

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ventura Unified School District

CDS Code: 56726520000000

School Year: 2026-27

LEA contact information:

Dr. Greg Bayless

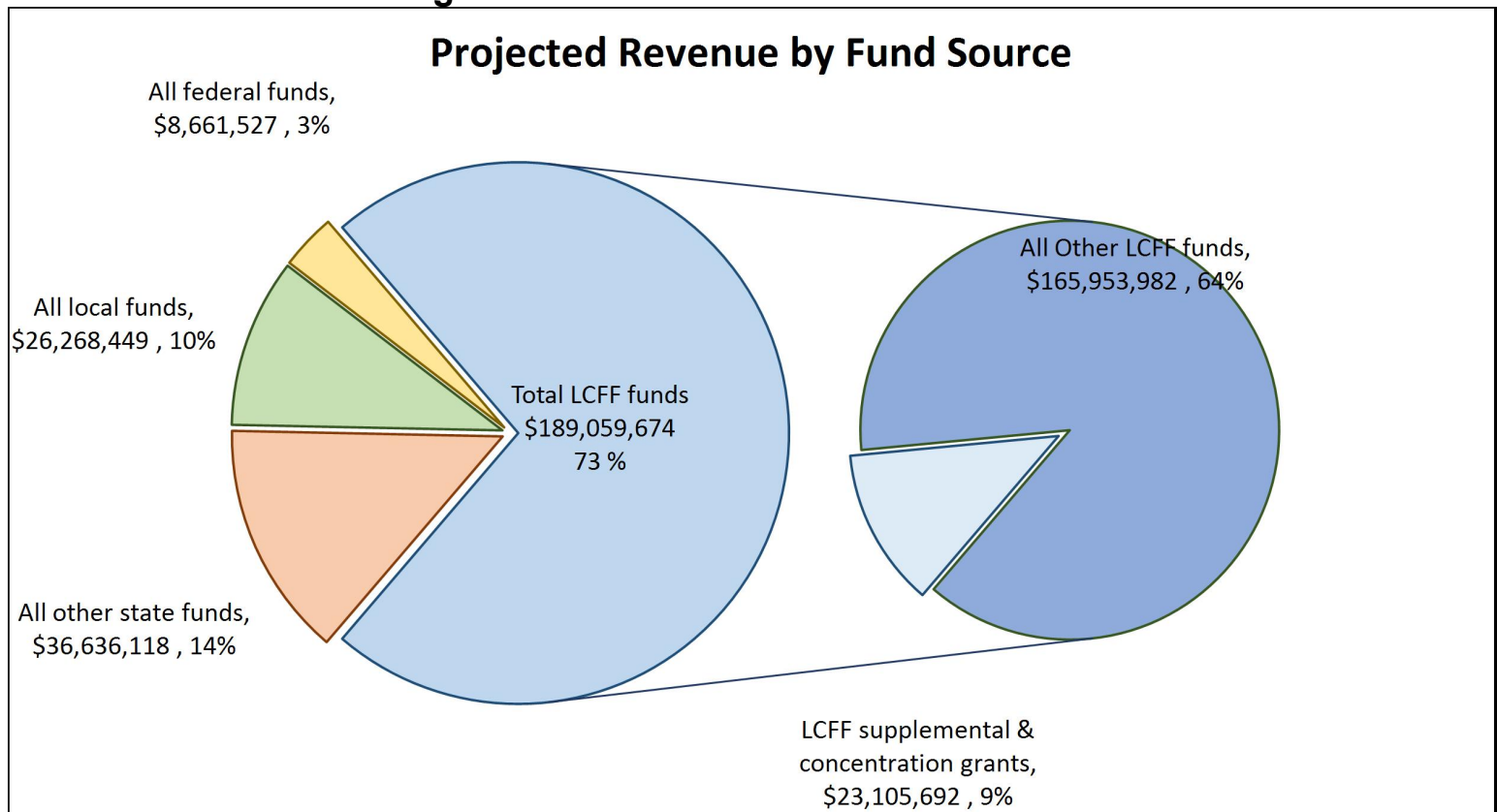
Assistant Superintendent, Educational Services

greg.bayless@venturausd.org

805.641.5000

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

Budget Overview for the 2026-27 School Year

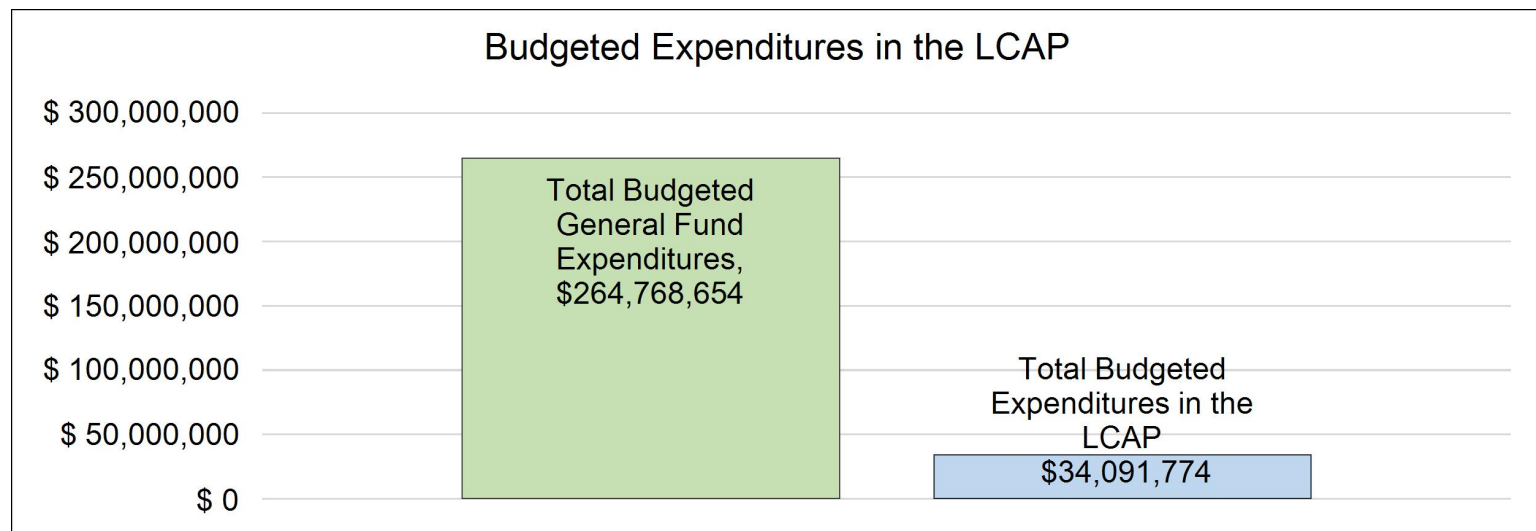


This chart shows the total general purpose revenue Ventura Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ventura Unified School District is \$260,625,768, of which \$189,059,674 is Local Control Funding Formula (LCFF), \$36,636,118 is other state funds, \$26,268,449 is local funds, and \$8,661,527 is federal funds. Of the \$189,059,674 in LCFF Funds, \$23,105,692 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 Ventura Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Ventura Unified School District plans to spend \$264,768,654 for the 2026-27 school year. Of that amount, \$34,091,774 is tied to actions/services in the LCAP and \$230,676,880 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Ventura Unified School District receives state, federal, and local funding from a variety of programs and resources. Some resources are considered “unrestricted” and may be used for any lawful purpose as approved by the Board of Trustees. Other resources are “restricted” and may only be used for specific purposes defined by law or program requirements. The VUSD 2026-2027 Local Control and Accountability Plan (LCAP) includes goals and actions supported by Local Control Funding Formula (LCFF) funding. In addition, the District expects to receive General Fund revenues from the sources listed below and will expend these resources on appropriate programs and services designed to benefit the students who generate the funding as part of a comprehensive educational program that supports the needs of all students attending VUSD schools. Lottery (Restricted and Unrestricted): Instructional materials and discretionary educational expenditures. Mandated Cost Reimbursement: Oversight and implementation of legally mandated educational actions and requirements. Special Education (State and Federal): Implementation and support of special education programs and services. Title I, Basic Grants: Supplemental services, staffing, and instructional materials for students identified as at risk of not meeting grade-level standards in English Language Arts and/or Mathematics. Title II, Teacher Quality: Professional development and educator support activities designed to improve instructional effectiveness and student achievement. Title III, English Learners (EL): Supplemental programs, services, and instructional materials that support English learners in attaining English proficiency and accessing academic content. Career Technical Education (CTE): Implementation and support of career technical education programs and pathways. Other State Revenue: Operational costs and program implementation, including general educational expenditures such as teacher salaries, facilities, and maintenance costs. Transportation and child nutrition program costs are not included in the LCAP, nor are administrative functions that are not directly related to increased or improved services for high-needs student groups.

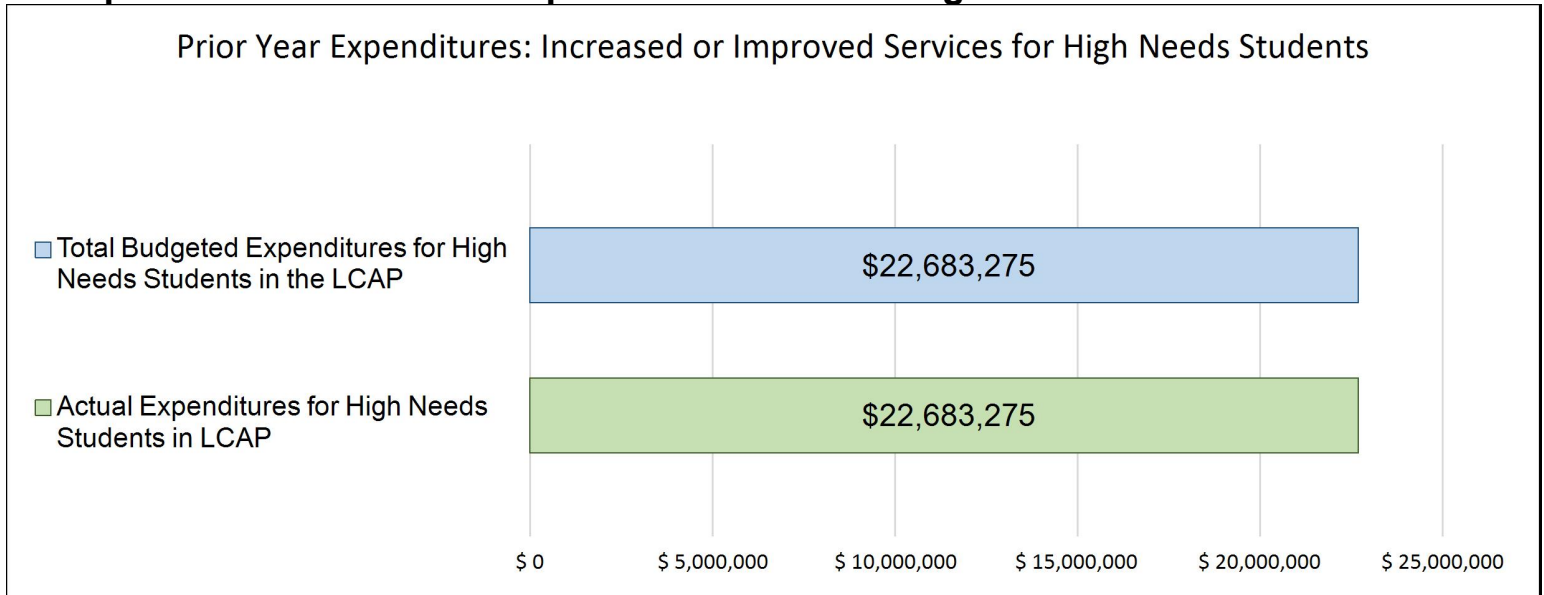
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Ventura Unified School District is projecting it will receive \$23,105,692 based on the enrollment of Foster Youth, English learner, and low-income students. Ventura Unified School District must describe how it intends to

increase or improve services for high needs students in the LCAP. Ventura Unified School District plans to spend \$23,105,692 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Ventura Unified School District's LCAP budgeted \$22,683,275 for planned actions to increase or improve services for high needs students. Ventura Unified School District actually spent \$22,683,275 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ventura Unified School District	Dr. Greg Bayless Assistant Superintendent, Educational Services	greg.bayless@venturausd.org 805.641.5000

Plan Summary [2026-27]

General Information

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

The City of Ventura is located on the California coast, 63 miles northwest of Los Angeles. As of the spring 2026, Ventura Unified School District (VUSD) is the fourth largest district in Ventura County serving approximately 13,500 students in Transitional kindergarten through twelfth grade. Like most other districts in Ventura County and in the state of California, VUSD continues to experience declining enrollment. From preschool through adulthood, however, students receive a rigorous, standards-based curriculum from dedicated and highly-qualified professionals. The district is comprised of early childhood programs, 14 traditional elementary schools, 3 K-8 schools, 4 comprehensive middle schools, 1 opportunity middle school, 3 comprehensive high schools, 1 independent study high school, 1 continuation high school, 1 independent study K-8 program, and an adult education school. The district maintains an outstanding reputation for providing students with a high quality education, broad academic programs, Career Technical Education (CTE) pathways, and a wide array of extra-curricular and co-curricular opportunities. The community takes great pride in honoring diversity, multiculturalism, and multilingualism. Additionally, VUSD offers a "School of Choice" program/process where families can apply to enroll their children in schools that are outside of their boundary area. Based on the 2024-25 California School Dashboard Student Population data, 59% of VUSD students qualify for free/reduced fee meals and are therefore identified as Socioeconomically Disadvantaged (SED). 14.9% of VUSD's students are identified as English Learners (EL) and 0.4% Foster Youth. As of the spring 2026, Hispanic students account for 55.8% of enrollment, White students 35% and 1.1% African-American; and all other ethnicities combined are 8.1%. 5.17% are identified as Homeless. 15.04% of the VUSD students are eligible for Special Education Services; of these students with special needs, 72.33% are SED, 23.76% are EL and 7.64% are students experiencing homelessness or foster youth.

VUSD has one school, Pacific High School, that receives Equity Multiplier Funds (beginning in the 2024-25 school year; see Goal 5).

Reflections: Annual Performance

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

CA Schools Dashboard District Performance Levels 2025 (2024 in parentheses):

- Chronic Absenteeism - Yellow (Yellow)
- Suspension Rate - Green (Green)
- English Learner Progress (ELPI) - Orange (Orange)
- Graduation Rate - Blue (Blue)
- College/Career - Green (Green)
- English Language Arts - Orange (Orange)
- Mathematics - Orange (Orange)
- Local Indicators - Standard Met (Standard Met)

District Student Groups At Lowest Performance Levels on CA Schools Dashboard 2025 (2024 in parentheses):

- Graduation Rate - Students with Disabilities/SWD (NONE)
- Chronic Absenteeism - Foster Youth (Foster Youth)
- Suspension - Foster Youth (Foster Youth)
- English Language Arts - English Learners/EL, Students with Disabilities/SWD (English Learners/EL, Long-Term English Learners/LTEL, SWD)
- Math - English Learners/EL, Foster Youth, Homeless, Students with Disabilities/SWD (EL, Foster Youth, Homeless, SWD)

CA Schools Dashboard District Performance Levels 2023:

- Chronic Absenteeism - Yellow
- Suspension Rate - Orange
- English Learner Progress (ELPI) - Orange
- Graduation Rate - Orange
- College/Career - Medium
- English Language Arts - Yellow
- Mathematics - Yellow
- Local Indicators - Standard Met

District Student Groups At Lowest Performance Levels on CA Schools Dashboard 2023:

- Graduation Rate - Students w/ Disabilities (SWD)
- Chronic Absenteeism - Foster

- Suspension - Homeless, African American, Foster
- English Language Arts - Foster, Homeless, EL
- Math - Homeless

VUSD Schools With Lowest Performance Level (Red) on CA Schools Dashboard 2025 (Student Group):

ATLAS K8: Chronic Absenteeism (SWD), ELA Academic (EL), Suspension Rate (SED/LI, SWD)
Citrus Glen: ELA Academic (EL), Suspension Rate (SWD)
EP Foster: ELA Academic (EL, SED/LI), Chronic Absenteeism (SWD)
Elmhurst: ELA Academic (EL), Math Academic (EL)
Juanamaria: ELA Academic (EL, SWD), Math Academic (EL, SWD), ELPI (EL)
Junipero Serra: ELA Academic (SWD), Math Academic (SWD), Suspension Rate (SWD)
Lemon Grove K8: ELPI (EL), Suspension Rate (All, SED/LI, HI)
Lincoln: ELA Academic (SED/LI), Suspension Rate (All, SED/LI, SWD), Chronic Absenteeism (All, HI)
Loma Vista: Chronic Absenteeism (SED/LI)
Montalvo: Chronic Absenteeism (SWD)
Mound: Chronic Absenteeism (SED/LI, SWD)
Portola: Chronic Absenteeism (EL)
Sheridan Way: ELA Academic (All, EL, SED/LI, HI)
Sunset K8: ELA Academic (EL), Math Academic (EL), ELPI (EL)
Will Rogers: ELA Academic (EL, SED/LI), Suspension Rate (EL, SWD), ELPI (EL)
Anacapa MS: ELA Academic (SED/LI, SWD), Math Academic (SWD), Suspension Rate (HOM, SED/LI, SWD, HI), Chronic Absenteeism (HOM)
Balboa MS: ELA Academic (EL, SWD), Math Academic (EL, SWD), Suspension Rate (EL, SWD), Chronic Absenteeism (EL, SED/LI, SWD, HI)
Cabrillo MS: Math Academic (EL, SED/LI, SWD), Suspension Rate (EL, SED/LI, HI)
DATA MS: ELA Academic (EL, SWD), Math Academic (EL), Suspension Rate (All, EL, HOM, SED/LI, SWD, HI), Chronic Absenteeism (EL, HOM), ELPI (EL)
Buena HS: Graduation Rate (SWD), College & Career (EL, SWD)
Ventura HS: Graduation Rate (SWD), College & Career (SWD)
Pacific HS: Graduation Rate (HI), College & Career (All, EL, HOM, SED/LI, HI)

Summary Comments - Many of VUSD's CA Schools Dashboard metrics (e.g., suspension rates, chronic absenteeism, graduation rates, college & career indicator, etc.) maintained the improvements realized in the prior year, with Graduation Rate and College/Career indicators remaining at high performance levels in 2025. English Language Arts and Mathematics district indicators remained Orange overall, while English Learners and Students with Disabilities continued to represent the primary student groups at the lowest performance levels academically. VUSD continued to have one student group, Foster Youth, eligible for differentiated assistance due to ongoing low performance levels in the California School Dashboard in 2025.

Ventura Unified School District has completely expended all its Learning Recovery Emergency Block Grant (LREBG) funds.

For the 2025-26 school year, VUSD has the following ATSI schools/student groups:

- EP Foster Elementary - SWD
- Sheridan Way Elementary - EL

Reflections: Technical Assistance

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

For 2025-26, VUSD is eligible for technical assistance for the following groups and indicators:

- Foster Youth

Technical Assistance Work:

VUSD is partnering with the Ventura County Office of Education (VCOE) for consultation and support on Professional Learning Communities/PLC's (secondary level academic performance improvement), Student Performance and Progress Data Analysis (e.g., graduation rate monitoring) and training in Restorative Justice (suspension reduction). VUSD has also partnered with VCOE for schoolwide campus/culture initiatives (student behavior and school community support, suspension reduction) like Positive Behavior Intervention and Supports (PBIS), as well as with Wellness Centers community of practice in support of improving students' mental health, engagement, attendance and academic achievement. In the future, VUSD will continue to utilize VCOE's assistance for support with student groups in need of additional support on the metrics and at the schools listed above. Additionally, some sites are engaged in the PD "Capturing Kids' Hearts", which focuses on the importance of developing teacher-student relationships.

VUSD Superintendent is also a part of the California Collaboration of Educational Excellence (CCEE) in support of the district's efforts to improve SST processes and inclusion practices.

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
VUSD LCAP Committee: including teachers, student representatives from each high school, district administration, VUEA (teacher bargaining unit) president, district employees (e.g., Homeless/Foster Liaison)	4 meetings per year , 1.5 - 2 hours long each, over the course of the year to analyze student data and provide input into LCAP goals, actions and services
District English Learner Advisory Committee (DELAC)	Monthly meetings, one meeting in spring devoted to LCAP review and input
VUSD Principals and Cabinet	Monthly meetings, one meeting in spring devoted to LCAP review and input
VUSD Board of Education	February mid-year LCAP review presentation and discussion at regularly scheduled board meeting, two meetings in June to review, discuss and approve the district LCAP
VUSD Parent Advisory Committee (PAC)	Monthly meetings, one meeting in spring devoted to LCAP review and input
Pacific High School Equity Multiplier Engagement Meetings	Two spring 2027 meetings with PHS parents and students facilitated by PHS Principal requesting input into how funds will be used towards improving graduation rate
SELPA Consultation	Ventura County Office of Education LCAP Consultation/Training included SELPA lead
Special Education Advisory Committee (SEDAC)	Quarterly meetings, review of LCAP initiatives (e.g., secondary co-teaching, TK/K inclusion, etc.) related to SWD

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

1. Strong feedback from LCAP Committee and Staff on the need to continue to focus on campus safety and maintain/improve the quality of campus learning environment (Goal 2)
2. Strong feedback from students, staff and LCAP Committee on the need for ongoing mental health supports, most notably counseling supports. (Included in Goal 2)
3. Strong feedback from LCAP Committee on the need to emphasize elementary/early literacy initiatives. (included as a separate Goal 5)
4. Strong feedback from staff/parent groups at Pacific High School to use Equity Multiplier Funds to support additional counseling FTE, learning director position, adding infant care for PHS students with infants and attendance liaison hours in support of higher graduation rates.

Based on the feedback from educational partners listed above, LCAP survey data, the following feedback themes emerged:

1. A need to better address students' sense of safety on campus (e.g., bullying)
 2. A need to better address student behavior concerns (e.g., cell phone use/distractions)
 2. A need for ongoing/increased professional learning opportunities, particularly related to elementary literacy instruction and intervention
 3. A need for increased after-school learning/intervention opportunities for all students
 4. A need for ongoing/increased academic interventions
 5. A need for improving communication and partnerships with parents
 6. A need to implement a universal SST process and improve the district's MTSS structures
-
1. LCAP's three broad goals - student achievement while decreasing performance gaps, providing safe and secure environments for staff and students, and increasing parent and community involvement - were initially developed from educational partner input.
 2. Increased PD for classified staff
 3. Professional learning for families, particularly around parenting and drug awareness, and staff will be provided through the LCAP, Title II, and/or Educator Effectiveness Block Grant
 4. Expanded elementary intervention staffing for elementary schools for the 2023-24 school year relative to pre-COVID levels
 5. Maintaining the increase in EL monitors and TOSA's to support VUSD's significantly improved RFEP rate and to support the Literacy Team initiative
 6. Maintaining/increasing funding for initiatives that support parent engagement (e.g., AAPC, PIQE, Leader in Me, etc.)
 7. Emphasis on campus climate/safety - increases in bully-prevention, funds for guest speakers/assemblies, anonymous reporting system
 8. Funds for site admin and teachers to collaboratively develop MTSS plans

The LCAP was first presented to the VUSD Board of Education as a "first read" (non-action) agenda item on June 4, 2024. There was no input provided to the Superintendent in public comment. No written responses were submitted by the public or by LCAP committee members. The Board adopted the LCAP on June 25, 2024 during the regularly scheduled board meeting. For the 2025-26 annual update, none of the above feedback was substantively different than the previous year. The LCAP annual update for 2025-26 was first presented to the VUSD Board of Education as a "first read" (non-action) agenda item on June 10, 2025. There was no input provided to the Superintendent in public comment during the required hearing. No written responses were submitted by the public or by LCAP committee members. The Board will consider adopting the LCAP at the June 24, 2025 regularly scheduled board meeting.

Feedback above and beyond the above listed items specific to the 2026-27 update are as follows:

1. Focus on math achievement now that the literacy initiative is in its third year and showing signs of improved student performance/achievement. (Goal 1)
2. Consider ways to continue the ABAR work started with Compassionate Systems and the ABAR grant that has now ended. (Goal 2)
3. Continue the LCAP Site Initiative/Proposal process to direct additional supplemental/concentration funds to particularly to those sites whose October 2026 CA Schools Dashboard results demonstrate areas of need (Goals 1-5)
4. Increase initiatives that help engage students in extracurricular activities in addition to sports (i.e., clubs) (Goal 2)
5. Support specific initiatives that encourage positive relationships between students and staff (Goal 2)
6. Support ways of growing College/Career awareness earlier than high school through elementary and middle school initiatives (Goal 1)
7. Support initiatives that increase all students' (not just high-performing students) access to Dual Enrollment courses (Goal 1)

The LCAP annual update for 2026-27 will first presented to the VUSD Board of Education as a "first read" (non-action) agenda item on June 9, 2026.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve Student Academic Achievement Overall While Decreasing Student Group Performance Gaps	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.

VUSD's broad set of student achievement metrics demonstrate a need for increased overall performance. VUSD students' achievement by student group (e.g., SED/LI vs. non SED/LI, EL vs. non EL, White vs. Latino/Hispanic, SPED vs. non SPED, female vs. male, Foster/Homeless, etc.) is also disproportional - while some gaps appear to be decreasing, many have persisted; this is a broad goal designed to address the discrepancy of performance between these student groups. It is intended to improve outcomes for all student groups while providing the necessary supports for high needs students, based on California School Dashboard and local data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA "Met/Exceeded Standard" Rate By Student Group	2022-23 Results - Standard Exceeded + Standard Met: All Students: 46.66% , -10.5 DFS to all below EL: 10.87%, -76.3 DFS LI: 35.27%, -47.3 DFS FY: 19.43%, -105.4 DFS	2023-24 Results - Standard Exceeded + Standard Met: All Students: 46.79% , -14.8 DFS to all below EL: 4.29%, -86.9 DFS	2024-25 Results - Standard Exceeded + Standard Met: All Students: 49.18% , -6.1 DFS to all below EL: 4.84%, -75.2 DFS	2025-26 Results - Standard Exceeded + Standard Met: All Students: 66%, -5 DFS EL: 20%, -25 DFS LI: 50%, -33 DFS FY: 33%, -33 DFS	The difference between 2022-23 and 2024-25 Standard Exceeded + Standard Met: All Students: +2.52 % points , +4.4 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 15.75%, -111.9 DFS LTEL: 5.04% Lowest Performance (red) level CA Dashboard: VUSD: EL -76 DFS, HOM -97 DFS, FY -105 DFS Citrus Glen Elem: EL -81 DFS EP Foster Elem: EL -71 DFS Elmhurst Elem: EL -87 DFS Lincoln Elem: LI/SED -73 DFS Sheridan Way Elem: All -89 DFS, EL -97 DFS, LI/SED -90 DFS, Hispanic (HI) -90 DFS Sunset K8: EL -91 DFS Will Rogers Elem: EL -106 DFS, LI/SED -90 DFS Anacapa MS: LI/SED -73 DFS, SWD -159 DFS Balboa MS: EL -77 DFS DATA MS: EL -85 DFS	LI: 34.79%, -48.8 DFS FY: 25.00%, -87.4 DFS SWD: 12.89%, -115.3 DFS LTEL: 3.02%, -125.7 DFS Lowest Performance (red) level CA Dashboard: VUSD: EL -86.9 DFS, SWD -115.3 DFS ATLAS: EL -75.3 DFS Citrus Glen Elem: EL -102.8 DFS, LI/SED -75 DFS, Hispanic (HI) -73.4 DFS Elmhurst Elem: SWD -87.3 DFS EP Foster Elem: EL -85.1 DFS, LI/SED -73.8 DFS Juanamaria Elem: EL -106.4 DFS, SWD -123.9 DFS J Serra Elem: SWD -130.6 DFS Lemon Grove: Hispanic (HI) -72 DFS	LI: 36.79%, -37.2 DFS FY: 33.33%, -82.6 DFS SWD: 13.58%, -100.9 DFS LTEL: 4.46%, -113.8 DFS Lowest Performance (red) level CA Dashboard: VUSD: EL -75.2 DFS, HOM -69 DFS, FY -82.6 DFS Citrus Glen Elem: EL -104.2 DFS EP Foster Elem: All -73.1 DFS, EL -87.6 DFS, LI/SED -76.4 DFS, SWD -129 DFS, Hispanic (HI) -73 DFS Elmhurst Elem: EL -73.5 DFS, SWD -82.4 DFS, Hispanic (HI) -45.3 DFS Juanamaria Elem: SWD -127.7 DFS, Hispanic (HI) -71.2 DFS Lemon Grove: SWD -110.3 DFS	SWD: 33%, -33 DFS LTEL: 20%, -33 DFS Lowest Performance (red) level CA Dashboard: Citrus Glen Elem: EL -50 DFS EP Foster Elem: EL -50 DFS Elmhurst Elem: EL -50 DFS Lincoln Elem: LI/SED -50 DFS Sheridan Way Elem: All -50 DFS, EL -50 DFS, LI/SED -50 DFS, Hispanic (HI) -50 DFS Sunset K8: EL -50 DFS Will Rogers Elem: EL -50 DFS, LI/SED -50 DFS Anacapa MS: LI/SED -50 DFS, SWD -100 DFS Balboa MS: EL -50 DFS DATA MS: EL -50 DFS	EL: -6.03 % points , +1.1 DFS LI: +1.52 % points , +10.1 DFS FY: +13.90 % points , +22.8 DFS SWD: -2.17 % points , +11 DFS LTEL: -0.58 points Lowest Performance (red) level CA Dashboard: VUSD: EL +0.8 DFS, HOM +28 DFS, FY +22.4 DFS Citrus Glen Elem: EL -23.2 DFS EP Foster Elem: EL -16.6 DFS, All +/- 0 DFS, LI/SED +/- 0 DFS, SWD +/- 0 DFS, Hispanic (HI) +/- 0 DFS Elmhurst Elem: EL +13.5 0 DFS, SWD +/- 0 DFS, Hispanic (HI) +/- 0 DFS Juanamaria Elem: SWD +/- 0 DFS,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Lincoln Elem: -72.1 LI/SED DFS Montalvo Elem: EL -90 DFS Sheridan Way Elem: All -104.7 DFS, EL -97 DFS, LI/SED -94.4 DFS, Hispanic (HI) -96.7 DFS Sunset K8: EL -83.1 DFS Will Rogers Elem: EL -105.9 DFS, LI/SED -90 DFS Anacapa MS: LI/SED -82 DFS, SWD -162.2 DFS Balboa MS: EL -88.5 DFS, SWD -135.8 DFS Cabrillo MS: SWD -126.1 DFS DATA MS: EL -93.4 DFS, SWD -121.2 DFS Buena HS: EL -79.8 DFS, SWD -120 DFS Ventura HS: EL -108 DFS, SWD -148.7 DFS	Lincoln Elem: LI/SED -70.1 DFS Sheridan Way Elem: All -93.2 DFS, EL -105.1 DFS, LI/SED -96.6 DFS, Hispanic (HI) -96.2 DFS Sunset K8: EL -87.5 DFS Will Rogers Elem: EL -110.4 DFS, LI/SED -82.6 DFS Anacapa MS: LI/SED -42.2 DFS, LTEL -112.1 DFS, SWD -107.2 DFS Balboa MS: EL -64.2 DFS, All -13.6 DFS, LTEL -117.3 DFS, SWD -121.7 DFS Cabrillo MS: SWD -124 DFS DATA MS: EL -74.8 DFS, HOM -91.7 DFS, SWD -106.5 DFS, LTEL -122.6 DFS		Hispanic (HI) +/- 0 DFS Lemon Grove: SWD +/- 0 DFS Lincoln Elem: LI/SED +2.9 DFS Sheridan Way Elem: All -4.2 DFS, EL -8.1 DFS, LI/SED -6.6 DFS, Hispanic (HI) -6.2 DFS Sunset K8: EL +3.5 DFS Will Rogers Elem: EL -4.4 DFS, LI/SED +7.4 DFS Anacapa MS: LI/SED +30.8 DFS, SWD +51.8 DFS, LTEL +/- 0 DFS Balboa MS: EL +12.8 DFS, All +/- 0 DFS, LTEL +/- 0 DFS, SWD +/- 0 DFS Cabrillo MS: SWD +/- 0 DFS DATA MS: EL +10.2 DFS, HOM +/- 0 DFS, SWD +/- 0 DFS, LTEL +/- 0 DFS
1.2	CAASPP Math "Met/Exceeded	2022-23 Results - Standard Exceeded + Standard Met:	2023-24 Results -	2024-25 Results -	2025-26 Results -	The difference between 2022-23 and 2024-25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Standard" Rate By Student Group	All Students: 34.62% , -45.3 DFS EL: 9.93%, -107.3 DFS LI: 22.91%, -83.2 DFS FY: 10.47%, -119.9 DFS SWD: 12.26%, -146.10 DFS LTEL: 1.82% Lowest Performance (red) level CA Dashboard: VUSD: HOM: -124 DFS Elmhurst Elem: EL -97 DFS Sunset K8: EL -102 DFS Anacapa MS: SWD -214 DFS Balboa MS: EL -127 DFS Cabrillo MS: EL -115 DFS, LI/SED -97 DFS	Standard Exceeded + Standard Met: All Students: 36.74% , -44.1 DFS EL: 5.83%, -112.0 DFS LI: 24.97%, -80.4 DFS FY: 13.33%, -129.6 DFS SWD: 9.30%, -146.3 DFS LTEL: 1.02%, -177.0 DFS Lowest Performance (red) level CA Dashboard: VUSD: EL -122 DFS, FY -129.6, HOM -123.2 DFS, SWD -146.3 DFS Elmhurst Elem: EL -97 DFS Juanamaria Elem: EL -112.5 DFS, SWD -132.5 DFS Junipero Serra Elem: SWD -109.4 DFS Sheridan Way Elem: EL -96.8 DFS	Standard Exceeded + Standard Met: All Students: 36.69% , -41.8 DFS EL: 5.86%, -107.7 DFS LI: 24.18%, -75 DFS FY: 0.00%, -140.6 DFS SWD: 9.93%, -137.2 DFS LTEL: 0.36%, -173.9 DFS Lowest Performance (red) level CA Dashboard: VUSD: HOM: -107.9 DFS, FY: -140.6 DFS Citrus Glen Elem: EL -95.2 DFS EP Foster Elem: SWD -142.8 DFS Elmhurst Elem: All -49.1 DFS, EL -82.2 DFS, LI/SED -56.9 DFS, Hispanic (HI) -57.6 DFS	Standard Exceeded + Standard Met: All Students: 50%, -25 DFS EL: 30%, -25 DFS LI: 40%, -25 DFS FY: 25%, -25 DFS SWD: 25%, -25 DFS LTEL: 15%, -25 DFS Lowest Performance (red) level CA Dashboard: VUSD: HOM: -75 DFS Elmhurst Elem: EL -50 DFS Sunset K8: EL -50 DFS Anacapa MS: SWD -150 DFS Balboa MS: EL -75 DFS Cabrillo MS: EL -75 DFS, LI/SED -50 DFS	Standard Exceeded + Standard Met: All Students: +2.07 % points , +3.5 DFS EL: -4.07 % points , -0.4 DFS LI: +1.27 % points , +8.2 DFS FY: -10.47% points , -20.7 DFS SWD: -2.33% points , +8.9 DFS LTEL: -1.46 % points Lowest Performance (red) level CA Dashboard: VUSD: HOM: +16.1 DFS, FY +/- 0 DFS Citrus Glen Elem: EL +/- 0 DFS Elmhurst Elem: EL +14.8 DFS, All +/- 0 DFS, LI/SED +/- 0 DFS, Hispanic (HI) +/- 0 DFS EP Foster Elem: SWD +/- 0 DFS,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Sunset K8: EL - 106.3 DFS Anacapa MS: SWD -214 DFS Balboa MS: EL - 128 DFS, SWD - 190.1 DFS Cabrillo MS: SWD -173.1 DFS DATA MS: EL - 147.5 DFS Buena HS: SWD - 214.4 DFS Ventura HS: EL - 197.3 DFS, LI/SED -137.3 DFS, SWD -231.8 DFS, Hispanic (HI) - 129.7 DFS	Juanamaria Elem: EL -120.1 DFS, SWD -141.2 DFS Lemon Grove K8: SWD -118.3 DFS Sunset K8: EL - 105.9 DFS, SWD - 118.9 DFS Anacapa MS: EL - 98.3 DFS, LTEL - 149.7 DFS, LI/SED -86.3 DFS, SWD - 156.1 DFS, Hispanic (HI) -74.9 DFS Balboa MS: EL - 105.9 DFS, LTEL - 154.8 DFS Cabrillo MS: EL - 91 DFS, LI/SED - 57.2 DFS, SWD - 179 DFS, LTEL - 165.5 DFS DATA MS: LTEL - 183.4 DFS, LI/SED -121.4 DFS, SWD -177.6 DFS, Hispanic (HI) - 121.8 DFS Buena HS: EL - 156.5 DFS Ventura HS: LTEL -213.8 DFS		Juanamaria Elem: EL +/- 0 DFS, SWD +/- 0 DFS Lemon Grove K8: SWD +/- 0 DFS Junipero Serra Elem: SWD +/- 0 DFS Sheridan Way Elem: EL +/- 0 DFS Sunset K8: EL-3.9 DFS Anacapa MS: SWD +57.9 DFS, EL +/- 0 DFS, LTEL +/- 0 DFS, LI/SED +/- 0 DFS, Hispanic (HI) +/- 0 DFS Balboa MS: EL - 21.1 DFS, LTEL +/- 0 DFS Cabrillo MS: EL +24 DFS, LI/SED +39.8 DFS, SWD +/- 0 DFS, LTEL +/- 0 DFS DATA MS: LTEL +/- 0 DFS, LI/SED +/- 0 DFS, SWD +/- 0 DFS, Hispanic (HI) +/- 0 DFS Buena HS: EL +/- 0 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Ventura HS: LTEL +/- 0 DFS
1.3	CAASPP Science (CAST) "Met/Exceeded Standard" Rate By Student Group	2022-23 Results Standard Exceeded + Standard Met: All Students: 31.44% EL: 0.23% LI/SED: 17.56% FY: % no data available SWD: 8.09% LTEL: 0.66%	2023-24 Results Standard Exceeded + Standard Met: All Students: 32.42% EL: 1.25% LI/SED: 20.62% FY: % no data available SWD: 8.24% LTEL: 0.65%	2024-25 Results Standard Exceeded + Standard Met: All Students: 32.88% EL: 0.68% LI/SED: 21.33% FY: % no data available SWD: 9.58% LTEL: 1.18%	2025-26 Results Standard Exceeded + Standard Met: All Students: 50% EL: 33% LI/SED: 25% FY: 25% SWD: 25% LTEL: 15%	The difference between 2022-23 and 2024-25 Standard Exceeded + Standard Met: All Students: +1.44% points EL: +0.45% points LI/SED: +3.77 % points FY: % no data available SWD: +1.49 % points LTEL: +0.52 % points
1.4	Secondary D/F Rate By Student Group	2023-24 Semester I Results - Students w/ At Least 1 D/F All Students: 38.20% Of those, EL: 28.19% Of those, LI/SED: 76.82% Of those, FY: 0.78% Of those, SWD: 18.42% Of those, LTEL: % N/A at publication time per local SIS	2024-25 Semester I Results - Students w/ At Least 1 D/F All Students: 32.75% Of those, EL: 15.51% Of those, LI/SED: 78.06% Of those, FY: 0.00% Of those, SWD: 19.03% Of those, LTEL: % N/A at publication time	2025-26 Semester I Results - Students w/ At Least 1 D/F All Students: 34% Of those, EL: 19% Of those, LI/SED: 76% Of those, FY: N/A Of those, SWD: 25% Of those, LTEL: % N/A at publication time per local SIS	2026-27 Semester I Results - Students w/ At Least 1 D/F All Students: 25% Of those, EL: 15% Of those, LI/SED: 56% Of those, FY: .5% Of those, SWD: 13% Of those, LTEL: <1% per local SIS	The difference between 2023-24 and 2025-26: Students w/ At Least 1 D/F All Students: +1.25% points Of those, EL: +3.49% points Of those, LI/SED: -1.94% points Of those, FY: N/A Of those, SWD: +5.97% points Of those, LTEL: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			per local SIS			
1.5	College and Career Readiness Rate (CCI, Dashboard) By Student Group	"College & Career Ready" All Students: 50.1% EL: 13% LI/SED: 38.7% FY: 9.1% SWD: 11% LTEL: 13.5% Lowest Performance Level (very low) CA Dashboard Buena HS: EL 9.8% Ventura HS: SWD 1.8% Pacific HS: All 8.9%, EL 4.7%, HOM 4.2%, LI/SED 7.8%, HI 7.7% per 23 Dashboard	"College & Career Ready" All Students: 58% EL: 24.5% LI/SED: 44.7% FY: unable to determine SWD: 18% LTEL: 25.2% Lowest Performance Level (very low) CA Dashboard Buena HS: EL 22%, SWD 9.5% Ventura HS: EL 31.9%, SWD 22.1% Pacific HS: All 6.5%, EL 2.4%, HOM 5.7%, LI/SED 6.1%, HI 4.5% per 2024 Dashboard	"College & Career Ready" All Students: 64.4% EL: 35.5% LI/SED: 55.3% FY: unable to determine SWD: 32.6% LTEL: 34.9% Lowest Performance Level (very low) CA Dashboard Buena HS: EL 25.4% Ventura HS: SWD 33.3% Pacific HS: All 1.7%, EL 3.0%, HOM 0.0%, LI/SED 1.8%, HI 1.1% per 2025 Dashboard	"College & Career Ready" All Students: 66% EL: 25% LI/SED: 50% FY: 25% SWD: 25% LTEL: 50% Lowest Performance Level CA Dashboard Buena HS: EL 15% Ventura HS: SWD 15% Pacific HS: All 15%, EL 15%, HOM 15%, LI/SED 15%, HI 15% per 2024-25 Dashboard	The difference between 2023 and 2025 "College & Career Ready" All Students: +14.3 % points EL: +22.5% points LI/SED: +16.6 % points FY: unable to determine SWD: +21.6 % points LTEL: +21.4 % points Lowest Performance Level (very low) CA Dashboard Buena HS: EL +15.6 % points Ventura HS: SWD +31.5 % points Pacific HS: All -7.2 % points , EL -1.7% points , HOM -4.2% points , LI/SED -6.0% points , HI -6.6 % points
1.6	A-G Completion Rate By Student Group	2023 A-G Completion All Students: 40.88% EL: .02% LI/SED: 11.78%	2024 A-G Completion All Students: 40.71%	2025 A-G Completion All Students: 42.18%	2026 A-G Completion All Students: 50% EL: 5%	The difference between 2023 and 2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY: 0% SWD: .04% LTEL: % not available at publication time per 2022-23 Calpads	EL: .08% LI/SED: 12.47% FY: .08% SWD: .63% LTEL: % not available per 2023-24 Calpads	EL: .01% LI/SED: 17.36% FY: .01% SWD: .01% LTEL: % not available per 2024-25 Calpads	LI/SED: 33% FY: 5% SWD: 5% LTEL: 5% per 2024-25 local SIS	All Students: +1.30 % points EL: -.01 % points LI/SED: +5.58% points FY: +0.01 % points SWD: -.03 % points LTEL: not available
1.7	Career Technical Education (CTE) Pathway Completion Rate By Student Group	2023 CTE Pathway Completion Rate All Students: 16% EL: .025% LI/SED: 5.85% FY: 0% SWD: 1.25% per 2022-23 local SIS	2024 CTE Pathway Completion Rate All Students: 451 completers (below is percent of completers in that category) EL: .046% LI/SED: 47.67% FY: 0% SWD: 11.53% per 2023-24 Calpads	2025 CTE Pathway Completion Rate All Students: 524 completers (below is percent of completers in that category) EL: .046% LI/SED: 50.38% FY: 0% SWD: 10.50% per 2024-25 Calpads	2025 CTE Pathway Completion Rate All Students: 20% EL: 5% LI/SED: 33% FY: 5% SWD: 5% per 2024-25 local SIS	The difference between 2023 and 2025 All Students: +/- % points EL: .+0 % points LI/SED: +44 % points FY: +/- 0 % points SWD: +9.25 % points
1.8	Dual Enrollment Rate By Student Group	2023 Dual Enrollment Rate (1+ course) All Students: 7.92% (of all HS students 1/24) EL: 0.04% LI/SED: 2.65% FY: 0% SWD: 0.04% per 2022-23 local SIS	2024 Dual Enrollment Rate (1+ course) All Students: 8.71% (of all HS students census day) EL: 0.14% LI/SED: 4.37% FY: 0.00% SWD: 0.35%	2025 Dual Enrollment Rate (1+ course) All Students: 12.28% (of all HS students census day) EL: 0.12% LI/SED: 4.67% FY: 0.00% SWD: 0.43%	2025-26 Dual Enrollment Rate (1+) All Students: 15% EL: 5% LI/SED: 10% FY: 5% SWD: 5% per 2024-25 local SIS	The difference between 2023 and 2025 (1+ course) All Students: +4.36 % points (of all HS students 1/24) EL: +0.08 % points LI/SED: +2.02 % points FY: +/- 0 % points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			per 2023-24 local SIS	per 2024-25 local SIS		SWD: +0.39 % points
1.9	High School Advanced Placement Enrollment Rates By Student Group	2023-24 HS AP Enrollment Rate (1+ course) All Students: 24% Semester 1 High School students EL: 0.05% LI/SED: 9.5% FY: .02% SWD: 0% per 2023-24 local SIS	2024-25 HS AP Enrollment Rate (1+ course) All Students: 27% Semester 1 High School students EL: 1.00% LI/SED: 11.87% FY: .0% SWD: .57% per 2024-25 local SIS	2025-26 HS AP Enrollment Rate (1+ course) All Students: 30.39% Semester 1 High School students EL: 0.61% LI/SED: 13.13% FY: .04% SWD: 0.82% per 2025-26 local SIS	2025-26 HS AP Enrollment Rate (1+ course) All Students: 33% Semester 1 High School students EL: 5% LI/SED: 20% FY: 5% SWD: 1% per 2025-26 local SIS	The difference between 2023-24 and 2025-26 (1+ course) All Students: +6.39% points Semester 1 High School students EL: +0.56% points LI/SED: +3.63 % points FY: -.02 % points SWD: +0.82 % points
1.10	English Language Progress Indicator (ELPI, Dashboard)	2022-23 Results - 44.7% Making Progress Towards English Language Proficiency Lowest Performance (red) Level CA Dashboard: Juanamaria Elem: EL 27% Lemon Grove Elem: EL 23% Sunset K8: EL 34% Will Rogers Elem: EL 36% DATA MS: EL 36% 2023 CA Dashboard	2023-24 Results - 43.4% Making Progress Towards English Language Proficiency Lowest Performance (red) Level CA Dashboard: Juanamaria Elem: EL 36% Lemon Grove Elem: EL 36% Sunset K8: EL 53% Will Rogers Elem: EL 44% DATA MS: EL 50%	2024-25 Results - 42.5% Making Progress Towards English Language Proficiency Lowest Performance (red) Level CA Dashboard: Juanamaria Elem: EL 29% Lemon Grove Elem: EL 36% Sunset K8: EL 23% Sheridan Way Elem: EL 24% Will Rogers Elem: EL 21%	2025-26 Results - 66% Making Progress Towards English Language Proficiency Lowest Performance (red) Level CA Dashboard: Juanamaria Elem: EL 50% Lemon Grove Elem: EL 50% Sunset K8: EL 50% Will Rogers Elem: EL 50% DATA MS: EL 50%	The difference between 2022-23 and 2024-25 -2.2% Making Progress Towards English Language Proficiency Lowest Performance (red) Level CA Dashboard: Juanamaria Elem: EL +2 % points Lemon Grove Elem: EL +13 % points Sunset K8: EL -11 % points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2024 CA Dashboard	DATA MS: EL 43% Cabrillo MS: EL 29% 2025 CA Dashboard		Will Rogers Elem: EL -15 % points DATA MS: EL +7 % points Cabrillo MS: EL +/- 0 % points Sheridan Way Elem: EL +/- 0 % points
1.11	English Learner Reclassification Rate	2022-23 13.48% All EL At-Risk of LTEL and LTEL: At Risk EL 4-5 Years 7.9% LTEL 6+ Years 16.7% 2022-23 DataQuest	2023-24 13.4% All EL At-Risk of LTEL and LTEL: At Risk EL 4-5 Years 268 13.9% LTEL 6+ Years 532 27.7% 2023-24 DataQuest	2024-25 25.31% All EL (Initial ELPAC Proficient) 14.29% Summative ELPAC At-Risk of LTEL and LTEL: At Risk EL 4-5 Years 11.04% LTEL 6+ Years 19.14% 2024-25 DataQuest	2025-26 20% All EL At-Risk of LTEL and LTEL: At Risk EL 4-5 Years 15% LTEL 6+ Years 20% 2025 DataQuest	The difference between 2022-23 and 2024-2025 +.81 % Points At-Risk of LTEL and LTEL: At Risk EL 4-5 Years + 3.14 % points LTEL 6+ Years +2.44 % points
1.12	State Seal of Civic Engagement Rate	N/A (SSCE Not Implemented in 2024)	2025 Graduates with SSCE #10 Graduates	2026 Graduates with SSCE #31 Graduates	2027 #112 & 10% of Graduates	the difference between 2025 and 2026 is 21 graduates.
1.13	State Seal of Biliteracy Rate	2023 #183 & 15.11% of Graduates Calpads	2024 # 239 out of 1275 graduates and completers: 18.74% of Graduates Calpads	2025 # 275 out of 1209 graduates and completers: 22.83% of Graduates Calpads	2026 #225 & 20% of SSCE Graduates	The difference between 2023 and 2025 +6.28 % points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	Elementary District Trimesterly Language Arts (English or Spanish) Assessment On Grade Level (41st percentile and above) and Above Grade Level Rate By Grade Level	2023-24 Results - Trimester 2 (T2) data, English K - 55% 1 - 53% 2 - 54% 3 - 54% 4 - 57% 5 - 58% Trimester 2 (T2) data, Spanish K - 19% 1 - 32% 2 - 35% 3 - 40% 4 - 26% 5 - 43% 2023-24 MAP Growth	2024-25 Results - Trimester 2 (T2) data, English K - 63% 1 - 63% 2 - 63% 3 - 62% 4 - 67% 5 - 64% Trimester 2 (T2) data, Spanish K - 23% 1 - 40% 2 - 39% 3 - N/A* 4 - N/A* 5 - N/A* *Note - VUSD's assessment model has changed such that grades 3-5 now test in English on this metric. 2024-25 MAP Growth	2025-26 Results - Trimester 2 (T2) data, English K - 62% 1 - 63% 2 - 64% 3 - 65% 4 - 63% 5 - 70% Trimester 2 (T2) data, Spanish K - 36% 1 - 51% 2 - 50% 3 - N/A* 4 - N/A* 5 - N/A* *Note - VUSD's assessment model has changed such that grades 3-5 now test in English on this metric. 2025-26 MAP Growth	2026-27 Results - Trimester 2 (T2) data, English K - 75% 1 - 75% 2 - 75% 3 - 75% 4 - 75% 5 - 75% Trimester 2 (T2) data, Spanish K - 33% 1 - 50% 2 - 50% *Note - VUSD's assessment model has changed such that grades 3-5 now test in English on this metric.	The difference between 2023-24 and 2025-26: Trimester 2 (T2) data, English K - +7 % points 1 - +10 % points 2 - +10 % points 3 - +11 % points 4 - +6 % points 5 - +12 % points Trimester 2 (T2) data, Spanish K - +17 % points 1 - +19 % points 2 - +15 % points
1.15	Elementary District Trimesterly Math Assessment On Grade Level (41st percentile and above) and Above Grade Level Rate By Grade Level	2023-24 Results - Trimester 2 (T2) data, English K - 66% 1 - 61% 2 - 63%	2024-25 Results - Trimester 2 (T2) data, English K - 65% 1 - 62% 2 - 66%	2025-26 Results - Trimester 2 (T2) data, English K - 65% 1 - 63% 2 - 64%	2026-27 Results - Trimester 2 (T2) data, English K - 80% 1 - 80% 2 - 80%	The difference between 2023-24 and 2025-26: Trimester 2 (T2) data, English K - -1 % points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3 - 63% 4 - 65% 5 - 56% Trimester 2 (T2) data, Spanish K - 39% 1 - 26% 2 - 47% 3 - 50% 4 - 55% 5 - 33%	3 - 71% 4 - 64% 5 - 61% Trimester 2 (T2) data, Spanish K - 39% 1 - 51% 2 - 50% 3 - N/A* 4 - N/A* 5 - N/A* *Note - VUSD's assessment model has changed such that grades 3-5 now test in English on this metric.	3 - 66% 4 - 64% 5 - 64% Trimester 2 (T2) data, Spanish K - 43% 1 - 45% 2 - 50% 3 - N/A* 4 - N/A* 5 - N/A* *Note - VUSD's assessment model has changed such that grades 3-5 now test in English on this metric.	3 - 80% 4 - 80% 5 - 75% Trimester 2 (T2) data, Spanish K - 50% 1 - 50% 2 - 75%	1 - +2 % points 2 - +1 % points 3 - +3 % points 4 - -1 % points 5 - +8 % points Trimester 2 (T2) data, Spanish K - +4 % points 1 - +19 % points 2 - +3 % points
1.16	Middle School District Quarterly English Assessment "Met/Exceeded Standard" Rate By Grade Level	2023-24 Results - Quarter 2 data (Met/Exceeded) 6 Reading – 25% 6 Writing – 61% 7 Reading – 38% 7 Writing – 59% 8 Reading – 32% 8 Writing – 43%	2024-25 Results - Quarter 2 data (Met/Exceeded) 6 Reading – 33% 6 Writing – 64% 7 Reading – 49% 7 Writing – 53% 8 Reading – 62% 8 Writing – 67%	2025-26 Results - Quarter 2 data (Met/Exceeded) 6 – 38.7% 7 – 42.4% 8 – 42.2% Note: quarterly district assessments changed for the 2025-26 school year	2026-27 Results - Quarter 2 data (Met/Exceeded) 6 Reading – 50% 6 Writing – 75% 7 Reading – 66% 7 Writing – 80% 8 Reading – 75% 8 Writing – 80%	The difference between 2023-24 and 2025-26: N/A Note: quarterly district assessments changed for the 2025-26 school year, and the results are not comparable to previous years.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.17	Middle School District Quarterly Math Assessment "Met/Exceeded Standard" Rate By Grade Level	2023-24 Results - Quarter 2 data (Met/Adv.) 6H/CPM – 40% 6SpEd – 18% 7H/CPM - 47% 7SpEd – 2% 8H/CPM – 50% 8SpEd – 21%	2024-25 Results - Quarter 2 data (Met/Adv.) 6H/CPM – 44% 6SpEd – 6% 7H/CPM - 47% 7SpEd – 11% 8H/CPM – 46% 8SpEd – 21%	2025-26 Results - Quarter 2 data (Met/Adv.) 6 – 27% 7 – 28% 8 – 17% Note: quarterly district assessments changed for the 2025-26 school year. All assessments are now IXL.	2026-27 Results - Quarter 2 data (Met/Adv.) 6H/CPM – 66% 6SpEd – 50% 7H/CPM - 66% 7SpEd – 25% 8H/CPM – 66% 8SpEd – 33%	The difference between 2023-24 and 2025-26: N/A Note: quarterly district assessments changed for the 2025-26 school year, and the results are not comparable to previous years.
1.18	High School District Quarterly English Assessment "Met/Exceeded Standard" Rate By Grade Level	2023-24 Results - Quarter 2 data (Met/Exceeded) 9 Reading – 14% 9 Writing – 72% 10 Reading – 18% 10 Writing – 72% 11 Reading – 18% 11 Writing – 80% 12 N/A	2024-25 Results - Quarter 2 data (Met/Exceeded) 9 Reading – 12% 9 Writing – 78% 10 Reading – 19% 10 Writing – 78% 11 Reading – 22% 11 Writing – 80% 12 N/A	2025-26 Results - Quarter 2 data (Met/Exceeded) 9 – 36.3% 10 – 26.8% 11 – 23% 12 N/A Note: quarterly district assessments changed for the 2025-26 school year	2026-27 Results - Quarter 2 data (Met/Exceeded) 9 Reading – 33% 9 Writing – 90% 10 Reading – 33% 10 Writing – 90% 11 Reading – 33% 11 Writing – 90% 12 N/A	The difference between 2023-24 and 2025-26: N/A Note: quarterly district assessments changed for the 2025-26 school year, and the results are not comparable to previous years.
1.19	High School District Quarterly Math Assessment "Met/Exceeded Standard" Rate By Grade Level	2023-24 Results - Quarter 2 data (Met/Adv.) Math 1 Readiness – 34%	2024-25 Results - Quarter 2 data (Met/Adv.) Math 1 Readiness – 34%	2025-26 Results - Quarter 2 data (Met/Adv.) Math 1 Readiness – 50%	2026-27 Results - Quarter 2 data (Met/Adv.) Math 1 Readiness – 50%	The difference between 2023-24 and 2025-26: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math 1 Foundations - 29% Math 1 – 29% Math 1H - 87% Math 2 – 22% Math 2H – 65% Math 3 – 18% Math 3H – 66%	Math 1 Foundations - 41% Math 1 – 41% Math 1H - 83% Math 2 – 15% Math 2H – 67% Math 3 – 39% Math 3H – 73%	Math 1 Foundations - 29% Math 1 – 29% Math 1H - 55% Math 2 – 14% Math 2H – 45% Math 3 – N/A Math 3H – N/A Note: quarterly the district assessments changed for the 2025-26 school year. All assessments are now IXL.	Math 1 Foundations - 50% Math 1 – 50% Math 1H - 95% Math 2 – 33% Math 2H – 75% Math 3 – 33% Math 3H – 75%	Note: quarterly district assessments changed for the 2025-26 school year, and the results are not comparable to previous years.
1.20	Fully Credentialed and Appropriately Assigned Teachers	2022-23 Results - Standard met on the CA School Dashboard 78% 2022-23 CA Schools Dashboard	2023-24 Results - Standard met on the CA School Dashboard 78% 2023-24 CA Schools Dashboard	2024-25 Results - Standard met on the CA School Dashboard 79% 2024-25 CA Schools Dashboard	2025-26 Results - Standard met on the CA School Dashboard 99% 2025-26 CA Schools Dashboard	The difference between 2022-23 and 2024-25: Standard met on the CA School Dashboard +1 % points
1.21	High and Middle School Dropout Rates	2022-23 Results - 1.98% - HS (High School) <1% - MS (Middle School) 2022-23 Local data	2023-24 Results - 1.24% - HS (High School) <1% - MS (Middle School) 2024-25 Calpads	2024-25 Results - <1%% - HS (High School) <1% - MS (Middle School) 2025-26 Calpads	2025-26 Results - 1% - HS (High School) <1% - MS (Middle School) 2026-27 Calpads	The difference between 2022-23 and 2024-25: -0.98 % points - HS (High School) 0 % points - MS (Middle School)
1.22	Implementation of CA State Standards, Including How ELs	2022-23 Results - "Standard met" on the CA School Dashboard	2023-24 Results -	2024-25 Results -	2025-26 Results -	The difference between 2022-23 and 2024-25:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Access CCSS and ELD Standards	Initial Implementation Level	"Standard met" on the CA School Dashboard Initial Implementation Level	"Standard met" on the CA School Dashboard Full Implementation Level	"Standard met" on the CA School Dashboard Full Implementation and Sustainability	One level increase
1.23	Standards-Aligned Instructional Materials for All Students	2022-23 Results - "Standard met" on the CA School Dashboard Initial Implementation Level	2023-24 Results - "Standard met" on the CA School Dashboard Full Implementation Level	2024-25 Results - "Standard met" on the CA School Dashboard Full Implementation Level	2025-26 Results - "Standard met" on the CA School Dashboard Full Implementation and Sustainability	The difference between 2022-23 and 2024-25: One level increase
1.24	Access to Broad Course of Study	2022-23 Results - "Standard met" on the CA School Dashboard Full and Sustainable Implementation	2023-24 Results - "Standard met" on the CA School Dashboard Full and Sustainable Implementation	2023-24 Results - "Standard met" on the CA School Dashboard Full and Sustainable Implementation	2025-26 Results - "Standard met" on the CA School Dashboard Full and Sustainable Implementation	The difference between 2022-23 and 2024-25: No Difference

Goal Analysis [2025-26]

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

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

There were no substantive differences between planned actions and actual implementation of VUSD's LCAP Goal 1 actions. The most noteworthy success for the 2025-26 school year related to Goal 1 actions was the dramatic improvements in SWD CAASPP scores in secondary as a result of co-teaching. Challenges in math performance remain. VUSD is adopting new elementary math curriculum beginning with the 2025-26 school year.

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

There were no material differences between budgeted expenditures and actual expenditures, nor was there a material difference between planned percentages of improved services and actual percentages of improved services

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

At the time of writing this analysis, CAASPP results for the 2026 school year are not yet available, so it is difficult to determine the effectiveness of one of the major initiatives for Goal 1 in the 2025-26 school year. However, early indications (preliminary CAASPP results) are positive.

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

There are no changes to this goal. The only change is a change in one of the metrics, the high school and middle district assessment metrics, as they are no longer comparable year-to-year because VUSD changed its approach and changed the tests themselves in the 2025-26 school year. VUSD shifted to common formative assessments developed by site PLCs and IXL assessments. Additionally, Metric 1.14 & 1.15; VUSD's assessment model has changed such that grades 3-5 now test in English on this metric, therefore these grades will no longer be reflected in the data/

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	Site-Based Instructional Supports	Required for 2023 Dashboard Lowest Performance Action: Maintain and recruit additional instructional site-based teachers to address all academic achievement/performance student group gaps, including ELA/Math/Science academic achievement (CAASPP Academic Dashboard Indicator), D/F rates, graduation rates (Engagement Dashboard Indicator), CTE pathway completion, A-G completion, dual enrollment, etc.	\$4,898,125.00	Yes
1.2	District-Based Instructional Supports	Required for 2023 Dashboard Lowest Performance Action: Maintain and recruit additional instructional district-based TOSAs to increase overall student achievement/performance on all key metrics and to address student group gaps with an emphasis on EL, LI/SED, FY and SWD. This action also supports GATE students and the district's UDL and SST/MTSS	\$1,365,962.00	Yes

Action #	Title	Description	Total Funds	Contributing
		initiative. This action also supports district implementation of Professional Learning Communities (PLC), supported through technical assistance.		
1.3	Site-Based Allocations	Required for 2023 Dashboard Lowest Performance Action: Provides site-based resources to support interventions and additional learning opportunities - offered before school, after-school and during school focused on supporting academically struggling students, emphasizing EL, FY and LI/SED student groups. This action also includes supports for standards-based instructional materials and supplemental materials designed to support academically struggling students.	\$8,240,364.00	Yes
1.4	Professional Learning	This LEA-wide action provides for two days of pre-service professional learning for certificated and classified staff with an emphasis on supporting EL, FY, SWD, and LI/SED students.	\$1,015,228.00	Yes
1.5	Professional Development and Supports for Co-Teaching and Inclusion	This action supports professional development opportunities, with an emphasis on inclusive practices, which are designed to support SWD students academic performance and ultimately improve their graduation rate.	\$1,358,127.00	Yes
1.6	Staffing Supports for EL, Dually-Identified Students (SWD & EL) and LTELs	This action is designed to provide additional staffing to support and monitor the academic progress of EL students, dually-identified students (EL & SWD) and Long-Term English Learners (LTELs) towards earning RFEP status. This action also aims to enhance the educational partnership with families of ELs and LTELs with a special emphasis on those school sites in need of specialized support based on ELPI performance levels on the CA Schools Dashboard.	\$1,445,334.00	Yes
1.7	College/Career Readiness Supports	This action is designed to improve the rates of all students identified as "College/Career Ready" on the CA Schools Dashboard College & Career	\$815,777.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Indicator (CCI), with a special emphasis on student groups whose rates are lower than the district rate (e.g., SWD). This action supports access to AVID, dual enrollment at community colleges (and materials for students in dual enrollment courses) and provides supports for A-G and CTE pathway completion, as well as FAFSA student/family outreach. This action also provides supports for application/assessment Advanced Placement exam and college application fee reduction for SED/LI students.		
1.8	Digital Instructional Tools That Support Access and Increased Academic Achievement	This action supports the funding of digital tools that increase student access and engagement in support of improved overall student academic achievement/performance while reducing student group gaps.	\$1,312,320.00	Yes
1.9	Teacher Collaboration Supports For Common UDL-Based Lesson Planning	This action provides for site principals to authorize additional planning hours for teachers to enhance lesson plans with Universal Design for Learning (UDL) elements toward improving instruction that reduces student group achievement gaps.	\$328,080.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Support Positive Student Learning Environments and Student Mental Health	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

VUSD's academic performance and mental health/wellness data reveal a need to improve students' engagement to school and their sense of their learning environments and campuses as positive and safe. This is a broad goal intended to provide safe and welcoming schools. enhancing culture and climate with socioemotional supports for all students, with an emphasis on those with more intensive needs, will improve overall well-being, reduce chronic absenteeism, decrease suspension rates and ultimately support improved academic performance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism Rates	2022-23 Results: All Students: 22% EL: 25% LI: 28.5% SWD: 32.8% FY: 44% Lowest Performance (red) Level CA Dashboard: VUSD: FY 38.6% ATLAS: SWD 40% Lincoln Elem: All 39.3%, HI 42.5%	2023-24 Results: All Students: 16.1% EL: 17.4% SED/LI: 21.5% SWD: 23.3% FY: 40.6% Lowest Performance (red) Level CA Dashboard: VUSD: FY 40.6%	2024-25 Results: All Students: 15.8% EL: 16.2% SED/LI: 20.8% SWD: 21.3% FY: 28% Lowest Performance (red) Level CA Dashboard: VUSD: FY 20%	2026-27 Results: All Students: 11% EL: 12% LI: 15% SWD: 25% FY: 33% Lowest Performance (red) Level CA Dashboard: VUSD: FY 20% ATLAS: SWD 20%	The difference between 2022-23 and 2024-25: All Students: -6.2 % points EL: -8.8 % points LI: -7.7 % points SWD: -11.5 % points FY: -16.0 % points Lowest Performance (red)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Loma Vista Elem: LI/SED 36.2% Montalvo Elem: SWD 25% Mound Elem: LI/SED 27.3%, SWD 30.2% Portola Elem: EL 26.2% Anacapa MS: HOM 57.6% Balboa MS: EL 26.4%, SWD 36.8%, LI/SED 30.3%, HI 24.8%, MR 20.9% Dashboard Fall 2023	ATLAS: SWD 19% DATA: EL 30.9%, HOM 52.0% EP Foster Elem: SWD 25.0% Lincoln Elem: All 23.5%, HI 24.8% Loma Vista Elem: LI/SED 21.9% Montalvo Elem: SWD 16.7% Mound Elem: LI/SED 17.1%, SWD 14.3% Portola Elem: EL 22.6% Anacapa MS: HOM 31.4% Balboa MS: EL 19.2%, SWD 24.1%, LI/SED 18.7%, HI 15.6%, MR 7.7% Homestead: LI/SED 29.4%, HI 33.3% Sheridan Way Elem: HOM 26.5% 2023-24 Dashboard	VUSD: HOM 33.7%, FY 28% ATLAS: SWD 16.5%, EL 12.2%, WHI 12.4% Citrus Glen Elem: EL 21.8%, LI/SED 22.4%, SWD 31.1%, HI 23.3% Juanamaria Elem: SWD 23.6% Lincoln Elem: All 25.8%, HI 31.4%, LI/SED 31.5% Loma Vista Elem: LI/SED 22.4%, HI 24.5% Lemon Grove K8: All 28.3%, EL 25.8%, LI/SED 34.8%, SWD 29.4%, HI 35.4% Montalvo Elem: All 13.7%, EL 12.7%, LI/SED 16.2%, SWD 12.7%, Hispanic (HI) 14.2%, WHI 15.5% Mound Elem: LI/SED 15.6%, SWD 19.6%, WHI 10.1% Pierpont Elem: HI 30.9% Portola Elem: EL 21%, SWD 30.9%, WHI 24.2%	Lincoln Elem: All 20%, HI 20% Loma Vista Elem: LI/SED 20% Montalvo Elem: SWD 15% Mound Elem: LI/SED 15%, SWD 20% Portola Elem: EL 15% Anacapa MS: HOM 25% Balboa MS: EL 15%, SWD 15%, LI/SED 15%, HI 15%, MR 10% Dashboard Fall 2026	Level CA Dashboard: VUSD: FY -10.6 % points, HOM +/- 0 % points ATLAS: SWD - 23.5 % points, EL +/- 0 % points, WHI +/- 0 % points Citrus Glen Elem: EL +/- 0 % points, LI/SED +/- 0 % points, SWD +/- 0 % points, HI +/- 0 % points Juanamaria Elem: SWD +/- 0 % points Lincoln Elem: All - 13.5 % points, HI - 11.1% points Lemon Grove K8: All +/- 0 % points, EL +/- 0 % points, LI/SED +/- 0 % points, SWD +/- 0 % points, HI +/- 0 % points Loma Vista Elem: LI/SED -13.8 % points Montalvo Elem: SWD -12.3 % points, All +/- 0 % points, EL +/- 0 % points, LI/SED +/- 0 % points,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Anacapa MS: HOM 14.8%, LI/SED 21%, SWD 24.1% Balboa MS: EL 19%, LTEL 20.4%, LI/SED 18.7%, Hispanic (HI) 16.4%, MR 0%, SWD 5.9% Cabrillo MS: SWD 20.7%, WHI 16.3% Sheridan Way Elem: All 24.6%, EL 19.3%, LI/SED 25.4%, SWD 30.2%, HI 24.6% 2024-25 Dashboard		Hispanic (HI) +/- 0 % points, WHI +/- 0 % points Mound Elem: LI/SED -11.7 % points, SWD -10.6 % points, WHI +/- 0 % points Portola Elem: EL - 5.2 % points, SWD +/- 0 % points, WHI +/- 0 % points Pierpont Elem: HI +/- 0 % points Sheridan Way Elem: All +/- 0 % points, EL +/- 0 % points, LI/SED +/- 0 % points, SWD +/- 0 % points, HI +/- 0 % points Anacapa MS: HOM -42.8 % points, LI/SED +/- 0 % points, SWD +/- 0 % points Balboa MS: EL-7.4 % points, SWD - 30.9 % points, LI/SED -11.6% points, HI -8.4 % points, MR -20.9 % points, LTEL +/- 0 % points Cabrillo MS: SWD +/- 0 % points, WHI +/- 0 % points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Attendance Rate Overall	2023-24 P-2 92.54%	2024-25 P-2 94.58%	2025-26 P-2 94.73%	2026-27 P-2 96%	The difference between 2023-24 and 2025-26: +2.19 % points
		2023-24 Local SIS Data	2024-25 Local SIS Data	2025-26 Local SIS Data	2026-27 Local SIS Data	
2.3	Suspension Rates	2022-23 Results: All Students: 3.2% EL: 4.9% SED/LI: 4.6% SWD: 6% FY: 11% Lowest Performance (red) Level CA Dashboard: VUSD: HOM 7.6%, FY 11%, African-American (AA) 7.8% Citrus Glen Elem: SWD 9.6% Junipero Serra Elem: SWD 7.4% Lemon Grove K8: All 3.2%, LI/SED 3.9%, HI 5.3% Lincoln Elem: All 3.2%, LI/SED 3.6%, SWD 7.7% Will Rogers Elem: SWD 6.8% Anacapa MS: LI/SED 14.7%, SWD 20.8%, HI 12.3% Balboa MS: EL 15%, SWD 15.9% Cabrillo MS: EL 18.8%, LI/SED 12.5%, HI 9.3%	2023-24 Results: All Students: 2.8% EL: 4.6% SED/LI: 4% SWD: 5.6% FY: 13.8% Lowest Performance (red) Level CA Dashboard: VUSD: HOM 7.1%, FY 13.8%, African-American (AA) 4.8% ATLAS: LI/SED 5.1%, SWD 10.8% Citrus Glen Elem: SWD 5.1% Junipero Serra Elem: SWD 3.4% Lemon Grove K8: All 2.5%, LI/SED 3.3%, HI 3.2% Lincoln Elem: All 0.4%, LI/SED 0.0%, SWD 2.3% Loma Vista Elem: SWD 6.3% Poinsettia Elem: SWD 7.0%	2024-25 Results: All Students: 2.1% EL: 3.1% SED/LI: 2.9% SWD: 4.4% FY: 8.9% Lowest Performance (red) Level CA Dashboard: VUSD: HOM 4.4%, FY 8.9%, African-American (AA) 2.2% Citrus Glen Elem: All 1.8%, LI/SED 2.6%, SWD 4.8%, Hispanic (HI) 2.5% E.P. Foster Elem: SWD 8.2% Junipero Serra Elem: LI/SED 2.2%, SWD 4.1% Lemon Grove K8: EL 6.1%, All 3.7%, LI/SED 3.4%, HI 4.7% Lincoln Elem: All 0.4%, LI/SED 0%, SWD 2.2%	2025-26 Results: All Students: 2% EL: 3% SED/LI: 3% SWD: 3% FY: 5% Lowest Performance (red) Level CA Dashboard: VUSD: HOM 5%, FY 5%, African-American (AA) 5% Citrus Glen Elem: SWD 5% Junipero Serra Elem: SWD 5% Lemon Grove K8: All 1%, LI/SED 1%, HI 1% Lincoln Elem: All 1%, LI/SED 1%, SWD 3% Will Rogers Elem: SWD 3% Anacapa MS: LI/SED 7%, SWD 10%, HI 5% Balboa MS: EL 10%, SWD 10%	The difference between 2022-23 and 2024-25: All Students: -1.1 % points EL: -1.8 % points SED/LI: -1.7 % points SWD: -1.6 % points FY: -2.1 % points Lowest Performance (red) Level CA Dashboard: VUSD: HOM -3.2 % points, FY -2.1 % points, African-American (AA) -5.6 % points Citrus Glen Elem: SWD -4.8 % points, All +/- 0 % points, LI/SED +/- 0 % points, Hispanic (HI) +/- 0 % points E.P. Foster Elem: SWD +/- 0 % points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		DATA MS: All 10%, EL 13.5%, HOM 14.6%, LI/SED 12.1%, SWD 13.1%, HI 12.5% Dashboard Fall 2023	Will Rogers Elem: EL 5.1%, SWD 8.0% Anacapa MS: HOM 16.7%, LI/SED 12.1%, SWD 19.4%, HI 11.7% Balboa MS: EL 5.6%, SWD 9.2% Cabrillo MS: EL 11.8%, LI/SED 8.3%, HI 9.2% DATA MS: All 8%, EL 12.1%, HOM 13%, LI/SED 10%, SWD 11.9%, HI 9.5% Pacific HS: LI/SED 7.1%, HI 8.3% 2023-24 Dashboard	Portola Elem: LI/SED 3.5%, SWD 7.4% Will Rogers Elem: SWD 0% Anacapa MS: SWD 10.1%, LI/SED 6.3%, HI 5.1% Balboa MS: LTEL 12.3%, EL 9.5%, SWD 5.9% Cabrillo MS: SWD 8.1%, WHI 2.7%, EL 4.5%, LI/SED 4.8%, HI 4.0% DATA MS: EL 12.7%, LTEL 14.8%, SWD 16.3%, All 7%, HOM 12.2%, LI/SED 8.6%, HI 8% 2024-25 Dashboard	Cabrillo MS: EL 10%, LI/SED 7%, HI 5% DATA MS: All 7%, EL 7%, HOM 7%, LI/SED 7%, SWD 7%, HI 7% Dashboard Fall 2026	Lemon Grove K8: All +0.5 % points, LI/SED -0.5 % points, HI -0.6 % points, EL +/- 0 % points Lincoln Elem: All -2.8 % points, LI/SED -3.6 % points, SWD -5.5 % points, Will Rogers Elem: SWD -6.8 % points Anacapa MS: LI/SED -8.4 % points, SWD -10.7 % points, HI -7.2 % points Balboa MS: EL -5.5 % points, SWD -10 % points, LTEL +/- 0 % points Cabrillo MS: EL -14.3% points, LI/SED -7.7 % points, HI -5.3 % points, WHI +/- 0 % points, SWD +/- 0 % points DATA MS: All -3 % points, EL -0.8 % points, HOM -2.4 % points, LI/SED -3.5 % points, SWD +3.2 % points, HI -4.5% points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Suspension; Number of Days	2022-23 Results: All Students: 1028 EL: 20% SED/LI: 53% SWD: 34% FY: 3% 2022-23 Local SIS Data	2023-24 Results: All Students: 1017 EL: 21.5% SED/LI: 74% SWD: 31% FY: 2% 2023-24 Local SIS Data	2024-25 Results: All Students: 776 EL: 21.5% SED/LI: 64.56% SWD: 26% FY: 0.002% 2023-24 Local SIS Data	2026-27 Results: All Students: 900 EL: 15% SED/LI: 55% SWD: 20% FY: 1% 2023-24 Local SIS Data	The difference between 2022-23 and 2024-25: All Students: -252 EL: +1.5 % points SED/LI: +11.56 % points SWD: -8% points FY: -3 % points
2.5	Expulsion Rate Overall	2022-23 Results: 0.0% (2 expulsions), Dashboard Fall 2023	2023-24 Results: 0.0% (0 expulsions) 2023-24 Calpads	2024-25 Results: 0.0% (1 expulsion) 2024-25 Calpads	2026-27 Results: 0% (0 expulsions), Dashboard Fall 2023	The difference between 2022-23 and 2024-25: +/- 0 % points
2.6	Annual LCAP Student Survey Results - Culture/Climate	2023-24 Grades 5-12 Student Portion of LCAP Survey: "District schools... ... want students to succeed" % Agree = 84% ... offer challenging classes" % Agree = 73% ... provide a well-rounded" curriculum" % Agree = 70% ...focus on students' character" % Agree = 53% ... set high expectations for achievement" % Agree = 71%	2024-25 Grades 5-12 Student Portion of LCAP Survey: "District schools... ... want students to succeed" % Agree = 90% ... offer challenging classes" % Agree = 71% ... provide a well-rounded" curriculum" % Agree = 78% ...focus on students' character" % Agree = 69%	2025-26 Grades 5-12 Student Portion of LCAP Survey: "District schools... ... want students to succeed" % Agree = 91% ... offer challenging classes" % Agree = 72% ... provide a well-rounded" curriculum" % Agree = 80% ...focus on students' character" % Agree = 71%	2026-27 Grades 5-12 Student Portion of LCAP Survey: "District schools... ... want students to succeed" % Agree = 90% ... offer challenging classes" % Agree = 77% ... provide a well-rounded" curriculum" % Agree = 75% ...focus on students' character" % Agree = 66%	The difference between 2023-24 and 2025-26: Grades 5-12 Student Portion of LCAP Survey: "District schools... ... want students to succeed" % Agree = +7 % points ... offer challenging classes" % Agree = -1 % points ... provide a well-rounded" curriculum"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		... encourage participation in extracurricular..." % Agree = 71% ... prepare students for college/career" % Agree = 71% ... encourage SWD to participate..." % Agree = 66% ... encourage a healthy lifestyle" % Agree 61% "At my school... ... students have friends at school." % Agree = 82% ... students from different cultural backgrounds become friends" % Agree = 83% ... school rules are fair." % Agree = 49% ... students respect the teachers and staff." % Agree = 43% ... students feel safe at school." % Agree = 69% ... students are comfortable talking to school staff." % Agree = 51%	... set high expectations for achievement" % Agree = 75% ... encourage participation in extracurricular..." % Agree = 75% ... prepare students for college/career" % Agree = 73% ... encourage SWD to participate..." % Agree = 71% ... encourage a healthy lifestyle" % Agree 72% "At my school... ... students have friends at school." % Agree = 87% ... students from different cultural backgrounds become friends" % Agree = 86% ... school rules are fair." % Agree = 66% ... students respect the teachers and staff." % Agree = 63% ... students feel safe at school."	... set high expectations for achievement" % Agree = 76% ... encourage participation in extracurricular..." % Agree = 76% ... prepare students for college/career" % Agree = 76% ... encourage SWD to participate..." % Agree = 69% ... encourage a healthy lifestyle" % Agree 74% "At my school... ... students have friends at school." % Agree = 88% ... students from different cultural backgrounds become friends" % Agree = 86% ... school rules are fair." % Agree = 69% ... students respect the teachers and staff." % Agree = 65% ... students feel safe at school."	... set high expectations for achievement" % Agree = 80% ... encourage participation in extracurricular..." % Agree = 80% ... prepare students for college/career" % Agree = 80% ... encourage SWD to participate..." % Agree = 75% ... encourage a healthy lifestyle" % Agree 70% "At my school... ... students have friends at school." % Agree = 85% ... students from different cultural backgrounds become friends" % Agree = 85% ... school rules are fair." % Agree = 66% ... students respect the teachers and staff." % Agree = 66% ... students feel safe at school."	% Agree = +10 % points ...focus on students' character" % Agree = +18 % points ... set high expectations for achievement" % Agree = +5 % points ... encourage participation in extracurricular..." % Agree = +5 % points ... prepare students for college/career" % Agree = +5 % points ... encourage SWD to participate..." % Agree = +3 % points ... encourage a healthy lifestyle" % Agree +13 % points "At my school... ... students have friends at school." % Agree = +6 % points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		... students get along with each other and respect their peers." % Agree = 47% ... bullying is not a problem." % Agree = 34% "At district schools... ... I understand social-emotional supports available to me." % Agree = 71% ... students receive the resources and support they need." % Agree = 68% "My school... ...is clean." % Agree = 47% "Students... ... care about their school." % Agree = 72% ... like going to school." % Agree = 40%	% Agree = 69% ... students are comfortable talking to school staff." % Agree = 70% ... students get along with each other and respect their peers." % Agree = 58% ... bullying is not a problem." % Agree = 36% "At district schools... ... I understand social-emotional supports available to me." % Agree = 78% ... students receive the resources and support they need." % Agree = 74% "My school... ...is clean." % Agree = 64% "Students... ... care about their school." % Agree = 82% ... like going to school."	% Agree = 79% ... students are comfortable talking to school staff." % Agree = 73% ... students get along with each other and respect their peers." % Agree = 65% ... bullying is not a problem." % Agree = 47% "At district schools... ... I understand social-emotional supports available to me." % Agree = 80% ... students receive the resources and support they need." % Agree = 77% "My school... ...is clean." % Agree = 69% "Students... ... care about their school." % Agree = 82% ... like going to school."	% Agree = 75% ... students are comfortable talking to school staff." % Agree = 66% ... students get along with each other and respect their peers." % Agree = 66% ... bullying is not a problem." % Agree = 50% "At district schools... ... I understand social-emotional supports available to me." % Agree = 8-% ... students receive the resources and support they need." % Agree = 75% "My school... ...is clean." % Agree = 55% "Students... ... care about their school." % Agree = 80% ... like going to school."	... students from different cultural backgrounds become friends" % Agree = +3 % points ... school rules are fair." % Agree = +20 % points ... students respect the teachers and staff." % Agree = +22 % points ... students feel safe at school." % Agree = 10 % points ... students are comfortable talking to school staff." % Agree = +22 % points ... students get along with each other and respect their peers." % Agree = +18 % points ... bullying is not a problem." % Agree = +13 % points "At district schools..."

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			% Agree = 59%	% Agree = 60%	% Agree = 51%	... I understand social-emotional supports available to me." % Agree = +9 % points ... students receive the resources and support they need." % Agree = +9 % points "My school... ...is clean." % Agree = +22 % points "Students... ... care about their school." % Agree = +10 % points ... like going to school." % Agree = +20 % points
2.7	Semi-Annual California Health Kids Survey (CHKS) - Culture/Climate	2024 CHKS Results: Student Participants - 2,566 7th Grade = 889 9th Grade = 659 11th Grade = 805	No CHKS data in 2025 - next survey will be administered in the spring of 2026	No 2026 Spring Data is available at the time of publishing. Spring 2025 CHKS data will be input as soon as it becomes available, most	2026-27 CHKS Results: Student Participants 3,600 7th Grade = 1,200 9th Grade = 1,200 11th Grade = 1,200	The difference between 2023-24 and 2025-26. N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students reporting high levels of School Connectedness 7th - 38% 9th - 44% 11th - 47% Students reporting high levels of Caring Relationships with Adults in School 7th - 24% 9th - 25% 11th - 35% Students reporting high levels of High Expectations from Adults at School 7th - 37% 9th - 38% 11th - 43%		likely in the summer of 2026	Students reporting high levels of School Connectedness 7th - 66% 9th - 66% 11th - 66% Students reporting high levels of Caring Relationships with Adults in School 7th - 66% 9th - 66% 11th - 75% Students reporting high levels of High Expectations from Adults at School 7th - 75% 9th - 75% 11th - 75%	
2.8	HS Athletics Participation Rates By Student Group	2023-24 High School % of All Students Playing One Or More Sports All VUSD - 35% BHS: All: 37% Hispanic/Latino: 53% White: 39% Male: 60%	2024-25 High School % of All Students Playing One Or More Sports All VUSD - 35% BHS: All: 37.78% Hispanic/Latino: 56.35% White: 35.48%	2025-26 High School % of All Students Playing One Or More Sports All VUSD - 38% BHS: All: 40.49% Hispanic/Latino: 56.78% White: 37.46%	2026-27 High School % of All Students Playing One Or More Sports All VUSD - 40% BHS: All: 40% Hispanic/Latino: 55% White: 42%	The difference between 2023-24 and 2025-26: High School % of All Students Playing One Or More Sports All VUSD +3 % points BHS: All: +3.49 % points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Female: 40% SWD: 7% LI/SED: 42% FY: .33% FTHS: All: 38% Hispanic/Latino: 31% White: 57% Male: 58% Female: 42% SWD: 5% LI/SED: 29% FY: N/A VHS: All: 37% Hispanic/Latino: 40% White: 52% Male: 62% Female: 38% SWD: 4% LI/SED: 37% FY: 15%	Male: 58% Female: 42% SWD: 9% LI/SED: 47.65% FY: 0% FTHS: All: 31.55% Hispanic/Latino: 39% White: 48.47% Male: 54.25% Female: 45.76% SWD: 4.75% LI/SED: 34.24% FY: 0% VHS: All: 39.56% Hispanic/Latino: 41.21% White: 51.54% Male: 58% Female: 42% SWD: 6% LI/SED: 42.42% FY: 0%	Male: 56.27% Female: 45.76% SWD: 9% LI/SED: 53.73% FY: 0% FTHS: All: 44.54% Hispanic/Latino: 34.07% White: 51.47% Male: 56.37% Female: 45.59% SWD: 3% LI/SED: 32.11% FY: 0% VHS: All: 41.74% Hispanic/Latino: 46.23% White: 48.21% Male: 58.59% Female: 43.63% SWD: 6.4% LI/SED: 45.86% FY: 0%	Male: 58% Female: 42% SWD: 9% LI/SED: 45% FY: .1% FTHS: All: 40% Hispanic/Latino: 45% White: 45% Male: 58% Female: 42% SWD: 7% LI/SED: 35% FY: N/A VHS: All: 40% Hispanic/Latino: 48% White: 52% Male: 58% Female: 42% SWD: 5% LI/SED: 40% FY: .2%	Hispanic/Latino: +3.78% points White: -1.54% points Male: -3.73 % points Female: +5.76 % points SWD: +2 % points LI/SED: +11.73 % points FY: -0.33 % points FTHS: All: +6.54 % points Hispanic/Latino: +3.07% points White: -5.53 % points Male: -1.63 % points Female: +3.59 % points SWD: -2 % points LI/SED: +3.11% points FY: N/A VHS: All: +4.74 % points Hispanic/Latino: +6.23 % points White: -3.79 % points Male: -3.41 % points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Female: +5.63 % points SWD: +2.4 % points LI/SED: +8.86 % points FY: -15 % points
2.9	Facilities in Good Repair (CA State Priority 1, Basic Services)	2022-23 Results - "Standard met" on the CA School Dashboard 100% facilities meeting basic level	2023-24 Results - "Standard met" on the CA School Dashboard 100% facilities meeting basic level	2024-25 Results - "Standard met" on the CA School Dashboard 100% facilities meeting basic level	2025-26 Results - "Standard met" on the CA School Dashboard 100% facilities meeting basic level +, with facilities bond implementation	The difference between 2022-23 and 2024-25: No difference

Goal Analysis [2025-26]

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

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

The most noteworthy success for the 2025-26 school year related to Goal 2 actions relate to ongoing improved attendance and reductions in suspensions rates (both rates of students and number of days) from the initial LCAP year rates. Many of the successes this year with increased attendance and decreased suspensions are also tied to the increasing number of school-wide culture initiatives (e.g., Positive Behavior Intervention and Support/PBIS, Leader in Me) initiatives. There were no substantive differences between planned actions and actual implementation of VUSD's LCAP Goal 2 actions.

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

There were no material differences in budgeted and estimated actual expenditures or planned percentages of improved services occurred.

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

VUSD maintained its improvements over LCAP year one metrics, and so the determination has been made that these actions are being effective in supporting the progress towards this goal.

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.

No changes were made in the 2025-26 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Access to Counseling	This action supports improved attendance for all students but with an emphasis on those student groups and those specific sites on the CA Dashboard: ATLAS chronic absenteeism SWD, Lincoln Hispanic (CA Dashboard red), Mound SED/LI and SWD chronic absenteeism (CA Dashboard red), VUSD SWD graduation rate (CA Dashboard red).	\$4,393,930.00	Yes
2.2	Student Assistance Counselors (SAP) and Coordinated Supports - UP across the district tend to have lower educational outcomes than non-UP students, and educational outcomes are related to students' mental well-being, and in some cases require family-based counseling.	This action provides for access to counseling services for student mental/social emotional health supports, academic guidance and college/career planning. This action may include Student Assistance Program (SAP) counseling, BRIIM services for families and other coordinated supports. This LEA-wide action will maintain District/Centralized SAP Counselor, district support services, and partner agency personnel to coordinate comprehensive supports for all students & families (i.e. restorative justice, attendance, training, family liaison, chronic absenteeism district lead), including English Learners, Foster Youth and Low Income students. This action supports staffing and initiatives aimed at creating and maintaining safe environments on campus with an emphasis on decreasing incidents that lead to administrative discipline and suspension and specifically for those groups and sites with higher rates of suspension on the CA Schools Dashboard metric: Lincoln SED/LI and SWD (CA Dashboard red), DATA MS for EL, SED/LI, Hispanic, Homeless	\$2,526,624.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and SWD (CA Dashboard red), Lemon Grove for SED and Hispanic students (CA Dashboard red).		
2.3	Foster/Homeless Liaison	This is a required action for 2023 Dashboard Lowest Performance Level Indicator: Provide supports to Foster & Homeless Youth, schools and families to improve connectedness and alignments of services.	\$383,929.00	Yes
2.4	School Community, Student Engagement Mental Health Supports and Interventions	This is a required action for 2023 Dashboard Lowest Performance Level Indicator: This action includes professional development for students in secondary ASB and other leadership positions (e.g., Principal's Council/Advisory) to develop stronger school communities and engage all students, funds for lunchtime activities (e.g., Intramural Sports) that build student community and culture, initiatives to promote positive student-student and student-teacher relationships on campus, etc. This action also supports Unified Sports (i.e., SWD and General Education students together) at the high schools. This action also provides professional speakers, curriculum, and materials to support restorative peer panels in support of all students, and for sites to develop schoolwide MTSS plans in support of all students' success, including EL/ML, FY and SED/LI students. The action provides for agency partnerships to support staff and family access to mental health services and includes support to grow student participation in after-school Middle School Sports, during-school Intramurals and Unified High Sports for students with special needs. In addition, the district will administer a centralized plan to support Title I schools through use of social emotional supports, PBIS, Leader in Me, Clubs, MTSS, etc., and connects with technical assistance (e.g., PBIS, Compassionate Systems, ABAR etc.)	\$142,168.00	Yes
2.5	Student Discipline Supports; Prevention and Intervention	This is a required action for 2023 Dashboard Lowest Performance Level Indicator: Focuses on reduction on disciplinary incidences, specifically those that result in suspension, with an emphasis on district Homeless, Foster and African American students (CA Dashboard red), and site-specific initiatives for Lincoln SED/LI and SWD (CA Dashboard red), DATA MS for EL, SED/LI, Hispanic, Homeless and SWD (CA Dashboard red). This action includes supports for restorative justice work and in-lieu-of-	\$218,720.00	Yes

Action #	Title	Description	Total Funds	Contributing
		suspension programs at the secondary schools specifically, including K8 schools; Lemon Grove for SED and Hispanic students (CA Dashboard red)		
2.6	Transportation	This action provides for athletics transportation	\$765,520.00	Yes
2.7	Campus Safety and Security Supports	This action provides for ongoing campus safety and security supports, including "Minga" (online platform for monitoring student bathroom/hall passes, etc.), campus supervisors, Gaggle (online student reporting system)	\$3,391,609.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engage Families as Partners in Education	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed based on input from parent/guardians (inclusive of parents of English Learners, Long Term English Learners, Low Income, Foster Youth, and Students with Disabilities), and is designed to support achieving goals 1, 2, 4 and 5. Maintaining effective communication between families and schools will reinforce a culture of collaboration and accessibility, all towards leveraging parent/guardian partnerships to achieve better student educational outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	"The school/district encourages parental involvement" - LCAP Parent/Guardian Survey Question	2024 LCAP Survey Results (Parents/Guardians) Yes = 69%	2025 LCAP Survey Results (Parents/Guardians) Yes = 82%	2026 LCAP Survey Results (Parents/Guardians) Yes = 83%	2027 LCAP Survey Results (Parents/Guardians) Yes = 75%	The difference between 2024 and 2026: Yes = +14% points
3.2	"I feel the school/district values my participation by offering parents a say in decision-making process at school/district" - LCAP Parent/Guardian Survey Question	2024 LCAP Survey Results (Parents/Guardians) Yes/School = 49% Yes/District = 41%	2025 LCAP Survey Results (Parents/Guardians) Yes/School = 63% Yes/District = 54%	2026 LCAP Survey Results (Parents/Guardians) Yes/School = 68% Yes/District = 61%	2027 LCAP Survey Results (Parents/Guardians) Yes/School = 55 % Yes/District = 55%	The difference between 2024 and 2026: Yes/School = +19% points Yes/District = +20 % points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	LCAP Parent Survey Response #'s	2024 LCAP Survey 2024 LCAP Parent Survey Results: 1,778 Responses	2025 LCAP Survey 2025 LCAP Parent Survey Results: 919 Responses	2026 LCAP Survey 2026 LCAP Parent Survey Results: 659 Responses	2027 LCAP Parent Survey Results: 2,000 Parent Responses	The difference between 2024 and 2026: -1,119 Responses
3.4	LCAP Community Survey Response #s	2024 LCAP Survey Results: 80 Community Responses (non-Parent/Staff/Student)	2025 LCAP Survey Results: 35 Community Responses (non-Parent/Staff/Student)	2026 LCAP Survey Results: 39 Community Responses (non-Parent/Staff/Student)	2027 LCAP Survey Results: 100 Community Responses (non-Parent/Staff/Student)	The difference between 2024 and 2026: -41 Community Responses (non-Parent/Staff/Student)
3.5	LCAP Staff Survey Response #s	2024 LCAP Survey Results: 669 Staff Responses; 416 Teachers 35 School Administrators 16 District Administrators 151 Classified Staff respondents who currently have a child in VUSD: 247 Staff respondents who don't have a child in VUSD: 422	2025 LCAP Survey Results: 385 Staff Responses; 219 Teachers 24 School Administrators 10 District Administrators 122 Classified Staff respondents who currently have a child in VUSD: data not available Staff respondents who don't have a child in VUSD: data not available	2026 LCAP Survey Results: 256 Staff Responses; 153 Teachers 11 School Administrators 10 District Administrators 82 Classified Staff respondents who currently have a child in VUSD: data not available Staff respondents who don't have a child in VUSD: data not available	2027 LCAP Survey Results: 750 Staff Responses; 450 Teachers 40 School Administrators 18 District Administrators 200 Classified	The difference between 2024 and 2026: -413 Staff Responses; -263 Teachers -24 School Administrators -6 District Administrators -69 Classified Staff respondents who currently have a child in VUSD: data not collected in 2026 LCAP Survey Staff respondents who don't have a child in VUSD: data not collected

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						in 2026 LCAP Survey
3.6	LCAP Student Survey Response #s	2024 LCAP Survey Results: 4,496 Student Responses; 439 5th Grade 608 6th Grade 659 7th Grade 569 8th Grade 483 9th Grade 583 10th Grade 509 11th Grade 601 12th Grade Hispanic/Latino: 2,307 Non-Hispanic Latino: 2,875 English at Home: 5,178 Spanish at Home: 1,596	2025 LCAP Survey Results: 1858 Student Responses; 350 5th Grade 430 6th Grade 390 7th Grade 371 8th Grade 179 9th Grade 208 10th Grade 206 11th Grade 137 12th Grade Hispanic/Latino: 1,040 Non-Hispanic Latino: 1,831 English at Home: 2,185 Spanish at Home: 720	2026 LCAP Survey Results: 1449 Student Responses; 280 5th Grade 167 6th Grade 146 7th Grade 179 8th Grade 191 9th Grade 155 10th Grade 199 11th Grade 128 12th Grade Hispanic/Latino: 585 Non-Hispanic Latino: 555 English at Home: 1,148 Spanish at Home: 438	2027 LCAP Survey Results: 5,000 student responses Hispanic/Latino: 2,500 Non-Hispanic Latino: 2,500 English at Home: 6,000 Spanish at Home: 2,000	The difference between 2024 and 2026: -3,047 Student Responses; -159 5th Grade -441 6th Grade -513 7th Grade -390 8th Grade -292 9th Grade -428 10th Grade -310 11th Grade -473 12th Grade Hispanic/Latino: -1,722 Non-Hispanic Latino: -2,320 English at Home: -4,030 Spanish at Home: -1,158
3.7	"The school keeps me well-informed about events and activities" - LCAP Parent/Guardian Survey Question	2024 LCAP Survey Results (Parents/Guardians) Yes = 80%	2025 LCAP Survey Results (Parents/Guardians) Yes = 87%	2026 LCAP Survey Results (Parents/Guardians) Yes = 82%	2027 LCAP Survey Results (Parents/Guardians) Yes = 85%	The difference between 2024 and 2026: (Parents/Guardians) Yes = +2 % points
3.8	"Teachers keep me well-informed about my child's progress" - LCAP	2024 LCAP Survey Results (Parents/Guardians)	2025 LCAP Survey Results	2026 LCAP Survey Results	2027 LCAP Survey Results	The difference between 2024 and 2026:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Parent/Guardian Survey Question	Yes = 60%	(Parents/Guardians) Yes = 69%	(Parents/Guardians) Yes = 63%	(Parents/Guardians) Yes = 75%	(Parents/Guardians) Yes = +3% points
3.9	"Are you able to communicate with staff and teachers as you need to?" - LCAP Parent/Guardian Survey Question	2024 LCAP Survey Results (Parents/Guardians) Yes = 83% No = 10% N/A = 6%	2025 LCAP Survey Results (Parents/Guardians) Yes = 85% No = 10% N/A = 4%	2026 LCAP Survey Results (Parents/Guardians) Yes = 84% No = 9% N/A = 6%	2027 LCAP Survey Results (Parents/Guardians) Yes = 86% No = 8% N/A = 6%	The difference between 2024 and 2026: (Parents/Guardians) Yes = +1% points No = -1 % points N/A = 0 % points
3.10	"I feel the school is effectively educating my child" - LCAP Parent/Guardian Survey Question	2024 LCAP Survey Results (Parents/Guardians) Yes = 72%	2025 LCAP Survey Results (Parents/Guardians) Yes = 77%	2026 LCAP Survey Results (Parents/Guardians) Yes = 73%	2027 LCAP Survey Results (Parents/Guardians) Yes = 77%	The difference between 2024 and 2026: (Parents/Guardians) Yes = +1 % points

Goal Analysis [2025-26]

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

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

The implementation of Goal 3 actions occurred as planned, most of which is a continuation of previous years' efforts. Although LCAP survey respondent numbers decreased in the 2025-26 school year, the LCAP survey metrics themselves for this goal demonstrate positivity and growth, except for school sites' & Teachers' communication with parents.

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

There were no material differences in budgeted and estimated actual expenditures or planned percentages of improved services occurred.

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

Based on the LCAP survey data, VUSD is improving in the area of parent partnership and engagement, although again, the district's metrics relative to that of the sites' is lower; the LCAP actions for this goal are producing positive effects overall.

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

There are no changes to the planned goal, metrics, target outcomes or actions for the coming 2026-27 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Communication and Engagement	This LEA-wide action seeks to engage community educational partners through effective community communications and district committees in support of all students'/families' engagement, including English Learners, Foster Youth and Low income students/families. The action seeks to continue to promote timely and ongoing communications through dedicated district personnel (Communications Director) and maintain/enhance participation among site and district committees and build upon existing parent events. This action includes the annual LCAP student/parent/staff/community survey and their independent data analysis/recommendations.	\$248,987.00	Yes
3.2	Family Education	This LEA-wide action seeks to maintain and expand upon existing family engagement through PIQE, Latino Family Literacy Project, 7 Habits of Highly Effective Families, Disciplina Positiva, Project 2 Inspire, etc, and increase families' drug awareness and offer parenting classes in support of all students' health, safety and academic success, including that of English Learners, Foster Youth and Low Income.	\$87,020.00	Yes
3.3	Child Care for Parent Participation	This LEA-wide action provides access to child care to increase and improve family engagement to district events and site/district committee	\$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		participation for all students and families, including English Learners, Foster Youth and Low Income		
3.4	African American Community Engagement	This LEA-wide action provides a liaison to articulate with AAPC and district personnel to improve African American family engagement, which includes support for English Learners, Foster Youth and Low Income students.	\$27,340.00	Yes
3.5	District Family Liaison Supporting Spanish-Speaking Families	This action supports FTE for Spanish-Speaking Family Liaison	\$128,161.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Improve Early Elementary Literacy Attainment	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Elementary English achievement data, in addition to intervention needs in later grades deriving from incomplete literacy attainment/development, demonstrate a need to emphasize early literacy instruction in early elementary. VUSD desires to emphasize best practice literacy instruction and strong early literacy intervention to support long-term student academic engagement and achievement through the grade continuum.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	3rd Grade EOY/3rd Trimester MAP Results English	2023-24 MAP Reading Growth, English 3rd Trimester All 1st-3rd Grade: 54.21% Pass MAP 1st-3rd Grade "Growth Met": 50% Met Growth Target	2024-25 MAP Growth, English 3rd Trimester All 1st-3rd Grade: 55.66% Pass MAP 1st-3rd Grade Growth Met: 57.6% Met Growth Target (TBD Late June)	2025-26 MAP Growth, English 3rd Trimester All 1st-3rd Grade: Data not available at time of publication (5/30)	2026-27 MAP Reading Fluency, English 3rd Trimester All 1st-3rd Grade: 66% Pass MAP 1st-3rd Grade Growth Met: 66% Met Growth Target	Difference between 2024-25 and 2025-26: N/A - will be updated summer 2026

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	3rd Grade CAASPP English "Met/Exceeded Standard" Rate Overall and By Student Group Overall and By Student Group	2023-24 Met/Exceeded Standard Rates All 3rd Grade: 38% LI/SED: 24% EL: 6% FY: N/A SWD: 13%	2024-25 Met/Exceeded Standard Rates All 3rd Grade: 40.66% LI/SED: 30% EL: 8% FY: percentage not available SWD: 13.34%	2025-26 Met/Exceeded Standard Rates All 3rd Grade: 42.24% LI/SED: 29.31% EL: 6.83% FY: percentage not available SWD: 9.49%	2026-27 Met/Exceeded Standard Rates All 3rd Grade: 50% LI/SED: 33% EL: 20% FY: N/A SWD: 25%	Difference between 2024-25 and 2025-26: All 3rd Grade = +4.24 percentage points LI/SED: +5.31 percentage points EL: +0.83 percentage points FY: N/A SWD: -3.51 percentage points
4.3	5th Grade RFEP Rate	2023-24 Dataquest RFEP 5th grade: 22%	2024-25 Dataquest RFEP 5th grade: 13.7%	2025-26 RFEP 5th grade: 16.77%	2026-27 Dataquest RFEP 5th grade: 33%	Difference between 2023-24 and 2025-26 RFEP Rate: -5.23 percentage points

Goal Analysis [2025-26]

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

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

VUSD has consistently increased its early elementary CAASPP ELA scores these last three years. There are no planned actions/changes; VUSD will continue on its current path that is yielding results.

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

There were no material differences in budgeted and estimated actual expenditures or planned percentages of improved services occurred.

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

Early Literacy rates in VUSD improved as measured by CAASPP ELA met/exceeded. CAASPP data for 2026 is not available at time of publication, but preliminary data appears positive.

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

There are no changes to the planned goal, metrics, target outcomes or actions for the coming 2026-27 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Funds for Substitutes for Common Elementary Teacher Literacy Planning	This action supports the district's early literacy initiative by providing additional time for teachers to lesson plan based on their California Literacy and Reading Project (CLRP) training. This action supports Will Rogers, Juanamaria, Lemon Grove, Sunset K8 (CA Dashboard red) on the ELPI and Sheridan Way on (CA Dashboard red) ELA.	\$65,616.00	Yes
4.2	Professional Development on Literacy	This is a required action for Dashboard Lowest Performance Level: This action supports the district's early literacy initiative by funding specialized professional development through partners as a part of the California Literacy and Reading Project (CLRP). This action supports Will Rogers, Juanamaria, Lemon Grove, Sunset K8, DATA MS (CA Dashboard red) on the ELPI and Sheridan Way on (CA Dashboard red) ELA. This action is in concert with technical assistance.	\$214,040.00	Yes
4.3	Reading Specialist(s)	This is a required action for Dashboard Lowest Performance Level: Funds a direct-service reading specialist for Sheridan Way (CA Dashboard red on ELA) to support literacy rate growth overall, but particularly with selected student groups (EL, SED, Hispanic—CA Dashboard red on ELA).	\$282,536.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Increase Graduation Rate for all VUSD students by 5 percentage points (4 Year Cohort) in three years and PHS students by 15 percentage points	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal is based on the PHS graduation rate that triggered PHS's eligibility for Federal Comprehensive School Improvement (CSI). Both Federal CSI funds and State of CA Equity Multiplier funds are directed towards the goal of improving PHS graduation rate. In addition, overall VUSD graduation rates decreased in 2023 and VUSD has low graduation rates for SWD. VUSD and PHS also consulted with its educational partners, including the district LCAP committee and the PHS School Site Council (SSC) and its staff to determine this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	All VUSD Graduation Rates (4 year and 5 year cohorts), all students and by student group	2023 VUSD Graduation Rates All VUSD Students: 92.3% (5 year cohort) 87.10% (4 year cohort) Student Groups (4 Year cohort) EL: 76.7% LI/SED: 83.4% FY: 81.8% SWD: 65.7% LTEL: % N/A at publication time	2024 VUSD Graduation Rates All VUSD Students: 93.6% (5 year cohort) 92.2% (4 year cohort) Student Groups (4 Year cohort) EL: 88.8 % LI/SED: 89.7%	2025 VUSD Graduation Rates All VUSD Students: 94.1% (5 year cohort) 95.6% (4 year cohort) Student Groups (4 Year cohort) EL: 93.4% LI/SED: 94.0%	2026 VUSD Graduation Rates All VUSD Students: 97% (5 year cohort) 93% (4 year cohort) Student Groups (4 Year cohort) EL: 85% LI/SED: 95% FY: 85%	Difference between 2023 and 2025: All VUSD Students: +1.8 % points (5 year cohort) +8.5 % points (4 year cohort) Student Groups (4 Year cohort) EL: +16.7 % points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Lowest Performance (red) Level CA Dashboard: VUSD: SWD 65.7% Buena HS: SWD 67.2% Ventura HS: SWD 67.2% Pacific HS: HI 67.6% per 2022-23 DataQuest	FY: percentage not available SWD: 71% LTEL: 90.2% Lowest Performance (red) Level CA Dashboard: VUSD: SWD 78.5% Buena HS: SWD 69.7% Ventura HS: SWD 87.7% Pacific HS: HI 88.5% per 2024 DataQuest	FY: percentage not available SWD: 91.1% LTEL: N/A at publication time Lowest Performance (red) Level CA Dashboard: VUSD: SWD 78.5% Buena HS: SWD 69.7% Ventura HS: SWD 87.7% Pacific HS: HI 88.5% per 2025 DataQuest	SWD: 80% LTEL: 85% VUSD: SWD 93% Buena HS: SWD 93% Ventura HS: SWD 93% Pacific HS: HI 93% per 2026 DataQuest	LI/SED: +10.6 % points FY: percentage not available SWD: +25.4 % points LTEL: percentage not available VUSD: SWD +12.8 % points Buena HS: SWD +2.5 % points Ventura HS: SWD +20.5 % points Pacific HS: HI +20.9 % points per 2023 and 2025 DataQuest
5.2	Pacific High School Graduation Rates, all students and by student group	2023 PHS Graduation Rates All PHS Students: 69.3% (4 year cohort) Student Groups (4 Year cohort) EL: 70.5% Hispanic/Latino: 67.6% Homeless: 58.3% LI/SED: 68.5% SWD: 46.7% White: 74.1% per 2022-23 DataQuest	2024 PHS Graduation Rates All PHS Students: 79.5% (4 year cohort) Student Groups (4 Year cohort) EL: 86.7% Hispanic/Latino: 81.3% Homeless: 73.7% LI/SED: 79% SWD: 50% White: 75.9%	2025 PHS Graduation Rates All PHS Students: 87% (4 year cohort) Student Groups (4 Year cohort) EL: 87.9% Hispanic/Latino: 84.0% Homeless: 84.5% LI/SED: 86.2% SWD: 93.8% White: N/A%	2026 PHS Graduation Rates All PHS Students: 85% (4 year cohort) Student Groups (4 Year cohort) EL: 85% LI/SED: 85% Hispanic/Latino: 85% Homeless: 85% SWD: 85% White: 85%	Difference between 2023 and 2025: All PHS Students: +17.7 % points (4 year cohort) Student Groups (4 Year cohort) EL: +17.4 % points Hispanic/Latino: +16.4 % points Homeless: +26.2 % points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			per 2024 DataQuest	per 2025 DataQuest		LI/SED: +17.7 % points SWD: +47.1 % points White: not available per 2024 and 2025 DataQuest

Goal Analysis [2025-26]

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

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

VUSD now has the highest graduation rate it has ever had in the modern reporting era (decades).

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.

VUSD was not able to move forward with its infant care program as originally planned in Action 5.3 due to the prohibitive facilities licensing requirements and the impact on current programs in the candidate classrooms/locations. Other than this one initiative, there were no material differences in budgeted and estimated actual expenditures or planned vs. actual percentages of improved services occurred.

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

VUSD now has the highest graduation rate it has ever had in the modern reporting era (decades). VUSD has already exceeded its district and PHS target rates.

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

There are no changes to the planned goal, metrics, target outcomes or actions for the coming 2025-26 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Learning Director	This school-specific action is designed to provide focused support for teaching and learning, with the goal of increasing academic achievement, credit accrual and ultimately graduation rate, with an emphasis on low income and Hispanic student groups	\$238,910.00	Yes
5.2	Additional Counseling Staff	This school-specific action is designed to provide additional counseling support for PHS students with the goal of increasing student attendance, mental health, social-emotional learning and college/career planning, all towards improving PHS academic achievement, credit accrual and graduation rate.	\$167,347.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$23,105,692	\$931,164

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
14.080%	0.000%	\$0.00	14.080%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Site-Based Instructional Supports Need: Intervention to support grade-level academic performance - UP across the district tend to have lower educational outcomes than non-UP and are therefore in need of additional site-based instructional supports. These students are in almost every class at every school at varying percentages.	UP across the district tend to have lower educational outcomes than non-UP, and UP are in nearly every classroom at every school across the district.	LCAP Goal 1 Metrics: CAASPP ELA and Math Academic Indicators, Secondary D/F Lists, Elementary MAP Trimester Assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.2	Action: District-Based Instructional Supports Need: UP across the district tend to have lower educational outcomes than non-UP. These students are in almost every class at every school at varying percentages. Scope: LEA-wide	PD and Instructional Support for teachers - principally directed at EL, LI/SED. UP across the district tend to have lower educational outcomes than non-UP, and UP are in nearly every classroom at every school across the district. Coaching/mentorships between veteran teachers and new/struggling teachers are research-proven to support teacher efficacy which in turns supports increased student engagement, attendance and ultimately improved students academic outcomes.	LCAP Goal 1 Metrics: CAASPP ELA and Math Academic Indicators, Secondary D/F Lists, Elementary MAP Trimester Assessments
1.3	Action: Site-Based Allocations Need: Instructional supports for on-grade level academic performance - UP across the district tend to have lower educational outcomes than non-UP. These students are in almost every class at every school at varying percentages. Scope: LEA-wide	Site-based allocations allow sites to use the School Site Council (SSC) process to design site-specific programs to support UP. Schools use there allocations to design after-school tutoring programs, hire paras, provide site-specific PD on how to support UP students' academic improvements, etc. While each site has UP, each sites' needs are different in terms of their overall strengths/weaknesses in supporting these students. This action allows for sites to address their areas of weakness in support of their specific UP populations.	LCAP Goal 1 Metrics: CAASPP ELA and Math Academic Indicators, Secondary D/F Lists, Elementary MAP Trimester Assessments
1.4	Action: Professional Learning Need:	Focused professional learning that is specific to supporting UP in improving academic outcomes (e.g., language objectives for EL/ML, UDL, focus standards, etc.) is essential to improve teacher efficacy in responding to the academic needs of	LCAP Goal 1 Metrics: CAASPP ELA and Math Academic Indicators, Secondary D/F Lists,

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
	Instructional supports from both certificated and classified staff - UP across the district tend to have lower educational outcomes than non-UP students. These students are in almost every class at every school at varying percentages, so all teachers need to learn instructional strategies to serve these students. Scope: LEA-wide	UP. Again, UP students exists throughout the district, and developing teachers' skills and efficacy in responding to their needs is essential to achieve LCAP Goal 1.	Elementary MAP Trimester Assessments
1.5	Action: Professional Development and Supports for Co-Teaching and Inclusion Need: Instructional supports needed for Dually-Identified Students/UP with IEPs for on-grade level academic performance - UP across the district tend to have lower educational outcomes than non-UP , and this is the case for SWD students as well. These students are in almost every class at every school at varying percentages, so all teachers need to learn instructional strategies to serve these students. Scope: LEA-wide	Support for Inclusive Practices will provide instructional supports - principally directed at EL and SWD. UP and SWD across the district tend to have lower educational outcomes than non-UP, and UP and SWD are in nearly every classroom at every school across the district. Co-teaching is research-proven to support engagement, attendance and ultimately academic outcomes for SWD. This action is also aimed at supporting improved graduation rates for SWD.	LCAP Goal 1 Metrics: CAASPP ELA and Math Academic Indicators, Secondary D/F Lists, College & Career Indicator, Graduation Rates
1.6	Action: Staffing Supports for EL, Dually-Identified Students (SWD & EL) and LTELs	Staffing supports, which include EL Paras, Family Liaisons, and in some cases specific LTEL support/intervention sections, etc. all contribute to engaging EL students and their families to a higher	LCAP Goal 1 Metrics: Elementary MAP Trimester Results, CAASPP ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Instructional supports needed for Dually-Identified Students/UP with IEPs for on-grade level academic performance - UP across the district tend to have lower educational outcomes than non-UP, and this is the case for SWD students as well. These students are in almost every class at every school at varying percentages, so all teachers need to learn instructional strategies to serve these students. Scope: LEA-wide	degree to better partner with them in support of improved educational outcomes for EL, LTEL and Dually-Identified Students.	Academic Indicators, Secondary D/F Lists, College & Career Indicator, ELPI
1.7	Action: College/Career Readiness Supports Need: Low CCI/"Prepared for College/Career" rates on CA Dashboard for UP students. UP across the district tend to have lower educational outcomes than non-UP students, and this shows up on the CCI. These students are in almost every class at every school at varying percentages, so all teachers need to learn instructional strategies to serve these students. Scope: LEA-wide	This action supports PD for counselors targeting improving UP rates of UC A-G, etc. and it supports our CCGI initiative and the expansion of Dual Enrollment to more students including UP (e.g., PHS), etc. at all VUSD high schools	LCAP Goal 1 Metrics, specifically CCI/"Prepared for College/Career" rates on CA Dashboard
1.8	Action: Digital Instructional Tools That Support Access and Increased Academic Achievement	Digital tools provide embedded instructional supports that support UP. UP across the district tend to have lower educational outcomes than	LCAP Goal 1 Metrics: CAASPP ELA and Math Academic Indicators,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Digital access provided by the district across sites can level the academic environment for UP students - UP across the district tend to have lower educational outcomes than non-UP students. These students are in almost every class at every school at varying percentages, so all teachers need to learn instructional strategies to serve these students. Scope: LEA-wide	non-UP, and UP are in nearly every classroom at every school across the district. Digital tools with embedded instructional supports (e.g., Text-to-Speech, translation, etc.) are research-proven to support engagement, attendance and ultimately academic outcomes.	Secondary D/F Lists, College & Career Indicator
1.9	Action: Teacher Collaboration Supports For Common UDL-Based Lesson Planning Need: Instructional supports and inclusive UDL-based lessons/instructional strategies - UP across the district tend to have lower educational outcomes than non-UP students. These students are in almost every class at every school at varying percentages, so all teachers need to learn instructional strategies to serve these students. Scope: LEA-wide	UDL is a districtwide goal to support all students - principally directed at EL, LI/SED and SWD. UP and SWD across the district tend to have lower educational outcomes than non-UP, and UP and SWD are in nearly every classroom at every school across the district. UDL is research-proven to support engagement, attendance and ultimately academic outcomes.	LCAP Goal 1 Metrics: CAASPP ELA and Math Academic Indicators, Secondary D/F Lists,
2.1	Action: Access to Counseling Need:	Provides greater access to mental health professionals throughout the district/K-12 continuum, particularly supporting UP who do not have access to mental health services outside of	Chronic Absenteeism Rate, Suspension Rate, Annual LCAP Student Survey Responses

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
	Mental Health Needs as indicated in LCAP and CHKS data - UP across the district tend to have lower educational outcomes than non-UP students, and educational outcomes are related to students' mental well-being Scope: LEA-wide	schools. UP across the district tend to have lower educational outcomes than non-UP, and UP and SWD are in nearly every classroom at every school across the district. Mental health services are research-proven to support engagement, attendance and ultimately academic outcomes.	
2.2	Action: Student Assistance Counselors (SAP) and Coordinated Supports - UP across the district tend to have lower educational outcomes than non-UP students, and educational outcomes are related to students' mental well-being, and in some cases require family-based counseling. Need: Family-based counseling supports - UP across the district tend to have lower educational outcomes than non-UP students, and educational outcomes are related to students' mental well-being, and in some cases require family-based counseling. Scope: LEA-wide	Counseling supports to support UP academics through family-based counseling when needed due to suspension, etc. (i.e. higher rates of suspension for UP, etc.). SAP and BRIIM is research-proven to support engagement, attendance and ultimately academic outcomes.	Chronic Absenteeism Rate, Suspension Rate, Expulsion Rate, Annual LCAP Student Survey Responses
2.3	Action: Foster/Homeless Liaison Need: Foster Youth - Connectedness to School - Foster students across the district tend to have	Specific point of district contact for FY/FY families, coordinates district services for FY. Effective outreach to marginalized student/family groups is research-proven to support engagement, attendance and ultimately academic outcomes.	LCAP Goal 2 Metrics, specifically FY for Chronic Absenteeism, Suspension, Grad Rates (CA Dashboard red)

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
	lower educational outcomes than non-Foster students. Special outreach and services are needed to support foster youth attendance and academic performance. Scope: LEA-wide		LCAP Goal 1 Metrics, specifically Math for Homeless and ELA for FY and Homeless (CA Dashboard red)
2.4	Action: School Community, Student Engagement Mental Health Supports and Interventions Need: Increased school community connectedness - UP across the district tend to have lower educational outcomes than non-UP students, and educational outcomes are related to students' connections to school and the availability of mental health supports. Scope: LEA-wide	Providing more opportunities for UP to connect to school/school programs and student activities/communities, which are research-proven to support improved academic performance through improved school engagement.	Chronic Absenteeism Rate, Suspension Rate, Expulsion Rate, Annual LCAP Student Survey Responses
2.5	Action: Student Discipline Supports; Prevention and Intervention Need: UP across the district tend to have lower educational outcomes than non-UP students and UP have higher suspension rates Scope:	Restorative Approaches and Alternate Means of Correction/in Lieu of Suspension programs support UP students staying in school and will reduce behavior incidence recidivism. Principally directed at FY, LI/SED and SWD. Keeping students in school and maximizing instructional minutes is research-proven to support engagement, attendance and ultimately academic outcomes.	Suspension Rate, Expulsion Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.6	Action: Transportation Need: Supports school community/connectedness and academic performance through athletics participation for all students, especially UP who do not have alternatives (e.g., club sports, etc.) and transportation. Scope: LEA-wide	Athletics transportation must be provided to all students. Athletic participation is research-proven to support engagement, attendance and ultimately academic outcomes.	Chronic Absenteeism
2.7	Action: Campus Safety and Security Supports Need: LCAP/CHKS reported UP need for campus safety - this is in response to LCAP community partner engagement/input. Scope: LEA-wide	Applies to the entire campus. Students feeling safe at campus is strongly correlated with improved attendance and ultimately academic outcomes.	Chronic Absenteeism Rate, Suspension Rate, Expulsion Rate, Annual LCAP Student Survey Responses
3.1	Action: Community Communication and Engagement Need: Communication with schools/districts - this is in response to LCAP community partner engagement/input, and particularly supports UP.	Improved communication with schools/districts is strongly correlated with improved attendance and ultimately academic outcomes.	LCAP parent/guardian survey results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.2	Action: Family Education Need: Parent committees (e.g., DELAC, DMLAC, SEDAC, PAC, LCAP) requested - this is in response to LCAP community partner engagement/input, and particularly supports UP. Scope: LEA-wide	Supports the request/needs of UP families, and family engagement is strongly correlated with improved attendance and ultimately academic outcomes.	LCAP parent/guardian survey results
3.3	Action: Child Care for Parent Participation Need: For families that can't afford private child care Scope: LEA-wide	To increase engagement of UP families in after-school/evening events/meetings, which supports school-parent/guardian partnerships with UP families in ultimate support of improved UP academic outcomes.	LCAP parent/guardian survey results
3.4	Action: African American Community Engagement Need: Specifically to engage AA families and students - this is in response to LCAP community partner engagement/input, and particularly supports UP.	Engagement for AA families and students, to support a statistically vulnerable population in terms of academic outcomes.	LCAP parent/guardian survey results for African-American Families

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.5	Action: District Family Liaison Supporting Spanish-Speaking Families Need: Parent/guardian connections in support of student well-being and academic success - this is in response to LCAP community partner engagement/input, and particularly supports Spanish-speaking UP and their families. Scope: LEA-wide	Specific to Westside schools (Sheridan, EP Foster, DATA). Principally directed at EL, LI/SED. To improve parent/guardian/family engagement which is research-proven to improve attendance and ultimately academic outcomes.	Academic (Goal 1 - LCAP Goal 1 Metrics: Elementary MAP Trimester Results, CAASPP ELA and Math Academic Indicators, Secondary D/F Lists) and School Engagement (Goal 2 - Chronic Absenteeism) metrics for Westside Latino/Hispanic Students/Families
4.1	Action: Funds for Substitutes for Common Elementary Teacher Literacy Planning Need: Specialized, research-based literacy instruction in early elementary grades - UP across the district tend to have lower educational outcomes than non-UP students, particularly in literacy attainment, and these students are in almost every class at every school at varying percentages. Scope: LEA-wide	Specialized, systematic, research-based and common across VUSD literacy instruction in early elementary grades will support UP academic achievement, specifically early literacy attainment. Principally directed at EL, LI/SED. Common planning, assessments, etc. - PLC's - is research-proven to improve academic outcomes.	Elementary Trimester 3 MAP Results, ELA CAASPP Results

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
4.2	Action: Professional Development on Literacy Need: Specialized, research-based literacy instruction in early elementary grades - UP across the district tend to have lower educational outcomes than non-UP students, particularly in literacy attainment, and these students are in almost every class at every school at varying percentages. Scope: LEA-wide	Specialized, systematic, research-based and common across VUSD literacy instruction in early elementary grades will support UP academic achievement, specifically early literacy attainment/ Principally directed at EL, LI/SED. CLRP is research-proven to improve academic outcomes.	Elementary Trimester 3 MAP Results, ELA CAASPP Results
4.3	Action: Reading Specialist(s) Need: Specialized, research-based literacy instruction in early elementary grades - UP across the district tend to have lower educational outcomes than non-UP students, particularly in literacy attainment, and these students are in almost every class at every school at varying percentages. Scope: LEA-wide	Specialized, systematic, research-based and common across VUSD literacy instruction in early elementary grades will support UP academic achievement, specifically early literacy attainment. Principally directed at EL, LI/SED. Specialized literacy training and the credential, per the state, is research-proven to improve academic outcomes.	Elementary Trimester 3 MAP Results, ELA CAASPP Results
5.1	Action: Learning Director Need:	Specialized instructional support for PHS students to improve academic performance/credit attainment of PHS Hispanic UP, identified as a need through the engagement process with PHS community.	Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Specialized instructional support for PHS Hispanic (Dashboard red) UP per CSI and PHS graduation and as identified by engagement process with PHS community. Scope: Schoolwide		
5.2	Action: Additional Counseling Staff Need: Specialized mental health support for PHS UP students per CSI and PHS graduation rate, and as identified by engagement process with PHS community. Scope: Schoolwide	Specialized mental health support for PHS UP students to support improved academic performance/credit attainment of PHS UP students, identified as a need through the engagement process with PHS community.	Graduation Rate

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
-------------------	--------------------	---	------------------------------------

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: There are no limited actions in the LCAP

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding will increase access to counseling services and intervention supports for students as noted in Goal 1, Action 1.7 and 2, Actions 2.1 and 2.2

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	68.52	67.43
Staff-to-student ratio of certificated staff providing direct services to students	18.01	14.42

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	164,097,605	23,105,692	14.080%	0.000%	14.080%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$23,511,949.00	\$7,175,802.00	\$521,330.00	\$2,882,693.00	\$34,091,774.00	\$28,091,453.00	\$6,000,321.00

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	Site-Based Instructional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$4,843,445.00	\$54,680.00	\$4,898,125.00				\$4,898,125.00	
1	1.2	District-Based Instructional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,357,760.00	\$8,202.00	\$1,365,962.00				\$1,365,962.00	
1	1.3	Site-Based Allocations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$6,243,166.00	\$1,997,198.00	\$1,166,122.00	\$5,138,580.00		\$1,935,662.00	\$8,240,364.00	
1	1.4	Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,004,292.00	\$10,936.00	\$1,015,228.00				\$1,015,228.00	
1	1.5	Professional Development and Supports for Co-Teaching and Inclusion	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,358,127.00	\$0.00	\$1,358,127.00				\$1,358,127.00	
1	1.6	Staffing Supports for EL, Dually-Identified Students (SWD & EL) and LTELs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,226,614.00	\$218,720.00	\$1,226,100.00			\$219,234.00	\$1,445,334.00	
1	1.7	College/Career Readiness Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$651,737.00	\$164,040.00	\$815,777.00				\$815,777.00	
1	1.8	Digital Instructional Tools That Support Access and Increased Academic Achievement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$1,312,320.00	\$1,312,320.00				\$1,312,320.00	
1	1.9	Teacher Collaboration Supports For Common UDL-Based Lesson Planning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$328,080.00	\$0.00	\$328,080.00				\$328,080.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Access to Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$4,393,930.00	\$0.00	\$2,101,659.00	\$1,770,941.00	\$521,330.00		\$4,393,930.00	
2	2.2	Student Assistance Counselors (SAP) and Coordinated Supports - UP across the district tend to have lower educational outcomes than non-UP students, and educational outcomes are related to students' mental well-being, and in some cases require family-based counseling.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Two Years	\$1,952,484.00	\$574,140.00	\$1,881,621.00			\$645,003.00	\$2,526,624.00	
2	2.3	Foster/Homeless Liaison	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$110,529.00	\$273,400.00	\$331,135.00			\$52,794.00	\$383,929.00	
2	2.4	School Community, Student Engagement Mental Health Supports and Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$142,168.00	\$142,168.00				\$142,168.00	
2	2.5	Student Discipline Supports; Prevention and Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$54,680.00	\$164,040.00	\$218,720.00				\$218,720.00	
2	2.6	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$765,520.00	\$765,520.00				\$765,520.00	
2	2.7	Campus Safety and Security Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Secondary Schools for Minga and Gaggie		\$3,309,589.00	\$82,020.00	\$3,391,609.00				\$3,391,609.00	
3	3.1	Community Communication and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$218,366.00	\$30,621.00	\$144,685.00	\$104,302.00			\$248,987.00	
3	3.2	Family Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$5,000.00	\$82,020.00	\$87,020.00				\$87,020.00	
3	3.3	Child Care for Parent Participation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$30,000.00	\$0.00				\$30,000.00	\$30,000.00	
3	3.4	African American Community Engagement	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		\$16,404.00	\$10,936.00	\$27,340.00				\$27,340.00	

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
			Low Income			Low Income										
3	3.5	District Family Liaison Supporting Spanish-Speaking Families	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Sheridan Way, EP Foster, DATA		\$128,161.00	\$0.00	\$128,161.00				\$128,161.00	
4	4.1	Funds for Substitutes for Common Elementary Teacher Literacy Planning	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Will Rogers, Juanamaria, Lemon Grove, Sunset K8 (CA Dashboard red) on the ELPI and Sheridan Way on (CA Dashboard red) ELA.	Duration of CSI and Equity Multiplier Funding	\$65,616.00	\$0.00	\$65,616.00				\$65,616.00	
4	4.2	Professional Development on Literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: This action supports Will Rogers, Juanamaria, Lemon Grove, Sunset K8, DATA MS (CA Dashboard red) on the ELPI and Sheridan Way on (CA Dashboard red) ELA	Duration of CSI and Equity Multiplier Funding	\$104,680.00	\$109,360.00	\$164,040.00	\$50,000.00			\$214,040.00	
4	4.3	Reading Specialist(s)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Sheridan Way		\$282,536.00	\$0.00	\$170,557.00	\$111,979.00			\$282,536.00	
5	5.1	Learning Director	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific High SchoolPacific High School		\$238,910.00	\$0.00	\$238,910.00				\$238,910.00	

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
5	5.2	Additional Counseling Staff	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific High School		\$167,347.00	\$0.00	\$167,347.00				\$167,347.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
164,097,605	23,105,692	14.080%	0.000%	14.080%	\$23,511,949.00	0.000%	14.328 %	Total:	\$23,511,949.00
								LEA-wide Total:	\$23,105,692.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$406,257.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Site-Based Instructional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,898,125.00	
1	1.2	District-Based Instructional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,365,962.00	
1	1.3	Site-Based Allocations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,166,122.00	
1	1.4	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,015,228.00	
1	1.5	Professional Development and Supports for Co-Teaching and Inclusion	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,358,127.00	
1	1.6	Staffing Supports for EL, Dually-Identified Students (SWD & EL) and LTELs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,226,100.00	

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	1.7	College/Career Readiness Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$815,777.00	
1	1.8	Digital Instructional Tools That Support Access and Increased Academic Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,312,320.00	
1	1.9	Teacher Collaboration Supports For Common UDL-Based Lesson Planning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$328,080.00	
2	2.1	Access to Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,101,659.00	
2	2.2	Student Assistance Counselors (SAP) and Coordinated Supports - UP across the district tend to have lower educational outcomes than non-UP students, and educational outcomes are related to students' mental well-being, and in some cases require family-based counseling.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,881,621.00	
2	2.3	Foster/Homeless Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$331,135.00	
2	2.4	School Community, Student Engagement Mental Health Supports and Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$142,168.00	
2	2.5	Student Discipline Supports; Prevention and Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$218,720.00	
2	2.6	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$765,520.00	
2	2.7	Campus Safety and Security Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Secondary Schools for Minga	\$3,391,609.00	

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 (%)
						and Gaggie		
3	3.1	Community Communication and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$144,685.00	
3	3.2	Family Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$87,020.00	
3	3.3	Child Care for Parent Participation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.4	African American Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$27,340.00	
3	3.5	District Family Liaison Supporting Spanish-Speaking Families	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Sheridan Way, EP Foster, DATA	\$128,161.00	
4	4.1	Funds for Substitutes for Common Elementary Teacher Literacy Planning	Yes	LEA-wide	English Learners Low Income	Specific Schools: Will Rogers, Juanamaria, Lemon Grove, Sunset K8 (CA Dashboard red) on the ELPI and Sheridan Way on (CA Dashboard red) ELA.	\$65,616.00	
4	4.2	Professional Development on Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: This action supports Will Rogers, Juanamaria, Lemon Grove, Sunset K8, DATA MS (CA Dashboard red) on the ELPI and Sheridan Way on (CA Dashboard red) ELA	\$164,040.00	
4	4.3	Reading Specialist(s)	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: Sheridan Way	\$170,557.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
5	5.1	Learning Director	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific High School	\$238,910.00	
5	5.2	Additional Counseling Staff	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific High School	\$167,347.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$37,847,018.00	\$36,282,887.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Site-Based Instructional Supports	Yes	\$4,356,076.00	\$4,793,658
1	1.2	District-Based Instructional Supports	Yes	\$1,565,366.00	\$1,598,165
1	1.3	Site-Based Allocations	Yes	\$8,390,460.00	\$9,681,541
1	1.4	Professional Learning	Yes	\$993,650.00	\$941,217
1	1.5	Professional Development and Supports for Co-Teaching and Inclusion	Yes	\$869,840.00	\$1,254,363
1	1.6	Staffing Supports for EL, Dually-Identified Students (SWD & EL) and LTELs	Yes	\$2,195,244.00	\$1,521,095
1	1.7	College/Career Readiness Supports	Yes	\$652,380.00	\$922,004
1	1.8	Digital Instructional Tools That Support Access and Increased Academic Achievement	Yes	\$1,685,315.00	\$1,305,882
1	1.9	Teacher Collaboration Supports For Common UDL-Based Lesson Planning	Yes	\$217,460.00	\$210,982
2	2.1	Access to Counseling	Yes	\$5,256,606.00	\$4,901,577
2	2.2	Student Assistance Counselors (SAP) and Coordinated Supports -	Yes	\$2,573,856.00	\$2,727,899

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)
		UP across the district tend to have lower educational outcomes than non-UP students, and educational outcomes are related to students' mental well-being, and in some cases require family-based counseling.			
2	2.3	Foster/Homeless Liaison	Yes	\$207,221.00	\$114,650
2	2.4	School Community, Student Engagement Mental Health Supports and Interventions	Yes	\$1,087,300.00	\$160,263
2	2.5	Student Discipline Supports; Prevention and Intervention	Yes	\$217,460.00	\$158,291
2	2.6	Transportation	Yes	\$706,745.00	\$695,872
2	2.7	Campus Safety and Security Supports	Yes	\$4,380,344.00	\$3,661,276
3	3.1	Community Communication and Engagement	Yes	\$225,876.00	\$258,727
3	3.2	Family Education	Yes	\$135,913.00	\$78,706
3	3.3	Child Care for Parent Participation	Yes	\$65,238.00	\$26,004
3	3.4	African American Community Engagement	Yes	\$10,873.00	\$10,409
3	3.5	District Family Liaison Supporting Spanish-Speaking Families	Yes	\$112,665.00	\$125,001
4	4.1	Funds for Substitutes for Common Elementary Teacher Literacy Planning	Yes	\$652,380.00	\$243,312

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.2	Professional Development on Literacy	Yes	\$543,650.00	\$261,080
4	4.3	Reading Specialist(s)	Yes	\$434,920.00	\$335,660
5	5.1	Learning Director	Yes	\$187,760.00	\$192,701
5	5.2	Additional Counseling Staff	Yes	\$107,420.00	\$102,552
5	5.3	Additional Attendance Support Family/Student Outreach Services	Yes	\$15,000.00	0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$21,951,958	\$22,683,275.00	\$22,683,275.00	\$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	1.1	Site-Based Instructional Supports	Yes	\$2,811,260.00	\$2,878,224		
1	1.2	District-Based Instructional Supports	Yes	\$1,565,366.00	\$1,572,904		
1	1.3	Site-Based Allocations	Yes	\$1,330,969.00	\$1,323,678		
1	1.4	Professional Learning	Yes	\$543,650.00	\$941,217		
1	1.5	Professional Development and Supports for Co-Teaching and Inclusion	Yes	\$869,840.00	\$1,254,363		
1	1.6	Staffing Supports for EL, Dually-Identified Students (SWD & EL) and LTELs	Yes	\$1,672,320.00	\$1,336,245		
1	1.7	College/Career Readiness Supports	Yes	\$652,380.00	\$922,004		
1	1.8	Digital Instructional Tools That Support Access and Increased Academic Achievement	Yes	\$1,685,315.00	\$1,305,882		
1	1.9	Teacher Collaboration Supports For Common UDL-Based Lesson Planning	Yes	\$217,460.00	\$210,982		
2	2.1	Access to Counseling	Yes	\$2,320,076.00	\$2,444,658		
2	2.2	Student Assistance Counselors (SAP) and Coordinated Supports - UP	Yes	\$1,036,332.00	\$2,727,899		

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)
		across the district tend to have lower educational outcomes than non-UP students, and educational outcomes are related to students' mental well-being, and in some cases require family-based counseling.					
2	2.3	Foster/Homeless Liaison	Yes	\$56,223.00	\$58,066		
2	2.4	School Community, Student Engagement Mental Health Supports and Interventions	Yes	\$1,087,300.00	\$160,263		
2	2.5	Student Discipline Supports; Prevention and Intervention	Yes	\$217,460.00	\$158,291		
2	2.6	Transportation	Yes	\$706,745.00	\$695,872		
2	2.7	Campus Safety and Security Supports	Yes	\$3,842,002.00	\$3,661,276		
3	3.1	Community Communication and Engagement	Yes	\$112,938.00	\$145,320		
3	3.2	Family Education	Yes	\$135,913.00	\$78,706		
3	3.3	Child Care for Parent Participation	Yes	\$65,238.00	\$2,222		
3	3.4	African American Community Engagement	Yes	\$10,873.00	\$10,409		
3	3.5	District Family Liaison Supporting Spanish-Speaking Families	Yes	\$112,665.00	\$125,001		
4	4.1	Funds for Substitutes for Common Elementary Teacher Literacy Planning	Yes	\$652,380.00	\$243,312		
4	4.2	Professional Development on Literacy	Yes	\$543,650.00	\$261,080		
4	4.3	Reading Specialist(s)	Yes	\$434,920.00	\$165,401		
5	5.1	Learning Director	Yes				

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)
5	5.2	Additional Counseling Staff	Yes				
5	5.3	Additional Attendance Support Family/Student Outreach Services	Yes				

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$159,088,882	\$21,951,958	0	13.799%	\$22,683,275.00	0.000%	14.258%	\$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, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

- 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