of 2027. Additionally, for students identified as socioeconomically disadvantaged, our goal is to raise their ELA and math proficiency to 65% and 55%, respectively, as measured on the CAASPP by the Spring of 2027.

LVUSD is committed to providing every opportunity for every student every day. We created this goal to monitor and assess the needs of our most vulnerable student groups and address the achievement gaps for these students. We value ongoing professional development and collaboration with staff and parents to address the needs of our students identified as English Learners, students from low-income backgrounds, Students with Disabilities, and students currently in foster care.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	English Learner ELA and Math CAASPP Scores	ELA - 31.54% Meet/Exceeds Math - 24.22% Meet/Exceeds 22-23 school year	ELA - 26.06% Meet/Exceeds Math - 26.32% Meet/Exceeds 23-24 school year		EL CAASPP ELA - 40% Meets/Exceeds EL CAASPP Math - 30% Meets/Exceeds	ELA (-5.48%) Math (+2.1%)
2.2	Low Income ELA and Math CAASPP scores	ELA - 58.12% Meets/Exceeds Math - 40.13% Meets/Exceeds 22-23 school year	ELA - 59.92% Meets/Exceeds Math - 48.76% Meets/ Exceeds 23-24 school year		Increase CAASPP ELA - 65% Meets/Exceeds Increase Math - 55% Meets/Exceeds	ELA (+1.8%) Math (+8.63%)
2.3	Number of LTELs	LTEL Count- 30 students 22-23 school year	LTEL Count -13 students 23-24 school year		LTEL Count: Maintain at no more than 20 students per year.	(-17)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Students Reading At-Level in Grade 3 according to RenStar	Percent of students at-level in reading in Grade 3 per RenStar: 83.7% 22-23 school year	Percent of students at level in reading in grade 3 per Ren Star 80.2% 23-24 school year		Increase the number of students reading at grade level to 90% of students in grade 3.	(-3.5%)
2.5	Percentage of English Learners completing college A-G	Percentage of English Learners completing college A-G - 0% 22-23 school year	Percentage of English Learners completing college A-G was too small to report for the 23-24 school year.		Increase the number of ELs who are completing A-G by 10%	+/- 0% since the subgroup was too small to report for the 23-24 school year)
2.6	Suspension rates for English Learners, Low Income, and Foster Youth	EL - 1.6% Low Income - 2.5% Foster Youth - 12.5% 22-23 school year	EL - 1.4% Low Income - 2.3% Foster Youth - 0% 23-24 school year		EL - Less than 1% Low Income - Less than 1% Foster Youth - Less than 5%	EL (-0.2%) Low Income (-0.2%) Foster Youth (-12.5%)
2.7	College and Career Indicators for Socioeconomically Disadvantaged	2023 CA Dashboard Socioeconomically Disadvantaged - 44.4% Agoura High School - SWD - 9.4% prepared	2024 CA Dashboard SED - 55.9% AHS SWD- 16.7% prepared		Increase to 60% or more AHS-SWD: Increase to 60% or more	SED (+11.5%) AHS SWD (+7.3%)
2.8	Chronic Absenteeism for English Learners and Low Income	Low Income - 20.4% English Learners - 13.8% 22-23 school year	Low Income - 11.3% English Learners - 9.8% 23-24 school year		Low Income - Decrease to 5% or less English Learners - Decrease to 5% or less	Low Income (-9.1%) English Learners (-4%)
2.9	English Learner Progress (CA Dashboard)	52.1% progressed to English language proficiency during the 22-23 school year	56.7% progressed to English language proficiency during		70% of ELs making progress towards Proficiency.	(+4.6%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			the 23-24 school year			
2.10	English Learner Reclassification Rate	EL Reclassification Rate: 10.8% 22-23 school year	EL Reclassification Rate: 26% 23-24 school year		Increase to 40% EL reclassification rate	(+15.2%)
2.11	Students with Disabilities - ELA and Math CAASPP Scores - points below standard (CA Dashboard)	22-23 school year SWD - ELA 61.6 points below standard SWD - Math 97.9 points below standard AEW - ELA - SWD - 108.7 points below standard ACS - ELA - SWD - 122.7 points below standard Lindero - ELA - SWD - 79.1 points below standard AEW - Math - SWD - 139.2 points below standard ACS - Math - SWD - 173.5 points below standard Lindero - Math - SWD - 130.2 points below standard	23-24 school year SWD - ELA 42.9 points below the standard SWD - Math 73.8 points below the standard AEW - ELA - SWD - 43.7 points below the standard ACS - ELA - SWD - 71.2 points below the standard Lindero - ELA - SWD - 56.3 points below the standard AEW - Math - SWD - 72.4 points below the standard ACS - Math - SWD - 99.1 points below the standard Lindero - Math - SWD - 107.2 points below the standard		SWD - ELA 35 points below the standard SWD - Math 50 points below the standard AEW - ELA - SWD - 35 points below the standard ACS - ELA - SWD - 35 points below the standard Lindero - ELA - SWD - 35 points below the standard AEW - Math - SWD - 50 points below the standard ACS - Math - SWD - 50 points below the standard Lindero - Math - SWD - 50 points below the standard	SWD - ELA improved by 18.7 points SWD - Math improved by 24.1 points AEW - ELA - SWD - improved by 65 points ACS - ELA - SWD - improved by 51.5 points Lindero - ELA - SWD - improved by 22.8 points AEW - Math - SWD - improved by 66.8 points ACS - Math - SWD - improved by 74.4 points Lindero - Math - SWD - improved by 23 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	Students with Disabilities - Graduation Rate Percentage	91.3% in the 22-23 school year	87.6% in the 23-24 school year		Increase to 95% Graduation Rate	(-3.7%)

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.

Our implementation of the LCAP has remained largely consistent with the planned actions, with a continued focus on supporting English Learners, Low-Income students, and other targeted groups through academic interventions, expanded access to resources, and efforts to improve overall student outcomes. The district worked to provide instructional support for English Learners and offered professional development to improve equitable access teaching practices for teachers of Math. Additionally, there was an emphasis on reducing suspension rates and chronic absenteeism, as well as increasing opportunities for students to complete college-preparatory coursework and reduce the number of LTELs. Specifically our overall implementation of our actions are described as follows:

Action 2.1: The district launched the 'Find My Genius' summer program, partnered with after-school programs, and expanded designated and integrated ELD small group supports. An Emergent Multilingual Specialist supported EL students and families.

Action 2.2: Full-time intervention specialists continued at each elementary site. Teachers received ongoing professional development in EL instruction, Tier 1/Tier 2 supports, and intervention strategies.

Action 2.3: The updated Master Plan guided EL supports. Secondary teachers received planning time, Lexia English was deployed at elementary levels, and new curricular tools were added to improve EL instruction.

Action 2.4: PLCs focused on data-driven instruction, co-teaching began in 6th-grade ELA, and a Math TOSA was hired to support teachers. Pilot programs tested new ELA and Math resources.

Action 2.5: Maintained 1:1 device access and expanded technology-based learning supports across all sites.

While the district remained on track with the majority of planned actions, a few adjustments were made to respond to areas of need. Additional instructional support and intervention were prioritized to address declines in English Learner ELA performance, and greater attention was given to attendance initiatives as chronic absenteeism persisted above desired levels. The district also increased its focus on reducing the number of LTELs, which resulted in a significant decline from 30 to 13 students. Similarly, Foster Youth supports were strengthened, contributing to a substantial reduction in suspension rates for this group.

Despite these focused efforts, challenges remain. English Learners' ELA CAASPP scores declined by 5.48% from the baseline, signaling the need for continued instructional refinement. Grade 3 reading proficiency also decreased slightly, and chronic absenteeism remains an ongoing concern, particularly for Low-Income and English Learner students. Meeting ambitious Year 3 goals, such as reducing absenteeism rates to 5% or less and increasing Grade 3 reading proficiency to 90%, will require sustained and strategic efforts moving forward.

At the same time, the district experienced several notable successes. Math CAASPP scores for Low-Income students improved by over 8%, the percentage of English Learners completing A-G coursework increased by 20%, and English Learner progress toward proficiency grew by over 13%. Suspension rates have decreased overall, with the most significant improvement seen among Foster Youth, and the number of LTELs has been nearly cut in half. These positive outcomes reflect the district's ongoing commitment to closing achievement gaps and improving educational opportunities for all students.

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

Goal 2.1 reflects greater participation in the ELOP program than initially budgeted. The response from families was greater than anticipated and, as a result, more students attended ELOP than projected.

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

The district has implemented a range of targeted actions to support English Learners, low-income students, foster youth, and students with disabilities, focusing on after-school and summer programs, individualized interventions, and family outreach. While programs like Find My Genius, designated ELD instruction, and the deployment of an Emergent Multilingual Specialist have provided valuable support, data shows that achievement gaps remain, especially for English Learners and students with disabilities.

Professional development in ELD strategies, small group instruction, and differentiated teaching has been expanded, alongside the adoption of tools like Lexia English and supplemental materials to support curriculum access. Secondary teachers are receiving additional time and resources to address the needs of Long-Term English Learners, and intervention specialists continue to support elementary students.

For students with disabilities, focused collaboration through PLCs, new curriculum pilots, co-taught classes, and increased instructional support aim to improve outcomes in ELA and Math. The 1:1 Forward Learning Initiative ensures ongoing technology access to support these efforts. Despite improvements in areas like reclassification rates and chronic absenteeism, continued support and intensified strategies are needed to fully close persistent performance gaps and meet district goals.
Action 2.1 - Provide extended after school and summer learning opportunities - This goal has been effective in increasing student engagement and academic progress by providing targeted extended learning opportunities—such as summer school for credit recovery and advancement, after-school programs for elementary students, and the Find My Genius initiative for specific subgroups—resulting in improved attendance, reduced LTEL numbers from 30 to 13, and measurable gains across multiple performance metrics (2.1, 2.2, 2.3, 2.5, 2.7, 2.9, 2.10, 2.11). For the 2025-2026 school year, the District will be expanding its ELOP offerings during the summer and the afterschool programs run by the district at select elementary schools.
Action 2.2 - Multi-tiered interventions for students with unique needs. This action has been effective in addressing the academic and social-emotional needs of students by providing targeted instruction and support through intervention specialists at each elementary school. These

specialists have played a critical role in delivering differentiated interventions, particularly for English Learners, Low-Income students, and Foster Youth. Professional development during the 2024–25 school year focused on best practices in English Learner instruction, equipping educators with strategies to better serve diverse learners. As a result, Low-Income students demonstrated significant academic growth, with Math CAASPP scores improving by over 8%, and Foster Youth experienced improved school climate outcomes, evidenced by a reduction in suspension rates. These outcomes reflect progress across multiple LCAP metrics (2.1, 2.2, 2.3, 2.5, 2.7, 2.9, 2.10, 2.11).
Action 2.3 - English Learner Master Plan to improve student outcomes. This action has been effective in accelerating academic outcomes for English Learners by providing secondary EL teachers with dedicated planning time to design and implement targeted instruction specifically for the Long-Term English Learner (LTEL) population. The integration of tools such as Lexia, RenStar, and MagicSchool has further supported differentiated instruction and reading comprehension, allowing students access to leveled texts that meet their individual needs. As a result of these strategic efforts, the district's numbers were too small to measure A–G coursework completion among English Learners and a 4.6% improvement in English proficiency rates, demonstrating meaningful progress in both academic achievement and language development across several key LCAP metrics (2.3, 2.5, 2.6, 2.8, 2.9, 2.10).
Action 2.4 - PLCs to improve outcomes for SWD in ELA and math. This action has been effective in improving outcomes for Students with Disabilities (SWD), as demonstrated by significant gains on the 2024 CA Dashboard—an 18.7-point increase in ELA and a 24.1-point increase in Math CAASPP scores. Targeted professional development on using PowerSchool enabled teachers to more effectively monitor academic progress and identify students in need of support. In addition, strengthened collaboration between general education and special education teachers led to more cohesive instructional planning and timely interventions. Early student growth was evident in site-based assessments, reflecting the positive impact of these efforts across multiple LCAP metrics (2.11, 2.12, 2.6, 2.7).
Action 2.5 - Sustain 1:1 Forward Learning Initiative - This action has been effective in promoting equitable access to learning tools and enhancing instructional delivery for all students. By ensuring that every student has access to computers and WiFi, the district has supported continuity of learning both in and out of the classroom, particularly for those requiring academic interventions. In the 2024–25 school year, the installation of 85" touchboard screens has further enriched classroom instruction by enabling more interactive, engaging, and visually supported lessons. These technology enhancements have contributed to improved access, engagement, and academic performance across student groups, aligning with multiple LCAP metrics (2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.9, 2.11, 2.12).

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.

This year, the district will expand its ELOP-funded support for English Learners, Low Income, and Foster Youth by creating the LVUSD Play & Learn With Us Summer Program that will provide full-day academic enrichment to students for six weeks. The program will focus on ELA and Math skills while engaging students in high interest activities. Additionally, the district will be strengthening the academic support in the afterschool program at three of our elementary schools. LVUSD will expand its after school offerings in the 25-26 school year and offerings during the summer of 2025. The change correlates with Action # 2.1 and 2.2.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Provide extended after school and summer learning opportunities to support grade-level and subject-level competency and achievement with a focus on homeless, low income, foster youth, and English Learners.	The current data suggests that particular subgroups of students (from low-income backgrounds, English Learners, and Foster Youth) need additional support through teacher training, 1:1 interventions, and parent outreach. Deploy Find My Genius, a summer reading program, for EL students Partner with afterschool programs to support extended learning for students. Deploy an Emergent Multilingual Specialist to support the needs of students identified as English Learners and their parents through direct support and access to community resources. Designated and integrated ELD supports through small group instruction will be provided.	$1,327,710.00	No
2.2	Utilize multi-tiered interventions to provide equitable and comprehensive access to school services for students with unique needs.	-Utilize multi-tiered interventions to provide equitable and comprehensive access to school services, including instruction and social emotional support for students with a focus on homeless, low-income, foster youth, English Learners and for other students with unique needs. -Continue to provide rigorous interventions by staffing full time intervention specialists at each elementary site. -Continued professional development for teachers and staff in EL instruction, Tier 1 and 2 supports, instructional practices, and other high leverage strategies.	$1,061,622.00	Yes
2.3	Adhere to the English Learner Master Plan 2023-26 to improve student outcomes via high-quality instruction.	With the support and collaboration of our DELAC committee, we updated the LVUSD Master Plan for English Learners, which is the document that outlines our comprehensive strategic plan to serve students identified as not proficient in speaking, reading, writing, or understanding English as a result of English not being their home language. The Master Plan includes detailed actions around five goal areas: Curriculum, Instruction, Assessment, Progress Monitoring, and Reclassification. We will provide secondary teachers of EL students additional planning time to design targeted instruction specifically for our LTEL population in Middle/High	$459,236.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school. We will be using Lexia English (a computer-based system to improve reading comprehension skills) to support and scaffold our EL students at the elementary level. We will provide supplementary materials across content areas that support English Language Learners' comprehension and ability to access the curriculum. We will also provide additional curricular tools, like Realia, to support instruction. Training will be provided to support teachers in integrating curricular tools. Secondary: Professional Development in the differentiation of instruction for a broad range of learners with various language needs. We are providing an ELD teacher with release time and a stipend to monitor the growth of our LTELS, and the teacher is providing PD to school sites to help support our English language learners.		
2.4	Facilitate Professional Learning Communities and targeted instructional support to improve outcomes for students with disabilities in ELA and Math, focusing on grades 6-8.	Department chairs will pull data from PowerSchool and discuss in PLCs how their students are doing in their classes. Will utilize IABs, site assessments, and district-level assessments. • Middle school department chair teachers will work with SAI teachers on best practices and provide demo lessons and content support for students with disabilities. • Training will be provided to SAI teachers before school, during staff development day, and micro-credentials on ways to support their struggling students. • Additional resources will be utilized during the Pilot process of the math curriculum that is geared toward students who are below grade level. • Middle school ELA teachers will start looking at Pilot materials to supplement their current adopted instructional materials. We have a gap in aligned materials that will support the teachers. • Incorporating Co-Taught classes in 6th ELA to focus on SWD at AEW, ACS, and Lindero. • Hiring a TK-12 Math TOSA to support teachers at all school sites. • Purchasing additional standard-based curriculum to help support teachers in ELA and Math at	$25,995,076.00	No

Action #	Title	Description	Total Funds	Contributing
		the Middle School Level. Emphasis is on areas of struggle for Students with Disabilities. This action supports the schools and student groups that received the lowest performance level for the "English Language Arts" indicator on the Dashboard. Emphasis is being placed on Arthur E Wright - Students with Disabilities, Alice Stelle - Students with Disabilities, and Lindero Middle School - Students with Disabilities. We will monitor Goal 2 - Metric 11 to see if the students are improving on the CAASPP. This action supports the schools and student groups that received the lowest performance level for the "Mathematics" indicator on the Dashboard. Emphasis is being placed on Arthur E Wright - Students with Disabilities, Alice Stelle - Students with Disabilities, and Lindero Middle School - Students with Disabilities. We will monitor Goal 2 - Metric 11 to see if the students are improving on the CAASPP.		
2.5	Sustain 1:1 Forward Learning Initiative	• Provide computer access for students district-wide. • Utilize technology-based curriculum to support intervention classes and students. • Provide technology-based equipment to expand students' learning.	$1,613,201.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Whole Child: LVUSD will cultivate the health, safety, and well-being of the whole child through curriculum, counseling, and positive learning spaces.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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.

Goal 3 - Our Whole Child goal will cultivate the whole child's health, safety, and well-being by maintaining safe and positive learning spaces, providing social, emotional, and wellness support, and encouraging parent and community involvement. This goal addressed the following state priorities: basic services, implementation of state standards, pupil engagement, school climate, and safety and school connectedness. Our major priority for the upcoming school year is addressing our chronic absenteeism rates (from 1.8% in 2020-2021 to 14.5% in 2022-2023). We will be increasing parent outreach, identifying possible incentives for attendance, and adding additional interventions to address this issue. LVUSD will also continue our work in integrating research-based social-emotional learning strategies and programs in our schools to address school connectedness and student wellbeing. We will expand our existing DEI efforts by providing more support and training at the secondary level and increasing our professional development offerings through our MicroCredential pathways.

Additionally, we hope to bring back our robust parent/community event schedule to involve parents and community partners in supporting the district ’s initiatives. LVUSD will review and align the staffing needs to ensure counseling support districtwide. Through the district’s Counseling Center, LVUSD will continue to provide access to mental health support for students, staff, and families. Our DEI Coordinator reclassified as the Coordinator of Community and Culture will also provide support, training, and resources across grade levels to integrate DEI framework and standards into the curriculum. Finally, as a district, we are committed to investing in MicroCredential pathways and professional development for teachers, emphasizing social-emotional learning.

We will know we have accomplished this goal through a progress monitoring process where data is reviewed by district staff and administrators three times per year; the district will engage in ongoing analysis of the goals and progress on metrics. This will support the development of the LCAP for the following year and provide stakeholder groups with an update on progress on goals.
This goal addresses the district’s efforts to maintain our physical buildings and school sites to ensure student and staff safety. We continue to foster positive learning environments by proactively addressing chronic absenteeism and suspension and expulsion rates. LVUSD is also working on increasing and improving our mental health support by enhancing our counseling services, providing professional development related to social-emotional learning, and increasing general education behavior interventions to ensure that we are meeting the needs of the whole child.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension rate	Suspension rate: 1.4% for the 22-23 school year	1.4% for the 23-24 school year		Maintain at or below 1%	0%
3.2	Suspension rates for English Learners, Socioeconomical ly Disadvantaged, Foster Youth and student groups scoring Red on the dashboard.	2023 EL: 1.6% SED: 2.5% Foster Youth:12.5% Homeless: 8.3% AEW - SED: 9.4% suspended at least one day AEW - SWD:13.4% suspended at least one day Calabasas High - SWD: 10.5% suspended at least one day	2024 EL: 1.4% SED: 2.3% Foster Youth: 0% Homeless: 4% AEW SED: 4.1% AEW SWD: 4.7% CHS SWD: 7.2% No groups in red.		EL: Less than 1% SED:Less than 1% Foster Youth: Less than 5% Homeless: Less than 5% AEW - SED: Less than 5% AEW-SWD: Less than 5% CHS-SWD: Less than 5%	EL: -0.2% SED: -0.2% Foster Youth: -12.5% Homeless: -4.3% AEW-SED: -5.3 AEW-SWD: -8.7% CHS-SWD: -3.3%
3.3	Expulsion rate	.04% for the 22-23 school year	0% for the 23-24 school year		Maintain at or below 0.5%	-.04%
3.4	<5% Recidivism rate for suspension- based referrals to the Counseling Center.	3.86% April 2024	0.03% April 2025		Maintain at less than 5%	-3.83%
3.5	Attendance Rate (Days Attended/Days Enrolled)	94.27% for the 22-23 school year	95.8% for the 23-24 school year		Attendance rate - 97%	+1.53%
3.6	Chronic absenteeism rate	14.5% for the 22-23 school year	8.1% for the 23-24 school year		Decrease to 4%	-6.4
3.7	Chronic absenteeism for English Learners and Socioeconomically	2023 English Learners - 13.8%	2024 English Learners - 9.8%		English Learners - less than 5%	EL 4% decrease SED 9.1% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Disadvantaged and students scoring a red on the CA Dashboard indicator.	Socioeconomically Disadvantaged - 20.4% AEW - Hispanic - 22.1% chronically absent AEW - 2 or more races - 21.4% chronically absent AEW - SWD - 35.4% chronically absent Las Virgenes Independent - White - 21.2% chronically absent Lupin Hill - EL - 20.9% chronically absent Lupin Hill - Hispanic - 31.1% chronically absent Lupin Hill - Two or more races - 22.6% chronically absent Lupin Hill - Socioeconomically Disadvantaged - 28.1% chronically absent White Oak - SWD - 23.9% chronically absent	SED - 11.3% AEW Hispanic - 13% chronically absent AEW 2 or more races - 12% chronically absent AEW SWD - 20.6% chronically absent LVIS White - 4.5% chronically absent Lupin Hill EL - 6.1% chronically absent Lupin Hill Hispanic - 21.6% chronically absent Lupin Hill 2 or more races - 8.2% chronically absent Lupin Hill SED - 18.5% chronically absent White Oak SWD - 4.3% chronically absent		SED - less than 5% AEW Hispanic - less than 5% AEW 2 or more races - less than 5% AEW SWD - less than 5% LVIS White - less than 5% Lupin Hill EL - less than 5% Lupin Hill Hispanic - less than 5% Lupin Hill 2 or more races - less than 5% Lupin Hill SED - less than 5% White Oak SWD - less than 5%	AEW Hispanic 9.1% decrease AEW 2 or more races 9.4% decrease AEW SWD 14.8% decrease LVIS White 16.7% decrease Lupin Hill EL 14.8% decrease Lupin Hill Hispanic 9.5% decrease Lupin Hill 2 or more races 14.4% decrease Lupin Hill SED 9.6% decrease White Oak SWD 19.6% decrease
3.8	Sense of Safety (Student, Parent, teacher) per CHKS data	23-24 Parent CHKS Survey Child's safety at school for in-person learning: 3% (somewhat, quite, or extremely concerned)	24-25 Parent CHKS Survey -Child's safety at school for in-person learning 2% (somewhat, quite or extremely concerned)		Parents' concern for child's safety: Less than 5% concerned Students' perceived safety at school" 100% feel	Child's safety at school for in-person learning: 1% decrease Parents' concern for child's safety: 2% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Parents' concern for child's safety: Less than 5% concerned Students' perceived safety at school: 100% feels safe 23-24 Student CHKS Survey - School perceived as very safe or safe (agree/strongly agree): 4th - 83% 5th - 86% 6th - 78% 7th - 72% 8th - 73% 9th - 65% 10th - 71% 11th - 71% 12th - 70% 23-24 Teacher CHKS Survey Safety: Staff feeling safe- 42% strongly agreed that they felt safe	Parents' concern for child's safety: Less than 3% concerned Students' perceived safety at school: 100% safe 24-25 Student CHKS Survey - School perceived as very safe or safe (agree/strongly agree): 4th - 88% 5th - 87% 6th - 75% 7th - 72% 8th - 73% 9th - 77% 10th - 74% 11th - 77% 12th - 74% 24-25 Teacher CHKS Survey Safety: Staff feeling safe - 52% strongly agreed that they felt safe		safe in grades 4-12th Staff feeling safe: 75%	Students' perceived safety at school: 0% change School perceived as very safe or safe (agree/strongly agree): 4th - 5% increase 5th - 1% increase 6th - 3% decrease 7th - 0% change 8th - 0% change 9th - 12% increase 10th - 3% increase 11th - 6% increase 12th - 4% increase Staff feeling safe; 10% increase
3.9	School Connectedness (Student, Parent, Teacher) per CHKS data	23-24 Parent CHKS • School encourages	24-25 Parent CHKS		Parents' school connectedness:	School encourages me to be an active

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		me to be an active partner: 44% strongly agree 23-24 Student CHKS Survey - School Connectedness (in-school) -Yes, most or all of the time; based on 5 questions: 4th- 77% 5th - 79% 6th - 70% 7th- 70% 8th- 68% 9th - 61% 10th - 63% 11th - 60% 12th - 60% 23-24 Teacher CHKS Survey - Connectedness: 37% strongly agreed that Adults who work at this school...have close professional relationships with one another.	-School encourages me to be an active partner: 42% 24-25 Student CHKS Survey - School Connectedness (in-school) - Yes most or all of the time based on 5 questions 4th- 80% 5th - 76% 6th - 73% 7th- 67% 8th- 66% 9th - 69% 10th - 66% 11th - 69% 12th - 63% 24-25 Teacher CHKS Survey - Connectedness: 45% strongly agreed that Adults who work at this school...have close professional relationships with one another.		75% strongly agree or more Students' school connectedness: 90% yes, most or all of the time; based on 5 questions in 4-12th Staff's school connectedness: 75% strongly agreed that adults who work at this school...have close professional relationships with one another	partner - 2% decrease School Connectedness (in-school) - Yes most or all of the time based on 5 questions 4th- 3% increase 5th - 3% decrease 6th - 3% increase 7th- 3% decrease 8th- 2% decrease 9th - 8% increase 10th - 3% increase 11th - 9% increase 12th - 3% increase Staff's school connectedness: 8% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.10	Parent Participation in Decision-Making per CHKS data	23-24 Parent CHKS- school actively seeks the input of parents before making important decisions: 26% strongly agree/agree	24-25 Parent CHKS - school actively seeks the input of parents before making important decisions: 63%		School actively seeks input of parents before making important decisions: 80% strongly agree/agree	School actively seeks input of parents before making important decisions: 37% increase
3.11	Facilities in Good Repair- Maintain 100%	23-24 school year 100% of facilities are in good repair (FIT Reports)	24-25 school year 100% of facilities are in good repair		Maintain 100% of facilities are in good repair	+/-0%
3.12	Parent Participation	128 parents participated in the district's Parent Series	n/a		150 parents participated in the district's Parent Series	n/a

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.

LVUSD is dedicated to supporting student health, safety, and well-being by integrating relevant curriculum, expanding counseling resources, and fostering inclusive, supportive learning environments. This commitment is reflected in a range of district-wide efforts, such as addressing chronic absenteeism, broadening access to social-emotional learning (SEL), advancing diversity, equity, and inclusion (DEI) initiatives, and enhancing mental health services. The district also places strong emphasis on maintaining top-tier facilities, ensuring that all campuses remain well-equipped to promote academic achievement. According to the California Healthy Kids Survey (CHKS), parental concerns regarding student safety are minimal, with only 3% expressing unease. Student-reported feelings of safety, however, varied by grade level—83% of 4th graders reported feeling safe at school, compared to 65% of 9th graders. Among staff, perceptions of safety were notably lower, with just 42% strongly agreeing they feel secure at work—below the district's 75% target. In response, LVUSD has expanded its safety measures, including restorative justice training and continued DEI-focused efforts. To better align with the broader scope of this work, the title of DEI Coordinator was recently updated to Coordinator of Community & Culture.

Action 3.1: Provide Counseling in Elementary Schools

LVUSD has implemented counseling and intervention strategies, increased communication with families, deployed a Coordinator of Academic and Behavioral Intervention, and established incentive programs to recognize consistent attendance. Additionally, home visits and partnerships with local agencies, including the Lost Hills Sheriff's Department, provided additional support to struggling students and reduced chronic absenteeism, which is 8.1% as of the mid-year update. TK-5 students continue to receive social-emotional support through the elementary counselors that have positively impacted attendance and safety.

Action 3.2: Comprehensive Secondary Counseling
Secondary counselors are supporting students in academic, career readiness, and mental health awareness. The LVUSD Counseling Center offers structured services for students, including support for college and career planning, credit recovery, and mental health interventions. Suspended students receive wellness counseling to connect them with resources and address underlying behavioral challenges. The district has also invested in a Wellness Center, where counselors met with students identified as struggling academically or emotionally. Emphasis has been placed on supporting foster and homeless youth, ensuring they have access to necessary resources.

Action 3.3 DEI for Students, Staff & Community now referred to as Community and Culture for Students, Staff and Community
The Coordinator of Community & Culture and the Ventura County SELPA is providing support, training, and resources at all schools to support staff with restorative justice practices and students who might be suspended. Emphasis has been placed on schools scoring in the lower indicator of the dashboard as the first priority of training opportunities. The Community and Culture Coordinator provides ongoing training and resources to support inclusive practices, along with efforts to integrate DEI principles into the curriculum. Restorative justice strategies are being expanded to assist students in resolving conflicts and addressing disciplinary concerns proactively.

Action 3.4 Wellness Center
The district Wellness Counselor is meeting with students with academic struggles, mental behaviors, or discipline and will meet with them for multiple sessions to support the students. Wellness counselors meet with suspended students to provide support and resources to the student and their families as needed with emphasis placed on LVUSD Foster Youth and LVUSD Homeless and SED and SWD students at Arthur E Wright and SWD students at Calabasas High School.

Action 3.5 Implementing RULER, DEI, Restorative Practices, and the TK-12 California Health Standards
RULER continued to be utilized to teach emotional regulation in elementary classrooms. Our Community & Culture Coordinator (previously DEI) delivered regular and ongoing presentations to support inclusive and restorative practices for students, staff, and families. LVUSD continued to review and expand class and school libraries with diverse offerings of books and adopt and deploy new core texts that represent our diverse community. The district adopted The Great Body Shop to provide standards-aligned content. and skills in health for all K-5 students. The LVUSD MicroCredential Pathways and professional development for teachers that focus on social-emotional learning and mindfulness continue to expand.

Action 3.6 Educational Events
LVUSD offered multiple parent/community events to involve parents as partners and support inclusivity and social-emotional well being. In the 24-25 school year, LVUSD responded to community needs by partnering with Kaiser Permanente to offer a child nutrition series.. In addition, the district sponsored a speaker series which included a Holocaust survivor and authors of children's books. The Coordinator of Community & Culture has worked with parent volunteers to bring awareness and activities to each campus and continues to meet with parents 3 times a year to seek feedback and suggestions for implementation.

Action 3.7 Systems of attendance, intervention, and discipline
Through the Coordinator of Academic and Behavior Intervention, LVUSD maintained a high level of communication with students, parents, and staff regarding the importance of school attendance, provided counseling and intervention for students in danger of chronic absenteeism, and used timely incentive programs to reward improved school attendance. The District provided a vibrant SARB process that includes incentives and counseling/behavioral support for students and parents. The SARB hearings included a Wellness counselor, administrator from the students school and law enforcement. The focus is on support and accountability. Discipline at all schools includes robust restorative practices. Resources were provided for families as needed and connect them with outside agencies for additional support. Emphasis is being placed on Arthur E. Wright - Hispanic, Two or More Races, and Students with Disabilities, Las Virgenes Independent - White, Lupin Hill - English Learner, Hispanic, Two or More Races and Socioeconomically Disadvantaged, and White Oak - Students with Disabilities.

Action 3.8 Visual and Performing Arts (VAPA)
LVUSD is funding elementary VAPA teachers, increasing course offerings in middle and high schools based on student demand, and providing necessary materials and supplies to support artistic expression. The District has an active VAPA program with two professional performing arts centers at both high schools. Elementary and middle school students have access to these centers during and after school. A district wide elementary vocal music program is being developed for 2025-2026.

Moving forward, LVUSD remains dedicated to refining and expanding these initiatives to foster a supportive, inclusive, and engaging learning environment for all students.

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

No material differences are currently projected.

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

While progress has been made in attendance and behavioral metrics, chronic absenteeism remains a concern, particularly for certain student subgroups. Additionally, staff safety perceptions, school connectedness, and parent engagement in decision-making require further attention. These areas will likely need more targeted strategies, including expanded mental health support, school climate initiatives, and parent outreach efforts.

LVUSD has made meaningful progress in maintaining low suspension and expulsion rates, improving attendance, and expanding SEL and DEI initiatives. However, continued focus is necessary to ensure that all students, staff, and parents feel connected, safe, and engaged within the school community. The district’s commitment to ongoing data analysis and stakeholder feedback will be crucial in refining strategies and achieving the goals outlined in the LCAP.

School connectedness remains a challenge, particularly at the secondary level although the 24-25 CHKS results reflect the district's efforts to improve student connectedness proved effective. In grades 4, 6, 9, 10, 11 and 12 the CHKS results all noted an increase in school connectedness. Grades, 5, 7, and 8 reflected less than a 5% decrease. Similarly, staff connectedness improved from 37% of staff strongly agreeing that they have close professional relationships according to the 23-24 CHKS, to 45% on the 24-25 CHKS. Parent engagement in decision-making significantly increased from 26% on the 23-24 CHKS to 63% on the 24-25 CHKS. . The district will continue working to align parent and community events with DEI standards, increasing opportunities for engagement and feedback.

Despite these challenges, the district has successfully maintained a low suspension rate of 1.4%, consistent with the previous year, and completely eliminated expulsions (down from 0.04% to 0%). Additionally, recidivism rates for students referred to the counseling center due to behavioral issues have significantly improved, decreasing from 3.86% to just 0.03%, highlighting the success of intervention efforts.

Action 3.1 Counseling services in elementary schools were effective in lessening the number of students considered chronically absent. The number of chronically absent students decreased by 6.4%. (metric 3.6) Specific subgroups have also seen positive trends, with English Learners improving to 9.8% and socioeconomically disadvantaged students to 11.3% (metric 3.7). Attendance rates have also increased to 95.8% mid-year, reflecting ongoing efforts to strengthen student engagement.
Action 3.2 Comprehensive secondary counseling increased the number of high school counselors from 2 at each high school to 4 at each high school. In addition to the district's Wellness Center, secondary counselors were effective in reducing the number of chronically absent students by 6.4% (metric 3.6), reducing suspension and expulsion rates (metric 3.1, 3.2, 3.3).
Action 3.3 - The LVUSD Coordinator of Community and Culture (previously identified as the district's DEI Coordinator) has been effective in contributing to reducing the number of chronically absent students by 6.4% (metric 3.6) and reducing suspension and expulsion rates (metric 3.1, 3.2, 3.3) To date, 10 staff members have been trained through the Ventura County SELPA on restorative justice practices and have offered PD to LVUSD staff.
Action 3.4 - The District’s Wellness Center, located on the A.E. Wright Middle School campus and staffed by three full-time counselors, continues to serve as a vital resource for students, staff, and families. The center provides access to mental health services, preventative care, and crisis support, helping to address a range of student needs. Suspended students are engaged in restorative justice practices, reinforcing a supportive and rehabilitative approach to discipline.
In the 2023–24 school year, the District recorded 43 substance abuse referrals; as of now, only 13 have been reported for 2024–25, indicating early progress and improved intervention. This action has been particularly effective for Socioeconomically Disadvantaged (SED) students and Foster Youth. On the 2023 California Dashboard, SED students were identified in the "Yellow" performance level for suspensions; by 2024, they improved to the "Green" level. Notably, Foster Youth demonstrated substantial progress, moving from the "Red" (lowest) level for suspension in 2023 to the "Blue" (highest) level in 2024.
Action 3.5, which include the implementation of RULER (a social-emotional learning framework), DEI programming, restorative practices, and alignment with CHKS standards. The District has also invested in staff professional development and microcredential pathways focused on SEL and mindfulness. These initiatives have collectively contributed to a 6.4% reduction in chronic absenteeism (Metric 3.6), as well as a notable decline in suspension and expulsion rates (Metrics 3.1, 3.2, and 3.3). As a result, this action item has proven highly effective in advancing student wellness, equity, and engagement across the District.
Action 3.6 - LVUSD has provided educational events at the site and district level that are responsive to community needs. CHKS data (metric 3.10) indicated a 37% increase in parents reporting feeling connected to the schools. The Coordinator of Community and Culture (former DEI Coordinator) has been the fore person in scheduling these events.

Action 3.7 - Maintain and sustain systems of attendance, intervention and discipline that provide students with high accountability and high support. The number of suspensions remains low holding steady at 1.4% of students suspended for at least one day according to the 2023 and 2024 CA Dashboard (metric 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8) According to the 2024 CA Dashboard, chronic absenteeism decreased by 6.4% district wide. This action item has been effective.
Action 3.8 - Enhance student access to and engagement in VAPA education in district facilities. The Performing Arts Centers have provided a high- quality facility for student engagement in VAPA. (metric 3.11) This action item has been effective due to the development of a VAPA Strategic Plan and utilizing Prop 28 funding to support elementary and middle school performances in the Performing Arts Centers.

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

We continue to make progress on this goal and there are no substantive changes to the metrics, outcomes, or actions for the coming year. Metric 3.12 "Parent Participation" has been added to the 2025-2026 LCAP. This metric will strengthen family engagement as a key component of student success and school improvement. The DEI Coordinator's title has been changed to the Coordinator of Community and Culture.

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	Provide counseling services in Elementary schools to support students social and emotional learning.	Elementary counseling services are provided, and school sites support students' social and emotional learning. This action supports the schools and student groups that received the lowest performance level for the "Chronic Absenteeism" indicator on the Dashboard. Emphasis is being placed on Lupin Hill English Learner, Hispanic, Two or More Races and Socioeconomically Disadvantaged and White Oak - Students with Disabilities. Goal 3 - Metric 7 will be monitored for the student's Chronic absenteeism.	$909,763.00	Yes
3.2	Provide comprehensive secondary counseling services focused on	Utilize secondary counselors to support students' well-being, provide academic support, raise awareness of mental health issues, and provide family support. • LVUSD Counseling Center will continue to work with students, staff, and families through an appointment booking system.	$1,514,790.00	Yes

Action #	Title	Description	Total Funds	Contributing
	academic, wellness, and career readiness.	Counselors meet with students to discuss A-G competition or complete a plan to be career-ready. -Support parents and their understanding of how to best support their children in College or Career preparation. -Meet with students to recommend summer offerings or credit recovery options to keep students on track for H.S. graduation. • Wellness Counselor will meet with suspended students to provide support and resources to the student and their families as needed. This action supports the schools and student groups that received the lowest performance level for the "suspension rate" indicator on the Dashboard. Emphasis is being placed on Arthur E Wright - Social Economically Disadvantaged and Students with Disabilities, and Calabasas High Students with Disabilities. Goal 3 - Metric 2 will be monitored for the suspension rate of these students. This action supports the schools and student groups that received the lowest performance level for the "College/Career" indicator on the Dashboard. Emphasis is being placed on Agoura High School - Students with Disabilities. Goal 2 - Metric 7 will be used to monitor the students.		
3.3	Diversity, Equity and Inclusion for students, staff and community.	• The Community & Culture Coordinator will continue to provide support, training, and resources across grade levels to integrate the DEI framework and standards into the curriculum. • The Coordinator of Community and Culture will provide restorative justice training to site admin and will help support staff in best practices when dealing with students who might be suspended. Emphasis is going to be placed on schools scoring in the lower indicator of the dashboard as the first priority of training opportunities. • Restorative justice training for staff through Ventura County SELPA. Staff will attend and come back to help train additional staff.	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Provide a Wellness Center to support students, staff, and parents.	The district Wellness Counselor will meet with students identified by school sites who might show signs of struggling academically, mental behaviors, or continued behavioral behaviors and will meet with them for multiple sessions to support the students. • Wellness Counselor will meet with suspended students to provide support and resources to the student and their families as needed. Emphasis is being placed on LVUSD Foster Youth and LVUSD Homeless. This action supports the schools and student groups that received the lowest performance level for the "suspension rate" indicator on the Dashboard. Emphasis is being placed on Arthur E Wright - Social Economically Disadvantaged and Students with Disabilities, and Calabasas High Students with Disabilities.	$517,878.00	Yes
3.5	Continue to utilize RULER, DEI, Restorative Practices, and the California Health Standards into TK-12.	Continue to expand DEI efforts to include reviewing and expanding our class and school libraries with diverse offerings of books. Adopt and deploy new core texts that represent our diverse community. Curriculum alignment and integration with SEL, DEI, VAPA, and CA Health standards. Continue to invest in MicroCredential Pathways and professional development for teachers with a focus on social-emotional learning and mindfulness.	$0.00	No
3.6	Continue to develop and offer educational events at the site and district level that are responsive to parent/community needs.	Review and align parent/community events to involve parents as partners to support district DEI standards and student social-emotional well being. The Coordinator of Community and Culture will work with DEI parent volunteers to bring awareness and activities to each campus. The Coordinator of Community and Culture will meet with parents 3 times a year to seek feedback and suggestions for implementation.	$50,000.00	No
3.7	Maintain and sustain systems of	Address chronic absenteeism	$211,480.00	No

Action #	Title	Description	Total Funds	Contributing
	attendance, intervention, and discipline that provide students with high accountability and high support through multifaceted efforts.	• Increase communication with students, parents, and staff regarding the importance of school attendance. • Provide counseling and intervention for students who may be chronically absent. • Incorporate home visits to support students who are chronically absent • Deploy Coordinator of Academic and Behavior Intervention to support attendance • Create incentive programs to recognize the importance of school attendance • Utilize the District Coordinator of Academic and Behavior Interventions to work with students, families, and school sites to provide resources for families as needed and connect them with outside agencies for additional support. • The coordinator of Academic and Behavior interventions will work with local agencies, the Lost Hills Sheriff's Department, and district resources to support struggling students who are not attending campus on a regular basis. Monthly meetings will be scheduled to monitor these students. • Family resource liaison will connect with Homeless and Foster Youth families to provide and guide them with local resources needed for food, living, and housing resources. • Parent training on the importance of attendance. The emphasis at the school sites with students is the lowest indicator for Chronic absenteeism. • Monthly attendance tracking and scheduled meetings with the counselors to support the students who need additional support. This action supports the schools and student groups that received the lowest performance level for the "Chronic Absenteeism" indicator on the Dashboard. Emphasis is being placed on Arthur E. Wright - Hispanic, Two or More Races, and Students with Disabilities, Las Virgenes Independent - White, Lupin Hill - English Learner, Hispanic, Two or More Races and Socioeconomically Disadvantaged, and White Oak - Students with Disabilities. Goal 3 - Metric 7 will be monitored for the student's Chronic absenteeism.		

Action #	Title	Description	Total Funds	Contributing
3.8	Enhance student access to and engagement in high-quality Visual and Performing Arts (VAPA) education, fostering creativity, cultural awareness, and academic success.	Implement a VAPA Strategic plan that was developed by a group of educators during the 23-24 school year. Utilize new Prop 28 funding to support VAPA experiences for students across the district. • Fund elementary VAPA teachers to provide students with visual and performing arts opportunities during the school day. • Additional sections are being created in the Middle and High schools. Sections are being added based on student course requests. • Materials and supplies to support students in VAPA.	$1,300,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Professional Capacity: LVUSD will build the professional capacity of our staff to prepare current and future teachers and leaders to meet our students' diverse needs best.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal 4 - Professional Capacity goal will continue to build upon the professional capacity of our staff to best meet our students' diverse needs by providing robust professional development opportunities and instructional coaching support. Goal 4 addresses the state priority of basic services, safety, and school connectedness. We plan to accomplish this goal by ensuring that 100% of the teachers assigned have appropriate credentials. LVUSD will continue our efforts to prepare for and expand our Universal Transitional Kindergarten programs in alignment with recent legislation. This includes ensuring that UTK classrooms have appropriately credentialed teachers, additional instructional staff, and early childhood best practices training.

Additionally, LVUSD will continue to sustain and build upon our existing accredited teacher preparation and development programs through the Center for Educational Excellence. In continuing our efforts to provide rigorous professional development pathways through our MicroCredential Program, we will add to existing offerings, focusing on teacher effectiveness and instructional strategies. What the LEA plans to do to accomplish the goal: In efforts to retain, attract, and support highly qualified teachers and staff with competitive salaries, benefits, and professional development, LVUSD will continue to facilitate new and ongoing employee training. We will expand our recruitment efforts for potential new employees by hosting and attending job fairs. LVUSD also plans to increase our social media outreach to attract potential applicants.

We will continue investing in new teachers by paying for induction programs and ongoing coaching. Finally, we will work with our local unions to address employee concerns and ensure our facilities are safe and secure. We will continue to expand our educator development efforts by deploying a mild-moderate credential program by 2027 to address statewide staffing shortages for special education teachers. Additionally, the Center for Educational Excellence will continue to provide a rigorous, research-based Early Childhood Education Certificate Program for our 17 district consortia partners to ensure that aspiring TK teachers have the mandated units required to teach Transitional Kindergarten. Finally, we plan to continue offering both certificated and classified employees opportunities to promote professional capacity building through our Center for Educational Excellence MicroCredential pathways. Courses will focus on instruction, social-emotional learning, mindfulness, coaching, and office leadership. Courses will be offered during the summer, fall, and spring sessions. Participants will earn compensation or college credits upon completion of a MicroCredential.

We have accomplished our goal by determining the metrics have been met. Through a progress monitoring process where data is reviewed by district staff and administrators three times per year, the district will engage in ongoing analysis of the goals and progress on metrics. This

will support the development of the LCAP for the following year and provide stakeholder groups with an update on progress on goals. LVUSD values building the capacity of all of our staff and teachers. We will provide robust training and professional development for all staff to address all students' instructional and social-emotional needs. We continue to support future teacher leaders by providing access to preliminary and clear administrative services credentialing programs through the Center of Educational Excellence. Professional development will continue to focus on our DEI efforts and culturally proficient pedagogy.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Teachers assigned w/ appropriate credentials	23-24 school year 97% of our teachers fully credentialed. 11 are on short term staff permits or provisional intern permits.	24-25 school year 98% of our teachers fully credentialed. 7 are on short term or provisional interns.		100% of teachers are assigned with appropriate credentials.	+1% of fully credentialed teachers and -4 teachers on short term or provisional permits.
4.2	Center EdX program completion	23-24 graduation rate PASC Cohort 11 89% (17 out of 19) PASC Cohort 12 83% (10 out of 12) CASC 100% (11 out of 11) TIP - 100% (14 out of 14)	24-25 graduation rate Cohort 11 100% (19 out of 19) Cohort 12 100% (12 out of 12) CASC 100% (11 out of 11) TIP - 100% (14 out of 14)		100% of candidates in teacher induction, PASC, and CASC on track for completion and graduation.	Cohort 11 graduation rate - +11% Cohort 12 graduation rate - +17% CASC graduation rate +/-0% TIP +/-0%
4.3	Staff engage in district-provided Diversity, Equity, and Inclusion training	23-24 school year All site administrators participated in an anti-bias training facilitated by the Anti-Defamation League. All LVUSD middle school educators	24-25 school year In addition to all site administrators and all LVUSD middle school educators who attended an ADL workshop that explored topics		100% of LVUSD staff completed in DEI Learning	+ 100% Classified staff completed anti-bias training +32 staff members completed the DEI micro-credential pathway

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		attended at “Responding to Bias” training. All LVUSD middle school educators attended an ADL workshop that explored topics such as identity, prejudice, and discrimination. 17 staff members, completed the DEI micro- credential pathway in the 2023-24 school year.	such as identity, prejudice and discrimination, and all LVUSD middle school educators attended a "Responding to Bias" training, 100% of classified staff participated in an anti-bias training facilitated by the Anti-Defamation League and 32 staff members completed the DEI micro-credential pathway in the 2024-2025 school year.			
4.4	UTK teachers appropriately credentialed and assigned	100% UTK teachers appropriately credentialed and assigned in the 23-24 school year.	100% of UTK teachers are appropriately credentialed and assigned in the 24-25 school year.		100% of UTK teachers are appropriately credentialed and assigned.	0%
4.5	Instructional Assistants appropriately trained and assigned.	100% Instructional Assistants appropriately trained and assigned in the 23-24 school year.	100% of Instructional Assistants are appropriately trained and assigned in the 24-25 school year.		100% of Instructional Assistants are appropriately trained and assigned.	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.6	Universal Transition Kindergarten (UTK) classrooms meet the facilities requirements outlined in the CA Ed Code.	100% of UTK classrooms meet the facilities requirements outlined in CA Ed Code in the 23-24 school year.	100% of UTK classrooms meet the facilities requirements outlined in CA Ed Code in the 24-25 school year.		100% of UTK classrooms meet the facilities requirements outlined in CA Ed Code	0%

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.

There was no substantive change between the planned actions and the actual implementation of these actions. LVUSD continues to seek highly qualified credentialed teachers for all open positions and works with our short term and intern permits to provide ongoing professional development as they seek full credentialing. Additionally, our Center for Educational Excellence (Center EdX) has added micro credential training for both certificated and classified staff. Further, our Ed services department offers a monthly menu of professional development opportunities for all staff. This includes comprehensive training and monitoring for our instructional assistants. Our Center for EdX continues to grow in enrollment and has expanded its network of instructors and coaches. Our Community and Culture Coordinator (formerly titled DEI Coordinator) has continued her work in the area of DEI offering professional development led by the Anti Defamation League, LA County Human Relations, Mobil Museum of Tolerance, etc. Further, our coordinator works directly with the school sites to offer site specific professional development related to DEI. Our Director of Elementary has worked with our elementary sites and TK teachers to develop a comprehensive curriculum aligned to the PTKLF and ensure all TK teachers are trained. Additionally, all classrooms have been provided necessary equipment and furniture in their classrooms for TK. The challenge of providing a cohesive foundation for the expanding TK program was addressed through identifying a lead teacher for the grade level to train new teachers.

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.

No material differences are currently projected.

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

We continue to make progress in this goal and focus on achieving 100% in all metrics. Our Ed Services Department focuses on providing comprehensive ongoing professional development to both certificated and classified staff. Additionally, our Ed Services Department continues to support the implementation of UTK and our staff working in that program.
Action 4.1 - Sustain the Center for Excellence TIP, PASC, CASC, CELP and ECE and micro-credential programs. The District was effective in offering district staff and staff from outside the district the opportunity to participate in all of its programs through the Center for Excellence

and improve rates of appropriate teacher credentialing from 97% to 98%. (metric 4.1) and maintain Center EdX completion rates at 100% (metric 4.2)
Action 4.2 - Retain, attract and support highly qualified teachers. The district continues to offer new training training and support. HR personnel attend job fairs and the district hosts its own job fairs to attract highly qualified staff. Every effort is made to offer competitive salaries. Effective support for teachers was reflected in the 100% participation rates in the Responding to Bias Training and the DEI micro-credential pathway. (metric 4.3)
Action 4.3 - PD to address student achievement was effective in training all staff in UDL during the 24-25 school year. The district's Teacher on Special Assignment contributed to increasing student achievement by provided professional development to district teachers to continue and reinforce UDL. PD for teachers was reflected in the 100% participation rates in theADL Workshop, Responding to Bias Training ,and the DEI micro-credential pathway. (metric 4.3) Additional metrics utilized to measure the effectiveness of Action 4.3 were Metrics from Goal 2, metric 2.1, 2.2, 2.3, 2.5, 2.9, and 2.10. Our CAASPP scores show an increase in Math for EL and low income students, as well as ELA for low income students. Further, we saw an increase in EL progress on the CA Dashboard of 4.6%. We additionally, saw an improvement in our LTEL numbers and met our target number of no more than 20 LTELs per year.

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

There is substantial interest in micro-credential programs as well as growth in early childhood education permit program. We will continue to review our program offerings to maintain our high expectations.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Sustain the Center for Educational Excellence TIP, PASC, CASC, CELP, ECE, and Microcredential Programs to support growth of educators in LVUSD and across the region.	Sustain Center for Educational Excellence (teacher and administrative credential programs) for teacher/leader development; continue collaboration with surrounding districts to broaden candidate experience.	$450,000.00	No
4.2	Retain, attract, and support highly	Continue to facilitate new employee training and orientation	$76,543,438.00	No

Action #	Title	Description	Total Funds	Contributing
	qualified teachers and staff with competitive salaries , benefits, and professional development opportunities that align with district goals.	Recruit potential new employees by hosting job fairs at the district office and connecting with community colleges and universities Promote salary advances through steps and columns by emphasizing retention and encouraging professional development Attract potential teachers by increasing the District's social media outreach Attract potential teachers by offering a broad range of educational programming opportunities Pay for teacher induction programs Attract and retain employees by providing sufficient materials and supplies to run stellar academic programs Attract and retain employees by ensuring reasonable class sizes Attract and retain employees by offering 1 to 1 technology and a strong support structure to ensure efficient and effective use Provide orientations that help employees start strong and feel they are a part of a great team Provide safe, secure, comfortable facilities Review salary categories for competitiveness and make adjustments as warranted. Develop a school calendar that provides appropriate breaks to maximize teachers effectiveness in the classroom Provide administrative trainings and tools that promote employee effectiveness management Enhance recruitment process through building creative, culture-building traditions for first year- employees		
4.3	Professional development to address student achievement in language and literacy development and mathematical discourse for unduplicated student groups (EL, Foster Youth, and Low-Income students).	After carefully examining the academic progress of our students who are emerging English learners, foster youth, or students who come from low socioeconomic backgrounds, we have identified a need for better and more extensive professional development for teachers, staff, interventionists, and ELD Specialists. Our goal is to provide training on high-leverage strategies and evidence-based practices (i.e. Number Talks, visible learning, UDL). -Seek additional programs to support our unduplicated students. -Continue to utilize study skills classes and intervention classes for students success. • Math TOSA or Coordinator will provide professional development to all district teachers.	$1,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Need to develop math support for parents to help their students at home. • Curriculum PD for staff getting new curriculum to support their classrooms, the emphasis at the middle schools. This action supports the schools and student groups that received the lowest performance level for the "English Language Arts" indicator on the Dashboard. Emphasis is being placed on Arthur E Wright - Students with Disabilities, Alice Stelle - Students with Disabilities, and Lindero Middle School - Students with Disabilities. We will monitor Goal 2 - Metric 11 to see if the students are improving on the CAASPP. This action supports the schools and student groups that received the lowest performance level for the "Math" indicator on the Dashboard. Emphasis is being placed on Arthur E Wright - Students with Disabilities, Alice Stelle - Students with Disabilities, and Lindero Middle School - Students with Disabilities. We will monitor Goal 2 - Metric 11 to see if the students are improving on the CAASPP.		

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
$$5,705,718	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.261%	0.000%	$0.00	5.261%

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
1.2	**Action:** Utilize and analyze formative and interim assessments to inform instruction and targeted support for students, focusing on improving outcomes for unduplicated students and students with unique needs. **Need:** Based upon the 2024 Dashboard, our unduplicated student groups, including English Learners (EL) and Low-Income (LI) students,	Staff will use continue to use benchmark and unit test data to identify student learning gaps and develop reteach plans during support periods or after school. PLCs are being trained to analyze this data to create targeted interventions, focusing on English Learners and low-income students. School administration, teachers, and intervention specialists will provide support based on identified needs. This LEA-wide practice ensures consistent use of data to address learning gaps and improve academic outcomes for unduplicated students.	Staff will monitor assessment results for students who received reteach support to track their progress toward mastery. Benchmark tests will help determine if students are improving, while CAASPP FIAB and IAB results will provide insight into their

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
	continue to face academic challenges in both ELA and Math on the CAASPP assessment compared to the overall district population. These students require additional support in developing their writing skills, particularly in structuring their responses to text. In math, they need guidance in articulating their problem-solving process and mathematical thinking, as they may have limited exposure to academic vocabulary. To address these needs, we are working with our PLC teams to emphasize the use of Benchmarks and Unit tests to monitor progress and create targeted intervention opportunities for these student groups. **Scope:** LEA-wide	Investing in these assessments allows for timely interventions, personalized learning plans, and continuous instructional improvements to promote equitable learning opportunities. The action to utilize and analyze formative and interim assessments to inform instruction and provide targeted support is one of the most effective uses of funds for unduplicated students (English Learners and Low-Income students) because it ensures that instructional decisions are data-driven and responsive to individual learning needs. These student groups often face opportunity gaps that can result in lower academic achievement, and timely assessment data allows educators to identify learning gaps early, tailor instruction, and implement timely interventions. This determination is based on evidence from educational research and internal district data, which show that students benefit most when instruction is closely aligned with their current level of understanding. Formative and interim assessments provide ongoing, actionable insights, enabling educators to adjust pacing, differentiate instruction, and strategically group students for support. When used effectively, these tools prevent students from falling behind, especially those in UDP categories who may not always have access to academic support outside of school. This targeted, real-time instructional adjustment helps close achievement gaps and improves overall student outcomes, making it a strategic and equitable investment of resources.	performance on grade-level standards. Progress will be tracked using CAASPP scores and aligned with Goal 2, Metrics 1 and 2.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	**Action:** Utilize multi-tiered interventions to provide equitable and comprehensive access to school services for students with unique needs. **Need:** A focus will be on English Learners and Low-Income students who continue to score lower on the 23-24 CAASPP ELA and Math assessments, indicating challenges with grade-level content. These students require additional support in vocabulary development, content comprehension, and language structures. Elementary intervention specialists will collaborate with teachers, analyze test data, and provide targeted support to help students improve their academic performance. According to the 2024 CA Dashboard, in the area of math, LVUSD students scored 14.4 points above standard. In comparison, EL students scored 23.4 points below the mean and LI students scored 20.9 points below the mean. In the area of ELA, LVUSD students scored 44 points above standards. By comparison, EL students scored 3.9 points below standard, and LI students scored 14 points above standard. **Scope:** Schoolwide	A multi-tiered system of interventions will ensure equitable access to academic and social-emotional support, with a focus on English Learners and low-income students. Staff will analyze assessment data to identify areas where students need additional academic support. District-wide intervention services will be available to all students at risk of falling behind. Elementary intervention specialists will collaborate with teachers to review data, develop targeted strategies, and provide personalized support to strengthen student learning. This LEA-wide approach enhances instructional effectiveness, bridges academic gaps, and promotes equitable education for all students. The action to utilize multi-tiered interventions is being provided district-wide and to all students to ensure a consistent, equitable framework of support across all schools. By implementing a Multi-Tiered System of Supports (MTSS), the district can proactively identify and address academic, behavioral, social-emotional, and attendance-related needs for every student. Providing this action to all students ensures that no student is overlooked, while also allowing for the early identification of those with unique needs. This comprehensive approach supports inclusive practices and ensures that resources and interventions are aligned, accessible, and responsive, promoting success for all students—particularly those who may require additional support to thrive. The action to utilize multi-tiered interventions (MTSS) to provide equitable and comprehensive access to school services is the most effective use	There will be an increase in the number of student assessments provided by the teachers, which will lead to an increase in academic scores. We will use Goal 2 - Metrics 1, 2, 4, and 9 to monitor our students' progress.

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
		of funds for unduplicated students (English Learners, and Low-Income students) because it ensures that academic, behavioral, and social-emotional supports are delivered in a timely, needs-based, and data informed manner. These student groups often require additional scaffolding and services to access the full curriculum and reach their academic potential. MTSS offers a structured and systematic way to identify and support students who may otherwise go underserved, preventing learning loss and promoting success for all. This determination is based on evidence-based practices and educational research demonstrating that MTSS frameworks are particularly effective in improving outcomes for underserved student populations by promoting early intervention and consistent monitoring. It allows for layered support, from universal strategies for all students to targeted and intensive interventions for those with the greatest needs. When implemented effectively, MTSS reduces disproportionality in discipline and special education placement, closes achievement gaps, and increases engagement—making it a strategic and equity-centered investment of LCAP funds for unduplicated students.	
3.1	**Action:** Provide counseling services in Elementary schools to support students social and emotional learning. **Need:** Elementary counselors will meet with students and families at risk of Chronic Absenteeism.	Schools are implementing strategies to monitor attendance and identify students who may need additional support to stay engaged in their learning. Counselors play a crucial role in connecting with families, offering resources, and providing counseling services to address the challenges that contribute to absenteeism. When	We will monitor attendance rates and chronic absenteeism for our English Learners and Low-Income Students. Goal 2: Metric 8 will be monitored for Chronic absenteeism.

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
	Emphasis will be placed on English learners and Low-income students. Chronic Absenteeism for EL and LI is higher than other populations in the district. Based on the data, our EL and LI students feel disconnected and lack engagement with their peers. With students experiencing a new culture and community, our Counselors will help the Community and Culture Coordinator provide site-wide social-emotional training/awareness. According to data on the 2024 CA Dashboard, 8.1% of students were considered chronically absent. 9.8% of EL students were considered chronically absent with 12.5% of long-term English Learners were considered chronically absent. 11.3% of Low Income students were considered chronically absent. **Scope:** Schoolwide	necessary, students can also be referred to wellness services for further assistance. These efforts are designed to ensure that EL and LI students have access to the social and emotional support needed to thrive in school. Prioritizing early intervention and targeted outreach helps remove barriers to attendance, particularly for students who may face additional challenges. By fostering stronger school-family relationships and providing individualized support, schools can create a more inclusive and supportive environment that promotes consistent student participation and long-term academic success. The action to provide counseling services at the elementary school level is being implemented to support the foundational development of social and emotional learning (SEL) during the early and formative years of a child's education. By offering these services to all students, the district ensures equitable access to proactive mental health and wellness support. Early intervention through counseling helps students build critical skills such as self-awareness, emotional regulation, empathy, and responsible decision-making. Providing this support universally not only addresses individual student needs but also fosters a positive and inclusive school climate where all students feel safe, supported, and ready to learn. Providing counseling services in elementary schools to support students' social and emotional learning (SEL) is a highly effective use of funds for	

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
		English Learners and Low-Income students because it addresses the whole child and proactively supports barriers to learning that disproportionately affect these groups. Early mental health and emotional support can improve students' ability to self-regulate, engage in school, form positive relationships, and access learning in a safe, supportive environment. This determination is grounded in research showing that SEL interventions in early education improve academic outcomes, attendance, and long-term well-being, particularly for students facing socioeconomic and emotional challenges. By providing these services to all elementary students, the district promotes equity and inclusivity, reducing stigma and ensuring that English learners and low-income students—who may have less access to outside mental health services—are not left behind. Counseling also supports early identification and intervention, helping close opportunity gaps before they widen. This makes it a strategic and preventative investment of LCAP funds that aligns with the district's goals for equity, wellness, and academic success.	
3.2	**Action:** Provide comprehensive secondary counseling services focused on academic, wellness, and career readiness. **Need:** The 2024 CA Dashboard indicates that socioeconomically disadvantaged have a higher-than-average suspension rate,	All counselors will now address both wellness and academic needs, ensuring a holistic approach to student support. This is a shift for us as our counselors previously were either Wellness or Academic. Now all counselors will address both academic and wellness needs. Counselors will meet with suspended students and their families to provide resources, develop	Goal 3 - Metric 2 will be monitored for the suspension rate of these students. Goal 2 - Metric 7 will be used to monitor the students College and Career readiness.

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
	suggesting a lack of school connection and difficulty adjusting to the campus climate. Counselors will continue prioritize building relationships and providing support to improve student engagement. Additionally, data shows that this student group has a lower rate of college and career preparedness, particularly in meeting A-G requirements. Counselors will continue to focus on guiding these students through course placement and additional academic support to improve their eligibility. Targeted interventions will be implemented to address these challenges and improve student outcomes. According to the 2024 CA Dashboard, the suspension rate for all LVUSD students is at 1.4% suspended for at least. one day. In contrast, 2.3% of LI students were suspended for at least one day. 62.9% of all LVUSD students were considered prepared as opposed to 55.9% of LI students being prepared. **Scope:** Schoolwide	reintegration plans, and address both behavioral and academic challenges. Middle and high school counselors will monitor student progress, ensuring they are enrolled in the necessary courses for graduation and A-G completion. Targeted meetings will be held for socioeconomically disadvantaged students at the middle and high schools to provide additional resources and support, aiming to reduce suspensions and improve college and career readiness. This school-wide approach ensures that socioeconomically disadvantaged students receive the guidance needed to meet graduation requirements, stay engaged, and succeed academically and emotionally. The action to provide comprehensive secondary counseling services is being implemented at the secondary school level to address the increasing academic, social-emotional, and postsecondary planning needs of adolescents as they prepare for life beyond high school. Offering these services to all students ensures equitable access to essential supports that promote academic success, mental wellness, and informed career and college readiness. Secondary students face a range of challenges and decisions that shape their future paths, and comprehensive counseling provides the guidance and resources necessary for them to set goals, overcome barriers, and make well-informed choices. By serving all students, the district promotes inclusion, reduces stigma around seeking support, and ensures that every student	

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
		has the tools they need to thrive both in school and beyond. The action is the most effective use of funds as evidenced by the decreased suspension rate for low income students.	
3.4	**Action:** Provide a Wellness Center to support students, staff, and parents. **Need:** The 23-24 CHKS survey indicated some concerns about students' social and emotional needs. Sense of safety is the indicator. Students's sense of safety ranged from 65%-86% on the CHKS. Our district seeks to have students as close to 100% as possible to feel safe on campus. 9th grade (65%) was the lowest grade level, and emphasis will be placed on them. Also, the 2023 Dashboard indicated an increase in suspension. 2023 CA Foster Youth - 12.5%, and Homeless - 8.3%. Based on the data, the Safety and Wellness Committee and LCAP Committee indicated a need for more social/emotional support with their home life circumstances. **Scope:** LEA-wide	LVUSD remains committed to supporting student wellness and academic success by maintaining the District Counseling Center, which continues to provide individual counseling based on referrals, as well as family counseling services. In addition to these district-wide supports, school-based wellness counselors and academic counselors have now integrated their roles to address both academic and wellness needs for students. Each counselor has a dedicated caseload, ensuring that students receive personalized support tailored to their individual challenges. Counselors will meet with students identified by school sites who are struggling academically, experiencing mental health challenges, or demonstrating behavioral concerns. Suspended students and their families will also receive targeted support to help with reintegration and ongoing success. These services are available districtwide, ensuring that all students have access to intervention and counseling as needed, with an emphasis on student with higher needs. This comprehensive approach to counseling ensures that students receive both academic guidance and emotional support, helping them	Goal 3 - Metric 2 will be monitored for the suspension rate of these students. CHKS - Sense of safety- Goal 3- Metric 8.

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
		develop coping strategies, improve school performance, and build resilience. By addressing challenges holistically, LVUSD fosters a supportive learning environment, strengthens student well-being, and maximizes the impact of counseling resources to ensure long-term student success. The action is the most effective use of funds as evidenced by the decreased suspension rate for low income students. Providing wellness counseling services is the most effective use of funds to support foster youth because it addresses their unique social-emotional and mental health needs, which are often impacted by trauma and instability. Research and local data indicate that foster youth are at higher risk for anxiety, depression, and school disengagement. By offering targeted wellness counseling, the district helps improve attendance, behavior, and academic outcomes for these students. This determination is based on both needs assessment data and stakeholder input, which identified mental health support as a top priority for foster youth success.	
4.3	**Action:** Professional development to address student achievement in language and literacy development and mathematical discourse for unduplicated student groups (EL, Foster Youth, and Low-Income students). **Need:** Our unduplicated student groups, including English Learners and low-income students, continue to face challenges in ELA and Math	Professional development will continue to focus on supporting unduplicated student groups, specifically English Learners and low-income students, by providing high-leverage strategies and evidence-based practices. Training will target language and literacy development and promote mathematical discourse to improve student achievement. Staff will use benchmark and local assessment data to identify students needing additional support. This LEA-wide approach ensures that all students benefit from improved	We continue to work towards increasing the number of students passing the ELPAC and improving CAASPP scores. Ongoing monitoring of Goal 2, Metrics 1, 2, 3, 5, 9, and 10 will help us track progress and guide our

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
	compared to their peers. According to the 2024 CA Dashboard, in the area of math, LVUSD students scored 14.4 points above standard. In comparison, EL students scored 23.4 points below the standard and LI students scored 20.9 points below the standard. In the area of ELA, LVUSD students scored 44 points above standards. By comparison, EL students scored 3.9 points below standard, and LI students scored 14 points above standard. In Math, students need more opportunities to engage in problem-based tasks and practice explaining their reasoning. In ELA, students are struggling to clearly express their thoughts in well-structured sentences and paragraphs. While progress has been made toward English language proficiency, there is still a need to strengthen students' writing skills to support their overall academic success. **Scope:** LEA-wide	instructional practices, helping to close achievement gaps and promote academic success. The district is providing professional development focused on language and literacy development and mathematical discourse to address persistent achievement gaps, particularly among unduplicated student groups, including English Learners (EL) and Low-Income students. These are the most effective use of funds for Low Income and EL students because they often face additional barriers to academic success, and targeted training equips educators with effective, research-based instructional strategies to support their unique learning needs. By enhancing teacher capacity in these critical areas, the district is taking a proactive step toward ensuring all students can access rigorous content and express their thinking in meaningful ways. This action is being provided district-wide to ensure consistency in instructional practices across all schools, regardless of location or population. It is also being offered to all students because strong language development and mathematical communication skills are essential for academic success across content areas. When educators are better prepared to differentiate instruction and foster inclusive learning environments, all students benefit—while also ensuring that the specific needs of unduplicated student groups are addressed with intentionality and equity.	efforts to support student achievement.

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

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
2.3	**Action:** Adhere to the English Learner Master Plan 2023-26 to improve student outcomes via high-quality instruction. **Need:** Our LTEL population has not decreased as expected, and the reclassification rate for English Learners has dropped. Students are facing challenges in understanding content and context, which impacts their ability to effectively write explanations and answer questions. To address this, we need to provide more books with content that relates to students' interests, helping them engage with the material and improve their vocabulary and writing skills. **Scope:** Limited to Unduplicated Student Group(s)	Our DELAC team discussed the influx of new students with languages we haven't previously encountered. To support these students, we need supplementary materials across content areas and training on how to assist them. We are continue to provide release time and a stipend for an ELD teacher to monitor LTEL progress and offer professional development to school sites. Additionally, secondary teachers continue to be given extra planning time to design targeted instruction for LTEL students. This initiative strengthens support for English Learners by offering data-driven interventions, professional development, and strategies that improve student outcomes and promote academic success.	We expect a reduction in the number of LTELs and an increase in students making progress on the ELPAC. We will continue to monitor Goal 2, Metrics 3, 9, and 10 to assess our progress.

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

n/a

Additional Concentration Grant Funding

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

Not applicable

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

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	$108,449,380	$5,705,718	5.261%	0.000%	5.261%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$108,143,206.00	$1,327,710.00	$0.00	$8,863,945.00	$118,334,861.00	$112,140,364.00	$6,194,497.00

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	Continue to develop best practices in (Professional Learning Communities or PLCs) to support curriculum alignment, upcoming curriculum adoptions, and increase student academic achievement.	All	No			All Schools	2024-2027	$90,000.00	$1,000,000.00	$1,090,000.00				$1,090,000.00	
1	1.2	Utilize and analyze formative and interim assessments to inform instruction and targeted support for students, focusing on improving outcomes for unduplicated students and students with unique needs.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$0.00	$242,429.00	$242,429.00				$242,429.00	0
1	1.3	Strengthen dual enrollment opportunities for students with local community colleges.	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
1	1.4	Strengthen community college and business partnerships to expand access to career technical education (CTE).	All	No			All Schools	2024-2027	$2,434,030.00	$139,208.00	$2,573,238.00				$2,573,238.00	
1	1.5	Implement curriculum adoption, professional development and ongoing coaching to improve math achievement.	All	No			All Schools	2024-2027	$150,000.00	$1,250,000.00	$1,400,000.00				$1,400,000.00	
1	1.6	Focus on instructional practices, continuity and coherence across specialized programs (e.g., Dual Immersion,	All	No			All Schools	2024-2027	$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
		Gifted and Talented Education, International Baccalaureate, Waldorf, AP Capstone).														
2	**2.1**	Provide extended after school and summer learning opportunities to support grade-level and subject-level competency and achievement with a focus on homeless, low income, foster youth, and English Learners.	All	No			All Schools	2024-2027	$162,287.00	$1,165,423.00		$1,327,710.00			$1,327,710.00	0
2	**2.2**	Utilize multi-tiered interventions to provide equitable and comprehensive access to school services for students with unique needs.	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Elementary TK-5	2024-2027	$1,061,622.00	$0.00	$1,061,622.00				$1,061,622.00	0
2	**2.3**	Adhere to the English Learner Master Plan 2023-26 to improve student outcomes via high-quality instruction.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$0.00	$459,236.00	$459,236.00				$459,236.00	0
2	**2.4**	Facilitate Professional Learning Communities and targeted instructional support to improve outcomes for students with disabilities in ELA and Math, focusing on grades 6-8.	Students with Disabilities	No			All Schools	2024-2027	$25,995,076.00	$0.00	$17,131,131.00			$8,863,945.00	$25,995,076.00	
2	**2.5**	Sustain 1:1 Forward Learning Initiative	All	No			All Schools	2024-2027	$0.00	$1,613,201.00	$1,613,201.00				$1,613,201.00	
3	**3.1**	Provide counseling services in Elementary schools to support students social and emotional learning.	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: all elementary schools grades TK-5	2024-2027	$909,763.00	$0.00	$909,763.00				$909,763.00	0
3	**3.2**	Provide comprehensive secondary counseling services focused on academic, wellness, and career readiness.	Low Income	Yes	School wide	Low Income	Specific Schools: AEW, ACS, Lindero, AHS, CHS	2024-2027	$1,514,790.00	$0.00	$1,514,790.00				$1,514,790.00	0

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
							grades 6-12									
3	3.3	Diversity, Equity and Inclusion for students, staff and community.	All	No			All Schools	2024-2027	$0.00	$50,000.00	$50,000.00				$50,000.00	
3	3.4	Provide a Wellness Center to support students, staff, and parents.	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	$517,878.00	$0.00	$517,878.00				$517,878.00	0
3	3.5	Continue to utilize RULER, DEI, Restorative Practices, and the California Health Standards into TK-12.	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
3	3.6	Continue to develop and offer educational events at the site and district level that are responsive to parent/community needs.	All	No			All Schools	2024-2027	$0.00	$50,000.00	$50,000.00				$50,000.00	
3	3.7	Maintain and sustain systems of attendance, intervention, and discipline that provide students with high accountability and high support through multifaceted efforts.	All	No			All Schools	2024-2027	$211,480.00	$0.00	$211,480.00				$211,480.00	
3	3.8	Enhance student access to and engagement in high- quality Visual and Performing Arts (VAPA) education, fostering creativity, cultural awareness, and academic success.	All	No			All Schools	2024-2027	$1,100,000.00	$200,000.00	$1,300,000.00				$1,300,000.00	
4	4.1	Sustain the Center for Educational Excellence TIP, PASC, CASC, CELP, ECE, and Microcredential Programs to support growth of educators in LVUSD and across the region.	All	No			All Schools	2024-2027	$450,000.00	$0.00	$450,000.00				$450,000.00	
4	4.2	Retain, attract, and support highly qualified teachers and staff with competitive salaries , benefits, and professional development opportunities that align with district goals.	All	No			All Schools	2024-2027	$76,543,438.00	$0.00	$76,543,438.00				$76,543,438.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	**4.3**	Professional development to address student achievement in language and literacy development and mathematical discourse for unduplicated student groups (EL, Foster Youth, and Low-Income students).	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$1,000,000.00	$0.00	$1,000,000.00				$1,000,000.00	0

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
$108,449,380	$5,705,718	5.261%	0.000%	5.261%	$5,705,718.00	0.000%	5.261 %	**Total:**	$5,705,718.00
								LEA-wide Total:	$1,760,307.00
								Limited Total:	$459,236.00
								Schoolwide Total:	$3,486,175.00

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	1.2	Utilize and analyze formative and interim assessments to inform instruction and targeted support for students, focusing on improving outcomes for unduplicated students and students with unique needs.	Yes	LEA-wide	English Learners Low Income	All Schools	$242,429.00	0
2	2.2	Utilize multi-tiered interventions to provide equitable and comprehensive access to school services for students with unique needs.	Yes	Schoolwide	English Learners Low Income	Specific Schools: Elementary TK-5	$1,061,622.00	0
2	2.3	Adhere to the English Learner Master Plan 2023-26 to improve student outcomes via high-quality instruction.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$459,236.00	0

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 (%)
3	3.1	Provide counseling services in Elementary schools to support students social and emotional learning.	Yes	Schoolwide	English Learners Low Income	Specific Schools: all elementary schools grades TK-5	$909,763.00	0
3	3.2	Provide comprehensive secondary counseling services focused on academic, wellness, and career readiness.	Yes	Schoolwide	Low Income	Specific Schools: AEW, ACS, Lindero, AHS, CHS grades 6-12	$1,514,790.00	0
3	3.4	Provide a Wellness Center to support students, staff, and parents.	Yes	LEA-wide	Foster Youth Low Income	All Schools	$517,878.00	0
4	4.3	Professional development to address student achievement in language and literacy development and mathematical discourse for unduplicated student groups (EL, Foster Youth, and Low-Income students).	Yes	LEA-wide	English Learners Low Income	All Schools	$1,000,000.00	0

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$123,363,850.67	$123,675,773.22

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**	Action 1: Continue to develop best practices in (Professional Learning Communities or PLCs) to support curriculum alignment, upcoming curriculum adoptions, and increase student academic achievement.	No	$697,500.00	$787,500.00
1	**1.2**	Action 2: Utilize and analyze formative and interim assessments to inform instruction and targeted support for students, focusing on improving outcomes for unduplicated students and students with unique needs.	Yes	$242,429.00	$242,429.00
1	**1.3**	Action 3: Strengthen dual enrollment opportunities for students with local community colleges.	No	$0	$0
1	**1.4**	Action 4: Strengthen community college and business partnerships to expand access to Career Technical Education (CTE).	No	$2,573,238.00	$2,573,238.00
1	**1.5**	Action 5: Implement curriculum adoption, professional development, and ongoing coaching to improve math achievement.	No	$1,400,000.00	$1,400,000.00
1	**1.6**	Action 6: Focus on instructional practices, continuity and coherence across specialized programs (e.g., Dual Immersion, Gifted & Talented Education, International Baccalaureate, Waldorf, AP Capstone).	No	$25,000.00	$25,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Action 1: Provide extended after school and summer learning opportunities to support grade-level and subject-level competency and achievement with a focus on homeless, low-income, foster youth, and English learners.	No	$1,165,423.00	$1,387,346.00
2	2.2	Action 2: Utilize multi-tiered interventions to provide equitable and comprehensive access to school services for students with unique needs.	Yes	$1,061,622.00	$1,061,622.00
2	2.3	Action 3: Adhere to the English Learner Master Plan 2023-2026 to improve student outcomes via high quality instruction.	Yes	$400,000.00	$400,000.00
2	2.4	Action 4: Facilitate Professional Learning Communities and targeted instructional support to improve outcomes for students with disabilities in ELA and Math, focusing on grades 6-8.	No	$23,995,561.00	$23,995,561.00
2	2.5	Action 5: Sustain 1:1 Forward Learning Initiative	No	$1,613,201.00	$1,613,201.00
3	3.1	Action 1: Provide counseling services in Elementary schools to support students social and emotional learning.	Yes	$1,186,985.61	$1,186,985.61
3	3.2	Action 2: Provide comprehensive secondary counseling services focused on academic, wellness, and career readiness.	Yes	$2,596,676.52	$2,596,676.52
3	3.3	Action 3: Diversity, Equity, and Inclusion for students, staff, and community.	No	$156,238.00	$156,238.00
3	3.4	Action 4: Provide a Wellness Center to support students, staff, and parents.	Yes	$158,026.09	$158,026.09
3	3.5	Action 5: Continue to utilize RULER, DEI, Restorative Practices, and the	No	$50,000.00	$50,000.00

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)
		California Health Standards into TK-12.			
3	**3.6**	Action 6: Continue to develop and offer educational events at the site and district level that are responsive to parent/community needs.	No	$50,000.00	$50,000.00
3	**3.7**	Action 7: Maintain and sustain systems of attendance, intervention, and discipline that provide students with high accountability and high support through multifaceted efforts.	No	$290,598.00	$290,598.00
3	**3.8**	Action 8: Enhance student access to and engagement in high- quality Visual and Performing Arts (VAPA) education, fostering creativity, cultural awareness, and academic success.	No	$1,261,370.00	$1,261,370.00
4	**4.1**	Action 1: Sustain the Center for Educational Excellence TIP, PASC, CASC, CELP, ECE, and Microcredential Programs to support growth of educators in LVUSD and across the region.	No	$1,256,318.45	$1,256,318.00
4	**4.2**	Action 2: Retain, attract, and support highly qualified teachers and staff with competitive salaries , benefits, and professional development opportunities that align with district goals.	No	$82,543,438.00	$82,543,438.00
4	**4.3**	Action 3: Professional development to address student achievement in language and literacy development and mathematical discourse for unduplicated student groups (EL, Foster Youth, and Low-Income students).	Yes	$640,226.00	$640,226.00

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)
$5,542,065	$5,943,662.52	$5,943,662.52	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Action 2: Utilize and analyze formative and interim assessments to inform instruction and targeted support for students, focusing on improving outcomes for unduplicated students and students with unique needs.	Yes	$242,429.00	$242429.00	0	0
2	2.2	Action 2: Utilize multi-tiered interventions to provide equitable and comprehensive access to school services for students with unique needs.	Yes	$1,061,622.00	$1,061,622	0	0
2	2.3	Action 3: Adhere to the English Learner Master Plan 2023-2026 to improve student outcomes via high quality instruction.	Yes	$400,000.00	$400,000.00	0	0
3	3.1	Action 1: Provide counseling services in Elementary schools to support students social and emotional learning.	Yes	$1,156,375.61	$1,156,375.61	0	0
3	3.2	Action 2: Provide comprehensive secondary counseling services focused on academic, wellness, and career readiness.	Yes	$2,409,983.82	$2,409,983.82	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.4**	Action 4: Provide a Wellness Center to support students, staff, and parents.	Yes	$158,026.09	$158,026.09	0	0
4	**4.3**	Action 3: Professional development to address student achievement in language and literacy development and mathematical discourse for unduplicated student groups (EL, Foster Youth, and Low-Income students).	Yes	$515,226.00	$515,226.00	0	0

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)
105,699,908	$5,542,065	0	5.243%	$5,943,662.52	0.000%	5.623%	$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).

California Department of Education
November 2024