

TO: BOARD OF EDUCATION
FROM: SUPERINTENDENT
DATE: JUNE 27, 2023
SUBJECT: APPROVAL OF 2023 LOCAL CONTROL AND ACCOUNTABILITY PLAN

ACTION

ISSUE: Approval: 2023 Local Control and Accountability Plan (LCAP)

BACKGROUND: The LVUSD Local Control and Accountability Plan (LCAP) must be updated annually to meet California Department of Education regulations. The LCAP reflects the community and district's priorities for student achievement and a comprehensive educational experience. This year's LCAP represents our strategic actions aligned with the proposed budget for the next three years.

By law, the LCAP must describe specific actions to achieve goals for all students and each student group identified by the Local Control Funding Formula (LCFF): ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth, for each of the state of California priorities. The eight state of California priorities that apply to districts are: basic services, implementation of state standards, parental involvement, pupil achievement, pupil engagement, school climate, course access, and pupil outcomes.

The 2023-24 LCAP has four major goal areas:

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

Goal 2, Opportunity and Equity: LVUSD will provide regular assessment, monitoring, and intervention support to expose students to as many school opportunities as possible.

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

Goal 4, Professional Capacity: LVUSD will build the professional

capacity of its staff to prepare teachers and current and future school leaders to best meet students' diverse needs.

The LCAP goals and actions were formulated and reviewed and discussed by various stakeholders throughout the school year, including cabinet, staff, LVEA (Las Virgenes Educators Association) and LVCA (Las Virgenes Classified Association) leaders, parents, students, and community members. Additionally, the LCAP Committee convened several times to review the plan and make recommendations for edits and adjustments.

State regulations require a public hearing of the proposed LCAP. The public hearing was held on June 6, 2023.

Copies of the proposed 2023-2024 LCAP are available at the District Office and on the District website.

The LCAP draft plan is attached to the Board agenda.

ALTERNATIVES:

1. Approve the 2023-24 LCAP?
2. Do not approve the 2023-24 LCAP?

RECOMMENDATION:

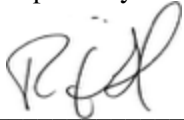
Staff recommends alternative 1.

RATIONALE:

Approval of the LCAP is required by law.

Respectfully submitted,
Daniel Stepenosky, Ed.D.
Superintendent

Prepared by:



Dr. Ryan Gleason
Assistant Superintendent
Chief Business Officer

Las Virgenes Unified School District
2023-24 Roadmap



Focus Areas	Goal	Actions
<p style="text-align: center;">Goal #1 College and Career (CCR)</p>	<p>LVUSD will support students with the curriculum, instruction, and intentional guidance to provide every opportunity for success in college and career.</p>	<p>Action # 1: Continue to develop small staff learning groups (known as Professional Learning Communities or PLCs) to support curriculum alignment, upcoming curriculum adoptions, and increase student academic achievement. Action 2: Utilize Professional Learning Communities to support unduplicated students Action # 3: Restructure dual enrollment, independent study, and credit recovery to ensure coherence and consistency. Action # 4: Expand access to Career Technical Education (CTE) by strengthening community college and business partnerships. Action# 5: Develop a Three-Year TK-12 Math implementation plan that supports the development of expertise with respect to the new Mathematics Framework. Action# 6: Develop continuity and coherence across TK-12 specialized programs (ie: Dual-immersion, Gifted and Talented Education, International Baccalaureate, Waldorf, AP Capstone).</p>
<p style="text-align: center;">Goal #2 Opportunity and Equity (OE)</p>	<p>LVUSD will provide regular assessment, monitoring, and intervention support to all students.</p>	<p>Action # 1: Provide 1:1, small group and extended learning opportunities to support grade-level and subject-level competency and achievement with a focus on homeless, low-income, foster youth, and English Learners. Action # 2: Provide equitable and comprehensive access to school services, interventions, and instruction for students with unique needs. Action # 3: Develop a districtwide data collection and implementation plan to analyze interim and ongoing assessment data to inform instruction and improve student achievement. Action #4: Implement updated three-year English Learner Master Plan 2023-26 to improve student outcomes via high-quality instruction.</p>
<p style="text-align: center;">Goal #3 Whole Child (WC)</p>	<p>LVUSD will cultivate the health, safety, and well-being of the whole child through curriculum, counseling, and positive learning spaces.</p>	<p>Action # 1: Provide comprehensive staff, student, and parent wellness support through the LVUSD Counseling Center, Family Resource Center and DEI TOSA. Action # 2: Continue to integrate RULER, DEI, VAPA, and the California Health Standards into TK-12. Action # 3: Continue to develop and offer educational events at the site and district level that are responsive to parent/community needs. Action # 4: Maintain and sustain systems of attendance, intervention, and discipline that provide students with high accountability and high support through multifaceted efforts.</p>
<p style="text-align: center;">Goal #4 Professional Capacity (PC)</p>	<p>LVUSD will build the professional capacity of our staff to prepare current and future teachers and leaders to best meet our students' diverse needs.</p>	<p>Action # 1: Sustain CenterEdX (teacher and administrative credential programs) for teacher/leader development; continue collaboration with surrounding districts in order to broaden candidate experience. Action #2: Deploy Special Education Teacher Credential Program, Early Childhood Certificate Program, and MicroCredential Program. Action #3: Retain, attract, and support highly qualified teachers and staff with competitive salaries , benefits and professional development opportunities that align with district goals. Action #4: Provide coaching support systems for all staff to support their growth and enhance staff retention. Action # 5: Professional development to address student achievement in language and literacy development and mathematical discourse for</p>

Las Virgenes Unified School District

2023-24 Roadmap



		unduplicated student groups (EL, Foster Youth, Low Income students).
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Local Performance Indicators		
LCFF Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities		
	22-23 Goal	2023-24 Outcome
Appropriately Assigned Teachers	22-23: 92 % of our teachers are fully credentialed. 5 are on Short term staff permits or Provisional Intern permits.	100% appropriately assigned
Access to curriculum aligned instructional materials	100% of students have access to sufficient standards aligned materials	100% of students have access to sufficient standards aligned materials
Facilities in Good Repair	FIT reports- 100% in good repair	FIT Reports- 100% in good repair
LCFF Priority 2: Implementation of State Academic Standards		
Implementation of state standards	Per local indicator self reflection tool on 2022-2023 CA Dashboard: Full Implementation & Sustainability (5) in CTE, PE, World Languages, and Visual and Performing Arts; Full Implementation (4) in Health	Full Implementation and Sustainability in all areas
Instructional materials sufficiency	22-23: 100% of students have access to sufficient standards-aligned materials	100% of students have access to standards aligned materials
LCFF Priority 3: Parent and Family Engagement		
School Connectedness- Parent	21-22 Parent CHKS Survey - School encourages me to be an active partner: 35% strongly agree	Parents' school connectedness: 75% strongly agree

School Connectedness- Student	Yes, most or all of the time; based on 5 questions: 4th- 84% 5th - 82% 6th - 70% 7th- 68% 8th- 66% 9th - 59% 10th - 63% 11th - 57% 12th - 58%	Students' school connectedness: 90% yes, most of the time
School Connectedness- Staff	42% strongly agreed that Adults who work at this school...have close professional relationships with one another.	Staff's school connectedness: 75% strongly agree
Parent Participation	21-22 Parent CHKS Survey - Parent involvement in school: 46% yes	Parent involvement in school: 75% yes
Parent Participation in Decision-Making per RALLY data	21-22 Parent CHKS Survey - school actively seeks the input of parents before making important decisions: 57% strongly agree/agree	School actively seeks the input of parents before making important decisions: 80% strongly agree/agree.
LCFF Priority 6: School Climate		

<p>Sense of Safety per RALLY data</p>	<p>21-22 Parent CHKS Survey - Child's safety at school for in-person learning: 19% (somewhat, quite, or extremely concerned)</p> <p>Parents' concern for child's safety: Less than 5% concerned Students' perceived safety at school: 100% feels safe Staff feeling safe: 75%</p> <p>21-22 Teacher CHKS Survey- Safety: Staff feeling safe- 46% strongly agreed that they felt safe</p>	<p>Parents' concern for child's safety: Less than 5% concerned</p>
<p>Sense of Safety- Students</p>	<p>21-22 Student CHKS Survey - School perceived as very safe or safe (agree/strongly agree):</p> <p>4th - 88% 5th - 90% 6th - 72% 7th - 70% 8th - 68% 9th - 66% 10th - 62% 11th - 60% 12th - 64%</p>	<p>Students' perceived safety at school: 90-100% feels safe</p>

Sense of Safety- Teachers	21-22 Teacher CHKS Survey- Safety: Staff feeling safe- 46% strongly agreed that they felt safe	Staff feeling safe: 75%
LCFF Priority 7: Access to a Broad Course of Study		
Access to a Broad Course of Study	22-23: IB Chemistry was re-added, no new courses were added	Double the number of IB diploma graduates by 2025. Increases in CTE Pathways and a new Entertainment Academy at Calabasas High School

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Las Virgenes Unified School District

CDS Code: 19 64683 0140996

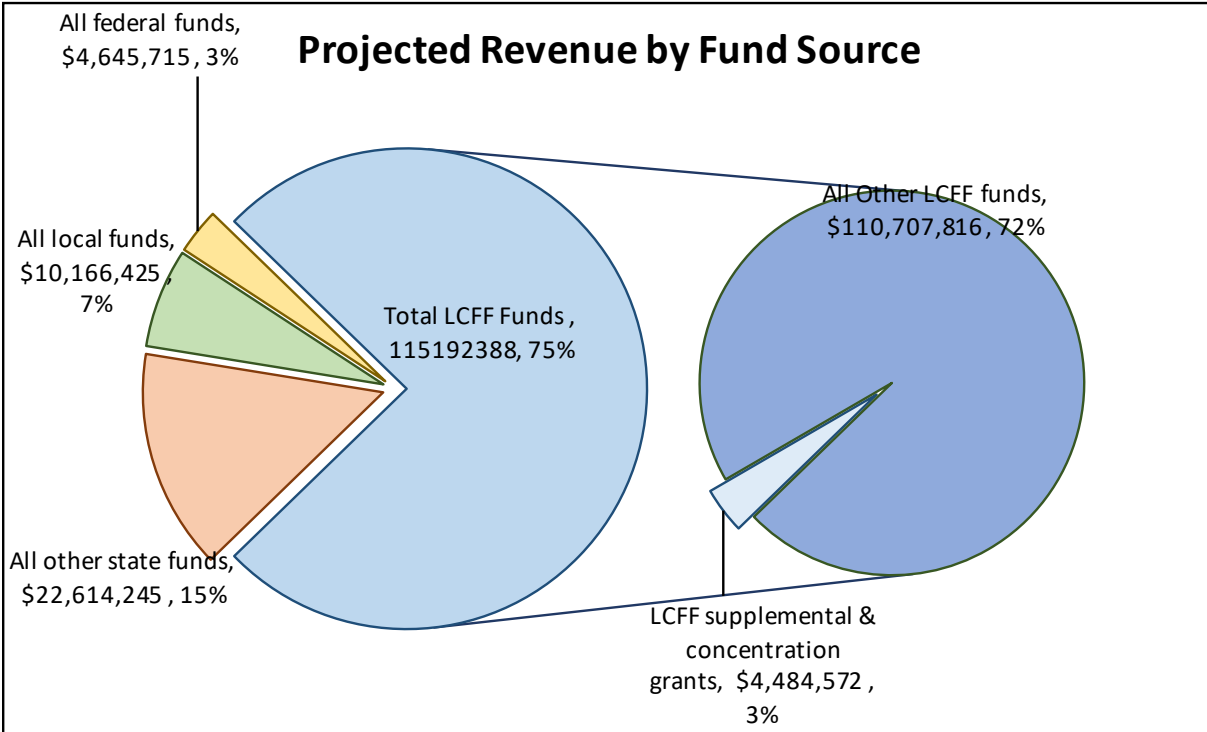
School Year: 2023-24

LEA contact information: Dr. Ryan Gleason, Assistant Superintendent and Chief Business Officer

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 2023-24 School Year

Projected Revenue by Fund Source

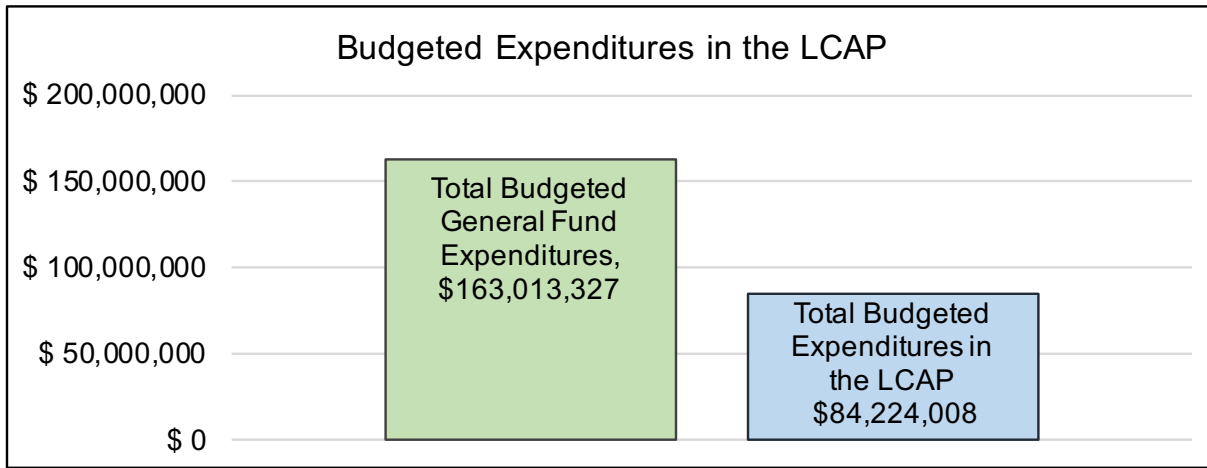


This chart shows the total general purpose revenue Las Virgenes Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Las Virgenes Unified School District is \$152,618,773.00, of which \$115,192,388.00 is Local Control Funding Formula (LCFF), \$22,614,245.00 is other state funds, \$10,166,425.00 is local funds, and \$4,645,715.00 is federal funds. Of the \$115,192,388.00 in LCFF Funds, \$4,484,572.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Las Virgenes Unified School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Las Virgenes Unified School District plans to spend \$163,013,327.00 for the 2023-24 school year. Of that amount, \$84,224,008.42 is tied to actions/services in the LCAP and \$78,789,318.58 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

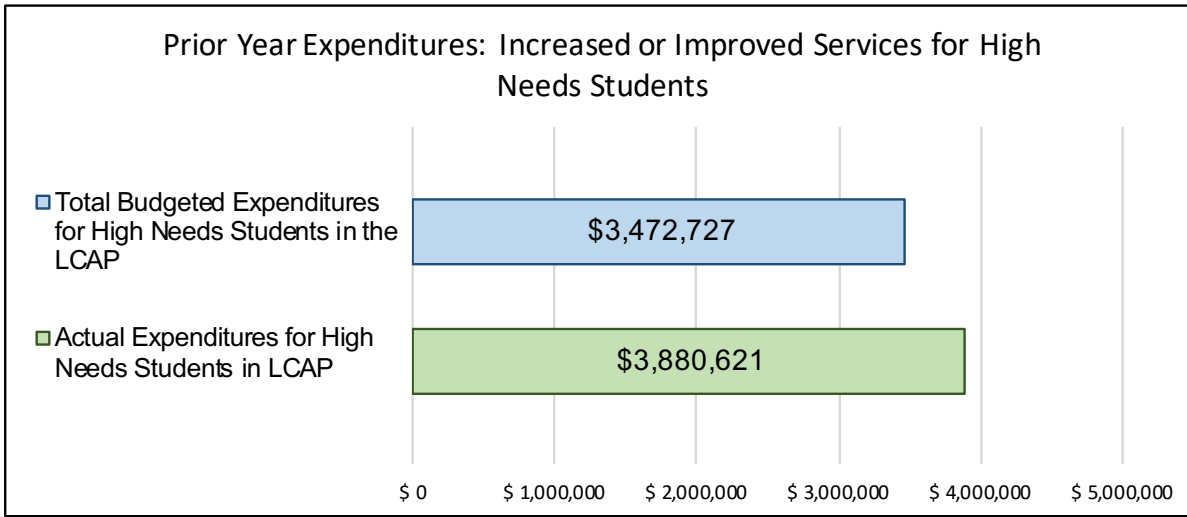
The LCAP does not reflect General Operating Costs such as utilities, facilities, and maintenance, and other costs associated with maintaining and sustaining operations.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Las Virgenes Unified School District is projecting it will receive \$4,484,572.00 based on the enrollment of foster youth, English learner, and low-income students. Las Virgenes Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Las Virgenes Unified School District plans to spend \$5,633,731.00 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 2022-23



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

The text description of the above chart is as follows: In 2022-23, Las Virgenes Unified School District's LCAP budgeted \$3,472,727.00 for planned actions to increase or improve services for high needs students. Las Virgenes Unified School District actually spent \$3,880,621.00 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Las Virgenes Unified	Dr. Ryan Gleason Assistant Superintendent Chief Business Officer	rgleason@lvusd.org 818-878-5219

Plan Summary 2023-2024

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA.

The Las Virgenes Unified School District (LVUSD) has approximately 10,000 students and is one of the top ranking school districts in the state of California. Approximately 4% of our 10,000 students are identified as English Learners largely from Spanish, Russian, Hebrew, and Farsi language backgrounds. Additionally, approximately 14.9% of our students are considered socioeconomically disadvantaged. Our foster youth count hovers between 10-20 students annually.

The Las Virgenes Unified School District consists of two high schools, three middle schools, and nine elementary schools. We offer an array of specialized academic options such as a Dual Language Spanish Immersion program, Waldorf Inspired TK-8 program, Early College Academy, Gifted and Talented Education (GATE) program, Career Technical Education, and many more.

LVUSD is focused on expanding options and opportunities for students to ensure their educational excellence. The District is working hard on the instructional shifts necessary for students to be successful and college and career ready. Additionally, LVUSD students continue to work magic in the Performing Arts Education Centers with their amazing talent. Technology has also been thoughtfully and purposefully infused into the classroom to support instructional shifts and student success. Our core mission centers around equity, diversity, and action - all values that support the development of a healthy and life-ready identity. In recent years, LVUSD has been a proud recipient of the following awards and accolades:

- Twice-named to College Board's AP Honor Roll
- California Department of Education Green Ribbon District (Gold Level)
- California Distinguished Schools and National Blue Ribbon Schools
- California Gold Ribbon Schools
- California School Boards Association Golden Bell Award
- U.S. News Best High Schools Silver Award (2017)
- School to Watch - Taking Center Stage Award
- Scored in top 2% of State
- Championship Athletic Programs
- Award Winning Music Programs
- Innovative Program Grant (STEAM)
- Recycling at Work Award

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Goal 1: College and Career

LVUSD continues to provide award winning academic programs for all students. CTE programs were expanded at the high schools to include Production Design and Engineering Pathways. A robust AME Academy is being constructed to launch in 2023-24. New Pathways including Makeup, Costuming, and Broadcasting are in the process of being constructed. In 2021 - 2022, we implemented summer school programs at the middle school level which were a great success in mediating learning loss. We will continue to provide summer remediation programs for middle and high school students this upcoming summer.

Our focus this year has been on creating systems to improve overall student outcomes- specifically identifying ways to collect, monitor, and analyze student achievement data to inform instruction. We have expanded our use of Interim Assessment Blocks (IABs) to monitor student progress and will continue to increase the use of IAB's in the upcoming year. We implemented quarterly District Data Dive team sessions to guide instruction and inform staff leadership. We focused on utilizing information from the California Healthy Kids Survey, Rally Dashboard, California Dashboard, Aeries attendance, and grades at summative grading periods. In PLC's across the district we continuously analyze data to ensure collective teacher efficacy.

Data that support our accomplishments this year include:

- Graduation rates remain high overall- 96%
- High school dropout rates remain low- 2%
- We have maintained our AP passage rates at 68.5%.
- Students who complete A-G requirements remain high- 63.6%
- In elementary grades- we have made strong investments in classroom literacy and intervention:
- During the 2021 - 2022 school year, we were able to staff full time Intervention Specialists at each elementary school
- Our teachers continue to utilize a recently adopted standards aligned curriculum in English/Language Arts.
- We recently adopted additional core literature texts to support our Diversity, Equity, and Inclusion efforts.

As an LEA we plan to build upon our success with this goal by continuing our work with PLCs. We have focused our work on reviewing the Math Frameworks and are in the process of selecting a math curriculum for TK-12th grade to pilot in the upcoming year. This will help build upon our success by providing updated instructional tools for our teachers and learning supports for our students. Additionally, our DEI TOSA and a committee of dedicated educators is in the process of adding additional core literature options through the Curriculum Council that better represent our student population.

Goal 2: Opportunity and Equity

To address performance gaps for students who are struggling academically, LVUSD expanded intervention specialist support, expanded access to summer programs specifically for students K-5, and provided additional counseling to support student attendance, welfare, and well-being. In addition, we have extended our efforts for credit recovery at the secondary level with all five secondary schools providing a central location for credit recovery on the campus.

To support the needs of our students identified as English Learners (EL), LVUSD provided an array of professional development, staff support, and instructional materials during the 2021-2022 school year. We started the work of revamping our English Learner Master plan and created a roadmap for EL support for the upcoming year. We again partnered with YMCA to provide a summer program called "Find My Genius" to support unduplicated student groups. This program has doubled in enrollment since the previous year and students gain 2-3 years in skills through their participation.

In efforts to support all students, we created a Coordinator of Behavior and Academic Intervention position during the 2021 - 2022 school year. The Coordinator provided behavioral support to students in the general education setting through training and support for classroom teachers. This proactive approach to addressing behavioral issues has subsequently lowered the number of referrals to special education. This year, the Coordinator continued to provide behavioral support district-wide for students. In the upcoming 23-24 school year, she will focus her efforts on addressing chronic absenteeism.

As an LEA we plan to build upon our success with this goal by focusing on providing equitable and comprehensive access to school services, interventions, and instruction. One of the ways in which we will build upon this success is through the support of an Emergent Multilingual Students and Family Engagement Specialist who was hired in 2022 to support our students and families who are homeless, from low-income backgrounds, or foster youth. With an increase in students who are refugees we have seen the need for additional support in navigating the school environment and connecting them with community resources. Additionally, our DELAC committee is focused on ensuring the English Learner Master Plan is enhanced to better support students by gathering feedback from staff and parents. Furthermore, our Coordinator of Behavior and Academic Intervention will focus on addressing chronic absenteeism through parent outreach, training, and support.

Goal 3: Whole Child

LVUSD's student suspension and expulsion rates (1.5% and 0% respectively) continues to be very low. Our focus on restorative practices aligns with our district's values that classroom instruction and positive classroom/school communities are critical in supporting the academic growth and well-being of our students. This year, we continued to staff a full time school counselor at each of our elementary school sites and continued to implement social emotional learning across the district TK-12. Many of our classrooms across the district have adopted and implemented a systematic and research based approach to social-emotional learning based on Yale's RULER, an acronym for the five skills of emotional intelligence (recognizing, understanding, labeling, expressing, and regulating).. Through our microcredential program, teachers and staff have been trained in utilizing various strategies based on that SEL approach to address student behavior and emotional wellbeing. Additionally, we have been successful at creating school wide systems for behavior intervention. In addition we created TOSA positions at the secondary sites that focus on restorative practices to provide additional student support.

As an LEA we plan to build upon our success with this goal by focusing on supports for families through continued efforts in our Family Resource center. Our Emergent Multilingual Students and Family Engagement (EML) Specialist will provide resources for parents and students at the school site and in the community. By attending meetings and offering trainings for parents, our EML Specialist will help our students and parents acclimate to LVUSD. Additionally, we plan on adding to our offerings of MicroCredential opportunities for certificated and classified staff. These courses provide our staff with the skills and strategies to implement social emotional learning across various educational settings. Finally, the district has committed to maintaining Visual and Performing Art (VAPA) teachers at each of our elementary schools for the 23 - 24 school year.

Goal 4: Professional Capacity

This year, our Human Resources Department continued to work on recruitment and retention of staff. LVUSD hosted two job fairs to recruit new applicants for open positions. Additionally, our HR department was represented at various community events including local job fairs, college events, and increased our presence on social media and other advertising outlets.

With the collaboration of our unions, Las Virgenes Classified Association and Las Virgenes Educator Association, we were able to provide a robust benefit and salary package for staff through Negotiations in the summer of 2022.

Between July - December 2022, 156 professional development opportunities were provided to certificated and/or classified employees. Some of the offerings included: targeted instructional practices; social emotional learning; diversity, equity and inclusion; employee wellness; and organization/communication skills. In the summer of 2022, a MicroCredential program was launched with employees having the opportunity to earn compensation for completing courses within specific pathways.

LVUSD's Center EdX credentialing program continues to grow and currently serves 30 school districts and over 500 educators across the state of California in the areas of Administrator, Teacher, and Early Childhood Education development. Additionally, we continue to develop new programs including a Mild-Mod SPED credential program with the goal of launching this in August 2024.

As an LEA we plan to build upon our success with this goal by increasing the number of in person Job Fairs in order to recruit highly qualified certificated and classified employees. Additionally, we will be offering once a month New Employee Orientations that focus our district vision and expectations as well as job classification specific training. Our goal with this training is to support new employees and promote retention in the district. Through the implementation of MicroCredentials through Center EdX we will also provide staff with opportunities to build their capacity by taking courses based on specific skills and/or teaching courses to gain experience in providing instruction to adults.

Goal 5: Diversity, Equity and Inclusion

In 2022 our DEI TOSA started working with teachers and staff on integrating DEI standards into the curriculum. She has led the work in modeling lessons, creating a monthly district-wide newsletter, and spearheading a curriculum adoption. Training was also provided with an emphasis on DEI for both certificated and classified employees. A DEI Core Literature Elementary Adoption Committee composed of teachers and staff from across the district is evaluating and selecting high quality

literature to enrich its Media Centers, classroom libraries and core literature catalogs at all grade levels with selections that support Diversity, Equity & Inclusion standards. With the adoption of the Social Justice Standards and Frameworks from the work of the Learning For Justice (a project of the Southern Poverty Law Center), 300 books were selected and added to each of our libraries to create IDEA (Identity, Diversity, Equity, and Action) labs at each Media Center to curate collections to address each of the four domains. Additionally, Board Policy and Administrative Regulations related to discipline, equity and pejorative language were approved to support the DEI efforts across our schools.

As an LEA we plan to build upon our success with this goal by adding to our selection of core literature novels TK-12th grade to enhance our representation of various student groups. Additionally, a focus will be on continuing our diverse author visits, providing parent resources and training and recruitment of diverse staff.

Goal 6: Early Childhood Education

In response to the UTK rollout initiative, LVUSD was committed to ensuring that we were prepared for full implementation by 24-25. A committee was formed to review the current facility needs- staff conducted multiple walkthroughs at each elementary campus to ensure that the appropriate classrooms were available to meet the demands of the UTK statute. A TK Report Card Committee was created and members met prior to the start of the school year to adjust the current TK report card in alignment with the Preschool Learning Foundations and Common Core Standards. We identified skills that would be most appropriate as the age range of our students enrolled in TK continues to expand. Through various committees, the district explored developmentally informed curricula to meet the instructional needs of our TK team. We developed a rubric to rate the comprehensiveness of each curriculum and narrowed it down to two research based ECE curricular programs.

Center EdX, our accredited credentialing program, launched an ECE certificate program in June 2022- we partnered with 17 school districts to form a consortia to support the UTK credentialing requirements by 2023. Center EdX also became the recipient of a \$2 million Educator Effectiveness Grant to provide the program at no cost. As of this Annual Update, we have provided crucial professional development for 107 educators.

As an LEA we plan to build upon our success with this goal by adding additional UTK classrooms for the Fall of 2023. With the classroom additions we will be increasing our facility spaces and hiring several new certificated and classified staff to support our students. The district also plans on continuing our work with our consortia of 17 school districts through the Center EdX ECE certificate program.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The following are areas that need significant improvement based on the review of available state and local data:

LVUSD recognizes that our English Language Arts Performance for specific student groups is an area of need. Students with Disabilities scored in the Very Low range at 73.1 points below standard. The African American student group scored in the Low range at 19.6 points below standard. To address this, LVUSD deployed intervention specialists at each elementary school that focus on monitoring progress and providing reading intervention and support. Additionally, our DEI TOSA focused efforts on providing instructional support for teachers to address the needs of the identified student groups.

Based on a review of CAASPP data, there were four student groups identified for significant improvement in terms of math achievement. Students with Disabilities scored in the Very Low range at 95.3 points below standard. The African American student group scored in the Low range at 75.1 points below standard. The Hispanic student group scored in the Low range at 32.2 points below standard. And finally, the Socioeconomically Disadvantaged student group scored in the Low range at 41.7

points below standard. To address this, LVUSD deployed intervention specialists at the elementary schools that focus on math support. Additionally, our DEI TOSA focused efforts on providing instructional support for teachers to address the needs of the identified student groups.

In terms of Chronic Absenteeism, there were eight student groups who scored in the Very High or High range on the California Dashboard. The African American student group scored in the very high range with 25.9% of students who were designated as chronically absent. The English Learner student group scored in the very high range with 21.8% of students who were designated as chronically absent. The Hispanic student group scored in the very high range with 23.5% of students who were designated as chronically absent. Students identified as Socioeconomically Disadvantaged scored in the very high range with 23.6% of students who were designated as chronically absent. Students with Disabilities scored in the very high range with 25.6% of students who were designated as chronically absent. The Filipino student group scored in the high range with 18% of students who were designated as chronically absent. The Two or More student group scored in the high range with 19.5% of students who were designated as chronically absent. The White student group scored in the high range with 18.1% of students who were designated as chronically absent. This data indicates that chronic absenteeism is of a high level of concern and needs to be addressed through further actions and goals. The following steps were put into place to address this area of need: an increased focus on communicating the importance of school attendance has been pushed out to students, staff and parents. In addition, a reorganization of District Cabinet took place to include an Assistant Superintendent and Coordinator who will focus on promoting school attendance and providing resources to parents, students and school staff.

While overall graduation rates continue to be high (96%), Students with Disabilities are graduating at a lower rate (89.5%) compared to other student groups. We recognize that this is an area of improvement and will continue to address barriers to graduation for Students with Disabilities through the following means: access to credit recovery programs, development of a more robust Special Education Independent Study program at both high schools to address students who are chronically absent (25.6% are currently chronically absent), and the implementation of additional CTE classes to help students meet graduation requirements.

It is also important to note that in the upcoming school year, we will be focusing on the following areas based on our Dashboard data:

- District wide focus to address chronic absenteeism through increased communication to parents, review of protocols with a decline in COVID cases, student incentives and additional staff who will be trained and hired to support attendance efforts.
- Our Teacher on Special Assignment focusing on Diversity, Equity, and Inclusion (DEI TOSA) will continue to provide support, training, and resources across grade levels to integrate framework and standards into curriculum.
- Elementary school teachers will pilot DEI Curriculum and core literature.
- Quarterly events addressing mental health and wellness and social justice topics.
- Behavior support will be provided in general education settings TK-5 through research based Social Emotional Learning (SEL) programs.
- Support will be provided to students through intervention specialists at each school site.
- Counselors will be on site to provide academic and socioemotional support for students TK-12th Grade.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Based on a review of data as well as feedback from various district committees, we will be consolidating our Diversity, Equity, and Inclusion (DEI) and Early Childhood Education (ECE) efforts into the four overarching LCAP goals, focusing on the areas of College and Career, Opportunity and Equity, Whole Child, and Professional Capacity to create coherence.

The following are key features of this year's LCAP:

College and Career Readiness: LVUSD will continue to develop Professional Learning communities to support curriculum alignment and adoptions and increase student academic achievement. Additionally, we will focus on expanding our educational opportunities to meet the needs of all students through programs such as CTE, Dual-Enrollment, Independent Study, and other specialized programs.

Opportunity and Equity: LVUSD will provide equitable and comprehensive school services to all students with a focus on specific student groups. Additionally, regular assessment monitoring and intervention supports will be implemented with fidelity.

Whole Child: LVUSD will cultivate the health, safety and well-being of the whole child by providing academic and social emotional supports through the use of strategies such as Yale's RULER and support through the Counseling Center and Family Resource Center. Finally, we will continue our DEI efforts which will be spearheaded by our DEI TOSA to push in support to students and staff TK-12th Grade.

Professional Capacity: LVUSD will build upon the professional capacity of our certificated and classified staff by providing ongoing professional development and MicroCredentials will focus on targeted academic and social emotional strategies and interventions for students. Additionally, we will retain, attract and support highly qualified staff with competitive salaries, benefits and programs.

The following are the key concerns that will be addressed in this year's LCAP based on an extensive data review:

Attendance: Student attendance data reflects approximately a 20% chronic truancy rate district-wide. This reflects 1 in 5 LVUSD students being absent for more than 18 days of the school year and is likely a product of the post-COVID mindset of school. LVUSD will focus our efforts on improving attendance for all students, including: more parent training on attendance policies, data tracking, incentives for attending school, and parent outreach.

Student Achievement: We will focus on three key areas to address student academic achievement. In English Language Arts, the data reflects a "Middle School Slide" that is evident post-COVID. In order to address this we will deploy full time intervention specialist to support students across our district. In math, the data reflects a decline in students meeting or exceeding standards in grades 3 to grade 12. We will be piloting and adopting new standards based math curriculum to support student learning and teacher instruction. Teachers have been going through math training as well. Finally, our CAASPP participation data reflects that high school students in higher-level ELA and Math courses are disproportionately opting out of the exam. LVUSD will focus on encouraging more student participation. Incentives have been discussed with various educational stakeholders such as administrators, staff, and students to determined incentives for participation at the high school level.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

In accordance with all statutory requirements, the LEA met its obligation to meet with required educational partners including staff, administrators, parents, community members, students and board members. The LCAP committee has worked closely to review existing data to inform development of the current plan. Using student achievement data from the Dashboard and our benchmark academic and social-emotional inventories, the actions in the 2021-2024 LCAP were developed. This year, we reviewed progress and next steps with a diverse representation of members of our community. The following is a detailed synopsis of the engagement of our educational partners:

LCAP Committee: The LCAP Committee consists of teachers, administrators, principals, classified staff, union leadership, parents, and Board Members. The committee met via Zoom on Feb 2, 2023 and March 23, 2023 to review progress on the previous LCAP as well as to discuss goals and actions. The committee was provided with a copy of the draft strategic road map ahead of the meeting in order to ensure they were prepared to provide feedback and questions. During the meeting, educational partners were placed in various groups with an administrator facilitating the discussion based on guiding questions. Feedback and questions that came to light during the February 2 meeting were reflected in an updated Road Map that was brought forward to the committee on March 23. On March 23 our Business Department provided a fiscal update to inform goals and actions as it relates to the budget. The feedback from the LCAP Committee included: the need for clarity on actions in goals, specific information related to specialized programs, providing specific details to address Visual and Performing Arts (VAPA), Diversity, Equity, and Inclusion (DEI), and Social Emotional Learning (SEL), and finally direction was provided to consolidate goals with ECE and DEI being interwoven through the four core goals. Based on this feedback the biggest change was in the restructuring of the former LCAP goals from 6 goals to 4 goals. Additionally, language was adjusted in order to provide more

clarity so the plan would be more specific, actionable and easier to read by the public.

Curriculum Council: The Curriculum Council is a committee consisting of board members, district administrators, parents, staff, union leadership, and community members. Parents and community members are chosen for the council based on an application process once a year. The focus of the Curriculum Council during this year was on core literature that supports Diversity, Equity and Inclusion, math instructional materials and world language instructional materials.

The Curriculum Council met on the following dates prior to the finalization of the LCAP:

February 8, 2023

March 29, 2023

May 17, 2023

The Curriculum Council's work informed the LCAP through their focus on DEI and areas that impact student achievement. At the March 29, 2023 meeting, the Curriculum Council voted to approve new DEI core literature. This was later brought forward for Board approval on April 18, 2023. This impacted the district's LCAP Goals for the following year, specifically College and Career Ready and Whole Child.

Pathways Committee: Our Pathways Committee is responsible for overseeing the work in continuing to develop our PLCs, expanding our CTE program with partnerships with community college districts, and supporting the integration of technology. This committee, made up of board members, staff, district leadership, and union leadership also helped oversee the development of the Las Virgenes Independent School, which was launched in the Fall of 2021. Coming back from COVID, the focus of the Pathways Committee was on looking at comprehensive student achievement and outcomes in addition to truancy and attendance. The committee identified a need to return "back to basics" in focusing on curriculum adoptions, student interventions and a consistent system of assessments.

The Pathways Committee met on the following dates prior to the finalization of the LCAP:

January 11, 2023

February 15, 2023

March 15, 2023

April 12, 2023

May 10, 2023

June 7, 2023

District members provided regular updates on student achievement data and progress on district specialized programs during Pathways Committee meetings. Feedback and questions from Board Members and staff were addressed in writing the district LCAP through all four goals. On January 11, 2023, staff shared information that outlines the major goals and focus areas for the Ed Services Department related to LCAP and Budget development. The goals and focus areas that were shared included:

- Student Achievement: A focus on curriculum adoptions, data-centered evaluation of learning, and growing overall achievement.
- Whole Child: A continued focus on RULER implementation, counseling expansion/integration, and assessment of students' holistic needs.
- Pathways: Continued nurturing of academic pathways and specialty programs in the areas of GATE, IB, Dual Immersion, VAPA, CTE, etc.

Safety and Wellness Committee: This committee is made up of board members, district administrators, staff, and community members in consultation with Parent Faculty Associations and students. They are largely responsible for contributing to the discussion around student mental health needs and supports.

The Safety and Wellness Committee met on the following dates prior to the finalization of the LCAP:

January 11, 2023

February 8, 2023

March 1, 2023

April 12, 2023

May 10, 2023

June 7, 2023

The process that the Safety and Wellness Committee uses is reviewing safety audits and student data related to inventories and risk assessments. One of the Safety and Wellness Committee's main areas of focus is on promoting student well-being. Feedback gathered from this committee indicated that the LCAP should continue to specifically address the implementation of SEL strategies. This is reflected in the district's LCAP goals through Goal 3: Whole Child. Additionally, Safety and Wellness

discussed the need for specific actions to combat chronic absenteeism. This will be done through incentives for students as well as increased communication and parent education surrounding the importance of attending school.

District English Learners Advisory Committee (DELAC): This stakeholder group, consisting of district leadership, teachers, elementary intervention specialists, staff, and parents of unduplicated students, meets regularly to address the needs of our students identified as English Learners. Their feedback regarding the support and academic needs of our students who are English Learners directly informed the goals and actions of the LCAP.

The DELAC met on the following dates prior to the finalization of the LCAP:

December 7, 2022

January 25, 2023

March 22, 2023

On March 22, 2023 the DELAC committee was provided with the LCAP Roadmap and draft. Committee members were provided a graphic organizer to collect their feedback and had the option of sharing their feedback orally or via the graphic organizer. Translation was also provided. Specific feedback was discussed related to the four goals and actions items. Some of the specific feedback was related to clarity on wording and the need to include information on the Dual-immersion program pathway related to the different levels. The feedback influenced the LCAP to include specific references to the Dual-immersion program. Additionally, we adjusted language to allow for more clarity. The EL Master Plan was also reviewed in writing the district LCAP. The feedback from DELAC is reflected in Goal2 with the need to provide opportunity and access for all students to support their academic and social emotional needs.

Superintendent's Discussion Council (SDC): This group, consisting of district leadership and Parent Faculty Association (PFA) /Parent Faculty Committee (PFC) presidents, meets regularly to address district wide updates and to directly inform the goals and actions of the LCAP. The SDC met on the following dates:

- January 13, 2023

- February 10, 2023

- March 10, 2023

- April 14, 2023

- May 12, 2023

The purpose of this group was to provide the constituents with updates related to the LCAP.

Superintendent's Youth Council (SYC): SYC consists of the superintendent and various cabinet members who meet periodically with high school students to discuss important issues impacting the district. Items that were discussed that impacted the writing of the LCAP included student mental health, school safety and the need for academic intervention support. The SYC met on the following dates:

- December 22, 2022

- February 6, 2023

- April 17, 2023

Las Virgenes Educators Association (LVEA): LVEA is our certificated union who represents teachers and certificated staff in the district. Each week, members of the association meet with district leadership in the form of a Roundtable meeting. Their direct work with students informed goals and actions related to College and Career Readiness, Opportunity and Equity, Well-Being and Professional Capacity.

Las Virgenes Classified Association (LVCA): LVCA is our classified union who represents classified staff in the district. Once a month, members of the association meet with district leadership in the form of a Roundtable meeting. Their direct work to support students informed goals and actions related to Well-Being and Professional Capacity.

Ventura County Office of Education- Special Education Local Planning Agency Committee- On March 10, 2023 district representatives attended a collaboration meeting with the Ventura County SELPA to discuss county-wide goals and efforts. It was recognized that our students with disabilities performed lower in ELA/Math than our overall student group. Also, Students with Disabilities had higher absenteeism rates and lower graduation rates than their peers. As a follow-up to this meeting, feedback

was sought from Special Education administrators on LCAP goals and actions. Special Education administrators and teachers met with parents of Students with Disabilities to gather input and concerns to inform the actions related specifically to Students with Disabilities. This included areas such as inclusion efforts as well as academic and social emotional support. These areas are addressed in the first three LCAP goals.

District Administrator Meeting- On March 20, 2023 feedback was gathered from district administrators regarding current successes and areas of growth for the upcoming year as they relate to the LCAP. Administrators and principals participated in a brainstorming session using post-its and chart paper which resulted in the fine tuning of LCAP goals and actions. One key area to highlight is to increase use of SBAC interim assessment blocks to monitor progress and to prepare students to be more comfortable with taking the standardized test. This is addressed in the description of the LCAP actions related to Goal 1.

Finance Committee Meetings- The Finance Committee is composed of Cabinet members, Board members, union leadership, site teachers and business department members. The Finance Committee focuses on being fiscally solvent to ensure that there is fiscal prudent oversight for all LCAP goals and actions.

The Finance Committee met on the following dates prior to the finalization of the LCAP:

March 3, 2023

April 28, 2023

May 15, 2023

June 2, 2023

On March 3, 2023, the Finance Committee reviewed budget updates, enrollment updates, Mid-Year Projections, and Measure S Bond timelines. These updates are important as they address the need for the district to stay up to date in ensuring facilities are maintained for student and staff safety in order for students to learn. This committee also reviews information from FIT (Facilities Inspection Tool) reports. The LCAP utilizes the data from the FIT reports which inform areas of need and priorities.

Board Meetings-

The LVUSD School Board consists of five publicly elected officials and two student representatives as well as eight district cabinet members. The School Board meets 1-2 times a month throughout the course of the year to ensure that school districts are responsive to the values, beliefs and priorities of their communities.

Prior to every Board meeting, in adherence with the Brown Act, an agenda and related documents are posted for the public to review on our website. The public was notified that they could submit written comments regarding specific actions and expenditures on our website and in the local newspaper, The Acorn.

District staff provided an update for the Board related to the LCAP on March 28, 2023 as part of Staff/Board Communication.

The LCAP will be brought forward to the Board on June 6, 2023 for a Public Hearing. As part of the collaborative process, the district encourages an inclusive approach that invites public comment on the district's LCAP goals, actions and expenditures. This is an opportunity for community members, students, parents and staff to provide input on the LCAP.

The LCAP will be brought forward to the Board on June 27th for approval.

Evidence of the LCAP Presented to Parent Advisory Committee and EL Parent Advisory Committee:

In accordance with all statutory requirements, the LEA met its obligation to present the draft LCAP with required educational partners (Superintendent's Discussion Council, LCAP Committee, and District English Learners Advisory Committee). The LEA and Superintendent provided a written response to comments and questions raised by the committee in the form of an updated draft.

Examples of comments and questions from educational partners were:

Feedback:

Consider adding additional information related to Goal 1 Action 6 with the coherence of specialized programs.

Challenge with credit recovery in MS with coursework and APEX courses (related to Goal 1, Action 2)

Consider adding additional professional development opportunities for Ruler. Students transitioning to MS are familiar with the vocabulary related to Ruler and the Mood Meter.

Use of the word "Continuity" is better than "Coherence"; more clarity

Clarity around RULER

Questions:

What does “increase site leadership opportunities” look like? Having more site leaders represent and lead district initiatives (e.g. math mentors to support math adoption) TK- 12 Specialized programs? Clarify what it means or provide examples?

Do we have behaviorists TK-12? Action 4- is it clear enough? Is Restorative Discipline across TK-12 (yes, also being used in elementary grades)?

Is there a plan to continue elementary LVIS and if so what might that look like?

What is involved in adding site leadership for Goal 1, Action 3? Does this include TOSA.

Are there CTE opportunities for students in MS (Goal 1, Action 4)?

What will Independent Study look like next year including the expectation for work completion?

Is there consideration of a math targeted intervention specialist? Discussion on how sites have their intervention specialist provide support in English Language Arts and math.

Might it be possible to have access to CAASPP data earlier in the year to support students?

What support might be there for English Learners who would benefit from social emotional support in Spanish and other languages

How might we implement RULER at the secondary level?

Is there an area regarding the arts to be included as part of supporting the whole child? (e.g - strategic arts planning process from prior years)

A summary of the feedback provided by specific educational partners.

Themes that emerged from reviewing the feedback gathered from our educational partners, specially those that represent our LCAP committee were:

- increased clarity with goal and action language
- clarify specialized programs mentioned in LCAP
- consolidation of six LCAP goals into four LCAP goals with Early Childhood Education (ECE) and Diversity, Equity, and Inclusion (DEI) interwoven amongst goals and actions
- chronic absenteeism needs to be addressed
- continued need to focus on Diversity, Equity, and Inclusion (DEI) efforts to support students
- addressing intervention efforts related to English/Language Arts and math achievement
- expanding efforts to address the whole child through the implementation Social Emotional Learning (SEL) strategies and supports
- Specific additions, updates, and changes were addressed in the previous prompt.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

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

The actions related to this goal were developed primarily by the Pathways Committee. Through discussions and conversations during those meetings, the committee identified the need to continue the work in developing our Professional Learning Communities, expanding our Career Technical Education (CTE) program with community/business partnerships and with partnerships with community college districts, supporting the integration of technology, and overseeing the development of the Las Virgenes Independent School. Additionally, the feedback on goals and focus areas included a focus on curriculum adoptions, wider use of Social Emotional Learning (SEL) strategies such as Yale’s RULER (recognizing, understanding, labeling, expressing, and regulating) Framework, and nurturing educational pathways and specialty programs. In addressing the need to focus on our unduplicated student groups, the District will implement Professional Learning Communities (PLCs) to address the unique needs of Students with Disabilities, students identified as English Learners, and students who come from low income backgrounds.

Specifically, the District will monitor student achievement and wellness data to address the needs of our students from unduplicated groups. The data team, consisting of intervention specialists, administrators, and teachers will identify necessary strategies and interventions to support students identified as EL, students from low income backgrounds, and students currently in foster care.

Curriculum Council and the District Math PLC have worked hard on addressing the new math standards in selecting and piloting standards aligned curriculum in the upcoming school year.

Goal 2: Opportunity and Equity- LVUSD will provide regular assessment, monitoring, and intervention support to all students.

The actions related to this goal were largely informed by the work of our elementary intervention specialists and the DELAC committee, who has done extensive work in creating the District English Learner Master Plan.

Our Teacher on Special Assignment focusing on Diversity, Equity, and Inclusion (DEI TOSA) and Media Coordinator spearheaded the work in launching a DEI committee and selecting book additions to our libraries.

Our Pupil Services department, along with the collaboration with SELPA, continue to work together to address achievement gaps for Students with Disabilities.

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

Our Safety and Wellness Committee worked collaboratively to develop systems of counseling referrals. Through committee discussions, the team acknowledged the continued impact of pandemic on student mental health and provided input related to the restructuring of our counseling team to meet the needs of our students. This committee helped to form the actions associated with this goal. Actions were also informed by conversations with elementary, middle, and high school principals and staff during Principal's meetings, site staff meetings, and District Roundtable.

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

The Pathways Committee was an integral part of developing the actions related to this goal. They were responsible for overseeing professional development, closing achievement gaps through distance learning, and guiding our work with DEI. The Center of Educational Excellence advisory board met bi-annually to help shape the development of our credential programs. This goal was also developed in collaboration with our bargaining units and PFA (Parent Faculty Association) parent leaders, who provide ongoing collaboration, training, and coaching to support both academic and mental health needs of students impacted by the pandemic, specifically those who are historically underserved- unduplicated students.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

What do we plan to accomplish
Based on Dashboard data, Goal 1 was created to focus on ensuring students are college and career ready. This goal aligns with the following state priorities: implementation of state standards, pupil achievement, pupil engagement, access to a broad course of study and pupil outcomes. In this case, the Dashboard indicated that 68.16% of students met or exceeded proficiency on the English/Language Arts CAASPP and 55.56% of students met or exceeded proficiency on the math CAASPP. Graduation rates were at 96% during the 2021 - 2022 school year and A-G completion rates were at 63.6%. With this goal we plan on increasing the percentage of students who met or exceeded the English/Language Arts CAASPP to 80% and math CAASPP to 75% by spring of 2024. Additionally, we plan on increasing the percentage of students who graduate to 97% by spring of 2024. Finally, the district plans to increase A-G completion rates to 75% by spring of 2024.

What the LEA plans to do in order to accomplish the goal:
To accomplish this goal, we will continue to develop small staff learning groups (PLCs) to support curriculum alignment, upcoming curriculum adoptions, and increase student academic achievement; restructure dual enrollment, independent study, and credit recovery to ensure coherence and consistency; expand access to Career Technical Education (CTE) by strengthening community college and business partnerships; develop a Three-Year TK-12 Math implementation plan that supports the development of expertise with respect to the new Mathematics Framework; and develop continuity and coherence across TK- 12 specialized programs (ie: Dual-immersion, Gifted and Talented Education, International Baccalaureate, Waldorf, AP Capstone).
Additionally, LVUSD plans to address the needs of and improve outcomes for unduplicated student groups by creating Professional Learning Communities to review materials and strategies that are principally directed/targeted toward unduplicated youth and utilize these PLCs to regularly monitor unduplicated student data related to ELA and Math Achievement, Social Emotional Wellness, and Absenteeism Rates to address and inform intervention efforts and instructional priorities.

How the LEA will know when it has accomplished the goal
The district will know it has accomplished its goal by determining if the metrics have been met. Through a progress monitoring process where data is reviewed three times a year, the district will engage in ongoing analysis of the goals and progress on metrics. This will support the development of the LCAP for the following year and will provide stakeholder groups an update on progress on goals.

Why the LEA has developed this goal, including related metrics and expected outcomes
This goal addresses the District's continued commitment to provide every student with opportunities for success upon graduation. LVUSD will continue to review A-G Completion Rates, Graduation Rates, and formal and informal assessment data to monitor progress towards this goal. We intend on expanding our community

partnerships with businesses and local Community College Districts to provide a variety of opportunities for post secondary preparation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
High school graduation rate	19-20: 93.4%	20-21 H.S. graduation Rate: 95.4%	21-22 H.S. Graduation Rate- 96%		97% HS Graduation rate
A-G completion rate	19-20: 66%	20-21 A-G Completion Rate: 64.1%	21-22 A-G Completion Rate: 63.6%		75% A-G Completion rate
CAASPP ELA Scores	18-19 CAASPP ELA: 70% Met/Exceeded No CAASPP testing during 19-20 school year	20-21 CAASPP ELA: 71% Met/Exceeded	21-22 CAASPP ELA: 68.16% Met/Exceeded		80% Met/Exceeded
AP exams pass rate	19-20 AP score (3 or higher): 76.4%	20-21: AP score (3 or higher): 68.4%	21-22 AP score 3 or higher- 68.5%		85% with AP score 3 or higher
CAASPP Science	18-19 CAASPP Science: 30% Met/Exceeded	20-21 CAASPP Science: Not available	21-22 CAASPP Science: 40.41%		Increase to 50% met/exceeded
Instructional materials sufficiency	100% of students have access to standards aligned materials	21-22: 100% of students have access to sufficient standards-aligned materials	22-23: 100% of students have access to sufficient standards-aligned materials		100% of students have access to standards aligned materials
High school dropout rates	19-20: 0 %	20-21 1.9%	21-22: 2%		Maintain 0%
Ren Star Reading	20-21 Winter Benchmark - At or above grade level: 3rd grade- 79% 4th- 79th% 5th- 74th% 6th grade- 66% 7th grade- 63%	21-22 Winter Benchmark - At or Above Grade Level: 1st- 74.4% 2nd- 82.1% 3rd- 81.1% 4th- 86.8% 5th- 81%	22-23 Winter Benchmark At or Above Grade Level: 1st- 77.8 % 2nd- 80% 3rd- 80.8% 4th- 83.7% 5th- 79.2% 6th- 84.3%		80% at or above grade level

	8th grade- 63% 9th grade- 58% 10th grade- 61% 11th grade- 66% 12th grade- 61%	6th- 76.2% 7th- 67.6% 8th- 63.5% 9th- 59.3% 10th- 60.4% 11th- 63.3% 12th- 51.5%	7th- 75.8 % 8th- 60.3% 9th- 55.1% 10th- 53.6% 11th- 59.2% 12th- 44%		
Ren Star Math	20-21 Winter Benchmark - At or above grade level: 3rd grade- 83% 4th- 80% 5th- 80% 6th grade- 75% 7th grade- 77% 8th grade- 81% 9th grade- 80% 10th grade- 88% 11th grade- 71% 12th grade- 54%	21-22 Winter Benchmark- At or Above Grade Level: 1st- 88.6% 2nd- 85.2% 3rd- 84.7% 4th- 84.7% 5th- 83.4% 6th- 80.5% 7th- 80.7% 8th- 79.7% 9th- 73.3% 10th- 81.7% 11th- 60.5% 12th- 30%	22-23 Winter Benchmark At or Above Grade Level: 1st- 89 % 2nd- 88% 3rd- 87.2% 4th- 88.8% 5th- 83.7 % 6th- 89.8% 7th- 78.4% 8th- 74.7% 9th- 83% 10th- 15.6% 11th- 29.5% 12th- 41.2%		85% at or above grade level
Access to a broad course of study	20-21: Four IB classes were added to our course of study	21-22: One IB class was added (IB Music)	22-23: IB Chemistry was re-added, no new courses were added		Double the number of IB diploma graduates by 2025.
Implementation of State Standards	Per local indicator self-reflection tool on 2019 CA Dashboard: Full Implementation & Sustainability in CTE, PE, World Languages Full Implementation in Health, Visual and Performing Arts	Per local indicator self-reflection tool on 2021 CA Dashboard: Full Implementation & Sustainability (5) in CTE, PE, Visual and Performing Arts, World Languages Full Implementation (4) in Health	Per local indicator self-reflection tool on 2022-2023 CA Dashboard: Full Implementation & Sustainability (5) in CTE, PE, World Languages, and Visual and Performing Arts Full Implementation (4) in Health		Full Implementation and Sustainability in all areas
% completing CTE pathway	2020-21: 10%	2020-21: 10%	21-22: 9.6%		25%

% completing CTE pathway and A-G Requirement	2020-21: 6.6%	2020-21: 6.6%	21-22: 6.5%		15%
ELA EAP	18-19 ELA EAP: 69% Met/Exceeded	20-21 ELA EAP: 87% Met/Exceeded	21-22 ELA EAP: ELA: 65.38%		80% Met/Exceeded
Math EAP	18-19 Math EAP: 50% Met/Exceeded	20-21 Math EAP: 41% Met/Exceeded	21-22 Math EAP: 43.45%		65% Met/Exceeded
Middle School Drop Out Rate	2018-2019: 0%	2020-2021- 0%	2021-2022- 0%		Maintain 0%
CAASPP Math Scores	18-19 CAASPP Math: 59% Met/Exceeded No CAASPP testing during 19-20 school year	20-21 CAASPP MATH: 55% Met/Exceeded	21-22 CAASPP MATH: 55.56% Met/Exceeded		75% Met/Exceeded

Actions

Action #	Title	Description	Total Funds	Contributing
1	Continue to develop small staff learning groups (known as Professional Learning Communities or PLCs) to support curriculum alignment, upcoming curriculum adoptions, and increase student academic achievement.	<ul style="list-style-type: none"> -Continue to develop small staff learning groups (known as Professional Learning Communities or PLCs) to support curriculum alignment, upcoming curriculum adoptions, and increase student academic achievement. - Continue to develop small staff learning groups (known as Professional Learning Communities or PLCs) to support curriculum alignment, upcoming curriculum adoptions and student academic achievement. -Utilize professional learning communities to adopt curriculum in the areas of World Language, English Language Development, Mathematics, and Secondary English Language Arts, and to provide professional development for designated and integrated ELD instruction. - Continue to review data to inform instructional priorities, and growth through data chats, exploring the use of Power Schools, a data reporting program. 	\$1,300,028.00	No
2	Utilize Professional Learning Communities to support unduplicated students	<ul style="list-style-type: none"> -Develop small staff learning groups (known as Professional Learning Communities or PLCs) to review materials and strategies that are principally directed and targeted toward unduplicated student groups including English Learners, foster youth, students from low SES backgrounds. -PLCs to regularly monitor unduplicated student data related to ELA and Math Achievement, Social Emotional wellness, and Absenteeism rates to address and inform intervention efforts and instructional priorities. 	\$506,282.00	Yes

3	Restructure dual enrollment, independent study, and credit recovery to ensure coherence and consistency.	<p>-Continue to provide summer school at the high school and middle school levels to address credit recovery.</p> <p>-We are focused and strategic on scheduling students into credit recovery. Specific Apex course recommendations will be made by the student’s school counselors to ensure they are enrolled in courses aligned with their individualized needs for graduation requirements. Daily synchronous teacher check-ins for Apex coursework will be required and daily progress toward completion will be closely monitored by each instructor.</p> <p>The Middle School Summer School will offer Apex online credit recovery for English Language Arts, Math, Social Science, and Science. Students will be placed in the courses they must complete in order to meet middle school culmination requirements. The goal of credit retrieval for middle school students is to ensure their success in the next level of instruction as well as increase the overall success and number of students completing the culmination requirements.</p> <p>Implement audit of our high school course catalogs and update course offerings for the upcoming year.</p> <p>Continue to develop relationships with local community colleges to create coherence and consistency with dual enrollment</p>	\$268,683.00	No
4	Expand access to Career Technical Education (CTE) by strengthening community college and business partnerships	<p>- Expand access to Career Technical Education (CTE) through strengthening community college and business partnerships.</p> <p>-Identify partnership opportunities for internships and for CTE Pathways</p> <p>-Form CTE Advisory Council involving businesses and CTE Leaders</p> <p>-Research and identify competitive grants for school-to-work programs</p> <p>-Develop CTE Certification Programs for high schools</p> <p>-Expand CTE program with LA community college district- CCAP agreement- access to career pathways through college and career center, access for programs for existing students to go to LA county community colleges to complete programs in high need fields to fill legacy vacancies.</p>	\$2,834,436.00	No
5	Develop a Three-Year TK-12 Math implementation plan that supports the development of expertise with respect to the new Mathematics Framework.	<p>-At the Elementary Level: Create Math Curriculum Adoption Committee consisting of site representatives Review new frameworks and standards Select and pilot curriculum</p> <p>-At the Secondary Level: Course sequencing to consolidate and provide clearer pathways in math progression Address the need for possible new courses Select materials and pilot curriculum in Fall 2023</p>	\$118,817.00	No

		-For staff: Provide Math PD to address creating rigor and coherence, vertical alignment Interim Assessment Blocks- training and support for deploying IAB across grade levels Data Dives and PLCs- assess instructional impact through monitoring and analyzing data		
6	Develop continuity and coherence across TK-12 specialized programs (ie: Dual-immersion, Gifted and Talented Education, International Baccalaureate, Waldorf, AP Capstone).	Increase advertisement regarding specialized programs to support enrollment efforts. Hold program "open house"/informational meetings to attract new families Engage with educational partners to identify ways to grow existing programs	\$0.00	No

Goal Analysis for 2022-2023

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

A description of any substantive differences in planned actions and actual implementation of these actions.

In regards to Goal 1, LVUSD made significant progress towards every effort to ensure that all students are college and career ready. However, due to declining enrollment in independent study, Action #2 WASC Accreditation of the LVIS program was not implemented. Modifications are being made to the 23-24 school year with LVIS moving to the high school. Additionally, although progress was demonstrated for Action #4 in regards to expanding CTE pathways, the district did not fully meet the implementation of strengthening business partnerships. This was due to a changeover in staff that oversaw the CTE programs. Modifications for the 23-24 school year related to CTE include additional pathways at the high school in the areas of production, VAPA, and design.

Goal 1, Action 1 - Continue Professional Learning Communities (PLCs) from 2022-2023

What was implemented: We continue to have robust PLC's focusing on supporting curriculum alignment, upcoming curriculum adoptions and student academic achievement.

World Language Curriculum Adoption: This year our teachers piloted Spanish curriculum at the secondary level. The piloting committee shared that their work with the program and student feedback informed their recommendation for the adoption of Vista, a comprehensive language and cultural learning system that engages students through multi-modality learning which fosters student engagement and mastery. The LVUSD School Board adopted this recommendation on April 18, 2023.

Elementary ELA Curriculum Committee: Our contract with Center for the Collaborative Classroom, our K-5 English Language Arts curriculum, will expire in spring of 2023. We are considering the extension of this contract for several more years, given the pandemic, teacher bandwidth, and other adoption priorities.

Additionally, a team of TK-5th grade teachers are working to select titles to add to their core literature list that reflect our DEI Standards. The core literature titles were approved by the Board on April 18, 2023. We are also carefully reviewing the use of RenSTAR, especially at the secondary level. We have moved in the direction of using the state (CAASPP-aligned) issued Interim Assessment Blocks for math at the middle school level, and will see how this pilot goes prior to moving forward with any shifts with RenSTAR.

Challenges: Substitute shortages and classified vacancies affected teacher release time to PLC meetings. COVID also impacted the staff's ability to meet in person for trainings and PLCs.

Next steps: Utilize professional learning communities to adopt curriculum in the areas of World Language, English Language Development, Mathematics, and Secondary English Language Arts. This step is included in Goal 1, Action 1: Continue to develop small staff learning groups (known as Professional Learning Communities or PLCs) to support curriculum alignment, upcoming curriculum adoptions, and increase student academic achievement.

Goal 1, Action 2: Submit LVIS for WASC Accreditation in 9-12 and A-G/NCAA Availability from 2022-2023

What was implemented: Following COVID, we launched a virtual independent school to support students/families who were not returning onto campus due to health reasons, preference, etc. We did not seek WASC Accreditation for the program as there was not as much of a need for the community to have access to a virtual option during the 2022 - 2023 school year.

Challenges: We saw a decline in enrollment at our Las Virgenes Independent School this year with more of our students seeking educational opportunities in person on comprehensive sites.

Next Steps: We will be dispersing our alternative learning options by bringing back Independent Study to the comprehensive High School sites for the 2023 - 2024 school year. This step is included in Goal 1, Action 3: Restructure dual enrollment, independent study and credit recovery.

Goal 1, Action 3: Technology Mentors

What was implemented: Our technology mentors worked closely with site staff to ensure that teachers are proficient at integrating digital tools and resources into their classrooms. They were available on site to answer any questions or to help solve technology issues.

Challenges: Substitute shortages affected release time for tech mentors to dedicate time in classrooms to model use of educational technology. Clarity around the role and responsibilities of tech mentors still need to be refined.

Next steps: Intentional planning of technology related professional development at the site level facilitated by technology mentors, additional training for tech mentors to develop their practice, creating a roll out plan of tech mentor support to support integration of digital curriculum adoptions. This step is included in Goal 4, Action 5: Expand site leadership opportunity to support staff in implementing initiatives related to student academic achievement.

Goal 1, Action 4: Expand Career Technical Ed Access

What was implemented: CTE programs were expanded at the high schools to include Production Design and Engineering Pathways.

Challenges: Identifying highly qualified industry professionals to teach in the various CTE programs

Next steps: Expand access to Career Technical Education (CTE) Pathways at the High Schools in the areas of Production, VAPA, and Design. A robust Arts, Media, and Entertainment Academy (AME Academy) is being constructed to launch in 2023-24. The program will involve interdisciplinary learning, and mastery grading, and should serve as a beacon for students looking to grow their access to college and career opportunities. New pathways including Makeup, Costuming, and Broadcasting are in the process of being constructed. This step is included in Goal 1, Action 4: Expand access to CTE by strengthening community college and business partnerships.

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.

Material differences for Goal 1.3 regarding technology mentors were below expected amounts because of unfilled vacancies.

Material differences for Goal 1.4 CTE Access- expenditures were over the planned amounts due to the new academy formed this year at Calabasas High School.

An explanation of how effective the specific actions were in making progress toward the goal.

How is the LEA using local data to measure progress?

LVUSD used local and state reported data to measure progress on the Goal 1: College and Career through the use of Interim Assessment Blocks as well as data from Ren Star specifically related to ELA and math, CAASSP data, graduation rates, and A-G completion rates. This data was reviewed and discussed at periodic Data Dive meetings with certificated staff as well as at PLC meetings at each site.

Goal 1, Action 1 - Continue Professional Learning Communities (PLCs)

What was effective: PLC's allowed for continued collaboration to review data, set instructional goals, and look at instructional materials and updates.

Goal 1, Action 2: Submit LVIS for WASC Accreditation in 9-12 and A-G/NCAA Availability

What was effective: LVIS was effective as it provided families an alternative to in person learning due to personal preference and unique learning style needs.

Goal 1, Action 3: Technology Mentors

What was effective: Having access to someone on site was effective to support teachers on a consistent and ongoing basis. This was especially needed due to the increase of technology use during COVID.

Goal 1, Action 4: Expand Career Technical Ed Access

What was effective: Creating new partnerships with community members in expanding the Production Design pathways and access to more industry professionals to lead the new pathways.

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

In the 2023-2024 school year, we will focus our efforts on improving student outcomes in math and ELA. Specifically, we will utilize the expertise of our PLCs to review, pilot, and adopt a coherent and comprehensive math curriculum in light of the new frameworks. We will expand our educational programs to include building upon our Production Engineering Pathway and launching our Arts, Media, and Entertainment Academy.

Changes to actions:

Action 1- Title change to Continue to develop small staff learning groups (known as Professional Learning Communities or PLCs) to support curriculum alignment, upcoming curriculum adoptions, and increase student academic achievement. Description was changed to include:

Continue to develop small staff learning groups (known as Professional Learning Communities or PLCs) to support curriculum alignment, upcoming curriculum adoptions and student academic achievement.

-Utilize professional learning communities to adopt curriculum in the areas of World Language, English Language Development, Mathematics, and Secondary English Language Arts.

- Continue to review data to inform instructional priorities and growth through data chats, exploring the use of Power Schools, a data reporting program.

-Added Goal 1 Action 2 for the 2023 - 2024 LCAP: Utilize Professional Learning Communities to Support Unduplicated students

- Removed Goal 1 Action 2 from the 2022 - 2023 LCAP: Las Virgenes Independent School

- Added Goal 1 Action 3 for the 2023 - 2024 LCAP: Restructure dual enrollment, independent study, and credit recovery to ensure coherence and consistency

- Removed Goal 1 Action 3 from 2022 - 2023 LCAP: Technology Mentors

- Added Goal 1 Action 5 for the 2023 - 2024 LCAP: Develop a 3 year TK-12 math implementation plan that supports the development of expertise with respect to the new mathematics framework.

- Added Goal 1 Action 6 for the 2023 - 2024 LCAP: Develop continuity and coherence across TK-12 specialized programs (ie: Dual-Immersion, Gifted and Talented education, International Baccalaureate, Waldorf, AP Capstone).

- Metric for HS Graduation Rate : Desired outcome changed to 97% HS Graduation rate as we are currently seeing 96% graduation rate in 21-22.

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.

Goal

Goal #	Description
2	Opportunity and Equity: LVUSD will provide regular assessment, monitoring, and intervention support to all students.

An explanation of why the LEA has developed this goal.

What do we plan to accomplish

Based on CA Dashboard data, Goal 2 was created to focus on providing regular assessment, monitoring, and intervention support to all students, including social emotional and academic supports. This goal aligns with the state priorities of implementation of state standards, pupil achievement, and pupil engagement. Specific actions within this goal are principally directed and targeted to address the needs of unduplicated student groups. In reviewing the data, the Dashboard indicated that 24.26% of EL students met or exceeded proficiency on the English/Language Arts CAASPP and 26.55% met or exceeded proficiency on the math CAASPP. This is significantly lower than the proficiency of our overall student group. Additionally, our 21-22 EL Reclassification Rate went down from 37% to 17%, while only 27.78% of EL students reached EL proficiency on the ELPAC. Students from low income backgrounds also scored below our general student population, with 52.99% meeting/exceeding proficiency in ELA and 37.82% meeting/exceeding proficiency in math.

With this goal, we plan on increasing the percentage of students who are EL who meet or exceed the English/Language Arts CAASPP to 50% and math CAASPP to 50% by spring of 2024. Additionally, for students identified as low income, our goal is to raise their ELA and math proficiency to 65% and 55% respectively as measured on the CAASPP by Spring of 2024.

With our updated and robust English Learner Master Plan, we will be addressing specific needs for our students identified as English Learners in the area of curriculum and instruction, assessment, parent involvement, and reclassification. This roadmap addresses the professional development and training needs of staff and teachers, intervention needs of our students, and increasing parent representation in our ELAC and DELAC meetings.

What the LEA plans to do in order to accomplish the goal:

The current data suggests that particular subgroups of students (English Learners, foster youth and students from low income backgrounds) need additional focus and support through teacher training, 1:1 interventions, and parent outreach. Given this, the DEI TOSA will be shifting their efforts to support the above-mentioned tasks at the high school level in the coming months and the upcoming school year. LVUSD will also deploy an Emergent Multilingual (EML) Specialist to support the needs of students identified as English Learners and to provide outreach and support for parents in our community as well. By offering Parent Nights, translations at the school site and community resources the EML will be able to reach specific subgroups of students.

LVUSD plans to provide equitable and comprehensive access to school services, interventions, and instruction for all students with unique needs. Specifically, we will deploy a rigorous summer reading program to serve our students at Title 1 schools, continue to staff each elementary site with a full time intervention specialist to focus on reading and math, and provide robust professional development (i.e. in the area of Tier 1 and 2 supports, instructional practices, high leverage SDAIE strategies, etc.) for teachers and staff to support instruction for students identified as English Learners.

How the LEA will know when it has accomplished the goal

The district will know it has accomplished its goal by determining if the metrics for intended outcomes have been met. Through a progress monitoring process where data is reviewed by district staff and administrators three times per year, the district will engage in ongoing analysis of the goals and progress on metrics. This will support the development of the LCAP for the following year and will provide stakeholder groups an update on progress on goals.

Why the LEA has developed this goal, including related metrics and expected outcomes

LVUSD is committed to providing every opportunity, for every student, every day. We created this goal to monitor and assess the needs of our most vulnerable student groups and to address the achievement gaps that exist for these students. We value ongoing professional development and collaboration with staff and parents in order to address the needs of our students identified as English Learners, students from low income backgrounds, Students with Disabilities, and students currently in foster care. We will be looking at the following metrics to ensure that we are making progress towards our expected outcomes: CAASPP data for specific student groups, EL progress and reclassification rates, EL/LI/FY suspension rates, and Chronic Absenteeism rates for EL and LI students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
English learner ELA and Math CAASPP Scores	18-19 EL CAASPP ELA: 30%; Math: 32% No CAASPP testing during 19-20 school year	20-21 EL CAASPP ELA: 31%; Math: 38%	21-22 EL CAASPP ELA: 24.26%; Math: 26.55%		Maintain 50% in ELA and Math
Low-income ELA and Math CAASPP scores	18-19 Low-income CAASPP ELA: 54%; Math: 41% No CAASPP testing during 19-20 school year	20-21 Low-income CAASPP ELA: 54%; Math: 37%	21-22 Low-income CAASPP ELA: 52.99%; Math: 37.82%		Maintain 65% in ELA Maintain 55% in Math
Number of LTELs	19-20 LTEL Count: 19 students.	20-21 LTEL Count: 39 students	21-22 LTEL Count: 31 students		Maintain at no more than 5 LTELs
Students Reading At-Level in Grade 3 according to RENSTAR	19-20 Percent of students reading at-level in grade 3 per RenStar: 81%	20-21 Percent of students reading at-level in grade 3 per RenStar: 80.9%	21-22 Percent of Students at reading level in grade 3 per RenStar: 81.1%		Maintain greater than 90% of students reading at-level in grade 3.
Percentage of English Learners completing A-G Sequence	19-20 Percent of ELs completing A-G: 11.1%	20-21 Percent of ELs completing A-G: 16.7%	21-22 Percent of ELs completing A-G:		At or above 35% of ELs completing A-G.
			21-22:		Maintain below 1%

Suspension rates for EL, LI, and FY	19-20: EL- 0.3% LI- 1.3% FY- 0%	20-21: EL- 0% LI- 0% FY- 0%	EL- 1.6% LI- 1.9% FY- 4.2%"		
College and Career Indicator for EL and LI	19-20: LI- 35% prepared EL- 26%	No CA Dashboard info at this time	21-22 No reported on CA Dashboard		Maintain 40% prepared
Chronic absenteeism for EL and LI	19-20: EL- 6.4% LI- 11%	20-21: EL- 4.3% LI- 3.3%	21-22 LI- 23.7% EL- 21.8%"		maintain 5% or below.
English Learner progress (CA Dashboard)	18-19 English learners making progress towards English language proficiency: 59.6%	EL proficiency from 20-21 ELPAC Summative: Level 4: 27.08% Level 3: 43.7% Level 2: 19.84% Level 1: 9.38% 27.08% Proficient	EL proficiency from 21-22 ELPAC Summative: Level 4: 27.78% Level 3: 41.41% Level 2: 17.68% Level 1: 13.13% 27.78% Proficient		70% of ELs making progress towards ELPAC.
English Learner reclassification rate	19-20: 24.7%	20-21 EL Reclassification rate: 37.1%	21-22 EL Reclassification rate: 17%		40% EL reclassification rate

Actions

Action #	Title	Description	Total Funds	Contributing
1	Action 1: Provide 1:1 extended learning opportunities to support grade level and subject level competency and achievement for unduplicated student groups.	The current data suggests that particular subgroups of students (from low income backgrounds, English Learners, and Foster Youth) need additional support through teacher training, 1:1 interventions, and parent outreach. Given this, our DEI TOSA will be shifting her efforts to support the above-mentioned tasks at the high school level. Deploy an Emergent Multilingual Specialist to support the needs of students identified as English Learners and their parents through direct support and access to community resources. Designated and integrated ELD supports through small group instruction will be provided.	\$4,228,287.00	Yes
2	Action # 2: Provide	Deploy Find My Genius, a summer reading program, for EL students	\$8,065,752.00	No

	equitable and comprehensive access to school services, interventions, and instruction for students with unique needs.	Continue to provide rigorous interventions by staffing full time intervention specialists at each elementary site. Continued professional development for teachers and staff in EL instruction, Tier 1 and 2 supports, instructional practices, and other high leverage strategies.		
3	Action # 3: Develop a districtwide data collection and implementation plan to analyze interim and ongoing assessment data to inform instruction and improve student achievement.	District and site based data teams will be implemented to review student assessment and achievement data periodically throughout the school year, especially disaggregating data for unduplicated student groups (EL, Foster Youth, Low Income/Homeless Youth) Expand use of Interim Assessment Blocks to address student progress and build test taking capacity starting in grade 3. Professional development for teachers will be offered in how to utilize Interim Assessment Blocks and analyze data to inform instruction.	\$200,000.00	Yes
4	Action #4: Implement updated three-year English Learner Master Plan 2023-26 to improve student outcomes via high-quality instruction.	This year, with the support and collaboration of our DELAC committee, we updated the LVUSD Master Plan for English Learners, which is the document that outlines our comprehensive strategic plan to serve students identified as not proficient in speaking, reading, writing or understanding English as a result of English not being their home language. The Master Plan includes detailed actions around five goal areas: Curriculum, Instruction, Assessment, Progress Monitoring, and Reclassification. We will provide secondary teachers of EL students additional planning time to design targeted instruction We will be using Lexia English (a computer-based system to improve reading comprehension skills) to support and scaffold our EL students at the elementary level We will provide supplementary materials across content areas that support English Language Learners, comprehension, and ability to access the curriculum. Additional curricular tools will be provided- like realia, to support instruction. Training will be provided to support teachers to integrate curricular tools. Secondary: Professional Development in the area of differentiation of instruction for a broad range of learners as the post-COVID impacts are still being felt instructionally.	\$0.00	No

Goal Analysis for 2022-2023

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

A description of any substantive differences in planned actions and actual implementation of these actions.

In regards to Goal 2, LVUSD made significant progress achieving the actions which focused on providing Opportunity and Equity for all students. Although progress was made in Action 3 in the implementation of academic and social emotional support for students in need, the district did not fully meet the intended outcome in terms of the analysis of data. This is an area that we look forward to growing in in the 23-24 school year with the implementation of Data Teams.

Action 1: Literacy and math intervention

What was implemented: LVUSD deployed full time intervention specialists at each elementary school site in order to provide 1:1 and small group literacy, language, and math intervention.

Challenges: Elementary intervention specialists also had to provide designated instructional minutes for students identified as ELs, which limited their availability to serve students identified as English Only as well.

Next Steps: LVUSD will continue to develop PLCs at each site to review student achievement data in order to build collective efficacy and to inform instruction.

Additionally, LVUSD will provide training for all classroom teachers to support them in the using scaffolding and instructional strategies to meet the needs of all learners.

This step is addressed in Goal 1, Action # 1: Continue to develop small staff learning groups (known as Professional Learning Communities or PLCs) to support curriculum alignment, upcoming curriculum adoptions, and increase student academic achievement.

Action # 2: Provide equitable and comprehensive access to school interventions, instruction, and services for students with unique needs.

What was implemented: LVUSD deployed full time intervention specialists at each elementary school site to provide designated EL instructional minutes.

Challenges: Since it was an atypical year of returning from the pandemic, LVUSD's reclassification rate in 2022 was lower than previous years. Students required significant support across the curriculum as a result.

Next Steps: LVUSD will deploy an ELD Lead Teacher for Secondary and release periods. We will offer professional development opportunities related to high leverage instructional strategies to support students identified as English Learners across the curriculum. This step is addressed in Goal 2 Action # 1: Provide 1:1, small group and extended learning opportunities to support grade-level and subject-level competency and achievement with a focus on homeless, low-income, foster youth, and English Learners and Goal 2 Action #4: Implement updated three-year English Learner Master Plan 2023-26 to improve student outcomes via high-quality instruction.

Action 3: Utilize district-wide data leaders to analyze quarterly assessment data, and respond with appropriate levels of social-emotional, and academic support for students in need.

What was implemented: LVUSD created Data Teams at the district level to review student achievement data as a whole. Both of our high schools implemented monthly data chats to review site based student data and to address instructional needs.

Challenges: The district continues to look into a more robust and comprehensive data dashboard platform to support our efforts. It is the district's goal to pilot a data program during the 23 - 24 school year.

Next Steps: The district will continue quarterly Data Dive team sessions to guide instruction and inform staff leadership. The data that will be analyzed will focus on the California Healthy Kids Survey, Rally, California Dashboard, and Aeries attendance and grades at summative grading periods. This step is addressed in Goal2 Action # 3: Develop a districtwide data collection and implementation plan to analyze interim and ongoing assessment data to inform instruction and improve student achievement.

Action # 4: Provide extended learning opportunities for students with a focus on low-income, foster youth, and English Learners.

What was implemented: LVUSD offered Find My Genius summer reading program to all unduplicated students in the Grades TK-5

Challenges: In the first summer after a full return from the COVID-19 pandemic, students struggled with consistent attendance in the 2022 Find My Genius Program.

Next steps: Based on the successes and overall interest in this program, LVUSD will continue to offer the Find My Genius Summer reading program for Summer 2023.

We are hoping to increase participation this year to serve 150-200 qualifying students from the District's Title 1 schools. This step is addressed in Goal 2 Action # 2: Provide equitable and comprehensive access to school services, interventions, and instruction for students with unique needs.

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

Material differences in Goal 2.2 included increased supports in the areas of mental health, academic interventions, and instructional support which required more than the budgeted amount.

Material differences for 2.4- the estimated actuals were below budgeted expenditures because the money was spent from another source.

An explanation of how effective the specific actions were in making progress toward the goal.

How is the LEA using local data to measure progress?

LVUSD used state and local data to measure progress on the Goal 2: Opportunity and Equity by looking at student achievement data for unduplicated student groups. Specifically: CAASPP data for EL/LI students, EL Progress and Reclassification data, suspension rates, and chronic absenteeism. This data was discussed at periodic Data Dive meetings with certificated staff as well as at PLC meetings at each site to address the effectiveness of targeted intervention.

Action 1: Literacy and math intervention

What was effective: The district reviewed data from periodic RenStar assessments and identified students needing support in regular, ongoing intervals in order to prevent significant gaps in learning. As evidenced by standards-based progress reports, students receiving ELA and/or math intervention support made significant progress towards meeting grade level expectations.

Action # 2: Provide equitable and comprehensive access to school interventions, instruction, and services for students with unique needs.

What was effective: 70% of students identified as English Learners were making adequate progress towards English proficiency based on the ELPAC in Spring 2022.

Action 3: Utilize district-wide data leaders to analyze quarterly assessment data, and respond with appropriate levels of social-emotional, and academic support for students in need.

What was effective: The consistent monitoring of data to inform decision making in regards to curriculum, supplemental tools, and protocols was an effective outcome of Action 3.

Action # 4: Provide extended learning opportunities for students with a focus on low-income, foster youth, and English Learners.

What was effective: Students who participated in the Find My Genius program strengthened their foundational reading and math skills as well as increased their self-confidence. This program also helped students to develop the growth mindset and resilience needed to advance to the next grade level

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

For the 2023-2024 school year, our focus will be on supporting the academic and social emotional needs of our unduplicated student groups. Based on data sourced from previous CAASPP testing, analysis of the D/F list, and Ren Star progress monitoring, it is clear that our EL/LI/FY represent a smaller percentage of students as compared to the general population in meeting or exceeding standards. There is a clear need to utilize data teams to analyze and deploy targeted interventions to support our students. Additionally, we will be focusing on improving attendance and implementing restorative practices to address behavioral and disciplinary issues. Changes to the LCAP Goal 2 actions:

-Added Goal 2 Action 1 for the 2023 - 2024 LCAP: Provide 1:1, small group and extended learning opportunities to support grade-level and subject-level competency and

achievement with a focus on unduplicated student groups.

- Removed Goal 2 Action 1 from the 2022 - 2023 LCAP: Literacy/math intervention

-Added Goal 2 Action 2 for the 2023 - 2024 LCAP: Provide equitable and comprehensive access to school services, interventions, and instruction for students with unique needs

- Removed Goal 2 Action 2 from the 2022 - 2023 LCAP: Equitable access for students with unique needs

-Added Goal 2 Action 3 for the 2023 - 2024 LCAP: Develop a districtwide data collection and implementation plan to analyze interim and ongoing assessment data to inform instruction and improve student achievement

- Removed Goal 2 Action 3 from the 2022 - 2023 LCAP: Use data leaders to identify student needs.

-Added Goal 2 Action 4 for the 2023 - 2024 LCAP: Implement updated three-year English Learner Master Plan 2023-26 to improve student outcomes via high quality instruction.

- Removed Goal 2 Action 4 from the 2022 - 2023 LCAP: Provide extended learning opportunities for unduplicated students

- Added the following metrics from Goal 5 Diversity, Equity and Inclusion from the 2022 - 2023 LCAP to Goal 2 for the 2023 - 2024 LCAP: Suspension rates for EL, LI, and FY; Percentage of English Learners completing A-G Sequence; College and Career Indicator for EL and LI; Chronic absenteeism for EL and LI students

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.

Goal

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

An explanation of why the LEA has developed this goal.

What do we plan to accomplish:

LVUSD will cultivate the health, safety, and well-being of the whole child through maintaining safe and positive learning spaces, providing social emotional and wellness supports, and encouraging parent and community involvement. This goal was created to address the following state priorities: basic services, implementation of state standards, pupil engagement, school climate, and safety and school connectedness.

Our major priority of the upcoming school year is addressing our chronic absenteeism rates (from 1.8% in 2020-2021 to 18.7% in 2021-2022). We will be increasing parent outreach, identifying possible incentives for attendance, and adding additional interventions to address this issue.

LVUSD will also continue our work in integrating research based social emotional learning strategies and programs in our schools to address school connectedness and student wellbeing. We will expand our existing DEI efforts by providing more support and training at the secondary level and increasing our professional development offerings through our MicroCredential pathways.

Additionally, we hope to bring back our robust parent/community event schedule to involve parents and community partners in supporting the district's initiatives.

What the LEA plans to do in order to accomplish the goal:

LVUSD will review and align the staffing needs to ensure counseling support districtwide. Through the district's Counseling Center, LVUSD will continue to provide access to mental health support for students, staff, and families. Additionally, our DEI TOSA will provide support, training, and resources across grade levels to integrate DEI framework and standards into the curriculum. Finally, as a district, we are committed to investing in MicroCredential pathways and professional development for teachers with an emphasis on social emotional learning.

How the LEA will know when it has accomplished the goal:

The district will know it has accomplished its goal by determining if the metrics have been met. Through a progress monitoring process where data is reviewed by district staff and administrators three times per year, the district will engage in ongoing analysis of the goals and progress on metrics. This will support the development of the LCAP for the following year and will provide stakeholder groups an update on progress on goals.

Why the LEA has developed this goal, including related metrics and expected outcomes:

This goal addresses the district's efforts in continuing to maintain our physical buildings and school sites to ensure safety for all students and staff. We continue to foster positive learning environments by proactively addressing chronic absenteeism and suspension and expulsion rates. LVUSD also is working on increasing and improving our mental health supports by enhancing our counseling services, providing professional development related to social emotional learning, and increasing general education behavior interventions to ensure that we are meeting the needs of the whole child.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Suspension rate-	19-20: 0.7%	20-21 Suspension rate:	21-22 Suspension rate:		Maintain at or below 1%

Maintain at below 1%		0%	1.5%		
<5% Recidivism rate for suspension-based referrals to the Counseling Center.	19-20: 4%	May 2022: 5.69%	Jan 2023- 7.8%		Maintain at <5%
Expulsion rate- Maintain at below 0.5%	19-20: 0.02%	20-21 Expulsion rate: 0%	21-22 Expulsion rate: 0%		Maintain at or below 0.5%
Chronic absenteeism rate- Decrease to 3%	19-20: 7.02% (students absent >=10% and <20%)	20-21 Chronic absenteeism rate: 1.8% (students absent >=10% and <20%)	21-22 18.7% Chronically absent		Decrease to 4%
Facilities in Good Repair- Maintain 100%	Based on the 2019-2020 FIT reports, 100% of facilities are in good repair	20-21: 100% of Facilities are in Good Repair 21-22: 98% of Facilities are in Good Repair	22-23 100% of facilities are in good repair (FIT Reports)		Maintain 100% of facilities are in good repair
Sense of Safety (Student, Parent) per RALLY data	Baseline will be collected in 21-22.	21-22 Parent CHKS Survey - Child's safety at school for in-person learning: 19% (somewhat, quite, or extremely concerned) Parents' concern for child's safety: Less than 5% concerned Students' perceived safety at school: 100% feels safe Staff feeling safe: 75% 21-22 Student CHKS Survey - School perceived as very safe or safe (agree/strongly	No data is available until June 2023.		Parents' concern for child's safety: Less than 5% concerned Students' perceived safety at school: 100% feels safe Staff feeling safe: 75%

		<p>agree): 4th - 88% 5th - 90% 6th - 72% 7th - 70% 8th - 68% 9th - 66% 10th - 62% 11th - 60% 12th - 64% 21-22 Teacher CHKS</p> <p>Survey- Safety: Staff feeling safe- 46% strongly agreed that they felt safe</p>			
School Connectedness (Student, Parent, Teacher) per RALLY data	Baseline will be collected in 21-22.	<p>21-22 Parent CHKS Survey - School encourages me to be an active partner: 35% strongly agree 21-22 Student CHKS Survey - School</p> <p>Connectedness (in-school) -Yes, most or all of the time; based on 5 questions: 4th- 84% 5th - 82% 6th - 70% 7th- 68% 8th- 66% 9th - 59% 10th - 63% 11th - 57% 12th - 58%</p> <p>21-22 Teacher CHKS Survey -Connectedness: 42% strongly agreed that</p>	No data is available until June 2023.		<p>Parents' school connectedness: 75% strongly agree Students' school connectedness: 90% yes, most of the time Staff's school connectedness: 75% strongly agree</p>

		Adults who work at this school...have close professional relationships with one another.			
Parent Participation per RALLY Data	Baseline will be collected in 21-22.	21-22 Parent CHKS Survey - Parent involvement in school: 46% yes	No data is available until June 2023.		Parent involvement in school: 75% yes
Parent Participation in Decision-Making per RALLY data	Baseline will be collected in 21-22.	21-22 Parent CHKS Survey - school actively seeks the input of parents before making important decisions: 57% strongly agree/agree.	No data is available until June 2023.		School actively seeks the input of parents before making important decisions: 80% strongly agree/agree.
Attendance Rate (Days Attended/Days Enrolled)	20-21: 97%	21-22: 96.6%	22-23: 94.27%		98%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Action # 1: Provide comprehensive staff, student, and parent wellness support through the LVUSD Counseling Center, Family Resource Center and DEI TOSA.	<ul style="list-style-type: none"> - Review and align the staffing needs for counseling TK-12. - DEI TOSA will continue to provide support, training, and resources across grade levels to integrate DEI framework and standards into curriculum. - LVUSD Counseling Center will continue to work with students, staff, and families through an appointment booking system. 	\$3,283,600.00	No
2	Action # 2: Continue to integrate RULER, DEI, VAPA, and the California Health Standards into TK-12.	<ul style="list-style-type: none"> Continue to expand DEI efforts to include reviewing and expanding our class and school libraries with diverse offerings of books. Adopt and deploy new core texts that represent our diverse community. Curriculum alignment and integration with SEL, DEI, VAPA, and CA Health standards. Continue to invest in MicroCredential Pathways and professional development for teachers with a focus on social-emotional learning and mindfulness. 	\$2,393,704.00	No
3	Action # 3: Continue to	Review and align parent/community events to involve parents as partners to support	\$20,000.00	No

	develop and offer educational events at the site and district level that are responsive to parent/community needs.	district DEI standards and student social-emotional well being.		
4	Action # 4: Maintain and sustain systems of attendance, intervention, and discipline that provide students with high accountability and high support through multifaceted efforts.	Address chronic absenteeism - Increase communication to students, parents and staff regarding the importance of school attendance. - Provide counseling and intervention for students who may be chronically absent. - Incorporate home visits to support students who are chronically absent - Deploy Coordinator of Academic and Behavior Intervention to support attendance - Create incentive programs to recognize the importance of school attendance	\$314,179.00	No

Goal Analysis for 2022-2023

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

A description of any substantive differences in planned actions and actual implementation of these actions.

In the area of Whole Child, LVUSD continues to be committed to cultivating the health, safety, and well-being of our students. Although progress was made, the district did not meet the intended outcomes for Actions 2 and 3. For Action 2, the district did not fully meet this goal due to staff training being presented in an optional format during the 22-23 school year. Modifications for 23-24 include an increased emphasis on district wide training in the area of SEL and academic support. Additionally, Action 3 was not fully optimized, because we have not returned to pre-Covid offerings of parent and community events. Modifications for the 23-24 school year would be to provide parents the opportunity to provide feedback in order to determine the type of outreach and events to support their students.

Action 1: Provide comprehensive staff, student, and parent wellness support through the LVUSD Counseling Center.

What was implemented: LVUSD provided comprehensive staff, student, and parent wellness support through the LVUSD Counseling Center and site-based counseling supports.

Challenges: Our referrals for substance use (46 referrals in 2021-2022) and suicide risk assessments (146 assessments in 2021-2022) continue to be high. Our students continue to experience social emotional challenges coming out of the pandemic and returning to in-person learning.

Next steps: LVUSD will continue to develop our processes for working with students, specifically in the area of substance use, with a component of this support being provided through parent/community education. This will be addressed in Goal 3 Action # 1: Provide comprehensive staff, student, and parent wellness support through the LVUSD Counseling Center, Family Resource Center and DEI TOSA and Goal3 Action # 3: Continue to develop and offer educational events at the site and district level that are responsive to parent/community needs.

Action 2: Social-Emotional Health & Well-Being

What was implemented: LVUSD continued to invest in classroom materials and staff training to develop students' social emotional well-being. We implemented a district-wide initiative to implement a common, research based SEL program. Key teacher leaders were identified and trained to facilitate MicroCredential pathways and to model strategies for classroom implementation.

Challenges: We continue to encourage staff participation in our MicroCredential pathways and other professional development opportunities, as these are currently optional ways for staff to build capacity. We hope to create more incentives in the upcoming year to encourage a higher level of participation.

Next Steps: LVUSD will review the current professional development model to determine if additional incentives can be provided for staff who participate. We would like to see more staff and teachers trained in SEL, DEI, and other student support strategies. Individual school sites will continue to work on integrating SEL resources and

practices with fidelity by building staff capacity. This will be addressed in Goal 3 Action # 2: Continue to integrate RULER, DEI, VAPA, and the California Health Standards into TK-12.

Action 3: Parent/Community Events

What was implemented: LVUSD schools provided site based parent education events.

Challenges: LVUSD has not yet returned to the same quantity of pre-pandemic community events but we will be increasing our offerings of community wide events for the 23 - 24 school year.

Next steps: LVUSD will continue to review and align parent/community events to involve parents as partners to support district DEI standards and student social-emotional well being. We will survey our community to identify areas of interest for future events. This is addressed in Goal 3 Action # 3: Continue to develop and offer educational events at the site and district level that are responsive to parent/community needs.

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

Material differences for Goal 3.1- included increased costs and expansion of counseling services.

Material differences for Goal 3.2- Less was spent than what was budgeted regarding 3.2 as the district's SEL initiative with RULER was not launched as initially planned.

Material differences for Goal 3.3- Less was spent than what was budgeted for regarding 3.3 as planned parent and community education events did not incur any costs.

An explanation of how effective the specific actions were in making progress toward the goal.

How is the LEA using local data to measure progress?

LVUSD used local data to measure progress on Goal 3: Whole Child, specifically school safety, connectedness, and parent engagement data on the CA Healthy Kids Survey, suspension rates, chronic absenteeism, and FIT data.

Action 1: Provide comprehensive staff, student, and parent wellness support through the LVUSD Counseling Center.

What was effective: Our Counseling Center was effective in working with students and families following disciplinary action related to drug use, behavior issues, etc. The Counseling Center received 272 referrals last year and our counselors were effective in providing support to families and students who were identified as being at risk or struggling with mental health challenges. The counseling staff also provided professional development for staff regarding mindfulness and SEL.

Action 2: Social-Emotional Health & Well-Being

What was effective: Over 40 teachers district wide are now trained in using Yale's RULER Framework to support students. Additionally, district staff and teachers have also taken advantage of our robust offering of professional development in mindfulness, DEI, and other MicroCredential pathways.

Action 3: Parent/Community Events

What was effective: These site based/grade level parent events focused on specific topics based on the needs of the individual school community. These events provided an avenue for parents to gain more information regarding student support strategies, mental health awareness, and drug use prevention. We utilized the expertise of local community members such as representatives from the sheriff's office and mental health experts to speak at these events.

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

Changes to actions and metrics:

Added Goal 3 Action 1 for the 2023 - 2024 LCAP: Provide comprehensive staff, student, and parent wellness support through the LVUSD Counseling Center, Family Resource Center and DEI TOSA.

- Removed Goal 3 Action 1 from the 2022 - 2023 LCAP: Provide wellness support through LVUSD Counseling Center.

Added Goal 3 Action 2 for the 2023 - 2024 LCAP: Continue to integrate RULER, DEI, VAPA, and the California Health Standards into TK-12

- Removed Goal 3 Action 2 from the 2022 - 2023 LCAP: Social-Emotional Health & Well-Being

Added Goal 3 Action 3 for the 2023 - 2024 LCAP: Continue to develop and offer educational events at the site and district level that are responsive to parent/community needs

- Removed Goal 3 Action 1 from the 2022 - 2023 LCAP: Parent/Community Events

Added Goal 3 Action 4 for the 2023 - 2024 LCAP: Maintain and sustain systems of attendance, intervention, and discipline that provide students with high accountability and high support through multifaceted efforts.

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.

Goal

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

An explanation of why the LEA has developed this goal.

What do we plan to accomplish:
LVUSD will continue to build upon the professional capacity of our staff to best meet our students' diverse needs by providing robust professional development opportunities and instructional coaching support. Goal 4 addresses the state priority of basic services and safety and school connectedness. We plan to accomplish this goal by ensuring that 100% of teachers assigned have appropriate credentials. LVUSD will continue our efforts in preparing for and expanding our Universal Transitional Kindergarten programs in alignment with recent legislation. This includes ensuring that UTK classrooms have appropriately credentialed teachers, additional instructional staff, and training in early childhood best practices. Additionally, LVUSD will continue to sustain and build upon our existing accredited teacher preparation and development programs through Center EdX.

In continuing our efforts to provide rigorous professional development pathways through our MicroCredential Program, we will add to existing offerings, focusing on teacher effectiveness and instructional strategies.

What the LEA plans to do in order to accomplish the goal:
In efforts to retain, attract, and support highly qualified teachers and staff with competitive salaries, benefits, and professional development, LVUSD will continue to facilitate new and ongoing employee training. We will expand our recruitment efforts for potential new employees by hosting and attending job fairs. LVUSD plans on increasing our social media outreach to attract potential applicants as well. We will continue to invest in new teachers by paying for teacher induction programs and ongoing coaching. Finally, we will work with our local unions to address employee concerns and ensure that our facilities are safe and secure.

We will continue to expand our educator development efforts by deploying a mild-moderate credential program by 2024 to address statewide staffing shortages for special education teachers. Additionally, Center EdX will continue to provide a rigorous, research based Early Childhood Education Certificate Program for our 17 district consortia partners to ensure that aspiring TK teachers have the mandated units required to teach Transitional Kindergarten.

Finally, we plan on continuing to offer opportunities for both certificated and classified employees to promote professional capacity building through our Center EdX MicroCredential pathways. Courses will focus on instruction, social-emotional learning, mindfulness, coaching and office leadership. Courses will be offered during the summer, fall and spring sessions. Participants will earn compensation or college credits upon completion of a MicroCredential.

How the LEA will know when it has accomplished the goal:
The district will know it has accomplished its goal by determining if the metrics have been met. Through a progress monitoring process where data is reviewed by

district staff and administrators three times per year, the district will engage in ongoing analysis of the goals and progress on metrics. This will support the development of the LCAP for the following year and will provide stakeholder groups an update on progress on goals.

Why the LEA has developed this goal, including related metrics and expected outcomes:
 LVUSD values building the capacity of all of our staff and teachers. We will provide robust training and professional development for all staff to address the instructional and social emotional needs of all students. We continue to support future teacher leaders by providing access to preliminary and clear administrative services credentialing programs through the Center of Educational Excellence. Professional development will continue to focus on our DEI efforts and culturally proficient pedagogy.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Teachers assigned w/ appropriate credentials	20-21: 92 % of our teachers are fully credentialed. 5 are on Short term staff permits or Provisional Intern permits.	21-22: 99% fully credentialed- 1 teacher is on Short Term Staff Permit	22-23: 92 % of our teachers are fully credentialed. 5 are on Short term staff permits or Provisional Intern permits.		100% of teachers assigned with appropriate credentials.
CenterEdX program completion	20-21: 100% of Teacher Induction and Clear Administrative Candidates are on track for completion of their Clear Credential Program; 100% of PASC Cohort V graduated Jan 2021, 100% of PASC Cohort VI on track to graduate June 2021	21-22: 100% Graduation rate for PASC/CASC/TIP	22-23: 100% Graduation rate for PASC/CASC/TIP Cohort X on track to graduate March 2023, Cohort XI to graduate June 2023		100% of candidates in teacher induction, PASC, and CASC on track for completion and graduation
Staff engage in district provided DEI training	20-21: 100% of staff engaged in Level I Social Justice training	21-22: 100% of Staff attended Level 1, 10% Level II and 5% Level III	22-23: 37 Staff members completed Level 1 training		100% of staff engaged in Level I, II, III Social Justice training.
UTK teachers appropriately credentialed and	100%	21-22: 100% UTK teachers appropriately credentialed and assigned	22-23: 100% UTK teachers appropriately credentialed and assigned		100% of UTK teachers appropriately credentialed and assigned.

assigned					
Instructional Assistants appropriately trained and assigned.	100%	21-22: 100% Instructional Assistants appropriately trained and assigned.	22-23: 100% Instructional Assistants appropriately trained and assigned.		100% of Instructional Assistants appropriately trained and assigned.
UTK classrooms meet the facilities requirements outlined in CA Ed Code.	100%	21-22: 100% of UTK classrooms meet the facilities requirements outlined in CA Ed Code.	22-23: 100% of UTK classrooms meet the facilities requirements outlined in CA Ed Code		100% of UTK classrooms meet the facilities requirements outlined in CA Ed Code.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Action # 1: Sustain CenterEdX (teacher and administrative credential programs) for teacher/leader development; continue collaboration with surrounding districts in order to broaden candidate experience.	Sustain CenterEdX (teacher and administrative credential programs) for teacher/leader development; continue collaboration with surrounding districts in order to broaden candidate experience.	\$698,623.00	No
2	Action #2: Deploy Special Education Teacher Credential Program, Early Childhood Certificate Program, and Micro-Credential Program.	Deploy Special Education Teacher Credential Program Continue Grant Funded Early Childhood Certificate Program and MicroCredential Program.	\$505,325.00	No
3	Action #3: Retain, attract, and support highly qualified teachers and staff with competitive salaries, benefits, and professional development opportunities that align with district	Continue to facilitate new employee training and orientation Recruit potential new employees by hosting job fairs at the district office and connecting with community colleges and universities Promote salary advances through steps and columns by emphasizing retention and encouraging professional development Attract potential teachers by increasing the District's social media outreach Attract potential teachers by offering a broad range of educational programming	\$57,836,860.00	No

	goals.	<p>opportunities</p> <p>Pay for teacher induction programs</p> <p>Attract and retain employees by providing sufficient materials and supplies to run stellar academic programs</p> <p>Attract and retain employees by ensuring reasonable class sizes</p> <p>Attract and retain employees by offering 1 to 1 technology and a strong support structure to ensure efficient and effective use</p> <p>Provide orientations that help employees start strong and feel they are a part of a great team</p> <p>Provide safe, secure, comfortable facilities</p> <p>Review salary categories for competitiveness and make adjustments as warranted</p> <p>Develop a school calendar that provides appropriate breaks to maximize teachers effectiveness in the classroom</p> <p>Provide administrative trainings and tools that promote employee effectiveness management</p> <p>Enhance recruitment process through building creative, culture-building traditions for first year-employees</p>		
4	Action #4: Provide coaching support systems for all staff to support their growth and enhance staff retention.	<p>Provide coaching support systems for all staff to support their growth and enhance staff retention</p> <p>Provide instructional coaches to support new and struggling teachers with instructional strategies</p> <p>Provide support to new teachers through our district induction program</p>	\$266,533.42	No
5	Action # 5: Professional development to address student achievement in language and literacy development and mathematical discourse for unduplicated student groups (EL, Foster Youth, Low Income students).	After carefully examining the academic progress of our students who are emerging English learners, foster youth, or students who come from low socioeconomic backgrounds, we have identified a need for better and more extensive professional development for teachers, staff, interventionists, and ELD Specialists. Our goal is to provide training on high-leverage strategies and evidence-based practices (i.e. Number Talks, visible learning, UDL).	\$1,382,899.00	Yes

Goal Analysis for 2022-2023

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

A description of any substantive differences in planned actions and actual implementation of these actions.

In regards to Goal 4, challenges to building professional capacity included the ability to retain highly qualified teachers and staff. We saw continued areas of staffing

vacancies, specifically in the area of the para educator classification. Modifications to the 23-24 school year involve looking at our salary and health benefit packages, as well as the implementation of additional supports and compensation through programs like MicroCredentials.

Action # 1: Sustain CenterEdX (teacher and administrative credential programs) for teacher/leader development; continue collaboration with surrounding districts in order to broaden candidate experience. Deploy Special Education Teacher Credential Program, Early Childhood Permit Program, and Micro Credential Program.

What was implemented: Center EdX expanded our program this year to include launching our ECE certificate program. We created a consortia and partnered with 17 districts across the state. This program allowed for aspiring and current TK teachers to obtain the mandated 24 Early Childhood Units to be qualified to teach under the new Universal TK requirements. LVUSD also continued to provide new teacher coaching through our teacher induction program. Additionally, a new professional development opportunity was deployed as we developed a robust MicroCredential program for staff that aligned with the district's goals, values, and initiatives.

Challenges: LVUSD has faced many challenges getting approval from the California Teaching Commission (CTC) to launch our Mild-Moderate Special Education Credential Program due to new program standards that emerged this year. We hope to have approval by the CTC to launch by August 2024 to address the burgeoning staffing shortages of highly qualified special education teachers statewide.

Next steps: LVUSD continues to work closely with the California Commission for Teacher Credentialing to receive approval to launch the Mild Moderate Credential Program. We will continue to maintain and build upon our rigorous teacher and leader preparation programs (ECE, Teacher Induction, PASC, CASC). This is addressed in Goal 4 Action # 1: Sustain CenterEdX (teacher and administrative credential programs) for teacher/leader development; continue collaboration with surrounding districts in order to broaden candidate experience.

Action # 2: Develop and deploy professional development for all staff to promote educational equity and grow student achievement.

What was implemented: Between July - December 2022, 156 professional development opportunities were provided to certificated and/or classified employees. Some of the offerings included sessions focused on: targeted instructional practices; social emotional learning; diversity, equity and inclusion; employee wellness; and organization/communication skills. In the summer of 2022, a MicroCredential program was launched with employees having the opportunity to earn compensation for completing courses within specific pathways related to instructional practices, social-emotional learning, DEI, office leadership, coaching and mindfulness.

Challenges: LVUSD noticed a shift in participant engagement during our virtual professional development offerings. Participants often had their cameras off and did not actively engage in the content. Moving forward, we will need to address the effectiveness of virtual PD sessions in the upcoming year or clarify expectations and norms for participants.

Next steps: The District plans to maintain Action #2 to continue to offer focused and meaningful professional development opportunities to meet the needs of our certificated and classified employees in order to support our students. We will explore the possibility of returning to in person professional development to encourage more active participation and engagement. This is addressed in Goal 4 Action #3: Retain, attract, and support highly qualified teachers and staff with competitive salaries , benefits, and professional development opportunities that align with district goals.

Action # 3: Retain, attract, and support highly qualified teachers and staff with competitive salaries and benefits.

What was implemented: For the 22-23 school year, LVUSD hired 35 new certificated employees. This number included nineteen general education teachers, eight special education teachers, five counselors, and three school psychologists. The District initially hired 54 new classified employees to begin the school year, and has actively hired additional classified employees in subsequent months. In an effort to remain competitive with surrounding Districts, LVUSD provided an 8% on-going raise for both certificated and classified employees. We implemented our new practice of hosting a monthly orientation for our new classified employees as well.

Challenges: The district continued to struggle with a lot of unfilled positions, especially for special education para educators. LVUSD also saw a significant turnover in staff, which required hiring and training new employees.

Next steps: LVUSD will continue to actively recruit for unfilled positions, increase advertisement and communication, and re-evaluate job descriptions to bring more candidates in. In collaboration with our unions, we will address our salary and benefit packages to ensure that we are highly competitive with neighboring employers. This is addressed in Goal 4 Action #3: Retain, attract, and support highly qualified teachers and staff with competitive salaries , benefits, and professional development opportunities that align with district goals.

Action #4: Provide coaching support systems for all staff to support their growth and enhance staff retention.

What was implemented: This year, a three-tiered coaching model was developed and deployed for over 150 educators. The coaching model is focused on developing educator individual and collective efficacy through the use of neurobehavioral coaching strategies and reflection.

Challenges: Due to the optional nature of our professional development model, we continue to encourage more staff to take advantage of the coaching training. We will review our efforts in expanding this training in the upcoming year so more staff are aware of the strategies. LVUSD will also review the effectiveness of virtual PD, as it may be more effective and impactful to practice coaching strategies in person.

Next steps: The district will continue to provide robust coaching support systems for all staff to support their growth and enhance staff retention. Next year, we will offer a new MicroCredential pathway called Teacher Empowerment and Growth, which is aligned with the California Standards for the Teaching Profession. This developed out of collaboration with the Las Virgenes Educators Association and the shared values for building capacity and instructional effectiveness. This is addressed in Goal 4

Action #4: Provide coaching support systems for all staff to support their growth and enhance staff retention.

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.

Material differences in goal 4.2 -Professional development was optional this school year and was not accessed at the same level as was anticipated last year.

An explanation of how effective the specific actions were in making progress toward the goal.

How is the LEA using local data to measure progress?

LVUSD used staffing information and data, such as percentages of staff appropriately credentialed and highly qualified, to measure progress on Goal 4: Professional Capacity.

Action # 1: Sustain CenterEdX (teacher and administrative credential programs) for teacher/leader development; continue collaboration with surrounding districts in order to broaden candidate experience. Deploy Special Education Teacher Credential Program, Early Childhood Permit Program, and Micro Credential Program.

What was effective: Center EdX has grown to serve 30 districts across the state of California in the areas of Administrator, Teacher, and Early Childhood Education. Over 500 educators have been served by the program, with 107 of them prepared to meet the requirements to teach Universal TK. Our induction program supported over 45 new teachers this year, with the need to double our amount of coaches to help provide support and mentoring. Our MicroCredential program garnered a lot of participants in the first year, with 15 teachers and staff completing an entire MicroCredential pathway.

Action # 2: Develop and deploy professional development for all staff to promote educational equity and grow student achievement.

What was effective: The Micro Credential program has provided crucial training for staff. It also allowed for new certificated and classified employees to emerge as instructional leaders as they leaned into becoming instructors and sharing their expertise and best practices. Feedback received on the structure of the optional professional development highlighted the value to classified employees in providing a variety of session topics focused on specific job classifications. This allowed classified employees opportunities to grow in their current job areas and to pursue learning for potential promotional opportunities.

Action # 3: Retain, attract, and support highly qualified teachers and staff with competitive salaries and benefits.

What was effective: LVUSD provided monthly onboarding and orientation for new employees which has been an overwhelming success in retaining new employees. It was an area of significant need due to the transient nature of some of our classified positions.

Action #4: Provide coaching support systems for all staff to support their growth and enhance staff retention.

What was effective: This year our program supported 41 first and second year teachers. It was effective for new teachers in the field to have access to full release induction coaches to provide support and coaching. The induction program has been impactful and contributed to overall professional development of these educators. In regards to our coaching MicroCredential, early adopters of this initiative participated in a three-tiered coaching training based in neurobehavioral coaching strategies.

This has been effective in expanding our efforts to create district wide peer coaching support systems for all staff.

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

Changes to actions:

Added Goal 4 Action 1 for the 2023 - 2024 LCAP: Sustain Center EdX (teacher and administrator credential programs) for teacher/leader development; continue collaboration with surrounding districts in order to broaden candidate experience

- Removed Goal 4 Action 1 from the 2022 - 2023 LCAP: Sustain Center EdX Credential Programs

Added Goal 4 Action 2 for the 2023 - 2024 LCAP: Deploy Special Education Teacher Credential Program, Early Childhood Certificate Program, and MicroCredential Program

- Removed Goal 4 Action 2 from the 2022 - 2023 LCAP: Professional Development and educational equity

Added Goal 4 Action 3 for the 2023 - 2024 LCAP: Retain, attract, and support highly qualified teachers and staff with competitive salaries , benefits, and professional development opportunities that align with district goals

- Removed Goal 4 Action 3 from the 2022 - 2023 LCAP: Coaching support system

Added Goal 4 Action 4 for the 2023 - 2024 LCAP: Provide coaching support systems for all staff to support their growth and enhance staff retention

Added Goal 4 Action 5 for the 2023 - 2024 LCAP: Action # 5: Professional development to address student achievement- principally directed and targeted towards unduplicated student groups (EL, Foster Youth, Low Income students).

Added the following metrics from Goal 6 Early Childhood Education from the 2022 - 2023 LCAP to Goal 4 for the 2023 - 2024 LCAP: Percentage of UTK teachers appropriately credentialed and assigned Instructional Assistants appropriately trained, and assigned; Percentage of UTK classrooms meet the facilities requirements outlined in CA EdCode.

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.

Goal

Goal #	Description
5	Diversity, Equity, and Inclusion (DEI): LVUSD will continue to grow our identity as a culturally proficient, equity-driven institution.

An explanation of why the LEA has developed this goal.

This goal was a newly added goal for the 21-24 LCAP to address the social context that we are currently in and in response to the social justice and advocacy work led by our student leaders. Our commitment to growing our organization as culturally proficient and equity driven is the impetus for the addition of this goal. Our core mission centers around equity, diversity, and action - all values that support the development of a healthy and life-ready identity for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Suspension rates for EL, LI, and FY	19-20: EL- 0.3% LI- 1.3% FY- 0%	20-21: EL- 0% LI- 0% FY- 0%	21-22: EL- 1.6% LI- 1.9% FY- 4.2%"		Maintain below 1%
Percentage of English Learners completing A-G Sequence	19-20 Percent of ELs completing A-G: 11.1%	20-21 Percent of ELs completing A-G: 16.7%			At or above 35%
College and Career Indicator for EL and LI	19-20: LI- 35% prepared EL- 26%	No CA Dashboard info at this time	21-22 No reported on CA Dashboard		Maintain 40% prepared
Chronic absenteeism for EL and LI	19-20: EL- 6.4% LI- 11%	20-21: EL- 4.3% LI- 3.3%	21-22 LI- 23.7% prepared EL- 21.8%"		Maintain 5% or below.

Actions

Action #	Title	Description	Total Funds	Contributing
			\$0.00	No

1	Develop three-year Equity Plan	Continue to implement and refine the a three-year Equity Plan, including comprehensive staff training, and adjustment of courses such as Freshman Seminar to include more intensive focus on cultural proficiency.		
2	Diversity, Equity, Inclusion (DEI) Professional Development	Deploy DEI-focused professional development that includes building staff leaders who train other staff (trainer of trainer model). Deploy DEI Leadership talent development (Level 1-3) with teacher leader facilitators (Train the trainer trainings, purchase books and additional materials for trainings) DEI Level IV- Facilitation Training- advance level training opportunity for staff Develop Student Equity Taskforce- recruit student leaders and staff to address and collaborate on equity issues across the district	\$0.00	No
3	Diversity, Equity, and Inclusion (DEI) standards	Deploy Diversity, Equity, and Inclusion (DEI) standards TK-12.	\$0.00	No
4	Restorative discipline system and PD	Deploy a restorative discipline system and professional development to provide students high accountability and high support. Continue quarterly student assessment system and build CORE/Rally (a well-being assessment) dashboard for student-specific information for intervention and support. Evaluation of 2021-22 Restorative Approaches pilot for recidivism, growth, and impact. Triangulate data and edit/adjust practices and tools.	\$0.00	No
5	Adopt Diversity, Equity, Inclusion (DEI) policies	Adopt policies and practices for addressing issues of DEI in curriculum and instruction.		No

Goal Analysis for 2022-2023

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

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive differences in the planned actions for this goal. All actions were implemented as planned.
 Action # 1: Continue to implement and refine a three-year Equity Plan, including comprehensive staff training, and adjustment of courses such as Freshman Seminar to include more intensive focus on cultural proficiency.
 What was implemented: LVUSD's newly hired DEI TOSA led numerous staff development opportunities, authored and supported the passage of board policies, and launched a monthly DEI newsletter to support our efforts in growing our identity as a culturally proficient, equity-driven institution.
 Challenges: Due to professional development being optional for staff, we continue to encourage more teachers and staff members to participate in trainings related to diversity, equity, and inclusion. We have identified the need for more modeling of lessons and curricular integration at the secondary level.
 Next steps: In efforts to continue our DEI work, the district will continue to review core literature and update selections at all grade levels on an annual basis. We will create and deploy a DEI task force that consists of parents, community members, administrators, and staff to further our efforts. This is addressed in Goal 1 Action 1: Continue to develop small staff learning groups (known as Professional Learning Communities or PLCs) to support curriculum alignment, upcoming curriculum adoptions,

and increase student academic achievement and Goal 3 Action # 2: Continue to integrate RULER, DEI, VAPA, and the California Health Standards into TK-12.

Action # 2: Deploy DEI-focused professional development that includes building staff leaders who train other staff (trainer of trainer model).

What was implemented: LVUSD implemented a 3 level Diversity, Equity and Inclusion MicroCredential that was offered to both Certificated and Classified staff to understand bias, culturally responsive pedagogy, and Board adopted social justice standards.

Challenges: This MicroCredential, as with all other MicroCredentials offered, was optional to staff. We continue to encourage more participation in our DEI Professional Development options to ensure that all staff are trained and aware of culturally responsive practices.

Next steps: Next year, we will expand on the MicroCredential program in the area of Diversity, Equity and Inclusion and hopefully encourage more staff to participate in the program. We will review the effectiveness of virtual trainings versus in person trainings to ensure that we are providing various means of participation based on staff preference. This is addressed in Goal 4 Action #3: Retain, attract, and support highly qualified teachers and staff with competitive salaries, benefits and professional development opportunities that align with district goals.

Action # 3: Deploy Diversity, Equity, and Inclusion (DEI) standards TK-12.

What was implemented: This year, our DEI TOSA and Coordinator of Libraries co-authored and deployed a monthly DEI newsletter focused on the adopted DEI standards based on the work of Learning for Justice. Elementary staff (administrators, teachers and instructional assistants) were provided with a variety of resources through this newsletter with sample lessons, instructional materials, and videos to support instruction targeted at teaching the Diversity, Equity and Inclusion standards. The newsletter also highlighted monthly themes (i.e. kindness, empathy) and cultural celebrations and holidays.

Challenges: There is still a need to train more teachers on integrating the DEI standards into their classrooms districtwide. A majority of the focus this year was on creating coherence with elementary staff. Next year, we will focus on supporting secondary teachers and expanding training efforts.

Next steps: LVUSD will continue to build upon existing efforts and expand DEI training and expand the DEI TOSA support to help train and model lessons for secondary staff. This is addressed in Goal 1 Action 1: Action # 1: Continue to develop small staff learning groups (known as Professional Learning Communities or PLCs) to support curriculum alignment, upcoming curriculum adoptions, and increase student academic achievement and Goal 3 Action # 2: Continue to integrate RULER, DEI, VAPA, and the California Health Standards into TK-12.

What was implemented: As planned, the district created new Board Policies to address equitable practices across our district. The LVUSD Board of Education adopted policies to support ongoing DEI efforts and instituted a restorative approach to discipline.

Challenges: One of the challenges towards accomplishing this goal was the optional nature of our PD opportunities and the limited bandwidth of having only one DEI TOSA to support the work. We would like to continue to expand our staff development opportunities to build internal capacity for DEI, restorative practices, and student support. We hope that with our efforts in training early adopters, they can become trainers at their individual school sites and expand our efforts by becoming trainers themselves.

Next steps: The district's DEI TOSA will continue professional development, student support, and targeted intervention towards historically underperforming groups of students and expand our efforts at the secondary level. This is addressed in Goal 1 Action 2: Utilize Professional Learning Communities to support unduplicated students.

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

Material differences in 5.4- Restorative TOSA's have their costs reflected in Goal 4.4.

An explanation of how effective the specific actions were in making progress toward the goal.

How is the LEA using local data to measure progress?

LVUSD used local data to measure progress on Goal 5: Diversity, Equity, and Inclusion specifically reviewing the number of staff trained in DEI practices. Effectiveness for actions related to restorative practices was measured based on suspension rates and chronic absenteeism.

Action # 1: Continue to implement and refine a three-year Equity Plan, including comprehensive staff training, and adjustment of courses such as Freshman Seminar to

include more intensive focus on cultural proficiency.

What was effective: The district's DEI TOSA provided over 100 staff development sessions and modeled classroom lessons based on Board adopted DEI standards. This has been effective in moving our DEI work forward and providing staff and teachers with the training and support they need to implement lessons and strategies in the classroom.

Action # 2: Deploy DEI-focused professional development that includes building staff leaders who train other staff (trainer of trainer model).

What was effective: Through these trainings, staff have developed their capacity in implementing DEI lessons in their classrooms and building their cultural competencies when working with students and families from diverse backgrounds. Early adopters of this work can now in turn lead the work at their individual school sites.

Action # 3: Deploy Diversity, Equity, and Inclusion (DEI) standards TK-12.

What was effective: Elementary staff reported that the newsletter greatly supported their ability to easily implement the Diversity, Equity and Inclusion standards. The resources were easily accessible and could be integrated into the classroom setting.

Action # 4: Deploy a restorative discipline system and professional development to provide students high accountability and high support through the investment in site-based leaders, behaviorists, and a diversion program.

What was effective: The LVUSD Board adopted three new policies and new TK-12 academic standards to serve as guideposts for all diversity, equity, and inclusion work.

BP 0415: Equity

BP/AR 5144: Discipline

BP/AR 5145.9: Hate Motivated Behavior

The LVUSD Board also adopted policies leading to a restorative approach to discipline.

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

Based on feedback gathered from our various stakeholder groups and committee meetings, we will be integrating DEI efforts throughout all four of the previous goals. The rationale behind this is to create coherence and intentionality with the support of our DEI TOSA.

- Removed Goal 5 Action 1 from the 2022 - 2023 LCAP: Deploy 3 year equity plan. This action was added to Goal 3, Action 2 for the 2023 - 2024 LCAP: Continue to integrate RULER, DEI, VAPA, and the California Health Standards into TK-12.

Removed Goal 5 Action 2 from the 2022 - 2023 LCAP: Diversity, Equity, Inclusion (DEI) Professional Development. This action was added to Goal 4, Action 3 for the 2023 - 2024 LCAP: Retain, attract, and support highly qualified teachers and staff with competitive salaries, benefits and professional development opportunities that align with district goals.

Removed Goal 5 Action 3 from the 2022 - 2023 LCAP: Diversity, Equity, and Inclusion (DEI) standards. This action was added to Goal 3, Action 2 for the 2023 - 2024 LCAP: Continue to integrate RULER, DEI, VAPA, and the California Health Standards into TK-12.

Removed Goal 5 Action 4 from the 2022 - 2023 LCAP: Restorative discipline system and PD. This action was added to Goal 3, Action 4 for the 2023 - 2024 LCAP: Maintain and sustain systems of attendance, intervention, and discipline that provide students with high accountability and high support through multifaceted efforts.

Removed Goal 5 Action 5 from the 2022 - 2023 LCAP: Adopt Diversity, Equity, Inclusion (DEI) policies.

Removed the following metrics from Goal 5 Diversity, Equity and Inclusion from the 2022 - 2023 LCAP and added metrics to Goal 2 for the 2023 - 2024 LCAP:

Suspension rates for EL, LI, and FY; Percentage of English Learners completing A-G Sequence; College and Career Indicator for EL and LI; Chronic absenteeism for EL and LI students

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.

Goal

Goal #	Description
6	Early Childhood Education (ECE) - LVUSD will develop and deploy an exemplary early childhood education model.

An explanation of why the LEA has developed this goal.

This goal was developed to help us meet universal TK requirements beginning in the 22-23 school year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
UTK teachers appropriately credentialed and assigned	100%	21-22: 100% UTK teachers appropriately credentialed and assigned	22-23: 100% UTK teachers appropriately credentialed and assigned		100% of UTK teachers appropriately credentialed and assigned.
Instructional Assistants appropriately trained and assigned.	100%	21-22: 100% Instructional Assistants appropriately trained and assigned.	22-23: 100% Instructional Assistants appropriately trained and assigned.		100% of Instructional Assistants appropriately trained and assigned.
UTK classrooms meet the facilities requirements outlined in CA Ed Code.	100%	21-22: 100% of UTK classrooms meet the facilities requirements outlined in CA Ed Code.	22-23: 100% of UTK classrooms meet the facilities requirements outlined in CA Ed Code		100% of UTK classrooms meet the facilities requirements outlined in CA Ed Code.
ECE Program Enrollees complete the 24 unit program.	Need to obtain baseline	Will provide baseline in 22-23.	100% of ECE program enrollees- Cohort 1-4 to complete program in		100% of ECE Program Enrollees complete the 24 unit program.
UTK students receive a viable curriculum with standards-based reporting appropriate	100%	21-22: 100% of UTK students receive a viable curriculum with standards-based	100% of UTK students receive a viable curriculum with standards-based reporting appropriate to their development		100% of UTK students receive a viable curriculum with standards-based reporting appropriate to their development.

to their development.

reporting appropriate to their development.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Classified Staff for Universal TK	Recruit and train instructional assistants and classified staff to meet the universal TK requirement beginning in Fall 2023.		No
2	TK Facilities/Classroom Audits	Conduct a facilities and classroom audit to adjust classroom spaces to meet the demands of the UTK statute.		No
3	Deploy Early Childhood Education Certificate Program	Deploy Early Childhood Education (ECE) Certificate Program for consortia districts.		No
4	Transition policies/practices to meet Universal TK demand	Transition Board Policies, assessments, report cards, and other district documentation to meet the UTK demand.		No
5	Universal TK curriculum	Adopt and deploy a UTK curriculum.		No

Goal Analysis for 2022-2023

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

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive differences in the planned actions for this goal.

Action 1: Classified Staff for Universal TK

What was implemented: During the 2022-2023 school year, the District hired additional Instructional Assistants to support every UTK classroom. Professional development focused on early childhood pedagogy and developmentally informed practices were offered quarterly for TK staff to ensure that they were prepared to support our youngest learners.

Challenges: As with many open positions this year, it was difficult to find applicants in general. Although we increased the hours of the instructional assistant position this year, it required advertising and interviewing multiple times before school started to ensure that we were adequately staffed.

Next steps: LVUSD will continue to recruit and retain classified staff for the UTK program. We will support staff by providing regular training in best practices in early childhood development to support their work. This is addressed in Goal 4 Action #3: Retain, attract, and support highly qualified teachers and staff with competitive salaries, benefits and professional development opportunities that align with district goals.

Action 2: TK Facilities/Classroom Audits

What was implemented: LVUSD formed a UTK facilities committee to review the needs at our school sites to anticipate full roll out. This committee, consisting of representatives from Maintenance and Operations, teachers, and administrators, conducted multiple walkthroughs at each elementary campus to ensure that the appropriate classrooms were available to meet the demands of the UTK statute. LVUSD's UTK Coordinator utilized the Early Childhood Environmental Rating Scale to audit every TK classroom and to make data informed decisions for purchasing furniture and instructional materials.

Challenges: We continue to experience some supply chain delays, which have made it difficult to secure all necessary supplies and materials for the upcoming year. We also experienced challenges with not having the necessary state funding to retrofit our classrooms and add additional bathrooms or playground equipment.
Next steps: LVUSD will continue to monitor classroom and site needs as we roll out the next phase of UTK implementation. This is addressed in the Goal 3 Metric related to Facilities in Good Repair (FIT data).

Action 3: Deploy Early Childhood Education Credential Program

What was implemented: The ECE Certificate program was launched in June 2022 through our Center EdX Credentialing Program. We created an ECE consortia and partnered with 17 school districts to support the UTK credentialing requirements by 2023. Center EdX also became the recipient of a \$2 million Educator Effectiveness Grant to provide the program at no cost for all participants.

Challenges: There was a lot of interest in this program and it was challenging to ensure that the program, instructors, and staff could maintain the bandwidth. We have not been able to extend the program to serve instructional assistants and other staff at this time due to that limited staffing and bandwidth.

Next steps: As we continue to maintain the ECE certificate program next year, LVUSD will explore additional ways to provide training around developmentally appropriate practices and build the capacity of educators and administrators in our consortia. This is addressed in Goal 4 Action #2: Deploy Special Education Teacher Credential Program, Early Childhood Certificate Program, and MicroCredential Program.

Action 4: Transition policies/practices to meet Universal TK demand

What was implemented: The TK Report Card Committee met prior to the start of the school year to adjust the current TK report card in alignment with the Preschool Learning Foundations and Common Core Standards. We identified skills that would be most appropriate as the age range of our students enrolled in TK continues to expand.

Challenges: We have seen a challenge with shifting the mindset of our educational partners in regards to the district's values for creating a more developmentally appropriate and play based UTK program. Additional training is needed to support the pedagogical shift to a play based approach that is focused on social emotional development rather than just academic readiness.

Next steps: LVUSD will continue to provide professional development for teachers and staff as well as parent trainings to create coherence and communicate our values and vision for UTK. This is addressed in Goal 4 Action #3: Retain, attract, and support highly qualified teachers and staff with competitive salaries , benefits and professional development opportunities that align with district goals.

Action #5: Adopt and deploy a UTK curriculum.

What was implemented: Through various committees, the district explored developmentally informed curricula to meet the instructional needs of our TK team. We developed a rubric to rate the comprehensiveness of each curriculum and narrowed it down to two research based ECE curricular programs. TK Teachers spent the fall semester piloting Three Cheers for Pre-K and attended trainings facilitated by Creative Curriculum.

Challenges: The TK Team was not able to secure materials to formally pilot Creative Curriculum, so it was difficult to accurately compare that with their experience with Three Cheers for Pre K. Ultimately, we decided to pause on the formal adoption process and to focus our work on building coherence and alignment with our current practices.

Next steps: LVUSD will continue to meet with the TK team to address assessment, curriculum, and instructional needs as we expand our UTK program. This is addressed in Goal 1, Action 5: Develop a Three-Year TK-12 Math implementation plan that supports the development of expertise with respect to the new Mathematics Framework.

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

Goal 6 did not have any material differences as there were not costs budgeted.

An explanation of how effective the specific actions were in making progress toward the goal.

How is the LEA using local data to measure progress?

LVUSD used internal staffing data to measure progress on Goal 6: Early Childhood Education, specifically looking at appropriately assigned teachers and instructional

assistants to support UTK.

Action 1: Classified Staff for Universal TK

What was effective: Our TK classrooms were fully staffed and supported by the addition of full time instructional assistants. This contributed to creating a safe and effective learning environment for our students.

Action 2: TK Facilities/Classroom Audits

What was effective: LVUSD was successful with identifying expansion needs in collaboration with Maintenance and Operations, the Facilities Committee, Principals, and TK teachers. We started this work early, which was crucial for getting our orders for materials, furniture, and modular classrooms finalized.

Action 3: Deploy Early Childhood Education Credential Program

What was effective: Our first two cohorts just completed the program and feedback has been overwhelmingly positive. Participants found the courses to be relevant and applicable to their practice. We anticipate another two cohorts completing the program in June 2023, with three additional cohorts continuing in the fall.

Action 4: Transition policies/practices to meet Universal TK demand

What was effective: LVUSD was able to modify existing practices and policies to support the expansion of UTK. Specifically, the committee reviewed and adjusted the current report card to make it more developmentally appropriate and created new assessments to support progress monitoring and to inform instruction.

Action #5: Adopt and deploy a UTK curriculum.

What was effective: Our TK Teachers were able to clarify their expectations of what they would want to see from a curriculum. TK teachers are committed to ensuring that the curriculum adopted will meet the diverse needs of our community.

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

We have integrated our curriculum adoption and UTK efforts into other goals.

- Removed Goal 6 Action 1 from the 2022 - 2023 LCAP: Classified Staff for Universal TK. This action was added to Goal 4, Action 3 for the 2023 - 2024 LCAP: Retain, attract, and support highly qualified teachers and staff with competitive salaries, benefits and professional development opportunities that align with district goals.

- Removed Goal 6 Action 2 from the 2022 - 2023 LCAP: TK Facilities/Classroom Audits.

- Removed Goal 6 Action 3 from the 2022 - 2023 LCAP: Deploy Early Childhood Education Credential Program This action was added to Goal 4, Action 2 for the 2023 - 2024 LCAP: Deploy Special Education Teacher Credential Program, Early Childhood Certificate Program, and MicroCredential Program.

- Removed Goal 6 Action 4 from the 2022 - 2023 LCAP: Transition policies/practices to meet Universal TK demand. This action was added to Goal 1, Action 6 for the 2023 - 2024 LCAP: Develop continuity and coherence across TK-12 specialized programs (ie: Dual-immersion, Gifted and Talented Education, International Baccalaureate, Waldorf, AP Capstone).

- Removed Goal 6 Action 5 from the 2022 - 2023 LCAP: Adopt and deploy a UTK curriculum. This action was added to Goal 1, Action 5 for the 2023 - 2024 LCAP: Develop a Three-Year TK-12 Math implementation plan that supports the development of expertise with respect to the new Mathematics Framework.

Removed the following metrics from Goal 6 Early Childhood Education from the 2022 - 2023 LCAP and added them to Goal 4 for the 2023 - 2024 LCAP: Percentage of UTK teachers appropriately credentialed and assigned Instructional Assistants appropriately trained, and assigned; Percentage of UTK classrooms meet the facilities requirements outlined in CA EdCode.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-2024

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$4,484,572.00	

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
4.13%	0.25%	\$261,861.75	4.38%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Specific actions indicated in the LCAP to increase and/or improve services for English Learners, Foster Youth, and/or Low-Income students have been developed based on a review of student achievement data, local metrics, and feedback from our educational partners. We recognize that students from low income backgrounds have limited access to additional support with academics (such as tutoring, enrichment, etc.), parental support (parents working multiple jobs, limited time to provide academic support), and financial constraints. Students experiencing homelessness and currently in foster care experience a lack of consistency in housing and school of residence, higher levels of stress and trauma, and have less consistent educational journeys. Students who identify as English Learners may have trouble connecting fundamental concepts in the curriculum to their prior knowledge and experiences and may struggle to make connections due to language gaps.

Specific Actions Addressing Improving and Increasing Services for Unduplicated Students:

Goal 1, Action 2: Utilize Professional Learning Communities to support unduplicated students

The needs of students experiencing homelessness, students from low-income backgrounds, foster youth, and students identified as English Learners were considered first in developing this action as our data suggests that there are lower grade level proficiency of students within these subgroups.

What we learned: After assessing the needs, conditions, and circumstances of our unduplicated student groups, according to our site data and D/F rates, our students experiencing homelessness, students from low-income backgrounds, foster youth, and students identified as English Learners require access to additional resources, supports, and interventions. To ensure that we are making data-driven decisions in regards to instruction and intervention, we will rely on our PLCs to review existing data to determine the best course of action to support unduplicated students.

In Response: We will build staff capacity by developing Professional Learning Communities to regularly review materials and strategies that are principally directed/targeted toward unduplicated youth. We will also utilize these PLCs to regularly monitor unduplicated student data related to ELA and math achievement, social-emotional wellness, and absenteeism rates to address and inform intervention efforts and instructional priorities.

We expect this action will support our commitment to closing the achievement gaps for unduplicated student groups by providing additional targeted support.

Metrics expected to increase for UDP: Success towards intended outcomes will be measured based on district benchmark data (RenStar, Interim Block Assessments), CAASPP scores, and graduation rates.

Goal 2, Action 3: Develop a districtwide data collection and implementation plan to analyze interim and ongoing assessment data to inform instruction and improve student achievement.

What we learned: After assessing the needs, conditions, and circumstances of our students from unduplicated groups, there is a need to continually monitor student progress to inform our instructional and intervention efforts. Due to the transient nature of students experiencing homelessness, currently in foster care, or from low income backgrounds, there is a need to create comprehensive systems of data collection to plot student progress over time and to inform the need for targeted intervention and support.

In response we will: Create and deploy district and site based data teams to review student assessment and achievement data, expand use of Interim Assessment Blocks to address student progress and build test taking capacity, provide professional development for teachers on how to utilize Interim Assessment Blocks and analyze data to inform instruction.

We expect that this action will support our intervention and data monitoring efforts for the purpose of addressing the academic needs of our unduplicated student groups. We expect this to be effective because regular data review will inform student progress in intervention to determine whether additional supports are needed or if they are ready to access the general curriculum.

Metrics expected to increase for UDP: Success towards intended outcomes will be measured based on district benchmark data (RenStar, Interim Block Assessments), CAASPP scores, and graduation rates.

Goal 4, Action 5: Professional development to address student achievement- principally directed and targeted towards unduplicated student groups (EL, Foster Youth, Low-Income students).

What we learned: After assessing the needs, conditions, and circumstances of our students from unduplicated groups, there is a need to continually monitor student progress to inform our instructional and intervention efforts related to math and ELA achievement. After carefully examining the academic progress of our students who are emerging English learners, foster youth, or students who come from low socioeconomic backgrounds, we have identified a need for better and more extensive professional development for teachers, staff, interventionists, and ELD Specialists due to disproportionate outcomes on state and local assessments. Our goal is to provide training on high-leverage strategies and evidence-based practices (i.e. Number Talks, visible learning, UDL).

In response we will: provide training regarding high-leverage strategies and evidence-based practices to support the needs of unduplicated student groups, specifically targeting language and literacy development and promoting mathematical discourse.

We expect that this action will support our intervention efforts for the purpose of addressing the academic needs of our unduplicated student groups. We expect this to be effective because the use of evidence based practices will support student outcomes and performance.

Metrics expected to increase for UDP: Success towards intended outcomes will be measured based on district benchmark data (RenStar, Interim Block Assessments), and CAASPP scores.

LEA Wide Actions (1.2, 2.1, 2.3, 4.5) are the most effective use of funds. The funds are used to increase professional development for teachers, specialists, and staff.

Using the research of Fisher and Frey, as well as Laurie Olsen, we determined that students from unduplicated student groups will benefit from structured, designated immersion in language instruction. We will achieve this goal through providing comprehensive academic intervention services for unduplicated student groups. In regards to the focus on credit recovery and math intervention for secondary students, based on a study by Lynch, An, & Mancenido (2022), they found that “Compared to control group individuals, students who participated in summer math programs experienced significantly greater improvements in math learning, however it was measured in the individual studies. The average weighted estimate was a boost of 0.10 standard deviations overall, as well as for the subset of studies whose outcomes were measured by standardized tests. This would equate to a 4 percentile-point improvement. Longer-term outcomes—such as future math course-taking and grades—were also positive but less precisely measurable with the data available. There was no difference in outcomes for children based on income level; all students benefited equally by participating in summer math programs.” (Murray, J., 2022).

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

LVUSD will direct additional funding and support services to students from low-income backgrounds, students in foster care, and students identified as English Learners. During the 2023-2024 school year, LVUSD will continue to implement a newly adopted literacy and language program across Grades TK-12 for students identified as English Learners, invest in personnel support to assist with the implementation of ELPAC, and deploy the updated EL Strategic Plan and Reclassification Criteria to align with new indicators.

All elementary school sites will be staffed with a full time intervention specialist to help support language development as well as provide intervention in reading and math. We anticipate continued growth in ELA Reading, Writing, and Speaking/Listening scores LEA-wide. Additionally, we anticipate that our Reclassification percentage will continue to increase across our LEA with these additional focus areas. For our students currently in foster care/experiencing homelessness and students from low income backgrounds, we will continue to invest in personnel to provide counseling, outreach, and parent education. Our Emergent Multilingual and Family Engagement Specialist position will be funded to provide additional support for students experiencing homelessness, students from low-income backgrounds and their families in an effort to help assist them in securing community resources. Furthermore, our Low-Income students in 6th-10th grade will continue to have access to our established AVID Program and Early College Dual Enrollment Academy through our partnership with Moorpark College. We will continue to expand our partnerships with the Los Angeles and Ventura Community College District to provide additional options for our students.

Specific Actions Addressing Improving and Increasing Services for Unduplicated Students:

Goal 1, Action 2: Utilize Professional Learning Communities to support unduplicated students

This action aims to expand the support for our students identified as English Learners and students from low income backgrounds by deploying PLCs to review materials and strategies that are principally directed/targeted toward unduplicated youth. LVUSD will utilize these PLCs to regularly monitor unduplicated student data related to ELA and math achievement, social emotional wellness, and Chronic Absenteeism Rates to address and inform intervention efforts and instructional priorities.

Goal 2, Action 3: Develop a districtwide data collection and implementation plan to analyze interim and ongoing assessment data to inform instruction and improve student achievement.

Data Teams will monitor and assess subgroup student data in terms of their progress on ELA and math (grade level competency) in addition to social emotional needs. Monitoring of this data will be conducted in PLCs to ensure students in these subgroups are reaching grade level competencies and demonstrating positive well-being.

Goal 2, Action 4: Implement updated three-year English Learner Master Plan 2023-26 to improve student outcomes (Providing services to EL learners on a limited basis).

We will provide additional planning time and offer professional development opportunities for secondary ELD teachers and additional training for all teachers of students identified as English Learners in strategies that support students across all content areas. LVUSD will also utilize the expertise of our site based ELD specialists to monitor progress of EL students. This will include the percentage of students achieving English proficiency/being reclassified and the percentage of students making adequate progress towards grade level proficiency. They will also be responsible for ensuring that students who exit from English Language Development programs continue to make adequate academic progress in absence of EL support. Additionally, we will direct funds to purchase subscriptions to Lexia English to support and scaffold our EL students at the elementary level. We will also provide supplementary materials across content areas that support English Language Learners, comprehension, and ability to access the curriculum. Additional curricular tools will be provided- like realia, to support instruction. Training will be provided to support teachers to integrate curricular tools. We expect this action will develop staff capacity by providing professional development opportunities to address instructional strategies and intervention supports.

Goal 4, Action 5: Professional development to address student achievement- principally directed and targeted towards unduplicated student groups (EL, Foster Youth, Low-Income students). The training will focus on high-leverage strategies and evidence-based practices to support the needs of unduplicated student groups, specifically targeting language and literacy development and promoting mathematical discourse.

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

Not applicable

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

Action Tables

2023-2024 Total Planned Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$54,600,772.00	\$26,003,620.42	\$1,300,584.00	\$2,319,032.00	\$84,224,008.42	\$73,164,359.42	\$11,059,649.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Continue to develop small staff learning groups (known as Professional Learning Communities or PLCs) to support curriculum alignment, upcoming curriculum adoptions, and increase student academic achievement.	All	\$0.00	\$0.00	\$1,300,028.00	\$0.00	\$1,300,028.00
1	2	Utilize Professional Learning Communities to support unduplicated students	Foster Youth, Low Income, English learner (EL)	\$506,282.00	\$0.00	\$0.00	\$0.00	\$506,282.00
1	3	Restructure dual enrollment, independent study, and credit recovery to ensure coherence and consistency.	All	\$0.00	\$268,683.00	\$0.00	\$0.00	\$268,683.00
1	4	Expand access to Career Technical Education (CTE) by strengthening community college and business partnerships	All	\$0.00	\$2,834,436.00	\$0.00	\$0.00	\$2,834,436.00
1	5	Develop a Three-Year TK-12 Math implementation plan that supports the development of expertise with respect to the new Mathematics Framework.	All	\$118,817.00	\$0.00	\$0.00	\$0.00	\$118,817.00

1	6	Develop continuity and coherence across TK-12 specialized programs (ie: Dual-immersion, Gifted and Talented Education, International Baccalaureate, Waldorf, AP Capstone).	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	1	Action 1: Provide 1:1 extended learning opportunities to support grade level and subject level competency and achievement for unduplicated student groups.	Low Income, Foster Youth, English learner (EL)	\$3,544,550.00	\$0.00	\$0.00	\$683,737.00	\$4,228,287.00
2	2	Action # 2: Provide equitable and comprehensive access to school services, interventions, and instruction for students with unique needs.	English learner (EL)	\$0.00	\$7,917,580.00	\$0.00	\$148,172.00	\$8,065,752.00
2	3	Action # 3: Develop a districtwide data collection and implementation plan to analyze interim and ongoing assessment data to inform instruction and improve student achievement.	English learner (EL), Foster Youth, Low Income	\$200,000.00	\$0.00	\$0.00	\$0.00	\$200,000.00
2	4	Action #4: Implement updated three-year English Learner Master Plan 2023-26 to improve student outcomes via high-quality instruction.	English learner (EL)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	1	Action # 1: Provide comprehensive staff, student, and parent wellness support through the LVUSD Counseling Center, Family Resource Center and DEI TOSA.	All	\$2,085,568.00	\$689,441.00	\$556.00	\$508,035.00	\$3,283,600.00

3	2	Action # 2: Continue to integrate RULER, DEI, VAPA, and the California Health Standards into TK-12.	All	\$0.00	\$2,393,704.00	\$0.00	\$0.00	\$2,393,704.00
3	3	Action # 3: Continue to develop and offer educational events at the site and district level that are responsive to parent/community needs.	All	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00
3	4	Action # 4: Maintain and sustain systems of attendance, intervention, and discipline that provide students with high accountability and high support through multifaceted efforts.	All	\$0.00	\$314,179.00	\$0.00	\$0.00	\$314,179.00
4	1	Action # 1: Sustain CenterEdX (teacher and administrative credential programs) for teacher/leader development; continue collaboration with surrounding districts in order to broaden candidate experience.	All	\$461,622.00	\$237,001.00	\$0.00	\$0.00	\$698,623.00
4	2	Action #2: Deploy Special Education Teacher Credential Program, Early Childhood Certificate Program, and Micro-Credential Program.	All	\$0.00	\$505,325.00	\$0.00	\$0.00	\$505,325.00
4	3	Action #3: Retain, attract, and support highly qualified teachers and staff with competitive salaries , benefits, and professional development opportunities that align with district goals.	All	\$46,281,034.00	\$10,576,738.00	\$0.00	\$979,088.00	\$57,836,860.00

4	4	Action #4: Provide coaching support systems for all staff to support their growth and enhance staff retention.	All	\$0.00	\$266,533.42	\$0.00	\$0.00	\$266,533.42
4	5	Action # 5: Professional development to address student achievement in language and literacy development and mathematical discourse for unduplicated student groups (EL, Foster Youth, Low Income students).	English learner (EL), Foster Youth, Low Income	\$1,382,899.00	\$0.00	\$0.00	\$0.00	\$1,382,899.00
5	1	Develop three-year Equity Plan	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	2	Diversity, Equity, Inclusion (DEI) Professional Development	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	3	Diversity, Equity, and Inclusion (DEI) standards	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	4	Restorative discipline system and PD	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	5	Adopt Diversity, Equity, Inclusion (DEI) policies	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6	1	Classified Staff for Universal TK	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6	2	TK Facilities/Classroom Audits		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6	3	Deploy Early Childhood Education Certificate Program	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6	4	Transition policies/practices to meet Universal TK demand	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6	5	Universal TK curriculum	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

2023-2024 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$108,480,231.00	\$4,484,572.00	4.13%	0.25%	4.38%	\$5,633,731.00	0.00%	5.19%	Total:	\$5,633,731.00
								LEA-wide Total:	\$5,633,731.00
								Limited Total:	
								Schoolwide Total:	\$0.00

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	2	Utilize Professional Learning Communities to support unduplicated students	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$506,282.00	0.00%
2	1	Action 1: Provide 1:1 extended learning opportunities to support grade level and subject level competency and achievement for unduplicated student groups.	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$3,544,550.00	0.00%
2	3	Action # 3: Develop a districtwide data collection and implementation plan to analyze interim and ongoing assessment data to inform instruction and improve student achievement.	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$200,000.00	0.00%
4	5	Action # 5: Professional development to address student achievement in language and literacy development and mathematical discourse for unduplicated student groups (EL, Foster Youth, Low Income students).	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$1,382,899.00	0.00%

2022-2023 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$70,483,742.00	\$70,304,626.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Continue Professional Learning Communities (PLCs)	No	\$45,181.00	\$60,107.00
1	2	Las Virgenes Independent School	No	\$542,337.00	\$560,955.00
1	3	Technology Mentors	No	\$214,784.00	\$132,370.00
1	4	Expand Career Technical Ed (CTE) access	No	\$1,255,566.00	\$1,702,613.00
2	1	Literacy/Math intervention	Yes	\$2,184,057.00	\$2,230,239.00
2	2	Equitable access for students w/unique needs	Yes	\$65,800.00	\$331,954.00
2	3	Use data leaders to identify student needs	Yes	\$225,650.00	\$178,076.00
2	4	Provide extended learning opportunities for unduplicated students	Yes	\$17,277.00	\$0.00
3	1	Provide wellness support through LVUSD Counseling Center	Yes	\$536,863.00	\$747,149.00
3	2	Social-Emotional Health & Well-Being	Yes	\$151,411.00	\$4,365.00
3	3	Parent/Community Events	No	\$50,000.00	\$0.00
4	1	Sustain CenterEdX credential progs	No	\$764,189.00	\$830,939.00
4	2	Professional development in educational equity	Yes	\$486,144.00	\$388,838.00
4	3	Coaching support system	No	\$243,072.00	\$262,702.00
4	4	Hire and retain teachers	No	\$62,874,319.00	\$62,874,319.00

		assigned with appropriate credentials			
5	1	Deploy three-year equity plan	No	\$0.00	\$0.00
5	2	Diversity, Equity, Inclusion (DEI) Professional Development	No	\$0.00	\$0.00
5	3	Diversity, Equity, and Inclusion (DEI) standards	No	\$0.00	\$0.00
5	4	Restorative discipline system and PD	No	\$827,092.00	\$0.00
5	5	Adopt Diversity, Equity, Inclusion (DEI) policies	No	\$0.00	\$0.00
6	1	Classified Staff for Universal TK	No	\$0.00	\$0.00
6	2	TK Facilities/Classroom Audits	No	\$0.00	\$0.00
6	3	Deploy Early Childhood Education Credential Prog	No	\$0.00	\$0.00
6	4	Transition policies/practices to meet Universal TK demand	No	\$0.00	\$0.00
6	5	Universal TK curriculum	No	\$0.00	\$0.00

2022-2023 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$4,034,766.00	\$3,472,727.00	\$3,880,621.00	(\$407,894.00)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed 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	1	Literacy/Math intervention	Yes	\$2,184,057.00	\$2,230,239.00	0.00%	0.00%
2	2	Equitable access for students w/unique needs	Yes	\$35,800.00	\$331,954.00	0.00%	0.00%
2	3	Use data leaders to identify student needs	Yes	\$177,095.00	\$178,076.00	0.00%	0.00%
2	4	Provide extended learning opportunities for unduplicated students	Yes	\$17,277.00	\$0.00	0.00%	0.00%
3	1	Provide wellness support through LVUSD Counseling Center	Yes	\$420,943.00	\$747,149.00	0.00%	0.00%
3	2	Social-Emotional Health & Well-Being	Yes	\$151,411.00	\$4,365.00	0.00%	0.00%
4	2	Professional development in educational equity	Yes	\$486,144.00	\$388,838.00	0.00%	0.00%

2022-2023 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)
\$104,744,699.00	\$4,034,766.00	0.10%	3.95%	\$3,880,621.00	0.00%	3.70%	\$261,861.75	0.25%

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals	\$786,788.00	\$173,023.00				\$380,133.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
2	1	Action 1: Provide 1:1 extended learning opportunities to support grade level and subject level competency and achievement for unduplicated student groups.	\$510,714.00	\$173,023.00					\$4,228,287.00
2	2	Action # 2: Provide						\$148,172.00	\$8,065,752.00

		equitable and comprehensive access to school services, interventions, and instruction for students with unique needs.							
3	1	Action # 1: Provide comprehensive staff, student, and parent wellness support through the LVUSD Counseling Center, Family Resource Center and DEI TOSA.	\$276,074.00					\$231,961.00	\$3,283,600.00

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (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 aspects of the LCAP template 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, 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]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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.

Broad Goal

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.

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

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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.
- 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.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.

- 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.

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 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.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **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 of 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 + 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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