

## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Conejo Valley Unified School District

CDS Code: 5673759

School Year: 2025-26

LEA contact information:

Kenneth Loo

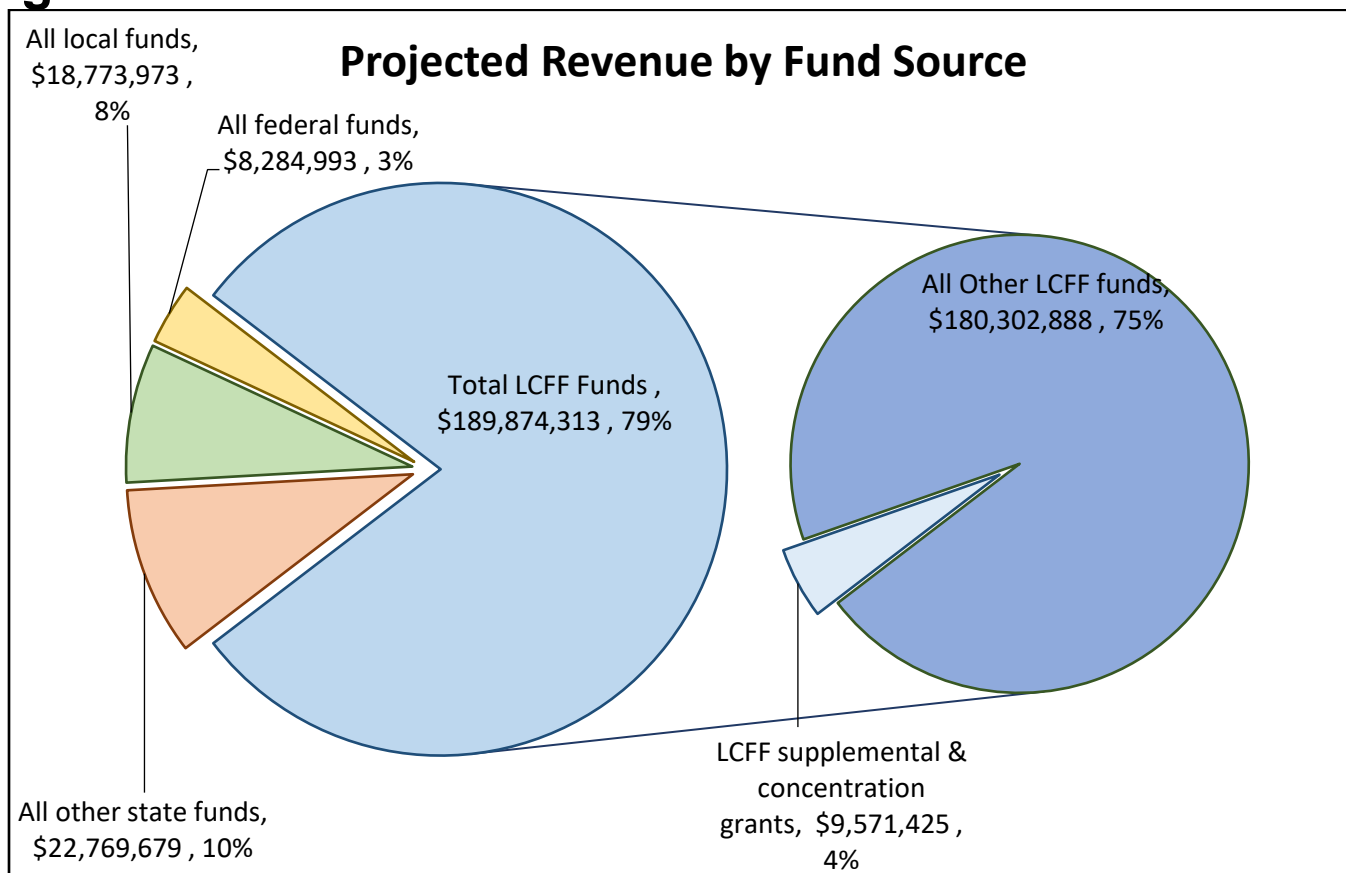
Assistant Superintendent of Instructional & Student Services

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(805) 497-9511

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

## Budget Overview for the 2025-26 School Year

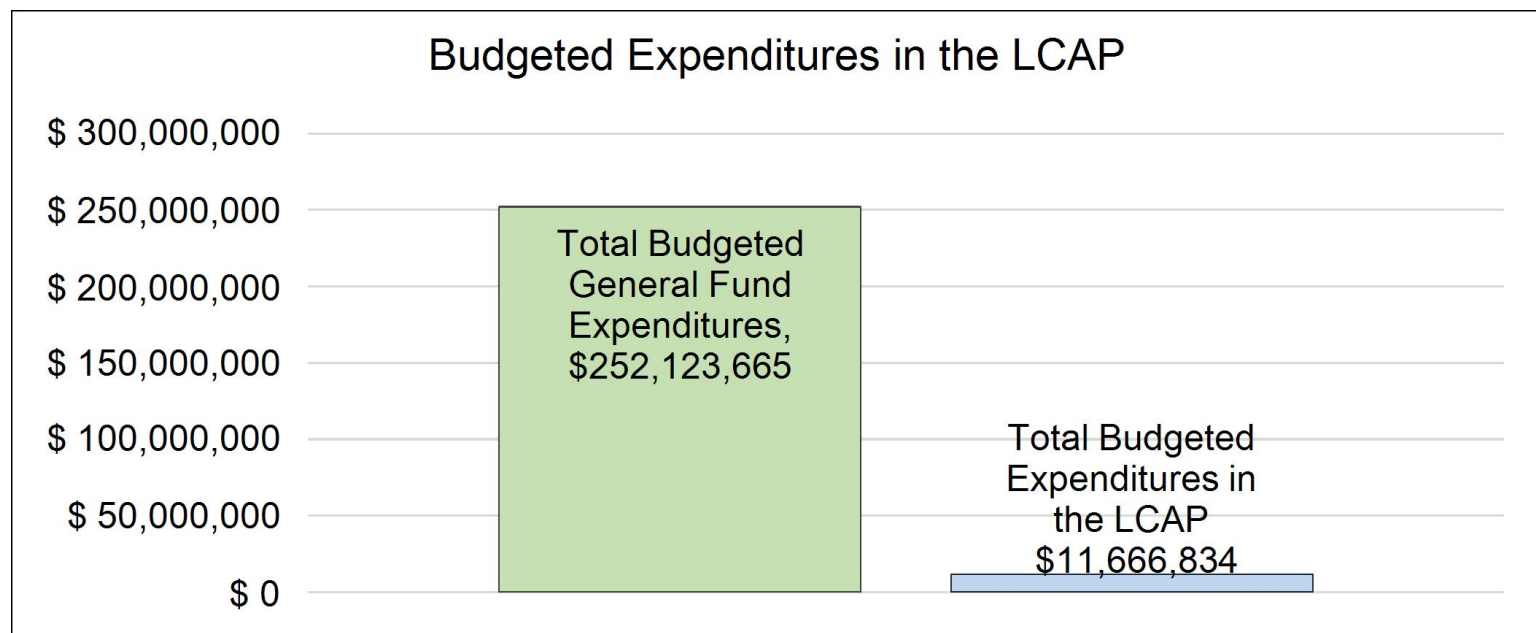


This chart shows the total general purpose revenue Conejo Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Conejo Valley Unified School District is \$239,702,958, of which \$189,874,313 is Local Control Funding Formula (LCFF), \$22,769,679 is other state funds, \$18,773,973 is local funds, and \$8,284,993 is federal funds. Of the \$189,874,313 in LCFF Funds, \$9,571,425 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 Conejo Valley Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Conejo Valley Unified School District plans to spend \$252,123,665 for the 2025-26 school year. Of that amount, \$11,666,834 is tied to actions/services in the LCAP and \$240,456,831 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

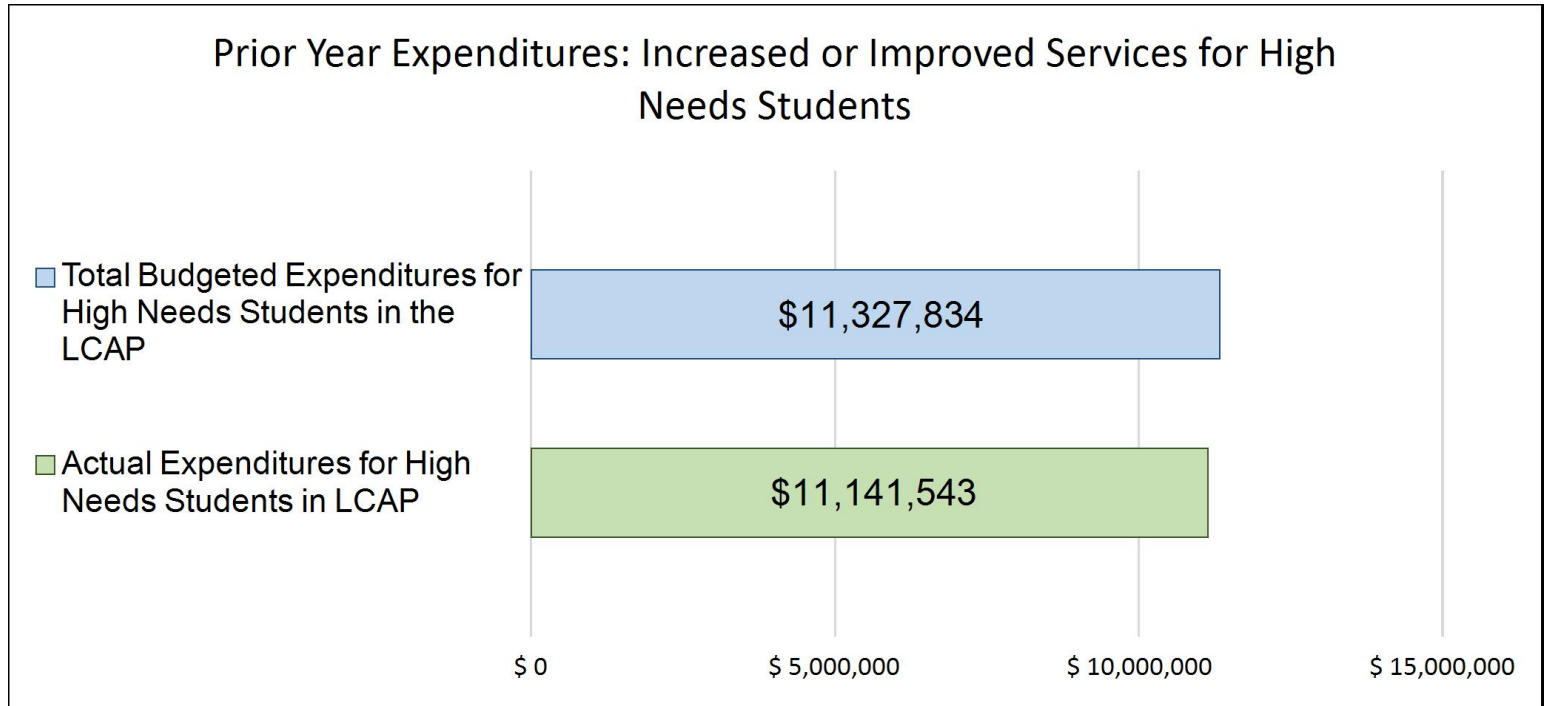
General fund budget expenditures not included in the LCAP are primarily salaries and benefits for certificated and classified staff working to support students in CVUSD. Materials and supplies, contract services and other operating expenses generally account for the remainder of expenditures not in the LCAP.

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

In 2025-26, Conejo Valley Unified School District is projecting it will receive \$9,571,425 based on the enrollment of foster youth, English learner, and low-income students. Conejo Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Conejo Valley Unified School District plans to spend \$11,322,834 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Conejo Valley Unified School District's LCAP budgeted \$11,327,834 for planned actions to increase or improve services for high needs students. Conejo Valley Unified School District actually spent \$11,141,543 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$186,291 had the following impact on Conejo Valley Unified School District's ability to increase or improve services for high needs students:

All planned actions/services for high needs students in the 2024-25 school year were implemented. The slight difference between actual expenditures and planned expenditures was due to the variations in projected versus actual staffing costs, which considers varies employee by employee based on years of service, education, salary, and benefits.

# 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
Conejo Valley Unified School District	Kenneth Loo Assistant Superintendent of Instructional & Student Services	klOO@conejouSD.org (805) 497-9511

## Plan Summary [2025-26]

### General Information

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

See next page.

### Reflections: Annual Performance

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

The 2024 California Dashboard and other local data highlighted a number of successes for CVUSD students, which includes:

# Local Control and Accountability Plan

## 2024-2025 PLAN SUMMARY



**16,347**  
**TK-12**  
**SCHOLARS**

Source: California School Dashboard



APPROX. **2,050**  
**EMPLOYEES**



Located in Thousand Oaks,  
Newbury Park &  
Westlake Village



Largest Unified  
School District in  
Ventura County



**27**  
**TK-12 CAMPUSES**

- 17 Elementary Schools
- 4 Middle Schools
- 1 TK-8 School
- 4 High Schools
- 1 Alternative Education Campus with:
  - Hybrid Learning Program (6-12)
  - Homeschool Program (TK-12)

### VISION & MISSION



All students deserve an exceptional educational experience filled with opportunity & choices.

### COMMITMENT TO STUDENT SUCCESS



We are committed to all students reaching their full potential in a supportive & academically challenging environment.

### DISTRICT ACHIEVEMENTS



High graduation rates, competitive interscholastic athletics, acclaimed music and visual & performing arts programs.



### STUDENTS WITH DIVERSE NEEDS



**11.8%**  
Receive Special  
Education Services

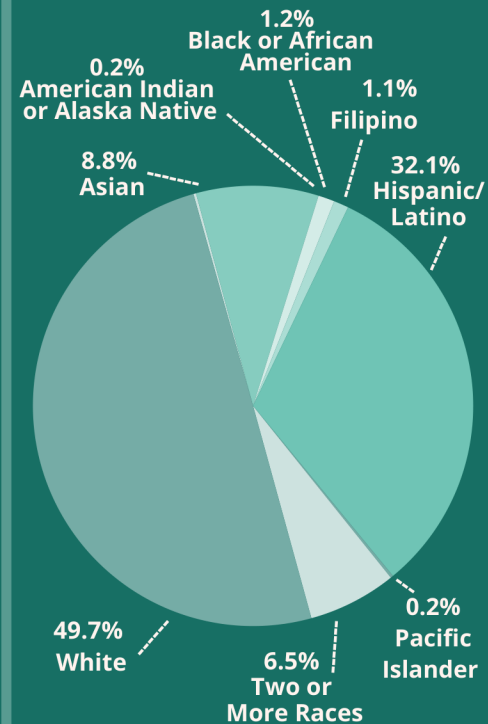
**11.9%**  
Receive English  
Learner Services

**24.8%**  
Receive Free or  
Reduced Meals

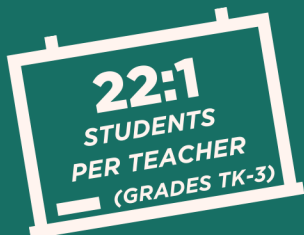
Source: California School Dashboard



### STUDENT ETHNICITY



Source: California School Dashboard



**22:1**  
**STUDENTS**  
**PER TEACHER**  
(GRADES TK-3)

# Local Control and Accountability Plan

## 2024-2025 PLAN SUMMARY

### GOAL #1

IMPLEMENT TARGETED ACTIONS AND SERVICES THAT  
SUPPORT CONDITIONS FOR OPTIMAL LEARNING,  
EQUITABLE ACCESS, AND POSITIVE STUDENT OUTCOMES.  
(STUDENT FOCUSED)

### GOAL #2

Recruit, develop, and  
retain highly  
qualified, diverse, and  
effective staff.  
(Internal focused)

### GOAL #3

Provide two-way  
communication and targeted  
outreach that engages and  
informs the community of  
programs, policies and  
opportunities and also builds  
strong connections among  
families, community members,  
and CVUSD schools.  
(Community focused)

### GOAL #4

Enhance the social,  
emotional, physical, and  
mental well-being for all  
students through  
targeted actions and  
services.  
(Student & School focused)

All CVUSD learners are served by a set of related plans that work in conjunction to implement these four district wide goals. Optimal learning, equitable access and positive student outcomes are the primary drivers of all four district goals. Educational partners, including staff, students, parents/guardians, and the public contribute to the creation, monitoring and adjustments to these plans. This coordinated approach emphasizes both district level and school site level implementation to ensure that our entire organization is working towards positive student outcomes for all students. **Plans, include:**

**CVUSD Board Study Session Goals**

**Diversity, Equity and Inclusion Plan**

**Local Control Accountability Plan  
(LCAP)**

**Multilingual Learner Master Plan**

**School Plans for Student Achievement  
(SPSA)**

**SPSA Monitoring Tool**

**Strategic Arts Plan**

**Strategic Plan for Inclusion  
for Students with Disabilities**

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LEARN MORE ABOUT  
EACH PLAN



# Goals & Actions

LEARN MORE ABOUT  
GOAL #1



## POSITIVE STUDENT OUTCOMES



### Highlighted Metrics & Year 3 Targeted Outcomes

#### IMPROVE GRADUATION RATE

*Student groups maintain at 95% or increase by 3%*

#### IMPROVE ENGLISH LANGUAGE ARTS ACHIEVEMENT

*Student groups maintain 37 points above standard, or improve by 10-20 points*

#### IMPROVE MATHEMATICS ACHIEVEMENT

*Student groups maintain 21 points above standard, or improve by 20-30 points*

#### IMPROVE COLLEGE CAREER READINESS

*Student groups below 80% will improve by 1%, 3% or 5% depending on the baseline result. Student group(s) above 80% will maintain.*



HIGHLIGHTED ACTIONS & AMOUNTS	
Provide English Learner (EL) additional support, including: ELD teachers, bilingual paraeducator and bilingual facilitators, assessment staffing, office resources, and additional staffing for CVUSD's Newcomer Program (ONEW).	\$2,579,634
Provide reduced class size (21.5:1) at all elementary schools for grades TK-3, below the CA Department of Education mandate of 24:1.	\$2,520,000
Provide intervention and support through academic specialists, teacher extra duty, and instructional materials. Provide reduced class size in 8th Grade Math, Grades 9-10 ELA, intervention and credit recovery. Provide districtwide access to accounts for IXL Math and English Language Arts for students Grades 2-12.	\$1,138,500
Provide salaries, materials and supplies for Career Technical Education (CTE) programs and Dual Enrollment Coordinators at each comprehensive high school. Annual district monitoring of individual student's progress for high school English Learners, Students with Disabilities, and Homeless students on all areas of the College Career Indicator, including Transition Classroom and Work-Based Learning Experiences for students with IEPs who earn a Special Education Certificate of Completion.	\$553,500
Provide reduced fees for PSAT, SAT, AP Exams and IB Exams for Foster Youth, English Learners, and Low Income students.	\$105,000

# Goals & Actions

LEARN MORE ABOUT  
GOAL #2

## GOAL #2

## HIGHLY QUALIFIED & EFFECTIVE STAFF



### Highlighted Metrics & Year 3 Targeted Outcomes

**STAFF REPORT BEING PROVIDED  
TRAINING TO EFFECTIVELY PERFORM  
DUTIES & RESPONSIBILITIES**



*Increase to at least 82.9%  
Strongly Agree or Agree*

**STUDENTS REPORT THAT SCHOOL  
STAFF WORK TO CREATE AN  
INCLUSIVE ENVIRONMENT**



*Grades 4-5: maintain at 90% or higher;  
Grades 6-12: increase by 3% to 89.4%*

**CALIFORNIA DASHBOARD  
LOCAL INDICATOR:  
BASICS: TEACHERS, INSTRUCTIONAL  
MATERIALS, FACILITIES**



*California Dashboard Local Indicator:  
"Standard Met"*

**NEW INDUCTION TEACHERS  
EXPRESSING A DESIRE TO  
RETURN TO CVUSD NEXT YEAR**



*Baseline to be established*

### HIGHLIGHTED ACTIONS & AMOUNTS

Provide targeted recruitment efforts to expand applicant pools that reflect qualified educators from diverse backgrounds, including an Assistant Director of Diversity, Equity and Inclusion. Provide Induction services to retain effective teachers that include one teacher mentor specifically for new special education teachers.	\$315,000
Provide Designated and Integrated English Language Development training to certificated staff and bilingual paraeducators across multiple years on Universal Design for Learning (UDL) as it applies to English Learners and Long Term English Learners.	\$300,000
Provide on-going training and structured collaboration for administrators and teachers to implement effective Professional Learning Communities (PLCs) through the development and use of essential standards, common pacing guides, and common assessments	\$50,000
Provide training and regular collaboration and data analysis with school administrators to increase inclusion and improve the Least Restrictive Environment (LRE). Provide training to elementary and secondary general education and SAI teachers in English Language Arts and Math utilizing core curriculum and supplementary resources to support Students with Disabilities.	\$10,000



# Goals & Actions

LEARN MORE ABOUT  
GOAL #3




## COMMUNITY OUTREACH & COMMUNICATION



### Highlighted Metrics & Year 3 Targeted Outcomes

**EXPANDED REACH & ENGAGEMENT ON SOCIAL MEDIA**



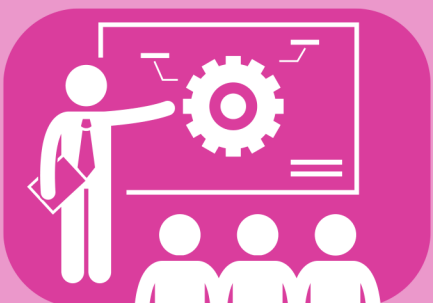
*10% increase of followers on each social media platform*

**VOLUME & VALUE OF MARKETING CONTENT PRODUCED**




*Maintain volume and value of marketing content produced*

**DISTRICTWIDE PRESENTATIONS PROVIDED TO PARENTS/GUARDIANS**



*Increase 3 or more presentations*

**PARENTS/GUARDIANS FEEL INFORMED ABOUT THEIR CHILD'S ACADEMIC PROGRAM**



*Maintain 90% or higher Strongly Agree or Agree*

### Highlighted Actions & Amounts

Provide regular communications via email, app and text message, deployed by CVUSD's Communications Department, to all educational partners, as well as disseminate information through multiple means, including video content, on websites/social media about important events and unique school programs. Provide immediate and central messages during emergencies or crises to effectively communicate in a timely manner. Provide an internship program and elementary social media managers that work to effectively support CVUSD Communications.	\$175,000
Provide efforts to increase awareness of the importance of attendance with banners, posters, and on-going messages from district and school platforms. Provide a bi-monthly meeting and training with attendance liaisons to discuss attendance strategies with students and families. Provide administrators with frequent data on attendance and chronic absenteeism disaggregated by student groups. Provide Student Support Services support staff and materials/supplies to engage in additional outreach and communication with Foster/McKinney-Vento families on attendance supports.	\$114,250
Provide family events/training, including an annual conference and BreakThrough events, for Spanish-speaking families to explain TK-12 processes and systems as well as provide strategies for parent/guardian engagement. All schools with 21 English Learners or more will maintain an English Learner Advisory Committee (ELAC) and participate in at least 5 meetings per year. Provide additional opportunities for engagement in District English Learner Advisory Committee (DELAC). Broadcast board of education meetings with English and Spanish language closed caption options.	\$33,000

# Goals & Actions

LEARN MORE ABOUT  
GOAL #4



## SOCIAL, EMOTIONAL, PHYSICAL & MENTAL WELL-BEING



### Highlighted Metrics & Year 3 Targeted Outcomes

#### IMPROVE ATTENDANCE



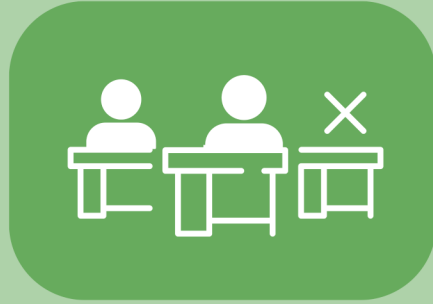
*Maintain the average daily attendance rate at 95% or higher.*

#### IMPROVE CHRONIC ABSENTEEISM



*Reduce overall chronic absenteeism by 3%, and student groups by 1% to 4.5%*

#### IMPROVE SUSPENSION RATE



*Student groups maintain at or below 2%, or reduce by 2-5%*

#### STUDENTS FEEL THAT SCHOOL IS AN INCLUSIVE LEARNING ENVIRONMENT



*Grades 4-5: Maintain at 90% or higher Strongly Agree or Agree;  
Grades 6-12: Increase to 82.4% Strongly Agree or Agree*

### HIGHLIGHTED ACTIONS & AMOUNTS

Provide Counselors for BreakThrough Program, support staff, and BreakThrough Program evening family education events.

\$485,500

Provide additional social-emotional and behavioral supports to students from a general education behaviorist, School Psychologist Interns, and a bilingual School Psychologist.

\$404,400

Provide additional outreach and social-emotional support services through Conejo Recreation Park District (CRPD) Youth Outreach Program agreement.

\$100,000

Provide materials/supplies and supports directly to Foster and Homeless students in order to increase access to school-based and community-based resources, and remove barriers to student transportation.

\$25,000

- Inclusion in General Education Settings (LRE Indicator 5A) improved by +5.0% overall, with gains of +3.6% in grades 6–8 and +10.3% in grades 9–12.
- Increased College and Career Readiness for Students with Disabilities (SWD) (+3.3%)
- AP and IB Performance Improved, with AP pass rates increasing from 77% to 86% (+9%) and IB scores rising from 95% to 98% (+3%).
- Survey results showed increased student and parent agreement on receiving adequate academic support (+4.6% and +1.0%, respectively).
- Suspension rates decreased across multiple student groups: English Learners: 6.1% ? 4.7%; SWD: 6.2% ? 5.9%
- Parent Perception of Support Increased, with 90.3% of parents agreeing their child receives adequate academic support (+1.0%).
- EL A-G completion increased from 1.27% to 12.6%
- Wellness Center usage and support services expanded: 2,967 unduplicated high school visits (+1,804 from prior year), 2,762 students participated in wellness presentations, up from 2,153.
- Overall chronic absenteeism rate improved from 16.2% to 11.3%, reflecting strong districtwide progress. Notably, Students with Disabilities saw the greatest improvement, dropping by 8.2 percentage points (29.8% to 21.6%), followed by English Learners with a 6.4% decrease (24.7% to 18.3%) and African American students with a 4.5% decrease (22.8% to 18.3%).
- Suspension rate reductions for high-need student groups: EL: 6.1% ? 4.7%; SWD: 6.2% ? 5.9%

The 2024 California Dashboard and other local data highlighted a number of challenges for CVUSD students, which includes:

- ELA and Math Scores for SWD and EL declined or remained below standard
- Graduation Rates declined for African American students (-10.6%) and English Learners (-1.5%).
- A-G Completion decreased for key groups, including Hispanic (-5.95%) and low-income students (-5.59%), despite some growth for English Learners (+11.33%).
- CAST Science Scores declined for SWD (-1.78%) and Homeless students (-5.05%).
- Long-Term English Learners (LTEL) had low ELA (-126.5) and Math (-167.5) performance.
- Participation gaps persist in co-curricular programs for African American, EL, and low-income students.
- Survey responses on inclusion saw mixed changes: Grades 4–5 dropped slightly (-3.2%), while Grades 6–12 increased (+6.3%).

Any school that received the lowest performance level (i.e. Red performance color or "Very Low") on one or more state indicators on the 2023 Dashboard:

- Chronic Absenteeism: Aspen Elementary, Banyan Elementary, Conejo Academy, Madrona Elementary, Maple Elementary, Weathersfield Elementary, Westlake Elementary, Westlake Hills Elementary, Colina Middle
- English Learners Progress: Banyan Elementary, Newbury Park High
- English Language Arts: Conejo Academy
- Suspension: Conejo Valley High
- College/Career: Conejo Valley High

Any student group within CVUSD that received the lowest performance level (i.e. Red performance color or "Very Low") on one or more state indicators on the 2023 Dashboard:

- Chronic Absenteeism: English Learners, Students with Disabilities, African American, Hispanic
- Suspension Rate: Foster Youth

- Mathematics: Homeless
- College/Career: English Learners, Homeless, Students with Disabilities

Any student group within an individual school that received the lowest performance level (i.e. Red performance color or "Very Low") on one or more state indicators on the 2023 Dashboard:

[KEY: English Learner (EL), Foster Youth (FOS), Hispanic (HI) Homeless (HOM), Socioeconomically Disadvantaged (SED), Student with Disability (SWD), African American (AA), White (WH), Mixed Race (MR)]

-English Learner Progress: Banyan Elementary (EL), Newbury Park High (EL)

-English Language Arts: Acacia Magnet (SWD), Conejo Academy (EL, SED, SWD, HI), Madrona Elementary (EL), Maple Elementary (EL), Sycamore Canyon (SWD), Colina Middle (EL), Los Cerritos Middle (SWD), Sequoia Middle (EL), Newbury Park High (SWD), Thousand Oaks High (SWD).

-Mathematics: Acacia Magnet (SWD), Sycamore Canyon (SWD), Colina Middle (EL), Los Cerritos Middle (SWD), Newbury Park High (SWD), Thousand Oaks High (SED, SWD).

-Suspension: Redwood Middle (EL, SED, HI), Newbury Park High (EL, HOM), Thousand Oaks High (EL, SWD), Conejo Valley High (SWD, WH).

-Chronic Absenteeism: Aspen Elementary (EL, SED, SWD, HI, WH); Banyan Elementary (EL, SED, HI, WH), Conejo Academy (EL, SED, SWD, HI, WH), Ladera STARS Academy (SED), Lang Ranch Elementary (SED, SWD), Madrona Elementary (EL, SED, SWD, HI), Maple Elementary (SWD, WH), Walnut (EL, WH), Weathersfield Elementary (EL, SED, SWD, HI, WH), Westlake Elementary (WH), Westlake Hills Elementary (SED, HI, WH), Wildwood Elementary (SED), Colina Middle (SED, SWD, HI, WH), Los Cerritos Middle (SWD), Redwood Middle (EL, SED, SWD, HI, MR), Century Academy (HI).

-College/Career: Newbury Park High (EL), Thousand Oaks High (SWD), Westlake High (SWD), Conejo Valley High (SWD, HI)

Analysis of 2023 CA Dashboard student groups at the district and school site level in the "red" lowest performance indicator, compared to the most recent 2024 CA Dashboard:

\* English Language Arts (ELA) - Distance from Standard (DFS): For student groups that previously demonstrated red indicator performance in ELA, several schools showed notable improvement. At the district level, Students with Disabilities (SWD) saw a slight decline, with DFS increasing from -87 to -95.5. However, school-level gains were evident. For example, Acacia Magnet improved by over 11 DFS points for SWD, while Conejo Elementary saw improvements across all reported subgroups—English Learners (EL), Socioeconomically Disadvantaged (SED), and Hispanic students—each gaining more than 20 DFS points. Maple Elementary maintained its prior level for EL students. Although some schools saw minimal declines, the general trend among previously low-performing student groups was positive.

\* Mathematics - Distance from Standard (DFS): Progress in mathematics was mixed. At the district level, SWD performance slightly declined (from -125 to -127.7 DFS), and EL performance also declined modestly (from -78 to -82.3). At the school level, Thousand Oaks High School improved for SED students, reducing the DFS gap from -115 to -104.9. However, performance for SWD declined at several sites, including Sycamore Canyon and Acacia Magnet. Notably, Los Cerritos Middle School saw a significant improvement for SWD, reducing the DFS gap by over 25 points.

\* College and Career Indicator (CCI): Encouraging gains were made among student groups previously flagged in the red indicator category. Districtwide, SWD increased their CCI readiness from 6.8% to 10.1%, and English Learners rose slightly from 7.9% to 8%. At the school level, Thousand Oaks High School nearly quadrupled its SWD CCI percentage from 2.9% to 10.3%. Conejo Valley High School also made

substantial gains across all students, SED, and Hispanic/Latino student groups, with the “All” group rising from 2.9% to 14.5%.

\* Chronic Absenteeism: Marked improvements were observed in chronic absenteeism for nearly all student groups with prior red indicator status. Districtwide, absenteeism for SWD dropped from 29.8% to 21.6%. School-level reductions were substantial. Conejo Elementary reduced SWD chronic absenteeism by over 17 percentage points, and Weathersfield Elementary showed a drop from 35.3% to 12% for SWD. While some schools like Maple Elementary had more modest improvements, the data show a clear districtwide trend toward reduced chronic absenteeism among the most impacted student groups.

\* Suspension Rate: Student groups that were previously identified as red indicator performance areas on the 2023 Dashboard demonstrated notable progress in reducing suspension rates. At the district level, the suspension rate for English Learners (EL) decreased from 6.1% to 4.7%, and Students with Disabilities (SWD) showed a modest improvement from 6.2% to 5.9%. School-level reductions were even more pronounced. Redwood Middle School reduced its suspension rate for EL students by more than 8 percentage points, while Thousand Oaks High School reduced its EL suspension rate from 18.1% to 10.7%. Conejo Valley High School made significant gains for SWD, decreasing the suspension rate from 16.7% to 5%. These improvements suggest that the district’s expanded implementation of restorative practices and proactive behavioral supports are contributing to more inclusive and supportive school environments, especially for student groups who have historically faced higher rates of exclusionary discipline.

The Learning Recovery Emergency Block Grant (LREBG) was established in response to the emergency caused by the COVID-19 pandemic to assist schools serving pupils in the long-term recovery from the COVID-19 pandemic, including addressing pupil learning, mental health, and overall well-being. Pursuant to EC Section 32526 (d)(1), an LEA that has received LREBG funds shall develop a needs assessment regarding the use and expenditure of funds for 2025–26, 2026–27, and 2027–28 school years. Currently, CVUSD does have unexpended LREBG funds and will develop a needs assessment during the 2025-26 school year to assess the academic performance in English language arts and mathematics, across school sites, as applicable, and at the LEA level based on the performance of pupil groups identified in the “Very Low” or “Red”, and “Low” or “Orange” status levels on the California School Dashboard. Based on this assessment, corresponding actions and metrics will be identified in the 2026-27 LCAP.

## Reflections: Technical Assistance

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

CVUSD has two student groups eligible for 2024 Differentiated Assistance.

\* Priority 4 & 8 Long Term English Learners (LTEL)

\* Priority 4 & 8 Homeless - Academic Indicator (ELA/Math)

The criteria for Priority 4 "Pupil Achievement" is red on both English Language Arts (ELA) and Math tests, or; Red on ELA or Math tests AND orange on the other test, or; Red on the English Learner Progress Indicator (English learner and Long-Term English Learner student group only). The criteria for Priority 8 "Outcomes in a Broad Course of Study" is red on College/Career Indicator.

The following 2025-26 LCAP Actions and Metrics seek to increase support to these identified student groups:



\* Action 1.1 specifically seeks to increase both LTEL and Homeless Students progress in Priority 8 and specifically, the College/Career Indicator, by both increasing and centralizing monitoring by district staff and school counselors on these particular students groups' progress on the various "preparedness" criteria for the College/Career Indicator. LTEL students, a new student group on the 2024 CA Dashboard, will be added to numerous applicable Actions and Metrics throughout the LCAP. Specific to enhancing Priority 4, LTELs will be added to Action 1.1, in addition to English Learners, which already exists in the action. Action 1.2 "Reduced Fees for Exams" also supports both student group's access to AP and IB exams which are criteria for the College/Career Indicator. Progress in this area will be measured by Metric #1.6 "College & Career Indicator"

\* Action 1.4 "Intervention and Support" and Action 1.5 "Elementary Class Size Reduction (TK-3)" specifically seeks to increase both LTEL and Homeless Students progress in Priority 4 and specifically, CAASPP results in English Language Arts and Mathematics, by providing additional staffing and support through intervention and reduced class sizes. For LTEL students, Action 1.6 "English Learner Staffing and Supports" and Action 2.9 "Professional Learning" provides additional multilingual staffing to support English Learners, inclusive of LTEL students, as well as on-going professional learning on implementing UDL to increase access for English Learners and LTEL students. Progress in this area will be measured by Metric 1.2 "CAASPP English Language Arts" and Metric 1.3 "CAASPP Mathematics".

## 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.

Not applicable. No CVUSD schools are identified for Comprehensive Support and Improvement (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.

Not applicable. No CVUSD schools are identified for Comprehensive Support and Improvement (CSI)

### ***Monitoring and Evaluating Effectiveness***

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

Not applicable. No CVUSD schools are identified for Comprehensive Support and Improvement (CSI)

# 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
Students	Administered district annual survey in January-February 2025 to all CVUSD students Grades 4 through Post-Secondary. 1301 out of about 2100 Grade 4-5 completed. 2201 out of about 9200 Grades 6-12 completed.
Staff	Administered district annual survey in January-February 2024 to all CVUSD certificated and classified staff. 318 out of about 2100 completed.
Parents/Guardians	Administered district annual survey in January-February 2024 to all CVUSD parents/guardians. 788 out of about 15,700 completed.
Parents/Guardians	At a meeting on March 11, 2025, a meeting was held inviting all CVUSD student and parent advisory councils/committees to share updates and information on the new LCAP and seek additional feedback.
Parents/Guardians, Secondary Students	Held 9 total District Advisory Council (DAC) or "parent advisory committee" meetings to listen to the feedback and suggestions of students and parents/guardians.
High School Students	Held 8 Student District Advisory Committee (SDAC) meetings to listen to the feedback and suggestions of students throughout the District.
Parents/Guardians of English Learners	With the District English Learner Advisory Committee (DELAC) in April 2025, provided information on SPSA and LCAP, and participants provided suggestions on the LCAP and how to align each school's SPSA with LCAP goals. Held 8 total DELAC meetings to listen to the feedback and suggestions of parents/guardians.

Educational Partner(s)	Process for Engagement
Classified Labor Association	During a Communications Meeting with representatives of the CSEA Labor Association, provided information on LCAP requirements, and sought out suggestions on the LCAP and improving each of the California Dashboard Indicators.
Certificated Teachers Labor Association	During a Communications Meeting with representatives of the UACT Labor Association, provided information on LCAP requirements, and sought out suggestions on the LCAP and improving each of the California Dashboard Indicators.
Certificated Counselors, Psychologists Labor Association	During a Communications Meeting with representatives of the CVPPA Labor Association, provided information on LCAP requirements, and sought out suggestions on the LCAP and improving each of the California Dashboard Indicators.
Site and District Administrators	In May 2025, sought feedback from site and district administrators on the LCAP and improving each of the California Dashboard Indicators.
VCOE and SELPA Consultation	Attended 2 Technical Assistance trainings in December 12, 2024 and March 25, 2025 provided by VCOE including information and presentations from the VC SELPA. On February 21, 2025, met with Joanna Della Gatta from VC SELPA. On January 16, 2025, met with Lisa Salas Brown from VCOE to discuss plans to address students in 2024 Differentiated Assistance.
Board of Education and Community At Large	On February 19, 2025, presented Mid-Year Update on LCAP and Budget Overview for Parents for the 2024-25 School Year, which included a presentation on progress in budget, expenses, metrics, and actions; and included an attached comprehensive report for all available LCAP goal actions and metrics.
Public Hearing and Board Adoption	A public hearing will be held on June 4, 2025.

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

How the 2025-26 LCAP was influenced by the feedback provided by educational partners:

All CVUSD Student and Parent Advisory Councils, including African American District Advisory Council, Gifted & Talented Education Advisory Council, District Advisory Council, LGBTQ+ Advisory Council, District English Learners Advisory Committee, Special Education District Advisory Council, and Student District Advisory Council - Met on 3/11/25 to receive information and updates on the LCAP, and had the opportunity to provide additional feedback.

District Advisory Council - Met on 9/20/24, 10/8/24, 11/12/24, 12/10/24, 1/14/25, 2/11/25, 3/11/25, 4/8/25 and 5/6/25. Feedback from this representative group serves as the "parent advisory committee" to the LCAP. The 2025-26 LCAP was influenced by this educational partner's feedback through the following ways: Adjust Action 3.4 "CVUSD Communications Department" and include the dissemination of proactive communications to parents/guardians regarding responses to emergencies and other events that may alter or disrupt the instructional day (e.g. Power Safety Shut Offs), as well as centralizing resources for summer opportunities for students.

Special Education District Advisory Council - Met on 10/1/24, 11/5/24, 1/7/25, 2/4/25, 3/4/25 and 5/23/25. The 2025-26 LCAP was influenced by this educational partner's feedback through the following ways: Adding neuro-affirming practices to Action 2.4 "Training for Students with Disabilities".

District English Language Advisory Committee - Met on 9/24/24, 10/22/24, 11/19/24, 1/21/25, 2/25/25, 3/25/25, 4/29/25, and 5/27/25. The 2025-26 LCAP was influenced by this educational partner's feedback through the following ways: Adjust Action 3.3 "Outreach" to provide Spanish-speaking families with targeted information and supports, including providing Outreach Assistants with district provided cell phones to increase frequency and ease of communication.

CVUSD Labor Associations (UACT, CVPPA, CSEA) - Met on labor associations via established Communications meetings on 3/10/25, 3/21/25, and 3/26/25. Provided attendees with a hard copy summary of the LCAP metrics and actions, and emailed electronic versions of the full 2024-25 LCAP and the summary document. The 2025-26 LCAP was influenced by this educational partner's feedback through the following way: Adjusting Metric 2.3 "Targeted Professional Learning" Year 2 outcome from three days to two days of professional learning.

Site and District Administrators - The 2025-26 LCAP included site and district administrators input in the following ways: Site focused training and support in the areas of Integrated and Designated ELD, restorative practices, modified curriculum, Science of Reading, and Professional Learning Communities training.

Ventura County Office of Education (VCOE) and SELPA - Through multiple training and meeting opportunities with VCOE Local District Support Services, SELPA, and Business Services staff, the 2025-26 LCAP was influenced in the following ways: Maintaining statutory obligations in LCAP and adjusting prior actions and metrics to reflect educational partner feedback and on-going progress.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)	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)

An explanation of why the LEA has developed this goal.

CVUSD's Goal 1 is the overarching goal that describes the central aim to support conditions for optimal learning, equitable access, and positive student outcomes. The other three goals work in conjunction to provide additional actions and services which strive to accomplish this goal. During the 2023-2024 school year, the prior goal language was modified by the CVUSD LCAP Budget Committee and the CVUSD Board of Education to add "conditions for optimal learning" and "equitable access" to more fully describe the intent and focus of this fundamental district goal. Goal 1 focuses on improving academic achievement for all students, including English Learners, foster youth, and low-income students as well as those student groups identified to be in the lowest performance areas based on the 2023 and 2024 CA Dashboard Indicators and will be evaluated through multiple measures aligned with "State Priority 4 - Pupil Engagement" and "State Priority 7 - Course Access", such as statewide assessments, inclusion of Students with Disabilities, progress of English Learners, and college/career readiness.

CVUSD's Goal 1 works in coordination with a set of related actions that take place throughout CVUSD schools and district. These actions are included in formal plans that are created to better meet the needs of CVUSD's unique learners. Educational partners, which include students, staff, and parents/guardians, are critical in the development and monitoring of these districtwide and school site plans. While, CVUSD's LCAP meets statutory requirements of the LCAP by addressing actions for Foster Youth, English Learners, and Low-Income Students using LCFF supplemental funding, in addition to addressing student groups in the 2024 California Dashboard that achieved in the lowest performance level, some related actions that align with Goal 1 can be found in the below plans:

Multilingual Learner Plan (<https://www.conejousd.org/mlp>) - The Multilingual Learner Master Plan outlines our commitment to the holistic development and success of Multilingual Learners (MLs) in CVUSD. Recognizing the unique strengths and challenges of MLs, this plan provides a roadmap to ensure they not only achieve academic success but also become multilingual and multicultural assets in our increasingly global community. In addition to an asset-based framework, this master plan also embraces CVUSD's Local Control Account Plan (LCAP) goals. These goals are interwoven throughout the plan and were utilized as a foundation to ensure students are given all the necessary supports to have a successful TK-12 academic experience. Some key actions addressing Goal 1 in the Multilingual Learner



Master Plan include:

- Increase the reclassification rate for all TK-12 Multilingual Learners
- Continue exploring programs that benefit Multilingual Learners such as DLI and Newcomer Academy
- Continue providing intensive intervention services to all Multilingual Learners
- Accelerate English language acquisition by providing additional hours to bilingual staff
- Continue to provide digital platforms to Multilingual Learners to practice and enhance their language acquisition

Strategic Plan for Inclusion of Students With Disabilities (<https://www.conejousd.org/ip>)- This CVUSD Strategic Plan for Inclusion for Students With Disabilities is designed to define the structures specifically in place for Students With Disabilities in order to support access to standards-aligned content, high-quality learning environments, and individualized supports in the least restrictive environment. The Plan is organized around four priorities that compose the foundation of an effective program for Students With Disabilities. Those four priorities are: Least Restrictive Environment, Inclusive Practices, Professional Learning, and Communication. Each priority has a central goal that is aligned to CVUSD's LCAP, and contains action items/steps to ensure goals are implemented. The Plan is intended to be a broad outline of overall special education programs and work in conjunction with CVUSD's DEI plan and LCAP plan. Some key actions addressing Goal 1 in the Strategic Plan for Inclusion of Students With Disabilities include:

- Decrease in SAI courses across secondary settings
- Maintain Inclusion Specialist-Teacher on Special Assignment (TOSA)
- Ensure each SPSA includes action items for Least Restrictive Environment (LRE)
- Increase co-teaching and inclusion across all elementary sites with specialized programs
- Seek out intentional involvement of opportunities for Students With Disabilities on College/Career Night

Diversity, Equity and Inclusion (DEI) Strategic Plan (<https://www.conejousd.org/dei>)- The DEI Strategic Plan stands as a document, meticulously crafted to harmonize with the goals outlined in the LCAP, Board Policy/Administrative Regulations, and California Education Code. The DEI Strategic Plan encompasses eight overarching goals strategically categorized into key areas of focus: Curriculum and Educational Equity, Belonging and Community Building, Transparency and Educational Equity, Continuous Development and Cultural Competency, Compliance and Governance, and Workforce Development & Culture. Some key actions addressing Goal 1 in the DEI Strategic Plan include:

- Teachers incorporate inclusive instructional practices that are designed to remove barriers to student learning and embrace the diverse identities of all students
- Improve literacy and numeracy levels among students between Transitional Kindergarten and Grade 5
- Increase opportunities for Latino/a/x students to enroll in college and professional certifications career programs
- Ensure that data on academic achievement gaps is shared in district and school meetings to make sure that proper supports are provided to students
- Provide additional learning opportunities for students who are not achieving at grade level during the day, after school and during intersession

School Plans for Student Achievement (<https://www.conejousd.org/spsa>) - SPSA is a strategic plan that maximizes the resources available to the school with the ultimate goal of increasing student achievement. The School Site Council (SSC) is responsible for the development of the SPSA, which includes the analysis of schoolwide student data and the development and monitoring of goals and actions that align to the CVUSD LCAP. Some key actions addressing Goal 1 in each CVUSD SPSA include:

- Actions to address school and student group achievement at the lowest performing level, including considerations for smaller student groups which may not have a CA Dashboard performance level, but for which useful districtwide data and other school site data must be considered.
- Specific actions to allocate school site discretionary funds for additional interventions and supports that principally support Foster Youth, English Learners, and Low-Income Students.
- Specific actions to measure and address the inclusion of Students with Disabilities and to increase the Least Restrictive Environment (LRE).
- Specific actions by CVUSD high schools to improve the College/Career Indicator for all students, and in particular, each school's 3 lowest performing student groups from the 2024 California Dashboard, including Homeless students.
- Specific actions by CVUSD schools that receive federal Title I funding to provide additional educational services to assist students in meeting the state academic content standards.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	High School Graduation Rate  (State Priority 5E - Pupil Engagement)	<p>California Dashboard Graduation rates from 2022-2023 School Year:</p> <p>All: 95.2% African American 96.3%; Asian 98.1%; English Learner 88.1%; Hispanic 93.7%; Homeless 82.7%; Students with Disabilities 85.8%; Low-Income Students 92.6%; Two or More Races 94.2%; White 95.6%</p> <p>Lowest performance (red indicator) on the Dashboard - Percentage:</p> <p>District: N/A Schools: N/A</p>	<p>California Dashboard Graduation rates from 2023-2024 School Year:</p> <p>All: 94.8% African American 85.7%; Asian 96.9%; English Learner 86.6%; Hispanic 92.7%; Homeless 86.3%; Students with Disabilities 85.5%; Low-Income Students 91.7%; Two or More Races 96.4%; White 95.8%; LTEL 92.4%</p> <p>2024 Dashboard updates on lowest</p>		<p>2025-2026 California Dashboard Graduation rates:</p> <p>All: Maintain a 95% or higher graduation rate; African American: maintain a 95% or higher graduation rate; Asian: maintain a 95% or higher graduation rate; English Learner 91.1% (+3%); Hispanic 95% (+1.3%); Homeless 85.7% (+3%); Students with Disabilities 88.8% (+3%);</p>	<p>All -0.4%; African American -10.6%; Asian -1.2%; English Learner -1.5%; Hispanic -1%; Student with Disabilities -0.3%; Low Income Students -0.9%; Two or More Races +2.2%; White +0.2%</p> <p>Source: California Dashboard</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			performance (red indicator) on the 2023 Dashboard:  District: N/A Schools: N/A		Low-Income Students 95% (+2.4%); Two or More Races 95% (+0.8%); White: maintain a 95% or higher graduation rate; LTEL 94% (+1.6%)	
1.2	CAASPP English Language Arts  (State Priority 4A: Pupil Achievement)	Spring 2023, California Dashboard CAASPP ELA, Distance from Standard (DFS)  All: +37 ; Black/African American: -19; Asian: +108; Filipino: +58; Hispanic: -16; White: +56; Two or More Races: +71; SED: -29; EL: -51 SWD: -87; Homeless: -88; Foster: * * indicates fewer than 11 students were tested.  Lowest performance (red indicator) on the Dashboard  District: N/A  School(s):	Spring 2024, California Dashboard CAASPP ELA, Distance from Standard (DFS)  All: -4.2 ; Black/African American: -10.6; Asian: +106.6; Filipino: +62.5; Hispanic: -19.6; White: +47; Two or More Races: +65.8; SED: -29.3; EL: -57.4 SWD: -95.5; Homeless: -81.3; Foster: * ; LTEL: -126.5 * indicates fewer than 11 students were tested.		2025-2026, California Dashboard CAASPP ELA, Distance from Standard (DFS)  All: Maintain; Black/African American: +1 (+10); Asian: Maintain; Filipino: Maintain; Hispanic: -6 (+10); White: Maintain; Two or More Races: Maintain; SED: -19 (+10); EL: -31 (+20); SWD: -67 (+20); Homeless: -88; Foster: *; LTEL: -106.5 (+20)  * indicates fewer than 11 students were tested.	All: -41.2; Black/African American: +8.4; Asian: -1.4; Filipino: +4.5; Hispanic: -3.6; White: -9.0; Two or More Races: -5.2; SED: -0.3; EL: -6.4; SWD: -8.5; Homeless: +6.7; Foster: *; LTEL: --  School(s): Acacia Magnet: SWD: +11.8 Conejo ES: All: +28.1, EL: +28.5, SED: +25.3, HI: +15.8 Madrona ES: EL: +16.1 Maple ES: EL: 0.0 Sycamore Canyon (TK-8): SWD: -22.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Acacia Magnet: SWD: -107.9 Conejo ES: All: -81.1 DFS, EL: -97.5 DFS, SED: -84.2 DFS, HI: -86.6 DFS Madrona ES: EL: -84.8 DFS Maple ES: EL: -71.1 DFS Sycamore Canyon (TK-8): SWD: -97.6 DFS Colina MS: EL: -72.5 DFS Los Cerritos MS: SWD: -106.3 DFS Sequoia MS: EL: -76.8 DFS Newbury Park HS: SWD: -153.1 DFS Thousand Oaks HS: SWD: -121.7 DFS	2024 Dashboard updates on lowest performance (red indicator) on the 2023 Dashboard:  District: N/A  School(s): Acacia Magnet: SWD: -96.1 Conejo ES: All: -53.3 DFS, EL: -69 DFS, SED: -59.3 DFS, HI: -60.7 DFS Madrona ES: EL: -68.5 DFS Maple ES: EL: -71.1 DFS Sycamore Canyon (TK-8): SWD: -120.3 DFS Colina MS: EL: -85.6 DFS Los Cerritos MS: SWD: -98.2 DFS Sequoia MS: EL: -84.4 DFS Newbury Park HS: SWD: -146.9 DFS Thousand Oaks HS: SWD: -106.5 DFS		Lowest performance (red indicator) on the Dashboard  District: N/A  School(s): Acacia Magnet: SWD: -78 (+30) Conejo ES: All: -61 (+20) DFS, EL: -68 DFS (+30), SED: -64 DFS (+20), HI: -67 DFS (+30) Madrona ES: EL: -65 DFS (+20) Maple ES: EL: -51 DFS (+20) Sycamore Canyon (TK-8): SWD: -68 DFS (+30) Colina MS: EL: -53 DFS (+20) Los Cerritos MS: SWD: -76 DFS (+30) Sequoia MS: EL: -57 DFS (+20) Newbury Park HS: SWD: -123 DFS (+30) Thousand Oaks HS: SWD: -92 DFS (+30)	Colina MS: EL: -13.0 Los Cerritos MS: SWD: +8.0 Sequoia MS: EL: -7.6 Newbury Park HS: SWD: +6.7 Thousand Oaks HS: SWD: +15.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	CAASPP Mathematics (State Priority 4A: Pupil Achievement)	<p>Spring 2023, California Dashboard SBAC Math, Distance from Standard (DFS)</p> <p>All: +3; Black/African American: -74; Asian: +107; Filipino: +34; Hispanic: -59; White: +21; Two or More Races: +39; SED: -67; EL: -78; SWD: -125; Homeless: -111;</p> <p>Lowest performance (red indicator) on the Dashboard</p> <p>District: HOM: -110.5 DFS</p> <p>School(s): Acacia Magnet: SWD: -127.7 DFS Sycamore Canyon: SWD: -99.8 DFS Colina MS: EL: -123.2 DFS Los Cerritos MS: SWD: -171.9 DFS Newbury Park HS: SWD: -198.7 DFS Thousand Oaks HS: SED: -115 DFS, SWD: -200.1 DFS</p>	<p>Spring 2024, California Dashboard SBAC Math, Distance from Standard (DFS)</p> <p>All: +1.6; Black/African American: -52.4; Asian: +97; Filipino: +36.8; Hispanic: -57.3; White: +16.3; Two or More Races: +36.2; SED: -64.9; EL: -82.3; SWD: -127.7; Homeless: -107.7; LTEL: -167.5</p> <p>2024 Dashboard updates on lowest performance (red indicator) on the 2023 Dashboard:</p> <p>District: HOM: -107.7 DFS</p> <p>School(s): Acacia Magnet: SWD: -134.8 DFS Sycamore Canyon: SWD: -143.9 DFS Colina MS: EL: -139.5 DFS</p>		<p>2025-2026 SBAC Math, California Dashboard Distance from Standard (DFS)</p> <p>All: Maintain; Black/African American: -54 (+20); Asian: Maintain; Filipino: Maintain; Hispanic: -34 (+25); White: Maintain; Two or More Races: Maintain; SED: -42 (+25); EL: -58 (+20); SWD: -105 (+20); Homeless: -81 (+30); LTEL: -137.5 (+30)</p> <p>Lowest performance (red indicator) on the Dashboard</p> <p>District: HOM: -81 DFS (+30)</p> <p>School(s): Acacia Magnet: SWD: -98 DFS (+30) Sycamore Canyon: SWD: -80 DFS (+20)</p>	<p>All: -1.4; Black/African American: +21.6; Asian: -10.0; Filipino: +2.8; Hispanic: +1.7; White: -4.7; Two or More Races: -2.8; SED: +2.1; EL: -4.3; SWD: -2.7; Homeless: +3.3; LTEL: --</p> <p>District: HOM: +2.8</p> <p>School(s): Acacia Magnet: SWD: -7.1 Sycamore Canyon: SWD: -44.1 Colina MS: EL: -16.3 Los Cerritos MS: SWD: +26.9 Newbury Park HS: SWD: +2.6 Thousand Oaks HS: SED: +10.1, SWD: +0.1</p>



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Los Cerritos MS: SWD: -145.9 DFS Newbury Park HS: SWD: -196.1 DFS Thousand Oaks HS: SED: -104.9 DFS, SWD: -200 DFS		Colina MS: EL: - 93 DFS (+30) Los Cerritos MS: SWD: -142 DFS (+30) Newbury Park HS: SWD: -169 DFS (+30) Thousand Oaks HS: SED: -95 DFS (+20), SWD: -170 DFS (+30)	
1.4	California Alternate Assessment (CAA)  (State Priority 7C - Course Access)	Spring 2023 CAASPP CAA results "Standards Met" or "Exceeded"  English Language Arts: 13.6% Mathematics: 6.3% (n=93)  SOURCE: State CAASPP results	Spring 2024 CAASPP CAA results "Standards Met"" or ""Exceeded"  English Language Arts: 17.36% Mathematics: 9.42% (n=84 )  SOURCE: State CAASPP results		2025-2026 CAASPP CAA results "Standards Met" or " Standards Exceeded" at or above the state average:  English Language Arts: 15.8% (+3.2%) Mathematics: 8.9% (+2.6%)  SOURCE: State CAASPP results	English Language Arts: +3.76%; Mathematics: +3.12%
1.5	CAASPP - CAST Science Assessment  (State Priority 4A - Pupil Achievement)	Spring 2023 CAST Science, Standard Met or Exceeded. ALL: 48.8%; SWD: 13.2%; SED: 22%; EL: 1.44%; Homeless:	Spring 2024 CAST Science, Standard Met or Exceeded. ALL: 47.4%; SWD: 11.42%; SED: 26.13%; EL:		2025-2026 CAST Science, Standard Met or Exceeded. ALL: 51.8%; SWD: 19.2%; SED: 28%; EL: 7.44%;	ALL: -1.4%; SWD: -1.78%; SED: +4.13%; EL: +0.24%; Homeless: -5.05%; Asian: -0.76%;

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5.05%; Asian: 81%; Black/African American: 23.5%; Filipino: 54.76%; Hispanic: 24.7%; White: 56.9%; Two or More Races: 65.6%  SOURCE: State CAASPP results	1.68%; Homeless: 0%; Asian: 80.24%; Black/African American: 21.96%; Filipino: 62.64%; Hispanic: 26.11%; White: 53.81%; Two or More Races: 63.04%;  SOURCE: State CAASPP results		Homeless: 11.05%; Asian: Maintain at or above 80%; Black/African American: 29.5%; Filipino: 57.76%; Hispanic: 24.7%; White: 59.9%; Two or More Races: 68.6%  SOURCE: State CAASPP results	Black/African American: -1.54%; Filipino: +7.88%; Hispanic: +1.41%; White: -3.09%; Two or More Races: -2.04%
1.6	College & Career Indicator  (State Priority 4 - Pupil Achievement)	CA Dashboard, College & Career Indicator from Fall 2023 Dashboard:  All: 55%; African American: 40.7%; Asian: 83.3%; English Learners: 7.9%; Foster Youth: 9.1%; Hispanic: 37.9%; Homeless: 7.7%; Students with Disabilities: 6.8%; SED: 33.7%; Two or More Races: 66.3%; White: 58%  Status-only data is available for the 2023 School year, Very Low equals Lowest performance (red	CA Dashboard, College & Career Indicator from Spring 2024 Dashboard:  All: 56.8%; African American: 32.1%; Asian: 87.7%; English Learners: 8%; Foster Youth: *%; Hispanic: 34.6%; Homeless: 8.9%; Students with Disabilities: 10.1%; SED: 32%; Two or More Races: 76.4%; White: 63.1%; LTEL: 7.6%		2025-2026 CA Dashboard, College & Career Indicator from CA Dashboard:  All: 56% (+1%); African American: 43.7% (+3%); Asian: Maintain at above 80%; English Learners: 12.9% (+5%); Foster Youth: 14.1% (+5%); Hispanic: 40.9% (+3%); Homeless: 12.7% (+5%); Students with Disabilities: 11.8% (+5%); SED:	All: +1.8%; African American: -8.6%; Asian: +4.4%; English Learners: +0.1%; Foster Youth: *%; Hispanic: -3.3%; Homeless: +1.2%; Students with Disabilities: +3.3%; SED: -1.7%; Two or More Races: +10.1%; White: +5.1%; LTEL: --  Newbury Park HS: EL: +4.0%; Thousand Oaks HS: SWD: +7.4%; Westlake HS: SWD: -0.4%;

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>indicator) on the Dashboard - Percentage:</p> <p>District: EL: 7.9 %, HOM: 7.7 %, SWD: 6.8 %</p> <p>School(s): Newbury Park HS: EL: 4.3 % Thousand Oak HS: SWD: 2.9% Westlake HS: SWD: 4.3% Conejo Valley High: All: 2.9 %, SED: 2 %, HI: 4.3 %</p>	<p>2024 Dashboard updates on lowest performance (red indicator) on the 2023 Dashboard:</p> <p>District: EL: 8 %, HOM: 8.9 %, SWD: 10.1%</p> <p>School(s): Newbury Park HS: EL: 8.3 % Thousand Oak HS: SWD: 10.3% Westlake HS: SWD: 3.9% Conejo Valley High: All: 14.5 %, SED: 17.9%, HI: 22.6%</p>		<p>36.7% (+3%); Two or More Races: 67.3% (+1%); White: 61% (+3%); LTEL 12.6% (+5%)</p> <p>Status-only data is available for the 2023 School year, Very Low equals Lowest performance (red indicator) on the Dashboard - Percentage:</p> <p>District: EL: 12.9 % (+5%), HOM: 12.7 % (+5%), SWD: 11.8 % (+5%)</p> <p>School(s): Newbury Park HS: EL: 9.3 % (+5%) Thousand Oak HS: SWD: 7.9% (+5%) Westlake HS: SWD: 9.3% (+5%) Conejo Valley High: All: 7.9 % (+5%), SED: 7% (+5%), HI: 9.3 % (+5%)</p>	<p>Conejo Valley High: All: +11.6%, SED: +15.9%, HI: +18.3%</p>
1.7	Advanced Placement (AP) Scores	Advanced Placement (AP) Exams - Spring 2023 results, percent of	Advanced Placement (AP) Exams - Spring		2025-2026, maintain at or above 75%	ALL: +9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(State Priority 4G - Pupil Achievement)	students scoring a 3 or higher. ALL - 77%  SOURCE: College Board	2024 results, percent of students scoring a 3 or higher. ALL - 86%  SOURCE: College Board		students scoring a 3 or higher  SOURCE: College Board	
1.8	International Baccalaureate (IB) Scores  (State Priority 4 - Pupil Achievement)	IB Exam Scores: Percent of students scoring a 4 or higher in Spring 2023. ALL 95%  SOURCE: International Baccalaureate	IB Exam Scores: Percent of students scoring a 4 or higher in Spring 2024. All: 98%  SOURCE: International Baccalaureate		2025-2026, maintain at or above 90% students scoring a 4 or higher  SOURCE: International Baccalaureate	ALL: +3%
1.9	AP and IB Participation  (State Priority 4 - Pupil Achievement)	2022-2023: Participation in at least one AP or IB exam for 11th and 12th grade students:  ALL - 46.7%, African American - 33.1%, Asian - 62.0%, Hispanic - 28.3%, SWD - 17.5%, Two or More Races - 59.8%, EL - 4.1%, SED - 21.4%  SOURCE: College Board and International Baccalaureate	2024-2025: Participation in at least one AP or IB course for 11th and 12th grade students:  ALL - 47.2%, African American - 32.8%, Asian - 64%, Hispanic - 28.9%, SWD - 18.1%, Two or More Races - 60.1%, EL - 4.2%, SED - 23.4%		2025-2026 Participation in at least one AP or IB exam for 11th and 12th grade students:  ALL - 46.7% (maintain), African American - 36.1% (+3%), Asian - 62.0% (maintain), Hispanic - 31.3% (+3%), SWD - 20.5% (+3%), Two or More Races - 59.8% (maintain), EL -	ALL: +0.5%; African American: - 0.3%; Asian: +2.0%; Hispanic: +0.6%; SWD: +0.6%; Two or More Races: +0.3%; EL: +0.1%; SED: +2.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SOURCE: College Board and International Baccalaureate		7.1% (+3%), SED - 24.4%(+3%)  SOURCE: College Board and International Baccalaureate	
1.10	A-G Completion (State Priority 4B - Pupil Achievement)	CA Dashboard: 2022-23: Percent of students meeting A-G requirements All: 65.18%; Asian: 76.50%; Black/African American: 58.82%; Hispanic 40.35%; White: 74.04%; Two or More Races: 71.6%; English Learners: 1.27%; Socio-economic Disadvantaged: 38.19%; Students with Disabilities: 10.46%; McKinney Vento Students: 4.55%	CA Dashboard: 2023-24: Percent of students meeting A-G requirements  All: 56.3%; Asian: 82.8%; Black/African American: 50.0%; Hispanic 34.4%; White: 62.4%; Two or More Races: 74.5%; English Learners: 12.6%; Socio-economic Disadvantaged: 32.6%; Students with Disabilities: 8.2%; McKinney Vento Students: 10.0%; Long-Term English Learner: 13.9%		2025-2026 CA Dashboard, Percent of students meeting A-G requirements: All: Maintain at 65% or higher; Asian: Maintain; Black/African American: 60% (+1.18%); Hispanic 40.35%; White: Maintain; Two or More Races: Maintain; English Learners: 6.27% (+5%); Socio-economic Disadvantaged: 41.19% (+3%); Students with Disabilities: 15.46% (+5%); McKinney Vento Students: 9.55% (+5%); Long-Term English Learner 18.9% (+5%)	All: -8.88%; Asian: +6.3%; Black/African American: -8.82%; Hispanic: -5.95%; White: -11.64%; Two or More Races: +2.9%; English Learners: +11.33%; Socio-economic Disadvantaged: -5.59%; Students with Disabilities: -2.26%; McKinney Vento Students: +5.45%; Long-Term English Learners: -- (no prior year data)



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Secondary schools grade distribution  (State Priority 4 - Pupil Achievement)	2023-24, Semester 1 Grade Distribution Results: Middle School: A = 53.14%, B = 26.01% C = 12.73% , D = 5.26% , F = 2.86% High School: A = 54.67% B = 23.63% , C = 13.15% , D = 4.98% , F = 3.56%  SOURCE: Q-Student Information System	2024-2025, Semester 1 Grade Distribution Results: Middle School: A=53.56%, B=26.09%, C=12.39%, D=5.13%, F=2.81% High School: A = 55.10% B = 24.08% , C = 12.17% , D = 5.14% , F = 3.5%  SOURCE: Q-Student Information System		2025-2026 Semester 1 Grade Distribution Results Middle School: Reduce the combined D and F rate to 7.12% (-1%) High School: Reduce the combined D and F rate to 7.54% (-1%)  SOURCE: Q-Student Information System	Middle School: A: +0.42%; B: +0.08%; C: -0.34%; D: -0.13%; F: -0.05%  High School: A: +0.43%; B: +0.45%; C: -0.98%; D: +0.16%; F: -0.06%
1.12	Students report receiving adequate academic help and support at school.  (State Priority 2A - Implementation of State Standards)	District annual survey results: 83.3% Strongly Agree or Agree  SOURCE: Local survey	District annual survey results: 87.9% Strongly Agree or Agree  SOURCE: Local survey		2025-2026 District annual survey results: Increase to 85% or higher  SOURCE: Local survey	ALL: +4.6%
1.13	Parents report their children receive adequate academic support at school  (State Priority 2A - Implementation of State Standards)	District annual survey results: 85.1% Strongly Agree or Agree  SOURCE: Local survey	District annual survey results: 86.1% Strongly Agree or Agree  SOURCE: Local survey		2025-2026 District annual survey results: Increase to 85% or higher  SOURCE: Local survey	ALL: +1.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	<p>Implementation of the academic content and performance standards adopted by the State Board</p> <p>(State Priority 2A - Implementation of State Standards)</p> <p>Rating Scale (lowest to highest):  1 - Exploration and Research Phase  2 - Beginning Development  3 - Initial Implementation  4 - Full Implementation  5 - Full Implementation and Sustainability</p>	<p>2022-2023, CA Dashboard Local Indicator:</p> <p>Standards &amp; Rating  ELA-CCSS: 4  ELD (Aligned to ELA): 3  Mathematics-CCSS: 4  Next Generation Science Standards: 4  History-Social Science: 3  Career Technical Education: 4  Health Education Content Standards: 4  Physical Education Model Content Standards: 3  Visual and Performing Arts: 4  World Language: 4</p> <p>Professional Development, Instructional Materials, Policy &amp; Program Support:  Majority of areas in 4, with ELD and History-Social Science in 3</p> <p>Engagement of School Leadership:  Identifying professional learning needs of</p>	<p>2023-24, CA Dashboard Local Indicator:</p> <p>Standards &amp; Rating  ELA-CCSS: 4  ELD (Aligned to ELA): 4  Mathematics-CCSS: 3  Next Generation Science Standards: 4  History-Social Science: 4  Career Technical Education: 4  Health Education Content Standards: 4  Physical Education Model Content Standards: 4  Visual and Performing Arts: 4  World Language: 4</p> <p>Professional Development, Instructional Materials, Policy &amp; Program Support:  Majority of areas in 4, with ELD and History-Social Science in 4</p>		<p>2025-2026, CA Dashboard Local Indicators:</p> <p>Standards &amp; Rating  ELA-CCSS: 4  ELD (Aligned to ELA): 4  Mathematics-CCSS: 4  Next Generation Science Standards: 4  History-Social Science: 4  Career Technical Education: 4  Health Education Content Standards: 4  Physical Education Model Content Standards: 4  Visual and Performing Arts: 4  World Language: 4</p> <p>Professional Development, Instructional Materials, Policy &amp; Program Support:  Majority of areas in 4</p>	<p>ELD (Aligned to ELA): +1  History–Social Science: +1  Physical Education Model Content Standards: +1  All other areas: No change (remained at 4)</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>teachers/staff as a whole: 4</p> <p>Identifying professional learning needs of individual teachers: 4</p> <p>Providing support for teachers on standards not yet mastered: 4</p>	<p>Engagement of School Leadership: Identifying professional learning needs of teachers/staff as a whole: 4</p> <p>Identifying professional learning needs of individual teachers: 4</p> <p>Providing support for teachers on standards not yet mastered: 4</p>		<p>Engagement of School Leadership: Identifying professional learning needs of teachers/staff as a whole: 4</p> <p>Identifying professional learning needs of individual teachers: 4</p> <p>Providing support for teachers on standards not yet mastered: 4</p>	
1.15	<p>Least Restrictive Environment (LRE) Indicator 5A</p> <p>(State Priority 7C - Course Access)</p>	<p>May 2024, LRE Indicator 5A - Percent of Students with Disabilities in the general education setting 80% or more of the day, based on SIRAS student database:</p> <p>All = 53.7% TK-5 = 73.7% 6-8 = 44.0% 9-12 = 40.8%</p>	<p>May 2025, LRE Indicator 5A - Percentage of Students with Disabilities in the general education setting 80% or more of the day, based on SIRAS student database:</p> <p>All TK-12 = 58.7% TK-5 = 72.93% 6-8 = 47.62% 9-12 = 51.14%</p>		<p>2025-2026 California Department of Education LRE target:</p> <p>All = 70%</p> <p>CDE's LRE targets do not stipulate LRE requirements by grade-span, only the overall ("all").</p>	<p>All TK–12: +5.0%; TK–5: -0.77%; 6–8: +3.62%; 9–12: +10.34%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SOURCE: SIRAS, local database	Preschool = 33.1% (State target is 47%)  SOURCE: SIRAS, local database		SOURCE: SIRAS, local database	
1.16	English Learner Reclassification  (State Priority 4F - Pupil Achievement)	2023-24 RFEP result on Dataquest indicates 49.2% of all students who were ever English Learners are reclassified.  SOURCE: Dataquest	2024-25 RFEP result on Dataquest indicates 54.4%% of all students who were ever English Learners are reclassified.  SOURCE: Dataquest		2025-26 RFEP result on Dataquest indicates 52.2% (+3%) of all students who were ever English Learners are reclassified.  SOURCE: Dataquest	ALL: +5.24%
1.17	English Learner Progress Indicator  (State Priority 4E - Pupil Achievement)	2022-2023, CA Dashboard English Language Proficiency Assessments for California (ELPAC) scores: 51.1% making progress towards English Language Proficiency  Lowest performance (red indicator) on the Dashboard - Percentage  District: N/A	2023-2024, CA Dashboard English Language Proficiency Assessments for California (ELPAC) scores: 41.6% - Progressed at least one level EL: 41.3%; LTEL: 41.6%  2024 Dashboard updates on lowest performance (red indicator) on the 2023 Dashboard:		2025-2026,, CA Dashboard English Language Proficiency Assessments for California (ELPAC) scores: 54.1% of English Learners and LTELS making progress towards English Language Proficiency (+3%)  Lowest performance (red indicator) on the	ALL: -9.5%  Schools: Banyan ES: +8.8% Newbury Park HS: +1.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Schools: Banyan ES: 44.1 % Newbury Park HS: 32.2%	District: N/A  Schools: Banyan ES: 52.9% making progress Newbury Park HS: 33.7% making progress		Dashboard - Percentage  District: N/A  Schools: Banyan ES: 47.1% (+3%) Newbury Park HS: 35.2% (+3%)	
1.18	High School Dropout Rate  (State Priority 5D - Pupil Engagement)	2022-2023:  All Students: 2.6%  SOURCE: CDE Dataquest	2023-2024:  All Students: 2.6%  SOURCE: CDE Dataquest		2025-2026:  All Students: Lower the high school dropout to 2% or less and maintain it  SOURCE: CDE Dataquest	ALL: 0.0% (No change at 2.6%)
1.19	Middle School Dropout Rate  (State Priority 4C - Pupil Engagement)	2022-2023:  All students: 0%  SOURCE: CDE Dataquest	2023-2024:  All Students: 0%  SOURCE: Dataquest		2025-2026:  All students: Maintain the 0% grade 7 and 8 dropout rate  SOURCE: CDE Dataquest	ALL: 0.0% (No change at 0%)
1.21	Career Technical Education: Percent of students who have successfully completed courses that satisfy the	2022-2023: Percent of students who have successfully completed CTE pathway:	2023-2024: Percent of students who have successfully		2025-2026: Percent of students who have successfully	All: +0.1%; African American: -3.8%; Asian: -0.6%; Filipino: +4.2%;

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>requirements for CTE programs of study that align with State Board of Education approved CTE standards and frameworks.</p> <p>(State Priority 4C - Pupil Achievement)</p>	<p>All: 9.6% African American: 7.4% Asian: 3.7% Filipino: 0% Hispanic: 10.9% White: 10.7% 2 or More Races: 6.7% English Learners: 4.2% Socioeconomically Disadvantaged : 9.2% Students with Disabilities: 9.4% Homeless: 5%</p> <p>SOURCE: CDE, CA Dashboard Report</p>	<p>completed CTE pathway:</p> <p>All: 9.7% African American: 3.6% Asian: 3.1% Filipino: 4.2% Hispanic: 7.1% White: 13% 2 or More Races: 10% English Learners: 1.6% Socioeconomically Disadvantaged : 8.3% Students with Disabilities: 6.4% Homeless: 3.8%</p> <p>SOURCE: CDE, CA Dashboard Report</p>		<p>completed CTE pathway:</p> <p>All: 11.6% (+2%) African American: 9.4% (+2%) Asian: 5.7% (+2%) Filipino: 2% (+2%) Hispanic: 12.9% (+2%) White: 12.7% (+2%) 2 or More Races: 8.7% (+2%) English Learners: 6.2% (+2%) Socioeconomically Disadvantaged : 11.2%(+2%) Students with Disabilities: 11.4% (+2%) Homeless: 7% (+2%)</p> <p>SOURCE:</p>	<p>Hispanic: -3.8%; White: +2.3%; Two or More Races: +3.3%; English Learners: -2.6%; Socioeconomically Disadvantaged: -0.9%; Students with Disabilities: -3.0%; Homeless: -1.2%</p>
1.22	<p>CTE and A-G: Percentage of students who have successfully completed A-G and CTE course requirements</p> <p>(State Priority 4D - Pupil Achievement)</p>	<p>2022-2023: Percentage of students who have completed A-G and CTE course requirements:</p> <p>All: 4.8% African American: 3.7% Asian: 2.5% Filipino: 0%</p>	<p>2023-2024: Percentage of students who have completed A-G and CTE course requirements:</p> <p>All: 6.2% African American: 3.6%</p>		<p>2025-2026: Percentage of students who have completed A-G and CTE course requirements:</p> <p>All: 6.8% (+2%) African American: 5.7% (+2%)</p>	<p>All: +1.4%; African American: -0.1%; Asian: +0.6%; Filipino: 0.0%; Hispanic: +0.1%; White: -1.5%; Two or More Races: +5.3%;</p>



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 3.4% White: 6.5% 2 or More Races: 2.9% English Learners: 0.8% Socioeconomically Disadvantaged: 3% Students with Disabilities: 0.9% Homeless: 0%  SOURCE: CDE, CA Dashboard Report	Asian: 3.1% Filipino: 0% Hispanic: 3.5% White: 8.5% 2 or More Races: 8.2% English Learners: 0.8% Socioeconomically Disadvantaged: 3.9% Students with Disabilities: 1.4% Homeless: 2.5%  SOURCE: CDE, CA Dashboard Report		Asian: 4.5% (+2%) Filipino: 2% (+2%) Hispanic: 5.4% (+2%) White: 8.5% (+2%) 2 or More Races: 4.9% (+2%) English Learners: 2.8% (+2%) Socioeconomically Disadvantaged: 5% (+2%) Students with Disabilities: 2.9% (+2%) Homeless: 2% (+2%)  SOURCE: CDE, CA Dashboard	English Learners: +0.0%; Socioeconomically Disadvantaged: +0.9%; Students with Disabilities: +0.5%; Homeless: +2.5%
1.23	Facilities in good repair:  Instances where facilities do not meet the “Good Repair” standard  (State Priority 1C - Basic Services)	2022-23 CA Dashboard Local Indicators  Deficiencies and Extreme Deficiencies: 0	2023-24 CA Dashboard Local Indicators  Deficiencies and Extreme Deficiencies: 0		2025-2026, CA Dashboard Local Indicators  Deficiencies and Extreme Deficiencies: 0	Deficiencies and Extreme Deficiencies: 0 (No Change)
1.24	Student access to standards-aligned instructional materials.  (State Priority 1B - Basic Services)	2022-23 CA Dashboard Local Indicators  Percent of students WITHOUT access to their own copies of standards-aligned	2023-24 CA Dashboard Local Indicators  Percent of students WITHOUT access		2025-2026, CA Dashboard Local Indicators  Percent of students WITHOUT access	Percent of students WITHOUT access to their own copies of standards-aligned instructional

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		instructional materials for use at school and at home: 0%	to their own copies of standards-aligned instructional materials for use at school and at home: 0%		to their own copies of standards-aligned instructional materials for use at school and at home: 0%	materials for use at school and at home: 0% (No Change)

## Goal Analysis [2024-25]

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

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

### Successful Implementation:

- Action 1.1 Dual Enrollment & Career Technical Education – High schools expanded their work to support students on College and Career Indicator (CCI) pathways, including individualized transcript monitoring and interventions to increase the number of students—particularly English Learners, students with IEPs, and those in transition programs—meeting CCI criteria.
- Action 1.3 Co-Teaching and Inclusion – Schools continued implementing inclusive co-teaching practices, with notable efforts at sites like Banyan Elementary, which became a Unified Champion School. Several elementary and secondary sites created new co-teaching models focused on literacy and math support.
- Action 1.6 English Learner Staffing and Supports – Expanded services for English Learners were implemented across multiple sites, including bilingual paraprofessionals, newcomer supports, and increased teacher collaboration. These actions contributed to stronger foundational supports for multilingual students.

### Implementation Challenges:

- Action 1.3 Co-Teaching and Inclusion – Co-teaching implementation varied by site, with some classrooms facing difficulties in scheduling and staff consistency due to teacher absences and other coverage limitations.
- Action 1.6 English Learner Staffing and Supports – Paraeducator staffing shortages limited the district’s ability to consistently deliver intervention supports across all sites and grade levels, particularly in ELA and math.

### Modified Implementation:

- Action 1.3 Co-Teaching and Inclusion – Some sites adapted their co-teaching models to better fit staffing availability, sometimes using rotating support models rather than consistent classroom pairings.

### Non-implemented Actions:

- All actions were implemented, though some—particularly those dependent on classified or paraeducator staffing—were delivered at reduced scale or with adjustments to format and delivery.

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 significant material differences between budgeted and estimated actual expenditures across Goal 1 actions. Services and supports were implemented as originally planned. Variations do exist across some actions/services due to varying staffing costs (i.e. salary, health, benefits) of individually hired staff. In a few cases, minor adjustments occurred—such as vacancies in paraeducator staffing or lower-than-expected material costs for certain programs—but these did not reduce the scope of services provided to students.

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

Goal 1 actions showed progress in improving access and supports for unduplicated student groups and Students with IEPs. Expanded co-teaching models and inclusion push-in services increased inclusive opportunities for Students with IEPs as demonstrated through the increases in LRE metrics. Monitoring systems for the CCI led to improved identification and support for students working toward graduation and postsecondary pathways. Multilingual Learner supports, including bilingual facilitators and targeted site-level training, contributed to stronger Tier 1 supports for English Learners, including LTELs. Districtwide academic interventions—such as reduced class sizes, intervention specialists and course sections, as well as access to tools like IXL supported a multi-tiered system of support aimed at closing achievement gaps. While end of year outcome data for some metrics (e.g., semester grades and CAASPP scores) are still pending, preliminary results and site feedback point to improved implementation and increased student access to high-quality learning experiences.

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 significant changes were made to Goal 1 actions or metrics. However, reflections from the 2024–2025 implementation year, as well as the introduction of the Long-Term English Learner (LTEL) student group to the 2024 CA Dashboard, have informed refinements for 2025–2026. The following adjustments will be made to the 2025-26 Goal 1 metrics and actions:

\* Action 1.1 "Action to Improve College Career Indicator: Dual Enrollment & Career Technical Education" - Clearly identify LTEL, inclusive within English Learner student group, as a student group needing increased monitoring and support to increase "preparedness" for the College/Career Indicator.

\* Metric 1.1 "High School Graduation Rate", Metric 1.2 "CAASPP English Language Arts", Metric 1.3 "CAASPP Mathematics", Metric 1.6 "College & Career Indicator", Metric 1.10 "A-G Completion" and Metric 1.17 "English Learner Progress Indicator" - Will now include LTEL, the newest student group added to the 2024 California Dashboard, in the Year 1 Outcome data and Target for Year 3 Outcome.

\* Action 1.2 "Action to Improve College Career Indicator: Reduced Fees for Exams" and Action 1.6 "Actions to Improve English Learner Progress: English Learner Staffing and Supports" - Will now also include identify LTELs as receiving those actions/services.

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	Action to Improve College Career Indicator: Dual Enrollment & Career Technical Education	<p>Provide salaries, materials and supplies for Career Technical Education (CTE) programs and Dual Enrollment Coordinators at each comprehensive high school. Annual district monitoring of individual student's progress for high school English Learners, including LTELs, Students with Disabilities, and Homeless students on all areas of "preparedness" for the College Career Indicator, including Transition Classroom and Work-Based Learning Experiences for students with IEPs who earn a Special Education Certificate of Completion. \$553,500 (OCT0)</p> <p>Action addresses students identified for 2023 Differentiated Assistance: English Learners, Students with Disabilities, and Homeless Students. Action also addresses unduplicated students, and student groups in the lowest performing level including: English Learners, Homeless, Low-Income, Students with Disabilities, and Hispanic students.</p> <p>(State Priority 4C - Pupil Outcomes)</p>	\$553,500.00	Yes
1.2	Action to Improve College Career Indicator: Reduced Fees for Exams	<p>Provide reduced fees for PSAT, SAT, AP Exams and IB Exams for Foster Youth, English Learners, including LTELs, and Low Income students. \$105,000 (0389)</p> <p>(State Priority 4G - Pupil Outcomes)</p>	\$105,000.00	Yes
1.3	Actions to Improve English Language Arts & Mathematics: Co-Teaching and Inclusion	<p>Provide co-teaching and inclusion opportunities into the general education classroom in order to increase inclusion of students with an IEP being in the general education setting for 80% or more of the instructional day.</p> <p>(State Priority 7C - Course Access)</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
<b>1.4</b>	Actions to Improve English Language Arts & Mathematics: Intervention and Support	<p>Provide intervention and support through academic specialists, teacher extra duty, and instructional materials (OTRM). Provide reduced class size in 8th Grade Math, Grades 9-10 ELA, intervention and credit recovery (OSIV). Provide districtwide access to accounts for IXL Math and English Language Arts for students Grades 2-12. \$729,000 (OTRM), \$409,500 (OSIV), Total - \$1,138,500</p> <p>Action addresses students identified for 2023 Differentiated Assistance: Homeless Students. Action addresses unduplicated students, and student groups in the lowest performing level including: English Learners, Low Income Students, Students with Disabilities, Hispanic Students, and Homeless Students.</p> <p>(State Priority 7B - Course Access)</p>	\$1,138,500.00	Yes
<b>1.5</b>	Actions to Improve English Language Arts & Mathematics: Elementary Class Size Reduction (TK-3)	<p>Provide reduced class size (21.5:1) at all elementary schools for grades TK-3, below the CA Department of Education mandate of 24:1. \$2,520,000 (0000)</p> <p>Action addresses unduplicated students, and student groups in the lowest performing level including: English Learners, Low Income Students, Students with Disabilities, Hispanic Students, and Homeless Students.</p> <p>(State Priority 7B - Course Access)</p>	\$2,520,000.00	Yes
<b>1.6</b>	Actions to Improve English Learner Progress: English Learner Staffing and Supports	<p>Provide additional English Learner (EL), including Long-Term English Learners (LTEL), supports, including: bilingual paraeducators and bilingual facilitators, assessment staffing, materials/supplies (0860); and additional staffing for CVUSD's Newcomer Program (ONEW). Provide targeted supplemental services and direct support from the Director of Multilingual Learners (0860). Provide additional class sections of Secondary Designated English Language Development (OELG). Engage in monitoring</p>	\$2,579,634.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>visits to all school sites to review processes, ensure compliance, and make continuous improvements. \$181,125 (ONEW), \$937,650 (0ELG), \$1,460,859 (0860) Total: \$2,579,634</p> <p>Action addresses English Learners in the lowest performing level.</p> <p>(State Priority 2B - Implementation of State Standards)</p>		
1.7	Actions to Improve Graduation Rate: Conejo Valley High School	<p>Provide certificated staff, classified staff, materials/supplies, and online credit recovery options to Conejo Valley High School for students who become credit deficient and are at-risk of not graduating. Certificated salaries, Classified salaries, and supplies/services. \$2,100,000 (0000)</p> <p>(State Priority 5E - Pupil Engagement)</p>	\$2,100,000.00	Yes



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

CVUSD's Goal 2 is in support of Goal 1's central aim of the school district to support conditions for optimal learning, equitable access, and positive student outcomes. Goal 2 specifically highlights the metrics and actions that are directly related to the powerful impact of CVUSD classified and certificated educators in support of all students. During the 2023-2024 school year, the prior goal language was modified by the CVUSD LCAP Budget Committee and the CVUSD Board of Education to be more directly conveyed as well as to highlight the value of qualified staff that reflect diverse identities and experiences. Goal 2 will be evaluated through multiple measures aligned with "State Priority 1 - Basics Services", "State Priority 2 - Implementation of State Standards" and "State Priority 7 - Course Access", such as staff surveys, student surveys, and credential analysis.

CVUSD's Goal 2 works in coordination with a set of related actions that take place throughout CVUSD schools and district. These actions are included in formal plans that are created to better meet the needs of CVUSD's unique learners. Educational partners, which include students, staff, and parents/guardians, are critical in the development and monitoring of these districtwide and school site plans. While, CVUSD's LCAP meets statutory requirements of the LCAP by addressing actions for Foster Youth, English Learners, and Low-Income Students using LCFF supplemental funding, in addition to addressing student groups in the 2024 California Dashboard that achieved in the lowest performance level, some related actions that align with Goal 2 can be found in the below plans:

Multilingual Learner Plan (<https://www.conejousd.org/mlp>) - The Multilingual Learner Master Plan outlines our commitment to the holistic development and success of Multilingual Learners (MLs) in CVUSD. Recognizing the unique strengths and challenges of MLs, this plan provides a roadmap to ensure they not only achieve academic success but also become multilingual and multicultural assets in our increasingly global community. In addition to an asset-based framework, this master plan also embraces CVUSD's Local Control Account Plan (LCAP) goals. These goals are interwoven throughout the plan and were utilized as a foundation to ensure students are given all the necessary supports to have a successful TK-12 academic experience. Some key actions addressing Goal 2 in the Multilingual Learner Master Plan include:

- Continue the practice of providing the latest research practices to ELD Teacher Advisors
- Provide training on Designated and Integrated ELD to all TK-12 teachers and bilingual paraeducators
- Continue with the practice of meeting with school sites twice a year for program accountability, evaluation and student monitoring
- Continue to explore new curriculum, digital programs, educational software and materials that align with the needs of Multilingual Learners
- Provide updated training on compliance related matters and interpretation/translation services

Strategic Plan for Inclusion of Students With Disabilities (<https://www.conejousd.org/ip>) - This CVUSD Strategic Plan for Inclusion for Students With Disabilities is designed to define the structures specifically in place for Students With Disabilities in order to support access to standards-aligned content, high-quality learning environments, and individualized supports in the least restrictive environment. The Plan is organized around four priorities that compose the foundation of an effective program for Students With Disabilities. Those four priorities are: Least Restrictive Environment, Inclusive Practices, Professional Learning, and Communication. Each priority has a central goal that is aligned to CVUSD's LCAP, and contains action items/steps to ensure goals are implemented. The Plan is intended to be a broad outline of overall special education programs and work in conjunction with CVUSD's DEI plan and LCAP plan. Some key actions addressing Goal 2 in the Strategic Plan for Inclusion of Students With Disabilities include:

- Provide coaching and guidance to principals on Least Restrictive Environment (LRE)
- Provide UDL and Inclusion training
- Provide a menu of professional learning topics
- Incorporate new teacher Induction Program support
- Provide ongoing support and coaching to teachers and support staff

Diversity, Equity and Inclusion (DEI) Strategic Plan (<https://www.conejousd.org/dei>) - The DEI Strategic Plan stands as a document, meticulously crafted to harmonize with the goals outlined in the LCAP, Board Policy/Administrative Regulations, and California Education Code. The DEI Strategic Plan encompasses eight overarching goals strategically categorized into key areas of focus: Curriculum and Educational Equity, Belonging and Community Building, Transparency and Educational Equity, Continuous Development and Cultural Competency, Compliance and Governance, and Workforce Development & Culture. Some key actions addressing Goal 2 in the DEI Strategic Plan include:

- Ensure that employees are well trained to address bullying and harassment
- Provide professional learning on anti-bias and DEI to all CVUSD staff
- Provide professional learning in teaching Integrated and Designated ELD to all teachers and support staff
- Provide professional learning in strategies to support Students with Disabilities in the Least Restrictive Environment to all teachers and support staff
- Human Resources developed a bank of questions targeting cultural proficiency and competency in working with diverse populations, from which all hiring managers shall select in order to meet or exceed 10% of total interview questions presented to candidates
- Develop and maintain structured and intentional recruitment and hiring practices to meet the District goal of employing culturally proficient administrators, teachers, and staff
- Develop at least quarterly cultural competency opportunities through employee affinity groups

School Plans for Student Achievement (<https://www.conejousd.org/spsa>) - SPSA is a strategic plan that maximizes the resources available to the school with the ultimate goal of increasing student achievement. The School Site Council (SSC) is responsible for the development of the SPSA, which includes the analysis of schoolwide student data and the development and monitoring of goals and actions that align to the CVUSD LCAP. Some key actions addressing Goal 2 in each CVUSD SPSA include:

- Actions to address school and student group achievement at the lowest performing level, including considerations for smaller student groups which may not have a CA Dashboard performance level, but for which useful districtwide data and other school site data must be considered.
- Specific actions to provide staff training and collaboration using site discretionary funds and/or federal Title II funds.

- Specific actions to provide opportunities for teachers to understand and effectively implement Universal Design For Learning (UDL).

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Staff report being provided training to effectively perform the duties and responsibilities of their position  (State Priority 2A - Implementation of State Standards)	2023-2024 District annual survey results: 79.9% Strongly Agree or Agree  SOURCE: Local survey	2024-2025 District annual survey results: 78.7% Strongly Agree or Agree		2025-2026, District annual survey results: Increase to 82.9% Strongly Agree or Agree  SOURCE: Local survey	ALL: -1.2%
2.2	Percent of new Year 1 and Year 2 Induction teachers expressing a desire to return to CVUSD next year.  (State Priority 1A - Basic Services)	2023-2024 Induction teacher survey results. Baseline to be established in May 2024.  SOURCE: Local survey	2024-2025 induction teacher survey results indicate 31/31 teachers or 100% of Year 1 and Year 2 induction teachers expressed their desire to return to CVUSD and continue teaching next year.  SOURCE: Local survey		2025-2026, Induction teacher survey results: To be established upon baseline results in May 2024  SOURCE: Local survey	Baseline established in 2024 — no prior year for comparison
2.3	Targeted professional learning	Three days of required professional learning provided in the 2023-	Three days of required professional		2025-2026, Maintain 3 required days for	No change: 3 days provided in both years

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(State Priority 2A - Implementation of State Standards)	2024 school year focused on District priorities - mastery grading, anti-bias training, and Science of Reading.  SOURCE: School Year Calendar	learning provided in the 2024-2025 school year focused on District priorities - UDL for Multilingual Learners, Science of Reading, and Mastery Grading.  SOURCE: School Year Calendar		staff professional learning  SOURCE: School Year Calendar	
2.5	Students report that school staff work to create an inclusive environment.  (State Priority 2A - Implementation of State Standards)	2023-2024 District annual survey results: Grades 4-5: 93.1% Strongly Agree or Agree Grades 6-12: 86.4% Strongly Agree or Agree  SOURCE: Local survey	2024-2025 District annual survey results: Grades 4-5: 91.5% Strongly Agree or Agree Grades 6-12: 91.6% Strongly Agree or Agree		2025-2026, District annual survey results: Grades 4-5: maintain at 90% or higher Strong Agree or Agree  Grades 6-12: increase by 3% to 89.4%  SOURCE: Local survey	Grades 4–5: -1.8% Grades 6–12: +5.2%
2.6	Percentage of properly credentialed teachers  (State Priority 1A - Basic Services)	2022-23 CA Dashboard Local Indicators  Clear Teaching Credential (% of Teaching Full-time Equivalent): 90.7%	2023-24 CA Dashboard Local Indicator:  Clear Credential (% of Teaching Fully-Time Equivalent): 90.1%		2025-2026, CA Dashboard Local Indicators  Clear Teaching Credential (%Teaching Full-time Equivalent): 93.7% (+3%)	Clear Credential: -0.6% (from 90.7% to 90.1%) Comparison to Statewide Average: No change (still listed as "Above")

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Comparison to Statewide Average: Above	Comparison to Statewide Average: Above		Comparison to Statewide Average: Above	

## Goal Analysis [2024-25]

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

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

### Successful Implementation:

- Actions 2.2 AVID Program, 2.3 Mastery-Grading, 2.5 Professional Learning Communities, 2.7 Professional Learning, 2.8 Professional Learning – School and district leaders supported professional learning and collaboration through multiple initiatives, including AVID program conferences, grading practice training, inclusion practices, Science of Reading, and participation in the California Principal Support Network (CAPs) for implementing PLCs.
- Action 2.4 Training for Students With Disabilities – The Inclusion TOSA and special education leadership provided targeted site-level support for students with IEPs
- Action 2.7 Professional Learning – LETRS and Science of Reading training expanded to reach more staff than originally anticipated, reflecting strong districtwide engagement and alignment with early literacy priorities.

### Implementation Challenges:

- Action 2.2 AVID Program – The planned partnership with CLU for AVID tutors was delayed due to scheduling conflicts, preventing full implementation this year. Efforts are underway to launch the program in the upcoming school year.
- Actions involving professional learning – Some trainings faced scheduling and coverage challenges, particularly during high-demand periods for substitutes.

### Modified Implementation:

- While most actions were carried out as intended, adjustments were made to accommodate timing and staffing constraints. This included shifting some trainings to later in the year or reducing the number of in-person sessions.

### Non-implemented Actions:

- All planned actions were implemented in some form, though the CLU AVID tutor partnership was postponed and will be revisited in the following 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 significant material differences across most Goal 2 actions. Budgeted funds were largely spent as intended, with a few exceptions due to shifts in timelines or scope. For example, the cost of LETRS training exceeded the original allocation, but was offset by savings in other areas, resulting in no net budget overage. Some actual expenses exceeded planned budgets due to the cost of staffing. The AVID budget was fully utilized, and some funds originally designated for tutors were redirected to support program materials. Overall, expenditures aligned well with implementation needs and reflected strong fiscal oversight. Action 2.8 "Actions to Improve Mathematics: Professional Learning" was implemented fully but alternative state funding for math training was used instead of the planned budget (0EFG).

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

Goal 2 actions proved effective in strengthening district systems for staff support, professional learning, and instructional consistency. PLC development through the CAPs network led to greater alignment around essential standards, common pacing, and formative assessments. Training and collaboration on grading practices were implemented through professional learning days and PLCs, with department chairs and principals working to establish site-wide consistency by Fall 2025.

The district's Strategic Plan for Inclusion for Students with IEPs led to expanded co-teaching, strengthened inclusion practices, and targeted support through specialized training sessions. UDL strategies and English Learner supports were introduced to over 900 certificated members, with site-based implementation underway and followed up with Multilingual Monitoring Meetings. Science of Reading training was well-received, particularly among K–1 teachers and elementary Title I schools. Positive feedback from both teachers and administrators affirmed that these initiatives helped shift practices to be more inclusive, consistent, and student-focused.

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 substantive changes were made to the goal or its core metrics. However, several refinements are planned for the 2025–2026 school year to deepen the impact of successful actions from the 2024-2025 school year. These include expanding Science of Reading training to TK and Grade 2 teachers, adding restorative practices sessions for additional staff, and scaling up AVID sections. The Multilingual Learner department will support school sites in selecting and implementing consistent UDL strategies to ensure deeper integration of inclusive practices taught in the 2024-25 school year through districtwide training from the California Association of Bilingual Education (CABE). PLC efforts will continue through CAPs Year 2, with a focus on systems of intervention and extension. In grading practices, school sites will work toward department-wide consistency and formalize grading department grading policies that are accurate, bias resistant, and motivational.

Changes to the Goal 2 in CVUSD's 2025-26 LCAP include:

- \* Action 2.4 "Actions to Improve English Language Arts and Mathematics: Training for Students With Disabilities" - Will now include training on neuro-affirming practices.
- \* Action 2.6 "Actions to Improve English Language Arts and Mathematics: Recruitment and Retention" - CVUSD is transitioning to an Induction Program facilitated through the Ventura County Office of Education to account for the reduced number of new teachers.



- \* Action 2.7 "Actions to Improve English Language Arts: Professional Learning" - Required Science of Reading Training will continue; however, the anticipated cost is reduced to \$10,000 based on the projected need.
- \* Action 2.9 "Actions to Improve English Learner Progress: Professional Learning" - Districtwide UDL for English Learners and LTELs was provided in the 2024-25 school year, the planned expenses for 2025-26 will be reduced to \$20,000 in order to maintain on-going training and support for the training practices delivered in the 2024-25 school year.
- \* Action 2.9 "Actions to Improve English Learner Progress: Professional Learning" - Will now include LTELs as a student group targeted by UDL training.
- \* Action 2.10 "Actions to Improve Suspension Rates: Professional Learning" - Planned training will continue; however, the anticipated cost is reduced to \$30,000 based on prior expenses.

**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	Action to Improve Chronic Absenteeism: Training and School Site Support	<p>Provide Coordinator and Director of Student Support Services to improve best-practice approaches to addressing chronic absenteeism, including bi-monthly training to school site liaisons on tiered strategies to increase attendance and engagement. Provide training to special education staff on how to address mental health barriers that impact attendance for some for Students with Disabilities. \$543,900 (0840)</p> <p>Action addresses students identified for 2023 Differentiated Assistance: Students with Disabilities. Action addresses unduplicated students, and student groups in the lowest performing level including: English Learners, Low Income, Students with Disabilities, African American Students, Hispanic Students, White Students and 2 or More Race students.</p> <p>(State Priority 5B - Pupil Engagement)</p>	\$543,900.00	Yes
2.2	Actions to Improve College/Career Indicator: AVID Program	Provide on-going training through the AVID Summer Institute, AVID membership, 3 additional class sections of AVID at each comprehensive high school and AVID tutors.	\$334,150.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Action addresses unduplicated students, and student groups in the lowest performing level including: English Learners, Homeless, Low-Income, Students with Disabilities, and Hispanic students. \$334,150 (AVID)</p> <p>(State Priority 7B - Course Access)</p>		
<b>2.3</b>	Actions to Improve English Language Arts and Mathematics: Mastery-Grading	<p>Provide training, resources and collaboration for teachers Grades 4-12 to understand and implement grading for mastery practices that are accurate, not biased, and motivational. \$15,000 (OEFG)</p> <p>(State Priority 2A - Implementation of State Standards)</p>	\$15,000.00	No
<b>2.4</b>	Actions to Improve English Language Arts and Mathematics: Training for Students With Disabilities	<p>Provide training and regular collaboration and data analysis with school administrators to increase inclusion and improve the Least Restrictive Environment (LRE). Provide training to elementary and secondary general education and Specialized Academic Instruction teachers in English Language Arts and Math utilizing core curriculum and supplementary resources to support Students with Disabilities. Provide training on reading intervention program and modified curriculum. Provide training on neuro-affirming practices. Audit IEPs and provide direction and training to school sites as needed. \$10,000 (OEFG)</p> <p>(State Priority 5C - Course Access)</p>	\$10,000.00	No
<b>2.5</b>	Actions to Improve English Language Arts and Mathematics: Professional Learning Communities	<p>Provide on-going training and structured collaboration for administrators and teachers to implement effective Professional Learning Communities through the development and use of essential standards, common pacing guides, and common assessments. \$50,000 (OEFG)</p> <p>Action addresses unduplicated students, and student groups in the lowest performing level including: English Learners, Low Income Students, Students with Disabilities, Hispanic Students, and Homeless Students.</p>	\$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		(State Priority 2A - Implementation of State Standards)		
<b>2.6</b>	Actions to Improve English Language Arts and Mathematics: Recruitment and Retention	<p>Provide targeted recruitment efforts to expand applicant pools that reflect classified and certificated qualified educators with diverse backgrounds, including an Assistant Director of Diversity, Equity and Inclusion (0280, 0800). Provide Induction supports through VCOE Induction Program to retain new effective teachers, specifically for new special education teachers (0PAR). \$180,000 (0280, 0800), \$135,000 (0PAR). Total - \$315,000</p> <p>Action addresses unduplicated students, and student groups in the lowest performing level including: English Learners, Low Income Students, Students with Disabilities, Hispanic Students, and Homeless Students.</p> <p>(State Priority 2A - Implementation of State Standards)</p>	\$315,000.00	Yes
<b>2.7</b>	Actions to Improve English Language Arts: Professional Learning	<p>Provide on-going Science of Reading training in identified areas of phonics, fluency and vocabulary, to elementary teachers and academic specialists through district staff and contract services. \$10,000 (OEFG)</p> <p>Action addresses unduplicated students, and student groups in the lowest performing level including: English Learners, Low-Income, Students with Disabilities, and Hispanic Students.</p> <p>(State Priority 7B - Course Access)</p>	\$10,000.00	No
<b>2.8</b>	Actions to Improve Mathematics: Professional Learning	<p>Provide on-going training to elementary teachers and secondary math teachers on the applications of the new California Mathematics Framework in order to better align classroom practices and to effectively review new mathematics instructional materials once recommended in Fall 2025. Provide collaboration and training opportunities for teacher leaders and</p>	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>administrators to participate in regional math network meetings, and leadership training. \$10,000 (OEFG)</p> <p>Action addresses unduplicated students, and student groups in the lowest performing level including: English Learners, Homeless, Low Income, and Students with Disabilities.</p> <p>(State Priority 7B - Course Access)</p>		
<b>2.9</b>	Actions to Improve English Learner Progress: Professional Learning	<p>Provide Designated and Integrated English Language Development training to certificated staff and bilingual paraeducators across multiple years on Universal Design for Learning (UDL) as it applies to English Learners and Long Term English Learners. \$20,000 (OEFG)</p> <p>Action addresses English Learners in the lowest performance level.</p> <p>(State Priority 2B - Implementation of State Standards)</p>	\$20,000.00	Yes
<b>2.10</b>	Actions to Improve Suspension Rates: Professional Learning	<p>Provide training to school administrators, counselors, and teachers on the implementation of restorative practices with students, staff, and families when addressing behaviors and harm in the learning community. \$30,000 (OEFG)</p> <p>Action addresses unduplicated students, and student groups in the lowest performing level including: English Learners, Foster, Homeless, Low-Income, Students with Disabilities, Hispanic, and White students.</p> <p>(State Priority 6A - School Climate)</p>	\$30,000.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

CVUSD's Goal 3 is in support of Goal 1's central aim of the school district to support conditions for optimal learning, equitable access, and positive student outcomes. Goal 3 specifically highlights the metrics and actions that are directly related to the power of two-way communication and outreach in improving the education of CVUSD students while also creating strong connections for the entire community. During the 2023-2024 school year, the prior goal language was modified by the CVUSD LCAP Budget Committee and the CVUSD Board of Education to better define communication that is both two-way and engaging, include "policies" as part of these communication efforts, and also broadens the community to include families, community members, and CVUSD schools. Goal 3 will be evaluated through multiple measures aligned with "State Priority 3 - Parent Involvement" such as parent/guardian and student surveys, and the number of district presentations to families.

CVUSD's Goal 3 works in coordination with a set of related actions that take place throughout CVUSD schools and district. These actions are included in formal plans that are created to better meet the needs of CVUSD's unique learners. Educational partners, which include students, staff, and parents/guardians, are critical in the development and monitoring of these districtwide and school site plans. While, CVUSD's LCAP meets statutory requirements of the LCAP by addressing actions for Foster Youth, English Learners, and Low-Income Students using LCFF supplemental funding, in addition to addressing student groups in the 2023 and 2024 California Dashboard that achieved in the lowest performance level, some related actions that align with Goal 3 can be found in the below plans:

Multilingual Learner Plan (<https://www.conejousd.org/mlp>) - The Multilingual Learner Master Plan outlines our commitment to the holistic development and success of Multilingual Learners (MLs) in CVUSD. Recognizing the unique strengths and challenges of MLs, this plan provides a roadmap to ensure they not only achieve academic success but also become multilingual and multicultural assets in our increasingly global community. In addition to an asset-based framework, this master plan also embraces CVUSD's Local Control Account Plan (LCAP) goals. These goals are interwoven throughout the plan and were utilized as a foundation to ensure students are given all the necessary supports to have a successful TK-12 academic experience. Some key actions addressing Goal 3 in the Multilingual Learner Master Plan include:

- Increase parent engagement and community through DELAC and ELAC meetings
- Provide communication services to all site and district staff to better communicate with families whose primary language is not English

- Provide parent training and events in a language other than English that cater to the needs of CVUSD parents
- Updated and (board approved) adopted Multilingual Learners Master Plan which includes up-to date information about Multilingual Learner services
- Reduce the language barrier by offering a translation/interpretation service to all district staff

Strategic Plan for Inclusion of Students With Disabilities (<https://www.conejousd.org/ip>) - This CVUSD Strategic Plan for Inclusion for Students With Disabilities is designed to define the structures specifically in place for Students With Disabilities in order to support access to standards-aligned content, high-quality learning environments, and individualized supports in the least restrictive environment. The Plan is organized around four priorities that compose the foundation of an effective program for Students With Disabilities. Those four priorities are: Least Restrictive Environment, Inclusive Practices, Professional Learning, and Communication. Each priority has a central goal that is aligned to CVUSD's LCAP, and contains action items/steps to ensure goals are implemented. The Plan is intended to be a broad outline of overall special education programs and work in conjunction with CVUSD's DEI plan and LCAP plan. Some key actions addressing Goal 3 in the Strategic Plan for Inclusion of Students With Disabilities include:

- Maintain SEDAC and promote participation and representation from all sites
- Distribute and promote awareness of the Disability Celebrations Toolkit
- Facilitate meaningful participation in IEPs based on feedback from students, families and educators
- Communicate about and provide parent/guardian trainings
- Provide inclusive elementary grade level communications and yearbooks

Diversity, Equity and Inclusion (DEI) Strategic Plan (<https://www.conejousd.org/dei>) - The DEI Strategic Plan stands as a document, meticulously crafted to harmonize with the goals outlined in the LCAP, Board Policy/Administrative Regulations, and California Education Code. The DEI Strategic Plan encompasses eight overarching goals strategically categorized into key areas of focus: Curriculum and Educational Equity, Belonging and Community Building, Transparency and Educational Equity, Continuous Development and Cultural Competency, Compliance and Governance, and Workforce Development & Culture. Some key actions addressing Goal 3 in the DEI Strategic Plan include:

- Inform parents/guardians about the bullying and harassment reporting process
- Increase parent, family and community engagement in the education of Latino/a/x students
- Increase communication with parents/guardians and community members regarding diversity, equity, and inclusion
- Provide education and information to families about the services and resources available to students and families
- Work collaboratively with other culturally specific community organizations that provide resources to students and families

School Plans for Student Achievement (<https://www.conejousd.org/spsa>) - SPSA is a strategic plan that maximizes the resources available to the school with the ultimate goal of increasing student achievement. The School Site Council (SSC) is responsible for the development of the SPSA, which includes the analysis of schoolwide student data and the development and monitoring of goals and actions that align to the CVUSD LCAP. Some key actions addressing Goal 3 in each CVUSD SPSA include:

- Actions to address school and student group achievement at the lowest performing level, including considerations for smaller student groups which may not have a CA Dashboard performance level, but for which useful districtwide data and other school site data must be considered.
- Each SPSA must be developed and approved by the School Site Council (SSC) which reflects a community of staff (certificated and classified), parents/guardians, community members, and secondary students. Each SPSA must also also consider recommendations and



input set forth by the school's representative to CVUSD District Advisory Councils/Committees.

- Each SPSA must include a written description of how educational partners were engaged in the development and monitoring of the SPSA.
- Each SPSA is made publicly available online as a draft document prior to the Board of Education's approval, and as a final version once approved.
- Specific actions to engage parents/guardians in the education of their children, including the engagement with the school's English Language Advisory Committee (ELAC).
- Use the SPSA Monitoring and Accountability Tool (<https://www.conejousd.org/spsatool>) to engage the SSC, which includes parents/guardians, in on-going monitoring and continuous improvement in meeting the requirements of the SPSA.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Expanded reach & engagement on social media  (State Priority 3A - Parent Involvement)	2023-2024 social media: CVUSD's Instagram currently has 3,411 followers; CVUSD's Facebook account has 6,405 Facebook followers; CVUSD has decided to not actively post on X, formerly Twitter; CVUSD created an account on Threads; Currently the @conejovalleyusd account has 633 followers.  SOURCE: Social media followers	2024-2025 end-of-year social media (May 2025): CVUSD's Instagram currently has 4,061 followers; CVUSD's Facebook account has 6,667 Facebook followers; CVUSD has decided to not actively post on X, formerly Twitter; CVUSD's threads account has 874 followers; *NEW: CVUSD created an account on BlueSky and currently has 133 followers.		2025-2026: 10% overall increase  SOURCE: Social media followers	Instagram: +650 (from 3,411 to 4,061) Facebook: +62 (from 6,405 to 6,467) Threads: +241 (from 633 to 874) BlueSky: +133 (new platform account created in 2024–25)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SOURCE: Social media followers			
3.2	Volume and value of marketing content produced  (State Priority 3A - Parent Involvement)	2023-2024 Print and digital advertisements to expand exposure, including: 6 print advertisements designed and placed in local publications 11 social media campaigns on Facebook/Instagram 3 direct mail postcard campaigns  SOURCE: Print and digital advertisements	2024-2025 end-of-year Print and digital advertisements to expand exposure, including: 4 print advertisements designed and placed/reserved in local publications 21 social media campaigns on Facebook/Instagram 1 direct e-mail campaign 1 yard sign campaign + various other printed advertisement materials.  SOURCE: Print and digital advertisements		2025-2026: Maintain volume of marketing content produced  SOURCE: Print and digital advertisements	Print Ads: -2 (from 6 to 4) Social Media Campaigns: +10 (from 11 to 21) Postcard Campaigns: Replaced by 1 yard sign campaign + email + other materials
3.3	Districtwide presentations provided to parents/guardians  (State Priority 3A - Parent Involvement)	22 various presentations were provided to CVUSD parents/guardians from Instructional Services and Student Services.	20 various presentations were provided to CVUSD parents/guardians from Instructional		2025-2026: Increase parent/guardian presentations by 3 presentations total	-2 presentations (from 22 to 20)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SOURCE: number of presentations	Services and Student Services.		SOURCE: number of presentations	
3.4	Parents feel informed about their child's academic program  (State Priority 3A - Parent Involvement)	2023-24 District annual survey results: 91.6% Strongly Agree or Agree  SOURCE: Local survey	2024-25 District annual survey results: 92% Strongly Agree or Agree  SOURCE: Local survey		2025-2026 District annual survey results: Maintain at 90% or higher Strongly Agree or Agree  SOURCE: Local survey	ALL: +0.4% (from 91.6% to 92%)
3.5	Parents report feeling comfortable sharing thoughts and ideas at the school  (State Priority 3A - Parent Involvement)	2023-24 District annual survey results: 83.9% Strongly Agree or Agree  SOURCE: Local survey	2024-25 District annual survey results: 84.4% Strongly Agree or Agree  SOURCE: Local survey		2025-2026 District annual survey results: Increase by 3% to 86.9% Strongly Agree or Agree  SOURCE: Local survey	ALL: +0.5% (from 83.9% to 84.4%)

## Goal Analysis [2024-25]

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

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

### Successful Implementation:

- Action 3.1 Attendance, Action 3.3 Outreach – Schools and departments implemented a range of outreach strategies as planned, including banners and messaging that promoted positive student attendance, increased visibility around college and career readiness, and expanded access to information for Spanish-speaking families.
- Action 3.2 Outreach – The district successfully hosted College and Career Nights at both the high school and middle school levels. These events provided students and families with valuable opportunities to explore college, career, and technical education pathways.

#### Implementation Challenges:

- Action 3.1 Attendance – Keeping momentum going throughout the year for attendance campaigns was a challenge.
- Action 3.2 Outreach – Some events faced lower-than-expected turnout, and logistical issues—such as limited parking at larger gatherings—made broad participation more difficult.
- Action 3.3 Outreach – While engaging multilingual families remained a priority, scheduling conflicts and staffing limitations made it difficult at times to sustain consistent participation in advisory meetings like ELAC and DELAC.

#### Modified Implementation:

- Action 3.2 Outreach, Action 3.3 Outreach – Staff worked collaboratively and made adjustments based on ongoing community feedback. While the main outreach efforts—like attendance messaging and family engagement events—moved forward as planned, staff adjusted timelines, formats, and communication methods to address scheduling conflicts, and family availability throughout the year.

#### Non-implemented Actions:

- All planned actions under Goal 3 were implemented, though a few required some adjustments to how they were carried out.

#### 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 significant material differences across most Goal 3 actions. In a few cases, expenditures exceeded initial projections, particularly in support of the Middle School Career Night, which required additional staffing and translation services. However, these increases were reasonable and aligned with implementation needs. Some variances existed in budgeted and actual expenses due to the varying costs of individual staff (i.e. salary, health, benefits, etc.). Overall, the district effectively utilized available funds to ensure consistent outreach and 2-way engagement with students and families across all school sites.

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

Goal 3 actions strengthening school-to-home connections and creating more inclusive opportunities for families to engage with district programs and services. Counselors across all grade spans facilitated meaningful learning about college and career pathways, including a successful inaugural Middle School Career Night attended by over 500 individuals. Family feedback indicated high satisfaction and a desire for more events of this kind.

Efforts to increase ELAC and DELAC participation saw improvement in parent attendance and engagement. Bilingual staff played a vital role in supporting multilingual families, and district leaders identified effective strategies for improving outreach at school sites. The Communications Department maintained a consistent flow of information through emails, apps, social media, and video content, adapting strategies to better meet families' communication preferences. Internship and social media manager programs also strengthened student involvement and outreach at the site level.

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 substantive changes were made to the goal or its core metrics. However, several refinements are planned for 2025–2026 based on stakeholder feedback and reflection. The Middle School Career Night may shift to a biennial event, with potential expansion to include 6th graders and consideration of alternative venues to accommodate parking. DELAC teams will share best practices with principals to improve ELAC participation across more sites. District communications will continue to evolve to meet audience needs, with a greater emphasis on short-form, visual-based content and an updated district website expected to launch in Summer 2025. Feedback from the District Advisory Council (DAC) will also be considered and implement to communicate on key topics of interest (e.g. Power Safety Shutoffs, and summer community opportunities). Continued investment in parent engagement, student-centered outreach, and inclusive communications remains a key priority for the coming year.

Changes to the Goal 3 in CVUSD's 2025-26 LCAP include:

- \* Action 3.3 "Actions to Improve English Learner Progress: Outreach" - Will note that Outreach Assistants will increase 2-way communication with families via district cell phone communication.
- \* Action 3.3 "Actions to Improve English Learner Progress: Outreach" - Will reduce planned budget to \$28,000 based on prior spent actuals
- \* Action 3.4 "CVUSD Communications Department" - Will provide proactive and prior messaging regarding potential emergencies and the possible impacts on instruction.

**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	Actions to Improve Chronic Absenteeism: Attendance	<p>Provide efforts to increase awareness of the importance of attendance with banners, posters, and on-going messages from district and school site platforms. Provide a bi-monthly meeting and training with attendance liaisons to discuss attendance strategies with students and families. Provide administrators with frequent data on attendance and chronic absenteeism disaggregated by student groups. Provide Student Support Services support staff and materials/supplies to engage in additional outreach and communication with Foster/McKinney-Vento parents/guardians on attendance supports. \$114,250 (0840)</p> <p>Action addresses students identified for 2023 Differentiated Assistance: English Learners and Students with Disabilities. Action addresses unduplicated students, and student groups in the lowest performing level</p>	\$114,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>including: English Learners, Low-Income Students, Students with Disabilities, African American Students, Hispanic Students, White Students and 2 or More Races Students.</p> <p>(State Priority 3B - Parent Involvement)</p>		
<b>3.2</b>	Actions to Improve College / Career Indicator: Outreach	<p>Provide multiple opportunities for parents/guardians and students to learn about College and Career opportunities. This includes training and information provided to Spanish-Speaking families TK-12 through the DELAC and ELAC, as well as presentations and career events in middle school. Annual College and Career Night event which includes representatives from college/universities, college programs and resources for Students with Disabilities, and other post-secondary options. Counselors will provide parents/guardians with information about a range of educational pathways that include: A-G requirements, Career Technical Education, Dual enrollment, State Seal of Biliteracy, etc.</p> <p>Action addresses students identified for 2023 Differentiated Assistance: English Learners and Students with Disabilities. Action addresses unduplicated students, and student groups in the lowest performing level including: English Learners, Homeless, Low-Income, Students with Disabilities, and Hispanic students.</p> <p>(State Priority 3B, 3C - Parent Involvement)</p>	\$0.00	No
<b>3.3</b>	Actions to Improve English Learner Progress: Outreach	<p>Provide Spanish-speaking family events/training, including an annual districtwide conference and BreakThrough events, for Spanish-speaking families to explain TK-12 processes and systems as well as provide strategies for parent/guardian engagement. All schools with 21 English Learners or more will maintain an English Learner Advisory Committee (ELAC) and participate in at least 5 meetings per year. Outreach Assistants will increase 2-way communication with families via district cell phones. Provide additional opportunities for engagement in District English Learner Advisory Committee (DELAC). Broadcast Board of Education</p>	\$28,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
		meetings with English and Spanish language closed caption options. \$28,000 (036M). (State Priority 3B - Parent Involvement)		
<b>3.4</b>	CVUSD Communications Department	Provide regular communications via email, app and text message, deployed by CVUSD's Communications Department, to all educational partners, as well as disseminate information through multiple means, including video content, on websites/social media about important events and unique school programs. Provide immediate and central messages before and during emergencies or crises to effectively communicate in a timely manner. Provide an internship program and elementary social media managers that work to effectively support CVUSD Communications. \$175,000 (OADV, OCED)  (State Priority 3A - Parent Involvement)	\$175,000.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)	Broad Goal

State Priorities addressed by this goal.

- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

CVUSD's Goal 4 is in support of Goal 1's central aim of the school district to support conditions for optimal learning, equitable access, and positive student outcomes. Goal 4 specifically highlights the metrics and actions that include the social, emotional, physical and mental health aspects of students that are critically related to their achievement and success in school. During the 2023-2024 school year, the prior goal language was modified by the CVUSD LCAP Budget Committee and the CVUSD Board of Education to recognize the importance role of supporting student mental health. Goal 4 will be evaluated through multiple measures aligned with "State Priority 5 - Pupil Engagement" and "State Priority 6 - School Climate", such as attendance and chronic absenteeism rates, suspension and expulsion rates, and student surveys.

CVUSD's Goal 4 works in coordination with a set of related actions that take place throughout CVUSD schools and district. These actions are included in formal plans that are created to better meet the needs of CVUSD's unique learners. Educational partners, which include students, staff, and parents/guardians, are critical in the development and monitoring of these districtwide and school site plans. While, CVUSD's LCAP meets statutory requirements of the LCAP by addressing actions for Foster Youth, English Learners, and Low-Income Students using LCFF supplemental funding, in addition to addressing student groups in the 2023 and 2024 California Dashboard that achieved in the lowest performance level, some related actions that align with Goal 4 can be found in the below plans:

- Multilingual Learner Plan (<https://www.conejousd.org/mlp>) - The Multilingual Learner Master Plan outlines our commitment to the holistic development and success of Multilingual Learners (MLs) in CVUSD. Recognizing the unique strengths and challenges of MLs, this plan provides a roadmap to ensure they not only achieve academic success but also become multilingual and multicultural assets in our increasingly global community. In addition to an asset-based framework, this master plan also embraces CVUSD's Local Control Account Plan (LCAP) goals. These goals are interwoven throughout the plan and were utilized as a foundation to ensure students are given all the necessary supports to have a successful TK-12 academic experience. Some key actions addressing Goal 4 in the Multilingual Learner Master Plan include:
- Provide additional opportunities for reclassification for dually identified students through the IEP process
  - Raise student awareness about the importance of the ELPAC through individual/group conferences and goal setting
  - Continue to spotlight the paradigm shift of an asset-based approach to learning an additional language
  - Provide free transportation to programs that are specifically for newcomers at the high school level

- Provide primary language support such as Spanish, Russian, Ukrainian, Mandarin and Portuguese for new TK-12 students

Strategic Plan for Inclusion of Students With Disabilities (<https://www.conejousd.org/ip>) - This CVUSD Strategic Plan for Inclusion for Students With Disabilities is designed to define the structures specifically in place for Students With Disabilities in order to support access to standards-aligned content, high-quality learning environments, and individualized supports in the least restrictive environment. The Plan is organized around four priorities that compose the foundation of an effective program for Students With Disabilities. Those four priorities are: Least Restrictive Environment, Inclusive Practices, Professional Learning, and Communication. Each priority has a central goal that is aligned to CVUSD's LCAP, and contains action items/steps to ensure goals are implemented. The Plan is intended to be a broad outline of overall special education programs and work in conjunction with CVUSD's DEI plan and LCAP plan. Some key actions addressing Goal 4 in the Strategic Plan for Inclusion of Students With Disabilities include:

- Pilot the Circle of Friends program
- Support access to extracurricular activities, schoolwide events, peer programs, and planning for reservations of seats in general education classrooms
- Foster a culture of acceptance and respect through schoolwide programs
- Promote student involvement in decision-making

Diversity, Equity and Inclusion (DEI) Strategic Plan (<https://www.conejousd.org/dei>) - The DEI Strategic Plan stands as a document, meticulously crafted to harmonize with the goals outlined in the LCAP, Board Policy/Administrative Regulations, and California Education Code. The DEI Strategic Plan encompasses eight overarching goals strategically categorized into key areas of focus: Curriculum and Educational Equity, Belonging and Community Building, Transparency and Educational Equity, Continuous Development and Cultural Competency, Compliance and Governance, and Workforce Development & Culture. Some key actions addressing Goal 4 in the DEI Strategic Plan include:

- Regularly review feedback and assessments of school and district climate
- Regular review of discipline and suspension data
- Increase the engagement of students in co-curricular activities such as clubs, athletics, and activities.
- Implement cultural celebrations and recognitions
- Increase activities to recognize Ability Awareness

Strategic Arts Plan (<https://www.conejousd.org/strategicarts>) - CVUSD's Strategic Arts Plan is a visionary blueprint that defines an equitable, sustainable arts education system for Conejo Valley Unified School District with sequential, standards-aligned curriculum, increased staffing and robust structures to deliver excellence in all art forms. This plan includes four key pillars which include: excellence in arts curriculum, instruction and professional learning; high-quality staffing, supported with time and resources; deepening communication connections; and sustainability through policies and funding. Some key actions addressing Goal 4 in the DEI Strategic Plan include:

- General music provided by credentialed arts teachers to all CVUSD students grades 1-5
- Dedicated Visual and Performing Arts Coordinator, Teacher on Special Assignment, to coordinate and enhance arts programs
- Explore how SEL competencies can support arts curriculum and arts integrated curriculum
- Develop and fund pipeline for music program from elementary to secondary level

School Plans for Student Achievement (<https://www.conejousd.org/spsa>) - SPSA is a strategic plan that maximizes the resources available to the school with the ultimate goal of increasing student achievement. The School Site Council (SSC) is responsible for the development of the

SPSA, which includes the analysis of schoolwide student data and the development and monitoring of goals and actions that align to the CVUSD LCAP. Some key actions addressing Goal 4 in each CVUSD SPSA include:

- Actions to address school and student group achievement at the lowest performing level, including considerations for smaller student groups which may not have a CA Dashboard performance level, but for which useful districtwide data and other school site data must be considered.
- Actions to that promote positive social and emotional school climates such as Inclusive Schools Week, Red Ribbon Week Activities, Hispanic Heritage Month, Black History Month, and other recognitions approved by the CVUSD Board of Education.
- Actions that promote social emotional learning provided and student mental health
- Actions that reduce chronic absenteeism and increase overall attendance rates for all students, and specifically, include actions to support the school's 3 lowest performing student groups from the 2023 California Dashboard, including African Americans.
- Actions that reduce suspensions for all students, including for Foster Youth, English Learners and Low-Income Students.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Overall attendance rate (State Priority 5A - Pupil Engagement)	As of April 2024, average daily attendance rate for the 2023-2024 school year is 94.71%.  SOURCE: Q-Student Information System	As of May 2025, the average daily attendance rate for the 2024-2025 school year is 94.85%.  SOURCE: Q-Student Information System		2025-2026, maintain the average daily attendance rate at 95% or higher.  SOURCE: Q-Student Information System	+0.14% increase from prior year
4.2	Chronic absenteeism (State Priority 5B- Pupil Engagement)	Fall 2023 California Dashboard results for Chronic Absenteeism:  All: 16.2%; African American: 22.8%; Asian: 6.7%; English Learners: 24.7%; Hispanic: 23.4%; Homeless: 34.8%;	Fall 2024 California Dashboard results for Chronic Absenteeism:  All: 11.9%; African American: 18.3%; Asian: 5.7%; English Learners:		2025-2026 California Dashboard results for Chronic Absenteeism:  All: 13.2% (-3%); African American: 18.3% (-4.5%); Asian: 5.7% (-1%);	All: -4.3%; African American: -4.5%; Asian: -1.0%; English Learners: -9.8%; Hispanic: -3.1%; Homeless: -4.9%; Students with Disabilities: -8.2%;

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Students with Disabilities: 29.8%; SED: 27.6%; Two or More Races: 10.5%; White: 13.7%</p> <p>Lowest performance (red indicator) on the Dashboard - Percentage</p> <p>District: EL: 24.7%, SWD: 29.8%, AA: 22.8% HI: 23.4%</p> <p>School(s): Aspen El: ALL: 14.2%, EL: 27%, SED: 27.5%, SWD: 25%, HI: 20.3%, WH: 12.4%</p> <p>Banyan El: ALL: 16.4%, EL: 33.3%, SED: 25%, HI: 25.2%, WH: 13.7%</p> <p>Conejo El: ALL: 35.3%, EL: 32.8%, SED: 36.5% SWD: 43.2%, HI: 34.2%, WH: 43.8%</p> <p>Ladera STARS Academy: SED: 24.1%</p> <p>Lang Ranch: SED: 32.7%, SWD: 26.7%</p> <p>Madrona El: ALL: 22.9%, EL: 27.5%, SED: 30.3%, SWD: 38.5, HI: 27.1%</p>	<p>19.1%; Hispanic: 16.8%; Homeless: 23.9%; Students with Disabilities: 21.6%; SED: 20.2%; Two or More Races: 8.7%; White: 10.1%, LTEL: 20.5%</p> <p>Lowest performance (red indicator) on the Dashboard - Percentage</p> <p>District: EL: 19.7%, SWD: 21.6%, AA: 18.3%, HI: 16.8%</p> <p>School(s): Aspen El: ALL: 7%, EL: 3.3%, SED: 14.9%, SWD: 13.2%, HI: 10.1%, WH: 5.1%</p> <p>Banyan El: ALL: 10.8%, EL: 17.5%, SED: 15.7%, HI: 14.1%, WH: 9.4%</p> <p>Conejo El: ALL: 17.1%, EL: 14.8%, SED: 18.6% SWD: 26%, HI: 15.7%, WH: 31.4%</p>		<p>English Learners: 20.2% (-4.5%); Hispanic: 18.9% (-4.5%); Homeless: 30.3% (-4.5%); Students with Disabilities: 25.3% (-4.5%); Low-Income: 23.1% (-4.5%); Two or More Races: 7.5% (-3%); White: 10.7% (-3%); LTEL 17.5% (-3%).</p> <p>Lowest performance (red indicator) on the Dashboard - Percentage</p> <p>District: EL: 20.2% (-4.5%), SWD: 25.3% (-4.5%), AA: 18.3% (-4.5%), HI: 18.9% (-4.5%)</p> <p>School(s): Aspen El: ALL: 11.2% (-3%), EL: 22.5% (-4.5%), SED: 23% (-4.5%), SWD: 20.5% (-4.5%), HI: 17.3% (-3%), WH: 9.4% (-3%)</p>	<p>Socioeconomically Disadvantaged (SED): -7.6%; Two or More Races: -3.3%; White: -3.6%; Long-Term English Learners (LTEL): +20.5% (first year reported)</p> <p>Lowest performance (red indicator) on the Dashboard - Percentage</p> <p>District: EL: -5.6%, SWD: -8.2%, AA: -4.5%, HI: -1.7%</p> <p>School(s): Aspen EL: ALL: -6.2%; EL: -13.0%; SED: -12.6%; SWD: -10.1%; HI: -6.0%</p> <p>Banyan EL: ALL: -5.6%; EL: -15.6%; SED: -9.3%; HI: +0.5%</p> <p>Conejo EL: ALL: -17.9%; EL: -17.4%; SED: -17.8%; SWD: -17.4%; HI: -2.4%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Maple El: ALL: 30.6%, SWD: 36.7%, WH: 28.4% Walnut El: EL: 28.8%, WH: 27% Weathersfield El: All: 19.1%, EL: 29%, SED: 31.2%, SWD: 35.3%, HI: 30.1%, WH: 15.2% Westlake El: ALL: 12.1%, WH: 11% Westlake Hills El: ALL: 15.4%, SED: 20.7%, HI: 22.6%, WH: 15% Wildwood El: SED: 21% Colina MS: ALL:20.3%,SED: 30.8%, SWD: 37.2%, HI: 24.8%, WH: 20.8% Los Cerritos MS: SWD: 36.9% Redwood MS: EL: 26.3%, SED: 28.9%, SWD 39.4%, HI: 22.4%, MR: 20.9% Century Academy: HI: 36.8%	Ladera STARS Academy: SED: 18.8% Lang Ranch: SED: 10.9%, SWD: 6.3% Madrona El: ALL: 13%, EL: 15.8%, SED: 15.3%, HI: 16.8% Maple El: ALL: 25.3%, SWD: 33.8%, WH: 23% Walnut El: EL: 16.9%, WH: 21.1% Weathersfield El: All: 9%, EL: 20.8%, SED: 21.4%, SWD: 12%, HI: 15%, WH: 5.9% Westlake El: ALL: 11.7%, WH: 12.6% Westlake Hills El: ALL: 12.9%, SED: 15.7%, HI: 13.2%, WH: 14.2% Wildwood El: SED: 12.7% Colina MS: ALL:17.8%,SED: 29.7%, SWD: 30.3%, HI: 23.6%, WH: 14.4% Los Cerritos MS: SWD: 33%		Banyan El: ALL: 13.4% (-3%), EL: 28.8% (-4.5%), SED: 20.5% (-4.5%), HI: 20.7% (-4.5%), WH: 10.7% (-3%) Conejo El: ALL: 30.8% (-4.5%), EL: 28.3% (-4.5%), SED: 32% (-4.5%) SWD: 38.7% (-4.5%), HI: 29.7% (-4.5%), WH: 39.3% (-4.5%) Ladera STARS Academy: SED: 19.6% (-4.5%) Lang Ranch: SED: 28.2% (-4.5%), SWD: 22.2% (-4.5%) Madrona El: ALL: 19.9% (-3%), EL: 23% (-4.5%), SED: 25.8% (-4.5%), SWD: 34% (-4.5%), HI: 22.6% (-4.5%) Maple El: ALL: 26.1% (-4.5%), SWD: 32.2% (-4.5%), WH: 23.9% (-4.5%) Walnut El: EL: 24.3% (-4.5%),	Ladera STARS: SED: -5.3% Lang Ranch: SED: -16.1%; SWD: -6.3% Madrona EL: ALL: -9.6%; EL: -9.6%; SED: -5.4%; HI: -11.8% Maple EL: ALL: -5.1%; SED: -3.6%; WH: -5.4% Walnut EL: EL: -2.9% Weathersfield EL: ALL: -0.6%; EL: -8.8%; SED: -6.1%; SWD: -23.1%; HI: -14.1% Westlake EL: ALL: +0.0%; EL: -4.9%; WH: 0.0% Westlake Hills EL: ALL: -2.3%; SED: -5.0%; HI: -8.2%; MR: -1.4% Wildwood EL: SED: +1.2% Colina MS: ALL: -2.3%; EL: -3.1%; SED: -1.1%; SWD: -1.7%; HI: -0.2% Los Cerritos MS: SWD: -3.6% Redwood MS: EL: -0.4%; SED: -8.9%; SWD: -



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Redwood MS: EL: 26.3%, SED: 20%, SWD 21.7%, HI: 14.7%, MR: 12.5% Century Academy: HI: 32%		WH: 22.5% (-4.5%) Weathersfield El: All: 16.1% (-3%), EL: 24.5% (-4.5%), SED: 26.7% (-4.5%), SWD: 30.8% (-4.5%), HI: 25.6% (-4.5%), WH: 12.2% (-3%) Westlake El: ALL: 9.1% (-3%), WH: 8% (-3%) Westlake Hills El: ALL: 12.4% (-3%), SED: 17.7% (-3%), HI: 19.6% (-3%), WH: 12% (-3%) Wildwood El: SED: 18% (-3%) Colina MS: ALL: 20.3%, SED: 26.3% (-4.5%), SWD: 32.7% (-4.5%), HI: 20.3% (-4.5%), WH: 17.8% (-3%) Los Cerritos MS: SWD: 32.4% (-4.5%) Redwood MS: EL: 21.8% (-4.5%), SED: 24.4% (-4.5%), SWD 34.9% (-4.5%), HI: 19.4% (-3%), MR: 17.9% (-3%)	6.4%; HI: -7.8%; MR: +0.6% Century Academy: HI: -4.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Century Academy: HI: 32.3% (-4.5%)	
4.3	Student participation in co-curricular activities  (State Priority 5A - Pupil Engagement)	<p>For the 2023-24 school year: The percent of high school students participating in at least one student activity or athletics program:</p> <p>All 62.46%; African American 73.68%; American Indian 63.64%; Asian 70.41%; English Learner 28.5%; Hispanic 43.75%; Pacific Islander 71.43%; Student with Disabilities 55.53%; Low-Income 18.75%; White 64.02%</p> <p>SOURCE: Q-Student Information System</p>	<p>End of Year Data: For the current 2024-25 school year, the percent of high school students participating in at least one student activity or athletics program:</p> <p>All 63.1%; African American 73.9%; American Indian 63.8%; Asian 70.3%; English Learner 29.7%; Hispanic 44.75%; Pacific Islander 69.8%; Student with Disabilities 56.1%; Low-Income 19.2%; White 64.3%</p> <p>SOURCE: Q-Student Information System</p>		<p>2025-2026: The percent of high school students participating in at least one student activity or athletics program:</p> <p>All: maintain 60% or higher participation; African American: maintain 70% or higher participation; American Indian: maintain 60% or higher participation; Asian: maintain 70% or higher participation; English Learner: 33.5% (+5%); Hispanic: 45.75% (+2%); Pacific Islander: maintain 70% or higher participation Student with Disabilities: 57.53% (+2%); Low-Income: 23.75% (+5%);</p>	<p>All: +0.54%; African American: +0.31%; American Indian: -0.76%; Asian: -0.34%; English Learner: +1.25%; Hispanic: +1.0%; Pacific Islander: -1.66%; Student with Disabilities: +0.57%; Low-Income: +1.34%; White: +0.21%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					White: maintain 60% or higher participation  SOURCE: Q-Student Information System	
4.4	Students feel that school is an inclusive learning environment  (State Priority 5A - Pupil Engagement)	2023-2024: District annual survey results: Grades 4-5: 93.1% Strongly Agree or Agree Grades 6-12: 79.4% Strongly Agree or Agree  SOURCE: Local survey	2024-2025: District annual survey results: Grades 4-5: 89.9% Strongly Agree or Agree Grades 6-12: 85.7% Strongly Agree or Agree  SOURCE: Local survey		2025-2026 District annual survey results: Grades 4-5: Maintain at 90% or higher Strongly Agree or Agree  Grades 6-12: Increase to 82.4% Strongly Agree or Agree  SOURCE: Local survey	Grades 4–5: -3.2% Grades 6–12: +6.3%
4.5	Students feeling safe at school  (State Priority 5A - Pupil Engagement)	2023-2024 California Healthy Kids Survey is currently being administered by sites. Data will be available in May 2024.  SOURCE: Local survey	CHKS Data from May 2024: 84% of students indicate that they feel safe at school most or all of the time.		2025-2026 California Healthy Kids Survey: 3 Year Target TBD once baseline is established.  SOURCE: Local survey	No prior year comparison available for percent change.
4.6	Students know how to report bullying	2023-2024: District annual survey results:	2024-2025: District annual survey results:		2025-2026 District annual survey results:	Grades 4–5: +1.0% (from 90.2% to 91.1%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(State Priority 5A - Pupil Engagement)	Grades 4-5: 90.2% Strongly Agree or Agree Grades 6-12: 85% Strongly Agree or Agree  SOURCE: Local survey	Grades 4-5: 91.1% Strongly Agree or Agree Grades 6-12: 89.2% Strongly Agree or Agree  SOURCE: Local survey		Grades 4-5: Maintain at 90% or higher Strongly Agree or Agree  Grades 6-12: increase to 88% Strongly Agree or Agree  SOURCE: Local survey	Grades 6–12: +4.2% (from 85.0% to 89.2%)
4.7	Students access to social emotional learning (Tier 1)  (State Priority 5A - Pupil Engagement)	Grades TK-5 = 30 minutes or more per week Grades 6-8 = 15 minutes or more per week Grades 9-12 = Embedded SEL and Tier 1 counselor lessons  SOURCE: Q-Student Information System	Elementary: Teachers are engaging in a minimum of 30 minutes weekly in SEL with their class.  Middle School: Engaged in at least 15 minutes of SEL weekly through Second Step.  High School: Continued with embedded SEL and Tier 1 counselor lessons		2025-2026, maintain: Grades TK-5 = 30 minutes or more per week Grades 6-8 = 15 minutes or more per week Grades 9-12 = Embedded SEL and Tier 1 counselor lessons  SOURCE: Q-Student Information System	No change
4.8	Some students access targeted SEL support via individual and/or small	10% or more of students receive Tier 2 social emotional and	Elementary: 42% of elementary students have had		2025-2026, maintain at least 10% of students	Exceeded 10%. Elementary by 32%, Middle

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	group interventions (Tier 2)  (State Priority 5A - Pupil Engagement)	mental health supports. All CVUSD students who express a social emotional need report they are able to access meaningful support.  SOURCE: Q-Student Information System	a Tier 2 SEL Intervention  Middle School: 27% of middle school students have had Tier 2 SEL Intervention  High School: 16% of high school students have had a Tier 2 SEL Intervention		receive Tier 2 social emotional and mental health supports. All CVUSD students who express a social emotional need report they are able to access meaningful support.  SOURCE: Q-Student Information System	School by 17%, High School by 6%.
4.9	Students report that social emotional learning activities are helpful to them  (State Priority 5A - Pupil Engagement)	2023-2024: District annual survey results: Grades 4-5: Question will be added to next year's survey. Grades 6-12: 47.3% Strongly Agree or Agree  SOURCE: Local survey	2024-2025: District annual survey results: Grades 4-5: 75.8% Strongly Agree or Agree Grades 6-12: 47.8% Strongly Agree or Agree  SOURCE: Local survey		2025-2026 District annual survey results: Grades 4-5: TBD once baseline is established. Grades 6-12: 57.3% Strongly Agree or Agree  SOURCE: Local survey	Grades 4–5: NEW data (75.8%) Grades 6–12: +0.1% (from 47.3% to 47.8%)
4.10	Wellness Centers at high schools  (State Priority 5A - Pupil Engagement)	The high school wellness centers have logged 2,881 duplicated wellness drop-in visits for 1,156 unduplicated high school students.	As of 5/1/25 the following wellness services have occurred: High School- 481 students receiving ongoing individual		In 2025-2026, log 2,967 (+3%) duplicated wellness drop-in visits for 1,191 (+3%)	1,604 more unduplicated students served compared to prior year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SOURCE: Q-Student Information System	therapy, 179 students receiving group therapy, 2,760 unduplicated students receiving walk-in services,		unduplicated high school students.  SOURCE: Q-Student Information System	
4.11	Wellness presentations provided to students  (State Priority 5A - Pupil Engagement)	In 2023-2024, 36 wellness presentations provided to 2,153 (duplicated) students.  SOURCE: Q-Student Information System	There have been 12 classroom presentations and 20 workshops this school for a total of 2,762 duplicated students participating effective 5/1/25.		In 2025-2026, Increase by 5 presentations to 41 total presentations.  SOURCE: Q-Student Information System	Presentations: -4 (from 36 to 32) Students Reached (duplicated): +609 (from 2,153 to 2,762)
4.12	Suspension rate  (State Priority 6A - School Climate)	Fall 2023 California Dashboard: Suspension Rates  All: 2.5%; EL: 6.1%; SWD: 6.2%; Asian: 0.3%; Black/African American: 5.4%; Hispanic or Latino: 4.8%; Filipino: 1.1%; Two or more races: 0.6%; White: 1.7%; Foster: 24.4%; Homeless: 7.7%; SED: 5.5%  Lowest performance (red indicator) on the	Fall 2024 California Dashboard: Suspension Rates  All: 2.5%; EL: 4.7%; LTEL: 13%, SWD: 5.9%; Asian: 0.4%; Black/African American: 5.6%; Hispanic or Latino: 3.6%; Filipino: 0%; Two or more races: 1%; White: 1.2%; Foster: 14.3%; Homeless: 6.7%; SED: 4.1%		2025-2026 California Dashboard: Suspension Rates  All: 2.2% (-0.3%); EL: 4.6% (-1.5%); SWD: 4.7% (-1.5%); Asian: Maintain at less than 2%; Black/African American: 3.9% (-1.5%); Hispanic or Latino: 3.3% (-1.5%); Filipino: Maintain at less than 2%; Two or more races:	All: 0.0% (no change) EL: -1.4%; LTEL: NEW (13%) SWD: -0.3%; Asian: +0.1% Black/African American: +0.2%; Hispanic: -1.2% Filipino: -0.5%; Two or More Races: +0.1% White: +0.5%; Foster: -1.5% Homeless: -1.0%; SED: -1.4%  Lowest performance (red



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Dashboard - Percentage</p> <p>District: FOS: 24.4%</p> <p>School(s): Redwood MS: EL: 15.8%, SED: 12.1 %, HI: 10.9 % Newbury Park HS: EL: 12.8 %; HOM: 12.9 % Thousand Oaks HS: EL: 18.1 %, SWD: 12.6 % Conejo Valley High: All: 9.4 %, SWD: 16.7 %. WH: 21.4%</p>	<p>2024 Dashboard updates on lowest performance (red indicator) on the 2023 Dashboard:</p> <p>District: FOS: 14.3%</p> <p>School(s): Redwood MS: EL: 7.6%, SED: 10.2%, HI: 7.7% Newbury Park HS: EL: 8.7%; HOM: 16.4% Thousand Oaks HS: EL: 10.7%, SWD: 11.2% Conejo Valley High: All: 4.3%, SWD: 5%. WH: 6.5%</p>		<p>Maintain at less than 2%; White: Maintain at less than 2%; Foster: 19.4% (-5%); Homeless: 6.2% (-1.5%); SED: 4% (-1.5%)</p> <p>Lowest performance (red indicator) on the Dashboard - Percentage</p> <p>District: FOS: 19.4% (-5%)</p> <p>School(s): Redwood MS: EL: 12.8% (-3%), SED: 9.1% (-3%), HI: 7.9% (-3%) Newbury Park HS: EL: 9.8% (-3%); HOM: 9.9% (-3%) Thousand Oaks HS: EL: 15.1% (-3%), SWD: 9.6% (-3%) Conejo Valley High: All: 6.4% (-3%), SWD: 13.7% (-3%). WH: 16.9% (-4.5%)</p>	<p>indicator) on the Dashboard - Percentage</p> <p>District FOS: -10.1%</p> <p>School(s): Redwood MS: EL: -9.2%; SED: -2.1%; HI: -3.2% Newbury Park HS: EL: -4.1%; HOM: +3.2% Thousand Oaks HS: EL: -7.4%; SWD: -1.5% Conejo Valley High: ALL: -5.1%; SWD: -11.7%; WH: -14.9%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.13	Expulsion rate  (State Priority 6B - School Climate)	CVUSD's expulsion rate for 2023-2024 school year was 0.00% for all students.  SOURCE: Q-Student Information System	CVUSD's current expulsion rate for 2024-2025 school year is 0.00% for all students.  SOURCE: Q-Student Information System		2025-2026 expulsion rate maintain a less than 1% expulsion rate for all students.  SOURCE: Q-Student Information System	No change: 0.00% for all students

## Goal Analysis [2024-25]

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

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

### Successful Implementation:

- Action 4.1 Social Emotional Learning and Mental Health – Schools provided wellness services at all grade levels, including individual and group counseling, classroom-based SEL lessons, and walk-in support for students in need. SEL was integrated into classrooms by counselors and staff to promote emotional well-being.
- Action 4.3 Foster & Homeless Supports – Foster and homeless youth received targeted support, such as clothing, school supplies, and access to key school events like prom. General education behavioral support was maintained through a dedicated behaviorist and bilingual school psychologist.
- Action 4.5 Break Through Assistance Program – BreakThrough counselors conducted over 700 individual student sessions and organized multiple parent education nights on digital safety, grief, and substance awareness. Outreach assistants from CRPD offered continued mentoring for secondary students.

### Implementation Challenges:

- Action 4.4 Additional staffing – The district was unable to fill all intern psychologist positions as planned due to regional staffing shortages and competition from neighboring districts.

### Modified Implementation:

- While core supports were maintained, some services operated at limited capacity because not all intern positions were filled. The district continued to prioritize services by leveraging existing staff and adjusting caseloads where needed.

#### Non-implemented Actions:

- All actions under Goal 4 were implemented, although some were delivered with some reduced staffing levels.

#### 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.

Most Goal 4 actions were implemented with fidelity and within budgeted allocations. In the case of direct supports for foster and homeless youth, actual expenditures exceeded the original allocation due to additional events and services offered paid through Title I funding. One noted variance included a delay in invoicing from CRPD, though services were fully delivered. No significant unanticipated cost increases were reported across the remaining actions.

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

Goal 4 actions contributed significantly to student well-being, particularly through comprehensive wellness services. Pre- and post-survey data for high school students receiving therapy indicated reduced symptoms of anxiety and depression. Elementary students demonstrated gains in emotional regulation. Site-level SEL lessons from school counselors and wellness room access provided critical support for Tier 1 and Tier 2 needs.

BreakThrough counselors played a central role in both direct student services and family engagement, while CRPD outreach staff provided ongoing connections for vulnerable students. Targeted supports for foster and homeless students, such as prom participation and year-end celebrations, contributed to positive school connectedness. The general education behaviorist provided valuable site-based coaching for classroom management. Overall, these actions were seen as highly effective in supporting whole-child development and well-being.

Metric 4.7 "Students feel that school is an inclusive learning environment" currently describes how SEL is being delivered across grade-spans and may not be a valuable way to assess the effectiveness of SEL actions.

#### 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 significant changes were made to the goal actions; however, several enhancements are planned for the 2025–2026 school year. All mental health and wellness providers will be trained in trauma-informed school-based cognitive behavioral therapy, further aligning intervention strategies across sites. Based on strong outcomes, current supports for foster and homeless youth will continue and may be expanded as funding permits.

Changes to the Goal 4 in CVUSD's 2025-26 LCAP include:

- \* Metric 1.1 "Chronic absenteeism" - Now includes LTEL data in Year 1 Outcome as well as in the "Target for Year 3 Outcome"
- \* Action 4.1 "Actions to Improve Chronic Absenteeism: Social Emotional Learning and Mental Health" - Clarity on how SEL will be implemented at the elementary, middle school, and high school level, which will reflect Metric 4.7 as more an implementation strategy than a

measure of SEL effectiveness. Other existing metrics that assess the effectiveness of this action include: Metric 4.8 "Some students access targeted SEL support via individual and/or small group interventions (Tier 2)", "Metric 4.9 "Students report that social emotional learning activities are helpful to them", and Metric 4.10 Wellness Centers at high schools".

On April 29, 2025, CVUSD received a notice of non-continuation from the US Department of Education for the School-Based Mental Health Services Grant Program, which would halt significant mental health supports for students across CVUSD. The District has begun to take the necessary steps to appeal this decision made by the federal government and identify ways to sustain these important services. Without an appeal being granted or additional funds, there may be a necessary reduction to student mental health services beginning January 2026.

**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	Actions to Improve Chronic Absenteeism: Social Emotional Learning and Mental Health	<p>Provide comprehensive wellness services coordinated by the CVUSD Mental Health and Wellness Services Department, including workshops and wellness rooms at each high school, and wellness services provided to individuals and groups at elementary and middle schools. Provide social emotional learning in Grades TK to Post-Secondary, to include classroom instruction (Grades TK-5), thematic instruction on key topics (6-8) and embedded classroom SEL strategies (Grades 6-12). Provide Tier 1 and Tier 2 social emotional learning lessons and supports from school counselors.</p> <p>Action addresses unduplicated students, and student groups in the lowest performing level including: English Learners, Low-Income Students, Students with Disabilities, African American Students, Hispanic Students, White Students and 2 or More Races Students.</p> <p>(State Priority 5B - School Climate)</p>	\$0.00	No
4.2	Actions to Improve Chronic Absenteeism: Youth Outreach	Provide additional outreach and social-emotional support services through Conejo Recreation Park District (CRPD) Youth Outreach Program agreement. \$100,000 (0YW0)	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Action addresses unduplicated students, and student groups in the lowest performing level including: English Learners, Low-Income Students, Students with Disabilities, African American Students, Hispanic Students, White Students and 2 or More Races Students.</p> <p>(State Priority 5B - School Climate)</p>		
<b>4.3</b>	Actions to Improve Chronic Absenteeism: Foster & Homeless Supports	<p>Provide materials/supplies and supports directly to Foster and Homeless students in order to increase access to school-based and community-based resources, including transportation supports. \$1,000 (0840), \$24,000 (0620). Total - \$25,000</p> <p>(State Priority 7B - Course Access)</p>	\$25,000.00	Yes
<b>4.4</b>	Actions to Improve English Language Arts and Mathematics: Additional staffing	<p>Provide additional social-emotional and behavioral supports to students from a general education behaviorist (OTRM), four School Psychologist Interns (0260), and a bilingual School Psychologist (0260). \$238,500 (0260), \$165,900 (OTRM). Total - \$404,400</p> <p>Action addresses unduplicated students, and student groups in the lowest performing level including: English Learners, Low Income Students, Students with Disabilities, Hispanic Students, and Homeless Students.</p> <p>(State Priority 7C - Course Access)</p>	\$404,400.00	Yes
<b>4.5</b>	Actions to Improve Suspension Rates: Break Through Assistance Program	<p>Provide counselors for Break Through Program, support staff, and evening parent/guardian education events. \$485,500 (OBTD)</p> <p>Action addresses unduplicated students, and student groups in the lowest performing level including: English Learners, Foster, Homeless, Low-Income, Students with Disabilities, Hispanic, and White students.</p>	\$485,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(State Priority 6A - School Climate)		



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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## Goal Analysis [2024-25]

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

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

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.

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

**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
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# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$9,571,425?	\$0

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.309%	0.000%	\$0.00	5.309%

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	<p><b>Action:</b> Action to Improve College Career Indicator: Dual Enrollment &amp; Career Technical Education</p> <p><b>Need:</b> English Learners, Foster Youth and Low Income students across CVUSD high schools face barriers in accessing resources, resulting in lower rates of college/career readiness as</p>	<p>Career Technical Education / Dual Enrollment Coordinators at each high school increase student's access to information and support about CTE and Dual Enrollment, and support their participation in these programs that increase college/career success as measured by the CA Dashboard College/Career Indicator.</p> <p>This action is provided on a schoolwide basis because CTE and Dual Enrollment are high school opportunities, and the CA Dashboard</p>	CA Dashboard, College & Career Indicator results for English Learners, Foster Youth and Low Income students

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
	<p>measured by the California Dashboard College/Career Indicator compared to the general student population.</p> <p><b>Scope:</b> Schoolwide</p>	<p>College/Career Indicator measures "preparedness" of high school students.</p> <p>By implementing these schoolwide actions, the high schools aims to improve the rate of English Learners, Foster Youth and Low Income students who are determined to be "prepared" by the College/Career Indicator by 3% for Low Income Students, 5% for English Learners, and 5% for Foster Youth over the next three years.</p>	
1.4	<p><b>Action:</b> Actions to Improve English Language Arts &amp; Mathematics: Intervention and Support</p> <p><b>Need:</b> Foster Youth, English Learners, and Low Income students across the school district face challenges in accessing in accessing academic support and resources that support academic achievement, resulting in lower academic performance as measured by the ELA and Math CAASPP results compared to the general student population.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Providing additional funding for elementary academic specialists and secondary intervention classes on an LEA basis, with a focus on providing targeted support to English Learners, Foster Youth, and Low Income Students. Providing additional funding for elementary academic specialists and secondary intervention classes will address the identified needs by providing additional academic supports in a smaller setting during the regular school day.</p> <p>By implementing these LEA-wide actions, the LEA aims to improve academic performance for English Learners, Foster Youth and Low Income students in ELA (+10 points Distance From Standard for Low Income Students; +20 points Distance From Standard for English Learners; Foster Youth is undetermined as not enough students were tested in 2022-2023) and Math (+25 points Distance From Standard for Low Income Students; +20 points Distance From Standard for English Learners; Foster Youth is undetermined as not enough students were tested in 2022-2023) over the next three years.</p>	<p>California Dashboard, English Language Arts and Mathematics results for Foster Youth, English Learners, and Low Income Students.</p>

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
1.5	<p><b>Action:</b> Actions to Improve English Language Arts &amp; Mathematics: Elementary Class Size Reduction (TK-3)</p> <p><b>Need:</b> Foster Youth, English Learners, and Low Income Students across elementary schools face additional challenges, such as language acquisition, unstable housing, or fewer resources, resulting in lower academic performance compared to the general student population.</p> <p><b>Scope:</b> Schoolwide</p>	<p>Implementing reduced class size in Grades K-3 on a schoolwide basis at all elementary schools basis, with a focus on providing targeted support to English Learners, Foster Youth and Low Income Students. The reduction of class sizes will address the identified needs by increasing student's access to their certificated teacher with fewer students in the classroom.</p> <p>By implementing these school-wide at the elementary level, these schools aims to improve academic performance for English Learners, Foster Youth and Low Income students in ELA (+10 points Distance From Standard for Low Income Students; +20 points Distance From Standard for English Learners; Foster Youth is undetermined as not enough students were tested in 2022-2023) and Math (+25 points Distance From Standard for Low Income Students; +20 points Distance From Standard for English Learners; Foster Youth is undetermined as not enough students were tested in 2022-2023) over the next three years.</p>	California Dashboard, English Language Arts and Mathematics results in Grade 3 for English Learners, Foster Youth and Low Income students
1.7	<p><b>Action:</b> Actions to Improve Graduation Rate: Conejo Valley High School</p> <p><b>Need:</b> English Learners, Foster Youth, and Low Income Students across high schools face additional challenges, such as language acquisition, housing instability, and fewer additional resources, in accessing resources</p>	This action provides staffing (certificated and classified) and materials/supplies for CVUSD to maintain it's Continuation High School for students who need to remediate credits.	California Dashboard, Graduation Rates for English Learners, Foster Youth and Low Income students

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
	<p>that support their completion of high school graduation requirements, resulting in higher rates of high school credit deficiency compared to the general student population.</p> <p>Implementing a continuation high school on a schoolwide basis basis, with a focus on providing targeted support to English Learners, Foster Youth, and Low Income Students. The continuation high school will address the identified needs by increasing access to smaller class sizes and additional staff that specialize in accelerating students completion of academic credits necessary to graduate.</p> <p>By implementing these schoolwide actions, the school aims to improve high school graduation rates across the school and LEA</p> <p><b>Scope:</b> Schoolwide</p>		
2.1	<p><b>Action:</b> Action to Improve Chronic Absenteeism: Training and School Site Support</p> <p><b>Need:</b> Additional supports are needed to address the multitude of barriers to attendance for identified students based on the results of the CA Dashboard for Chronic Absenteeism</p> <p>English Learners, Foster Youth, and Low Income Students across the LEA face</p>	<p>Providing centralized administration and support staff to facilitate attendance coordination, monitoring and intervention on an LEA basis, with a focus on providing targeted support to English Learners, Foster Youth and Low Income Students. These actions will address the identified needs by increasing direct support to students and parents/guardians who have transportation challenges or need additional support in developing and monitoring plans to improve attendance.</p>	<p>California Dashboard, Chronic Absenteeism results for English Learners, Foster Youth and Low Income students</p>

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
	<p>additional challenges, such as housing instability or fewer resources, to regularly attend school, resulting in lower attendance rates and higher rates of chronic absenteeism compared to the general student population.</p> <p><b>Scope:</b> LEA-wide</p>	<p>By implementing these LEA actions, the LEA aims to improve chronic absenteeism for English Learners (-4.5%), Low Income Students (-4.5%), and Foster Youth (not reported in the 2023 CA Dashboard for chronic absenteeism due to the low number of students to report) over the next three years.</p>	
2.2	<p><b>Action:</b> Actions to Improve College/Career Indicator: AVID Program</p> <p><b>Need:</b> AVID programs at comprehensive high schools support underrepresented and sometimes first generation students seeking to pursue higher education opportunities after graduating high school.</p> <p>English Learners, Foster Youth, and Low Income Students across high schools face additional challenges, such as limited knowledge of higher education systems and opportunities, resulting in lower rates of "preparedness" based on the CA Dashboard College/Career Indicator compared to the general student population</p> <p><b>Scope:</b> Schoolwide</p>	<p>Implementing the AVID program at high schools, with a focus on providing targeted support to English Learners, Foster Youth, and Low Income Students will address the identified needs by providing additional and structured support to be academically successful in high school classes as well as develop knowledge and interest in higher education opportunities beyond high school.</p> <p>By implementing these actions, the high schools aims to improve the rate of English Learners, Foster Youth and Low Income students who are determined to be "prepared" by the College/Career Indicator by 3% for Low Income Students, 5% for English Learners, and 5% for Foster Youth over the next three years.</p>	<p>California Dashboard, College/Career Indicator results for English Learners, Foster Youth and Low Income students</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.6	<p><b>Action:</b> Actions to Improve English Language Arts and Mathematics: Recruitment and Retention</p> <p><b>Need:</b> English Learners, Foster Youth, and Low Income Students across the LEA may face additional challenges in accessing culturally responsive instructional practices and affirming school environments, results in lower academic performance compared to the general student population.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Implementing actions to recruit qualified educators with diverse backgrounds and establish an Assistant Director of Diversity, Equity and Inclusions on an LEA basis, with a focus on providing targeted support to English Learners, Foster Youth, and Low Income Students. The actions will address the identified need by increasing student engagement through staff hiring, staff training, and programmatic efforts to increase all student's sense of belonging and community.</p> <p>By implementing these LEA-wide actions, the LEA aims to improve academic performance for English Learners, Foster Youth and Low Income students in ELA (+10 points Distance From Standard for Low Income Students; +20 points Distance From Standard for English Learners; Foster Youth is undetermined as not enough students were tested in 2022-2023) and Math (+25 points Distance From Standard for Low Income Students; +20 points Distance From Standard for English Learners; Foster Youth is undetermined as not enough students were tested in 2022-2023) over the next three years.</p>	California Dashboard, English Language Arts and Mathematics results for English Learners, Foster Youth and Low Income students
3.1	<p><b>Action:</b> Actions to Improve Chronic Absenteeism: Attendance</p> <p><b>Need:</b> English Learners, Foster Youth and Low Income Students across the LEA face additional challenges to regularly school attendance such as unstable resources,</p>	Implementing additional and targetted information to students/families, attendance interventions, and regular analysis of data with district and school site staff, with a focus on providing targeted support to English Learners, Foster Youth, and Low Income Students. The [action(s)] will address the identified needs by increasing these students access to the resources and strategies that support higher rates of attendance and reduce chronic absenteeism.	California Dashboard, Chronic Absenteeism results for English Learners, Foster Youth and Low Income students

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
	<p>resulting in lower attendance rates and higher rates of chronic absenteeism compared to the general student population.</p> <p><b>Scope:</b> LEA-wide</p>	<p>By implementing these LEA actions, the LEA aims to improve chronic absenteeism for English Learners (-4.5%), Low Income Students (-4.5%), and Foster Youth (not reported in the 2023 CA Dashboard for chronic absenteeism due to the low number of students to report) over the next three years.</p>	
<b>4.2</b>	<p><b>Action:</b> Actions to Improve Chronic Absenteeism: Youth Outreach</p> <p><b>Need:</b> English Learners, Foster Youth and Low Income Students across the LEA may face challenges in accessing additional social emotional supports, resulting in less school engagement and higher rates of chronic absenteeism compared to the general student population.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Implementing Youth Outreach programs on an LEA basis, with a focus on providing targeted support to English Learners, Foster Youth, and Low Income students. This additional program will address the identified need by providing additional and on-going social emotional support for students through additional one-on-one meetings, and access to additional resources.</p> <p>By implementing these LEA actions, the LEA aims to improve chronic absenteeism for English Learners (-4.5%), Low Income Students (-4.5%), and Foster Youth (not reported in the 2023 CA Dashboard for chronic absenteeism due to the low number of students to report) over the next three years.</p>	<p>California Dashboard, Chronic Absenteeism results for English Learners, Foster Youth, and Low Income students.</p>
<b>4.4</b>	<p><b>Action:</b> Actions to Improve English Language Arts and Mathematics: Additional staffing</p> <p><b>Need:</b> English Learners, Foster Youth and Low Income Students across the LEA face some additional barriers in accessing social</p>	<p>Implementing additional staff to support the social emotional well-being of students and their school behaviors on an LEA basis, with a focus on providing targeted support to English Learners, Foster Youth and Low Income Students. These additional staff will address the identified needs by increasing student's ability to access academic content in the school setting by reducing the social</p>	<p>California Dashboard, English Language Arts and Mathematics results</p>

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
	<p>emotional supports that support academic achievement in English Language Arts and Mathematics, resulting in lower academic performance as measured by the CA Dashboard when compared to the general student population.</p> <p>English Learners, Foster Youth and Low Income students may benefit from additional social emotional and behavioral supports that allow them to engage and access standards based instruction.</p> <p><b>Scope:</b> LEA-wide</p>	<p>emotional and behavioral challenges which may be hindering their academic success.</p> <p>By implementing these LEA-wide actions, the LEA aims to improve academic performance for English Learners, Foster Youth and Low Income students in ELA (+10 points Distance From Standard for Low Income Students; +20 points Distance From Standard for English Learners; Foster Youth is undetermined as not enough students were tested in 2022-2023) and Math (+25 points Distance From Standard for Low Income Students; +20 points Distance From Standard for English Learners; Foster Youth is undetermined as not enough students were tested in 2022-2023) over the next three years.</p>	
<b>4.5</b>	<p><b>Action:</b> Actions to Improve Suspension Rates: Break Through Assistance Program</p> <p><b>Need:</b> English Learners, Foster Youth and Low Income Students across the LEA face challenges such as resource instability that can, at times, result in higher rates of suspension compared to the general student population.</p> <p>Some students benefit from additional social emotional and mental supports through on-going counseling that includes the student's parent/guardian</p>	<p>Implementing the BreakThrough Assistance Program on an LEA-wide basis, with a focus on providing targeted support to English Learners, Foster Youth and Low Income Students. This action will address the identified needs by providing students and their parents/guardians with additional social emotional resources and knowledge that reduces disciplinary incidences and suspensions.</p> <p>By implementing this LEA-wide action, the LEA aims to reduce the suspension rates for English Learners (-1.5%), Low Income Students (-1.5%), and Foster Youth (-5%) by over the next three years.</p>	California Dashboard, Suspension rates for Foster Youth, English Learners, and Low Income Students.

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
	<b>Scope:</b> LEA-wide		

### **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
<b>1.2</b>	<p><b>Action:</b> Action to Improve College Career Indicator: Reduced Fees for Exams</p> <p><b>Need:</b> Access to participate in PSAT, SAT, AP and IB exams provides students with additional post-secondary opportunities.</p> <p>English Learners, Foster Youth, and Low Income students have lower participation rates in the CA Dashboard College/Career Indicator and participation in AP and IB exams compared to the general student population, due to lack of resources to pay the cost for exams.</p> <p><b>Scope:</b></p>	<p>The reduced fees provided to English Learners, Foster Youth and Low Income students will provide targeted support by removing financial obstacles and encouraging students to take AP and IB courses and exams to increase their participation in AP and IB and address the identified barriers.</p> <p>By implementing these actions, the high schools aims to improve the rate of English Learners, Foster Youth and Low Income students who are determined to be "prepared" by the College/Career Indicator by 3% for Low Income Students, 5% for English Learners, and 5% for Foster Youth over the next three years.</p>	AP and IB Exam Participation for English Learners, Foster Youth and Low Income students

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
<b>1.6</b>	<p><b>Action:</b> Actions to Improve English Learner Progress: English Learner Staffing and Supports</p> <p><b>Need:</b> Additional staffing and resources are necessary to support ELPAC administration, and the instruction of English Learners by teachers and bilingual classified staff.</p> <p>English Learners have lower academic achievement rates in ELA and Mathematics compared to the general student population, due to the additional challenges of language acquisition.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	These actions will provide will provide targeted support to English Learners by providing them with centralized staff to coordinate services, additional programs, and bilingual staff member at school sites to increase their access to grade-level content and support in English language acquisition and address the identified barriers.	California Dashboard, English Learner Progress Indicator
<b>2.9</b>	<p><b>Action:</b> Actions to Improve English Learner Progress: Professional Learning</p> <p><b>Need:</b> English Learners have lower academic achievement rates in English Language Arts and Mathematics compared to the general student population, due to challenges associated with learning both content knowledge and acquisition of the English language.</p>	This action will provide targeted support to English Learners by training teachers on Designated and Integrated ELD strategies that increase student's access to content knowledge and remove barriers associated with language acquisition.	California Dashboard, English Learner Progress results

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Intentional instructional design is needed for English Learners and Long Term English Learners to support students' language acquisition and understanding of standards-based content.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		
3.3	<p><b>Action:</b> Actions to Improve English Learner Progress: Outreach</p> <p><b>Need:</b> English Learners have lower achievement rates in English Language Arts and Mathematics, compared to the general student population, due to students language acquisition needs as well as a lack of additional information about the education system that some parents/guardians of English Learners.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	The additional outreach and communicate efforts towards Spanish-speaking families will provide targeted support to English Learners by providing key information about individual students and the larger educational system that will allow parents/guardians to better navigate the school system and reduce identified barriers.	California Dashboard, English Learner Progress results
4.3	<p><b>Action:</b> Actions to Improve Chronic Absenteeism: Foster &amp; Homeless Supports</p> <p><b>Need:</b> Foster Youth have lower attendance rates and higher chronic absenteeism rates compared to the general student population, due to an array of factors that may include housing and</p>	The action of increasing access to school-based and community-based resources as well as additional materials/supplies will provide targeted support to Foster Youth to increase their attendance and reduce chronic absenteeism by addressing the identified barriers.	California Dashboard, Chronic Absenteeism for Foster Youth

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	resource instability and the need for additional resources that impacts school attendance.  <b>Scope:</b> Limited to Unduplicated Student Group(s)		

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

N/A

### Additional Concentration Grant Funding

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

Not applicable. CVUSD does not receive additional concentration grant funding.

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



2025-26 Total 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	\$180,302,888	\$9,571,425?	5.309%	0.000%	5.309%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$11,497,834.00	\$145,000.00	\$0.00	\$24,000.00	\$11,666,834.00	\$10,907,814.00	\$759,020.00

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	Action to Improve College Career Indicator: Dual Enrollment & Career Technical Education	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	High schools		\$525,000.00	\$28,500.00	\$553,500.00				\$553,500.00	
1	1.2	Action to Improve College Career Indicator: Reduced Fees for Exams	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	High schools		\$0.00	\$105,000.00	\$105,000.00				\$105,000.00	
1	1.3	Actions to Improve English Language Arts & Mathematics: Co-Teaching and Inclusion	Students with Disabilities	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
1	1.4	Actions to Improve English Language Arts & Mathematics: Intervention and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,138,500.00	\$0.00	\$1,138,500.00				\$1,138,500.00	
1	1.5	Actions to Improve English Language Arts & Mathematics: Elementary Class Size Reduction (TK-3)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Elementary schools		\$2,520,000.00	\$0.00	\$2,520,000.00				\$2,520,000.00	
1	1.6	Actions to Improve English Learner Progress: English Learner Staffing and Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$2,487,114.00	\$92,520.00	\$2,579,634.00				\$2,579,634.00	
1	1.7	Actions to Improve Graduation Rate: Conejo Valley High School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth			\$2,050,000.00	\$50,000.00	\$2,100,000.00				\$2,100,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	2.1	Action to Improve Chronic Absenteeism: Training and School Site Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$543,900.00	\$0.00	\$543,900.00				\$543,900.00	
2	2.2	Actions to Improve College/Career Indicator: AVID Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			\$284,150.00	\$50,000.00	\$334,150.00				\$334,150.00	
2	2.3	Actions to Improve English Language Arts and Mathematics: Mastery-Grading	All	No					\$15,000.00	\$0.00		\$15,000.00			\$15,000.00	
2	2.4	Actions to Improve English Language Arts and Mathematics: Training for Students With Disabilities	All Students with Disabilities	No					\$10,000.00	\$0.00		\$10,000.00			\$10,000.00	
2	2.5	Actions to Improve English Language Arts and Mathematics: Professional Learning Communities	All	No			Specific Schools: Westlake Hills Elementary, Colina Middle School, Los Cerritos Middle School, Redwood Middle School, Thousand Oaks High School, Westlake High School		\$0.00	\$50,000.00		\$50,000.00			\$50,000.00	
2	2.6	Actions to Improve English Language Arts and Mathematics: Recruitment and Retention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$315,000.00	\$0.00	\$315,000.00				\$315,000.00	
2	2.7	Actions to Improve English Language Arts: Professional Learning	All	No					\$0.00	\$10,000.00		\$10,000.00			\$10,000.00	
2	2.8	Actions to Improve Mathematics: Professional Learning	All	No					\$10,000.00	\$0.00		\$10,000.00			\$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.9	Actions to Improve English Learner Progress: Professional Learning	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			\$0.00	\$20,000.00		\$20,000.00			\$20,000.00	
2	2.10	Actions to Improve Suspension Rates: Professional Learning	All	No					\$30,000.00	\$0.00		\$30,000.00			\$30,000.00	
3	3.1	Actions to Improve Chronic Absenteeism: Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$89,250.00	\$25,000.00	\$114,250.00				\$114,250.00	
3	3.2	Actions to Improve College / Career Indicator: Outreach	All	No					\$0.00	\$0.00	\$0.00				\$0.00	
3	3.3	Actions to Improve English Learner Progress: Outreach	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			\$0.00	\$28,000.00	\$28,000.00				\$28,000.00	
3	3.4	CVUSD Communications Department	All	No			All Schools		\$0.00	\$175,000.00	\$175,000.00				\$175,000.00	
4	4.1	Actions to Improve Chronic Absenteeism: Social Emotional Learning and Mental Health	All	No					\$0.00	\$0.00	\$0.00				\$0.00	
4	4.2	Actions to Improve Chronic Absenteeism: Youth Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$100,000.00	\$100,000.00				\$100,000.00	
4	4.3	Actions to Improve Chronic Absenteeism: Foster & Homeless Supports	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth			\$0.00	\$25,000.00	\$1,000.00			\$24,000.00	\$25,000.00	
4	4.4	Actions to Improve English Language Arts and Mathematics: Additional staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$404,400.00	\$0.00	\$404,400.00				\$404,400.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.5	Actions to Improve Suspension Rates: Break Through Assistance Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$485,500.00	\$0.00	\$485,500.00				\$485,500.00	

# 2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$180,302,888	\$9,571,425?	5.309%	0.000%	5.309%	\$11,322,834.00	0.000%	6.280 %	<b>Total:</b>	\$11,322,834.00
								<b>LEA-wide Total:</b>	\$3,101,550.00
								<b>Limited Total:</b>	\$2,713,634.00
								<b>Schoolwide Total:</b>	\$5,507,650.00

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	Action to Improve College Career Indicator: Dual Enrollment & Career Technical Education	Yes	Schoolwide	English Learners Foster Youth Low Income	High schools	\$553,500.00	
1	1.2	Action to Improve College Career Indicator: Reduced Fees for Exams	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	High schools	\$105,000.00	
1	1.4	Actions to Improve English Language Arts & Mathematics: Intervention and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,138,500.00	
1	1.5	Actions to Improve English Language Arts & Mathematics: Elementary Class Size Reduction (TK-3)	Yes	Schoolwide	English Learners Foster Youth Low Income	Elementary schools	\$2,520,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	Actions to Improve English Learner Progress: English Learner Staffing and Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,579,634.00	
1	1.7	Actions to Improve Graduation Rate: Conejo Valley High School	Yes	Schoolwide	English Learners Foster Youth Low Income		\$2,100,000.00	
2	2.1	Action to Improve Chronic Absenteeism: Training and School Site Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$543,900.00	
2	2.2	Actions to Improve College/Career Indicator: AVID Program	Yes	Schoolwide	English Learners Foster Youth Low Income		\$334,150.00	
2	2.6	Actions to Improve English Language Arts and Mathematics: Recruitment and Retention	Yes	LEA-wide	English Learners Foster Youth Low Income		\$315,000.00	
2	2.9	Actions to Improve English Learner Progress: Professional Learning	Yes	Limited to Unduplicated Student Group(s)	English Learners			
3	3.1	Actions to Improve Chronic Absenteeism: Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income		\$114,250.00	
3	3.3	Actions to Improve English Learner Progress: Outreach	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$28,000.00	
4	4.2	Actions to Improve Chronic Absenteeism: Youth Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income		\$100,000.00	
4	4.3	Actions to Improve Chronic Absenteeism: Foster & Homeless Supports	Yes	Limited to Unduplicated Student Group(s)	Foster Youth		\$1,000.00	
4	4.4	Actions to Improve English Language Arts and Mathematics: Additional staffing	Yes	LEA-wide	English Learners Foster Youth Low Income		\$404,400.00	
4	4.5	Actions to Improve Suspension Rates: Break Through Assistance Program	Yes	LEA-wide	English Learners Foster Youth Low Income		\$485,500.00	

# 2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$12,001,834.00	\$11,721,256.71

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Action to Improve College Career Indicator: Dual Enrollment & Career Technical Education	Yes	\$553,500.00	\$529,460.93
1	1.2	Action to Improve College Career Indicator: Reduced Fees for Exams	Yes	\$105,000.00	\$105,000.00
1	1.3	Actions to Improve English Language Arts & Mathematics: Co-Teaching and Inclusion	No	\$0.00	\$0.00
1	1.4	Actions to Improve English Language Arts & Mathematics: Intervention and Support	Yes	\$1,138,500.00	\$1,064,060.95
1	1.5	Actions to Improve English Language Arts & Mathematics: Elementary Class Size Reduction (TK-3)	Yes	\$2,520,000.00	\$2,459,040.67
1	1.6	Actions to Improve English Learner Progress: English Learner Staffing and Supports	Yes	\$2,579,634.00	\$2,859,467.51
1	1.7	Actions to Improve Graduation Rate: Conejo Valley High School	Yes	\$2,100,000.00	\$1,939,754.67
2	2.1	Action to Improve Chronic Absenteeism: Training and School Site Support	Yes	\$543,900.00	\$451,471.00
2	2.2	Actions to Improve College/Career Indicator: AVID Program	Yes	\$334,150.00	\$271,091.69



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Actions to Improve English Language Arts and Mathematics: Mastery-Grading	No	\$15,000.00	\$13,000.00
2	2.4	Actions to Improve English Language Arts and Mathematics: Training for Students With Disabilities	No	\$10,000.00	\$11,907.00
2	2.5	Actions to Improve English Language Arts and Mathematics: Professional Learning Communities	No	\$50,000.00	\$73,000.00
2	2.6	Actions to Improve English Language Arts and Mathematics: Recruitment and Retention	Yes	\$315,000.00	\$393,756.45
2	2.7	Actions to Improve English Language Arts: Professional Learning	No	\$40,000.00	\$38,000.00
2	2.8	Actions to Improve Mathematics: Professional Learning	No	\$10,000.00	\$0.00
2	2.9	Actions to Improve English Learner Progress: Professional Learning	Yes	\$300,000.00	\$257,300.00
2	2.10	Actions to Improve Suspension Rates: Professional Learning	No	\$50,000.00	\$17,725.60
3	3.1	Actions to Improve Chronic Absenteeism: Attendance	Yes	\$114,250.00	\$137,763.38
3	3.2	Actions to Improve College / Career Indicator: Outreach	No	\$0.00	\$0.00
3	3.3	Actions to Improve English Learner Progress: Outreach	Yes	\$33,000.00	\$27,620.28
3	3.4	CVUSD Communications Department	No	\$175,000.00	\$124,385.39
4	4.1	Actions to Improve Chronic Absenteeism: Social Emotional Learning and Mental Health	No	\$0.00	\$0.00

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)
4	4.2	Actions to Improve Chronic Absenteeism: Youth Outreach	Yes	\$100,000.00	\$100,000
4	4.3	Actions to Improve Chronic Absenteeism: Foster & Homeless Supports	Yes	\$25,000.00	\$45,395.35
4	4.4	Actions to Improve English Language Arts and Mathematics: Additional staffing	Yes	\$404,400.00	\$372,457.12
4	4.5	Actions to Improve Suspension Rates: Break Through Assistance Program	Yes	\$485,500.00	\$429,598.72

# 2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$9,695,679	\$11,327,834.00	\$11,141,543.37	\$186,290.63	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	Action to Improve College Career Indicator: Dual Enrollment & Career Technical Education	Yes	\$553,500.00	\$529,460.93		
1	1.2	Action to Improve College Career Indicator: Reduced Fees for Exams	Yes	\$105,000.00	\$105,000.00		
1	1.4	Actions to Improve English Language Arts & Mathematics: Intervention and Support	Yes	\$1,138,500.00	\$1,064,060.95		
1	1.5	Actions to Improve English Language Arts & Mathematics: Elementary Class Size Reduction (TK-3)	Yes	\$2,520,000.00	\$2,459,040.67		
1	1.6	Actions to Improve English Learner Progress: English Learner Staffing and Supports	Yes	\$2,579,634.00	\$2,859,467.51		
1	1.7	Actions to Improve Graduation Rate: Conejo Valley High School	Yes	\$2,100,000.00	\$1,939,754.67		
2	2.1	Action to Improve Chronic Absenteeism: Training and School Site Support	Yes	\$543,900.00	\$451,471.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.2	Actions to Improve College/Career Indicator: AVID Program	Yes	\$334,150.00	\$271,091.69		
2	2.6	Actions to Improve English Language Arts and Mathematics: Recruitment and Retention	Yes	\$315,000.00	\$393,756.45		
2	2.9	Actions to Improve English Learner Progress: Professional Learning	Yes				
3	3.1	Actions to Improve Chronic Absenteeism: Attendance	Yes	\$114,250.00	\$137,763.38		
3	3.3	Actions to Improve English Learner Progress: Outreach	Yes	\$33,000.00	\$27,620.28		
4	4.2	Actions to Improve Chronic Absenteeism: Youth Outreach	Yes	\$100,000.00	\$100,000.00		
4	4.3	Actions to Improve Chronic Absenteeism: Foster & Homeless Supports	Yes	\$1,000.00	\$1,000.00		
4	4.4	Actions to Improve English Language Arts and Mathematics: Additional staffing	Yes	\$404,400.00	\$372,457.12		
4	4.5	Actions to Improve Suspension Rates: Break Through Assistance Program	Yes	\$485,500.00	\$429,598.72		

# 2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$180,124,166	\$9,695,679	0.00%	5.383%	\$11,141,543.37	0.000%	6.185%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

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*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](mailto: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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

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

### **Reflections: Technical Assistance**

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

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

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

**Comprehensive Support and Improvement**

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

**Schools Identified**

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

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

**Support for Identified Schools**

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

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

**Monitoring and Evaluating Effectiveness**

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

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

**Engaging Educational Partners**

***Purpose***

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

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

**Requirements**

***Requirements***

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

### Educational Partners

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

### Process for Engagement

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

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

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

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

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

## Goals and Actions

### *Purpose*

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

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

### *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.



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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

**Broad Goal**

Description

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

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

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

#### Type of Goal

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

#### State Priorities addressed by this goal.

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

#### An explanation of why the LEA has developed this goal.

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

### **Maintenance of Progress Goal**

#### Description

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

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

#### Type of Goal

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

#### State Priorities addressed by this goal.

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

#### An explanation of why the LEA has developed this goal.

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

### **Measuring and Reporting Results:**

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

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

Complete the table as follows:

Metric #
<ul style="list-style-type: none"><li>• Enter the metric number.</li></ul>
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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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



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

## Actions:

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

### Action #

- Enter the action number.

### Title

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

### Description

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

### Total Funds

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

### Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

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

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

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

### ***Purpose***

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

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

### **Statutory Requirements**

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

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

***Requirements and Instructions***

Complete the tables as follows:

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

#### Projected Additional 15 percent LCFF Concentration Grant

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

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

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

#### LCFF Carryover — Percentage

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

#### LCFF Carryover — Dollar

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

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

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

#### ***Required Descriptions:***

#### **LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

#### **Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## **Metric(s) to Monitor Effectiveness**

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

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

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

## **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

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



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

Complete the table as follows:

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

## Action Tables

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

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

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

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

## ***Total Planned Expenditures Table***

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.  
  
See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

## ***Contributing Actions Table***

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

## ***Annual Update Table***

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

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

## ***Contributing Actions Annual Update Table***

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

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

## ***LCFF Carryover Table***

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

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

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

## ***Calculations in the Action Tables***

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

### **Contributing Actions Table**

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

### **Contributing Actions Annual Update Table**

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## **LCFF Carryover Table**

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



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

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

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

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

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