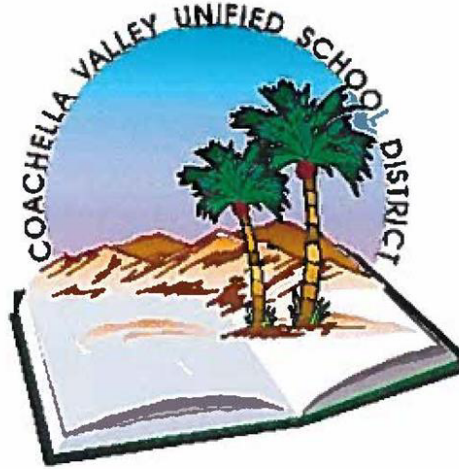


Board Approval: 6/8/2023
RCOE Approval: 8/23/2023



Coachella Valley Unified School District

Local Control and Accountability Plan

2023-24

LCFF Budget Overview for Parents

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

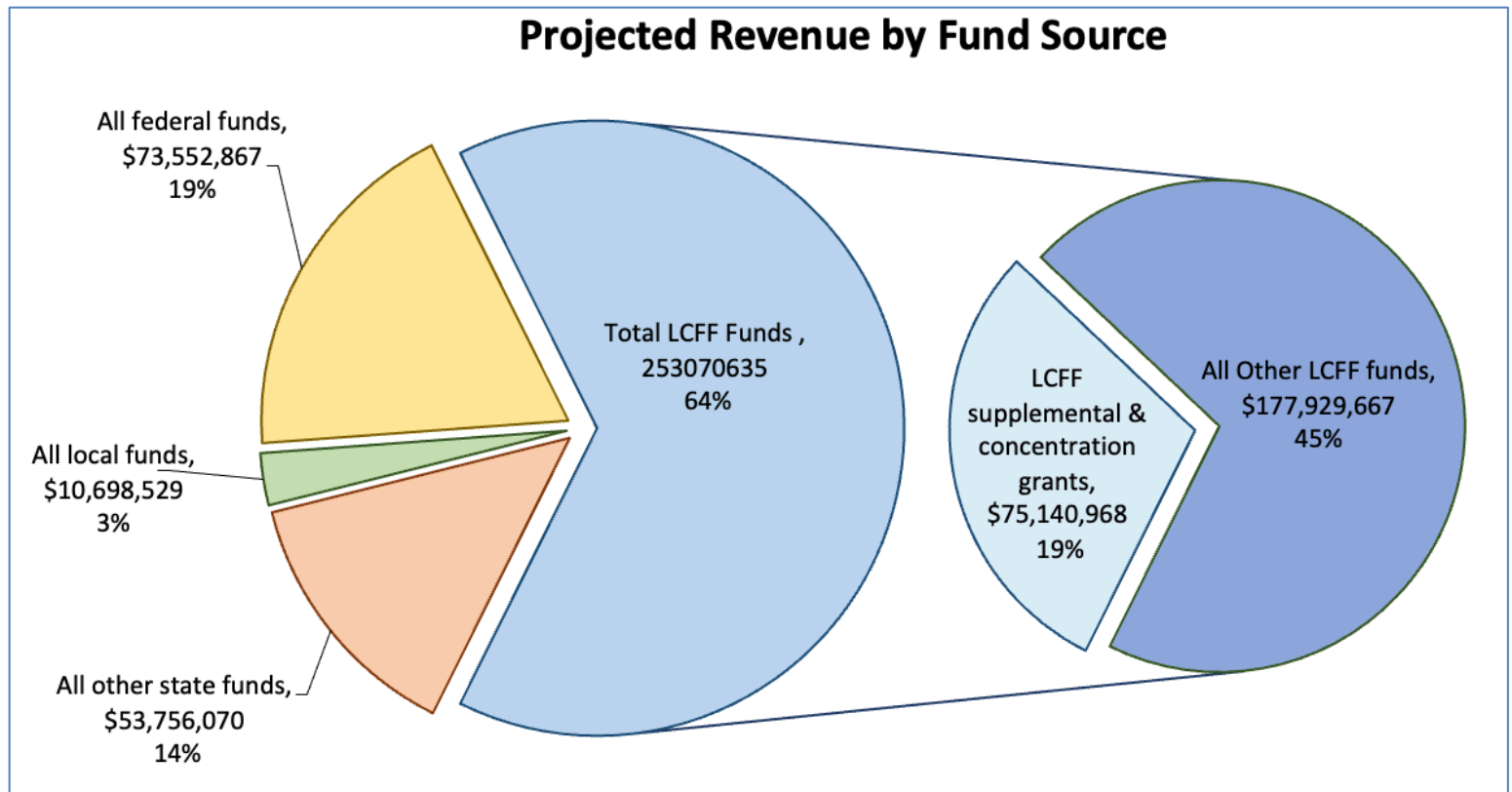
CDS Code: 33-73676-0000000

School Year: 2023-24

LEA contact information: Dr. Frances Esparza
 Assistant Superintendent, Educational Services
 frances.esparza@cvusd.us
 760-399-5137

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

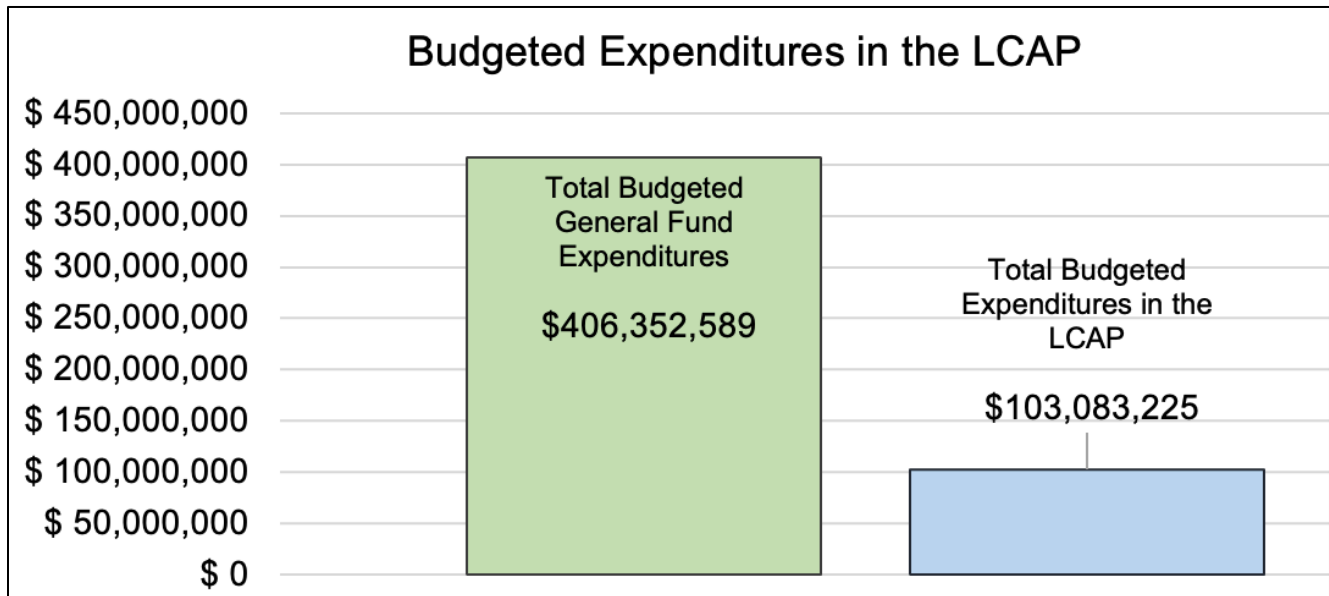


This chart shows the total general purpose revenue Coachella Valley Unified School District expects to receive in the coming year from all sources

The text description for the above chart is as follows: The total revenue projected for Coachella Valley Unified School District is \$391,078,101, of which \$253,070,635 is Local Control Funding Formula (LCFF), \$53,756,070 is other state funds, \$10,698,529 is local funds, and \$73,552,867 is federal funds. Of the \$253,070,635 in LCFF Funds, \$75,140,968 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Coachella Valley 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: Coachella Valley Unified School District plans to spend \$406,352,589 for the 2023-24 school year. Of that amount, \$103,083,225 is tied to actions/services in the LCAP and \$303,269,364 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Base expenses in the unrestricted general fund totaling \$148 million for teachers, support staff and administrator salaries plus benefits, capital outlay projects, as well as other operational expenses, are not included in the LCAP. For the restricted general fund, expenditures not included in the LCAP include:

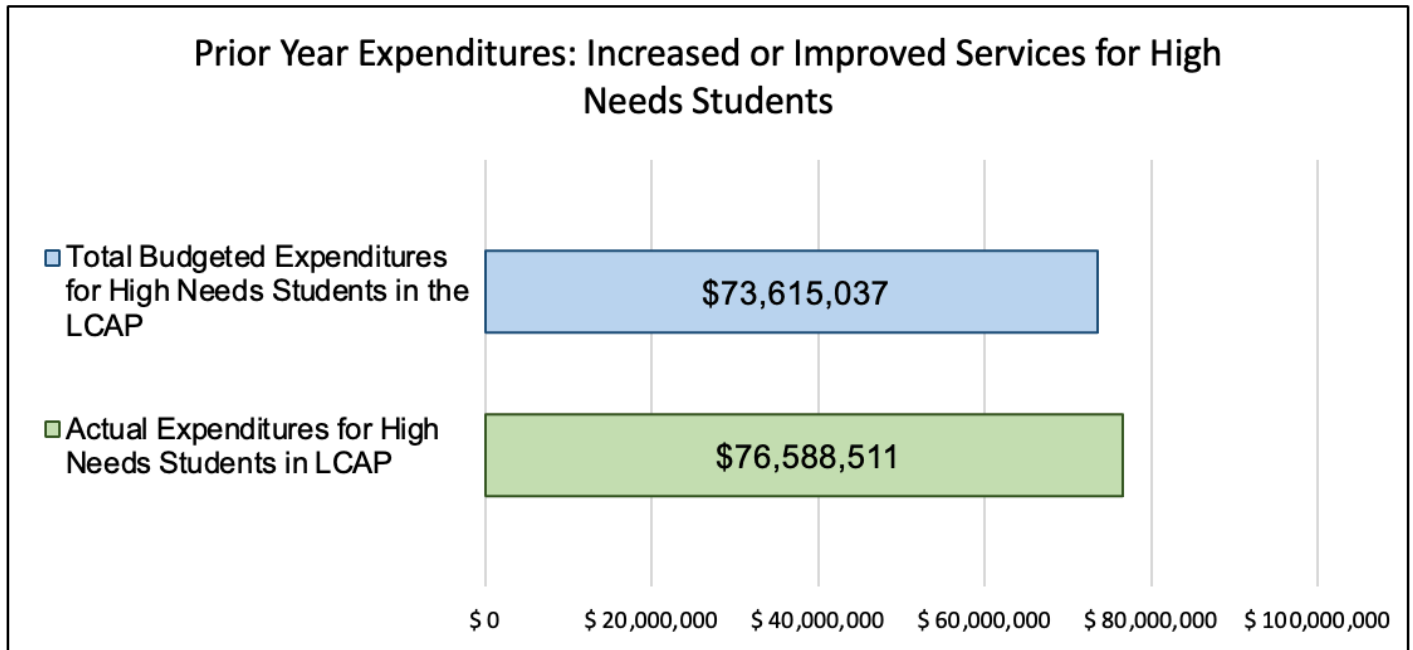
- * \$50.7 million in Special Education expenses
- * \$46.8 million in ESSER expenses
- * \$12.4 million in "STRS on Behalf" expenses (contribution to the state teachers retirement system)
- * \$19.6 million in Expanded Learning Opportunities Program expenses
- * \$10.2 million in Ongoing Major Maintenance expenses
- * \$13 million in State funding
- * \$ 1.3 million in Educator Effectiveness

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

In 2023-24, Coachella Valley Unified School District is projecting it will receive \$75,140,968 based on the enrollment of foster youth, English learner, and low-income students. Coachella Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Coachella Valley Unified School District plans to spend \$81,326,383 towards meeting this requirement, as described in the LCAP

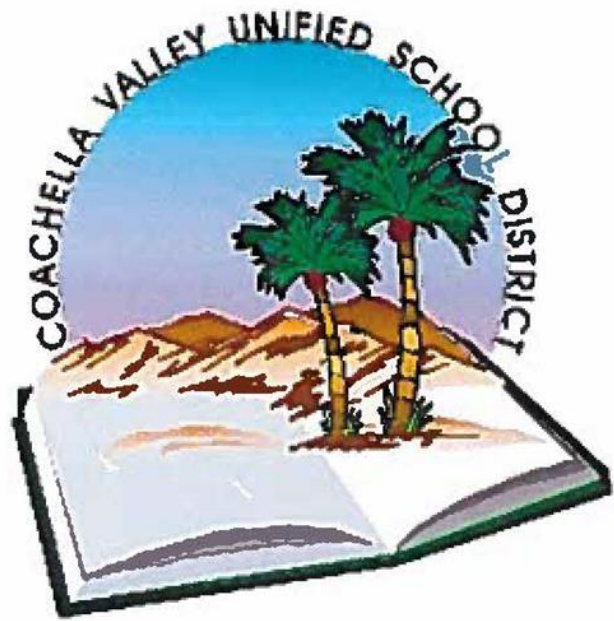
LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Coachella Valley Unified School District's LCAP budgeted \$73,615,037 for planned actions to increase or improve services for high needs students. Coachella Valley Unified School District actually spent \$76,588,511 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
Coachella Valley Unified School District	Dr. Frances Esparza Assistant Superintendent, Educational Services	frances.esparza@cvusd.us 760-399-5137

Plan Summary [2023-24]

General Information

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

The Coachella Valley Unified School District (CVUSD) encompasses 1,200 square miles of rural farmland and desert in southeast Riverside County, including the communities of Thermal, Coachella, Oasis, Mecca, North Shore, Desert Center, and Indio. CVUSD also includes the community of Salton City which is located approximately 60 miles from the Mexico border in Imperial County. The geographical center of the district is Thermal, which is about 30 miles southeast of Palm Springs. In this geographically sprawling and somewhat isolated district, over 2,300 employees address the needs of our 16,455 students: 93.72% of students are part of the unduplicated student count; 91.63% of students are from low income households, and 54% of students are transported daily to school. CVUSD is comprised of 21 schools: 14 elementary schools (Transitional Kindergarten - 6th grade) ranging in size from 361 to 975 students; three middle schools (7th - 8th grade) ranging in size from 669 to 982 students; one Middle/High School (7th - 12th grade) with 520 students; two comprehensive high schools (9th – 12th grade) ranging in size from 2,018 to 2,657 students; and one continuation high school with approximately 139 students. The district also serves over 600 students in numerous state and federal programs for preschool children.

The district goal is for everyone in every school, both students and adults, to have specific and concrete tools for demonstrating and practicing citizenship. The vision of the Coachella Valley Unified School District is that every CVUSD graduate will possess the skill and personal motivation needed to achieve their Personal Dream. The vision and CVUSD Plan for the Future are supported by a foundation of five Pillars. The Pillars are:

- 1) Safe and Respectful Schools - CVUSD will ensure a safe, positive, and respectful school environment and culture for all students and staff.
- 2) Effective Instruction and Leadership - CVUSD is committed to the recruitment, hiring, retention, and professional development of all teachers and staff members.
- 3) Academic Achievement - Our students will be prepared to leave CVUSD with the academic, career, and social-emotional skills needed to achieve their personal dreams.
- 4) Community Engagement - Parents and staff will be empowered and become full partners in our students’ social, emotional, and academic growth and development.
- 5) Fiscal Solvency and Optimization of Resources - CVUSD will operate in a fiscally sound, accountable, and transparent manner.

In Coachella Valley Unified School District, 43.9% of its 16,455 students are classified as English Learners (ELs). The individual rates vary by school, with Oasis Elementary School serving the highest number of EL students (81.2%) and Coachella Valley High School serving the least (20.3%). (Source: Dataquest 4-17-23 - Enrollment by Subgroup)

Our English learners receive 45 minutes of daily designated ELD instruction at the elementary level, while middle and high school students have one section of ELD assigned to them. EL students at the high school level who have been enrolled in a U.S. school for 6 years or more, and whom are performing well in all content courses, receive language support to meet their needs through a Cross Cultural, Language and Academic Development (CLAD) and certified teacher during their ELA class in order to ensure we aren't keeping them from accessing A-G or other higher level courses that may be part of a Pathway or Academy. The EL department facilitates multiple opportunities for its certificated teachers to collaborate and attend trainings in order to analyze data and identify best practices for all of our EL students.

Dual language (DL) programs are offered at all fourteen elementary schools. All our DL classrooms serve students with instruction in both English and Spanish. Students in the Dual Language program follow the 80/20 model in kindergarten, with the goal being 50/50 by the time they start 4th grade. We are currently in year three of our Dual Language program at the middle school level, where students are enrolled in two courses taught in Spanish to facilitate the pathway for them to attain the State Seal of Biliteracy at the high school level. There are approximately 2,000 students in our dual language program across our district. All of our teachers assigned to instruct in both English and Spanish have a Bilingual Cross Cultural and Academic Development (BCLAD) authorization.

All 21 schools have Expanded Learning programs which provide our students with opportunities to engage with the curriculum including visual arts, performing arts, music, robotics, athletics, and culinary arts.

Coachella Valley Adult School is the largest adult school in the Coachella Valley, serving over 3,000 adult students annually.

Parent engagement efforts focus on student learning, parent leadership, volunteering and decision making. The district staffs a parent liaison at each school site to support site parent centers, provide parent/family workshops, and connect parents with resources/programs within the school district and from outside agencies.

The total 2023-24 LCFF allocation for Coachella Valley Unified School District is \$252,141,397 of which \$75,220,485 is the Supplemental & Concentration portion to serve unduplicated, disadvantaged pupils including English learners (EL), Low Income students, and foster youth. Integral feedback was collected from educational partner groups throughout the year, resulting in the continued, focused commitment to the on-going implementation of Coachella Valley Unified School District's LCAP Goals:

1. CVUSD will ensure a safe, positive and respectful school environment and culture for all students and staff.
2. CVUSD students will be prepared to leave CVUSD with the academic, career and social-emotional skills needed to achieve their personal and professional goals.
3. CVUSD will increase engagement and collaboration among students, parents, staff and community members.

Post-Pandemic, the CVUSD community continues to feel the impact on the lives of our students, families, and staff. The Pandemic impacted the physical, emotional, social, and educational needs of our students. We are working diligently to address the learning loss experienced by many students and provide support for their social-emotional and mental health. The broader economic impacts of the pandemic linger, resulting in increased challenges such as food insecurity and housing, and access to technology/connectivity.

Reflections: Successes

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

As we continue to address the effects of learning loss post-pandemic, CVUSD has made progress in several areas based upon a review of performance on state and local indicators, progress towards LCAP goals, local self-assessment tools, and educational partner input. Some areas of progress are featured below.

Academic Progress:

iReady Data

CVUSD has implemented a new assessment platform, iReady Assessments, to measure students' baseline skills in ELA and Math at the beginning of the year (fall) and provide progress reports in the winter and spring. This allows us to track student achievement levels and areas of improvement throughout the year, rather than relying on a summative test, the CAASPP, at the end of the school year.

iReady Diagnostic Screener: Percent of Students At or Above Grade Level:

iReady Data	Fall 2022	Winter 2023
Reading	12%	18%
Math	4%	11%

Although Spring data won't be available at the time of this publication, the growth from the fall administration to the winter of the iReady Assessments is encouraging, with an overall growth of 4% in Reading and 7% in Math.

Career Technical Education:

In order to better prepare students for careers and to help students identify colleges that align with their interests, the district has developed Career Technical Education (CTE) pathways and academies at each comprehensive high school. Twenty total programs serve 55% of high school students, meet A-G college entrance requirements, and are aligned to the local labor market needs of Coachella Valley. Programs include Agriculture, Aviation, Arts, Media, Entertainment, Engineering, Green Technology, Health Sciences, Hospitality, Entrepreneurship, Technology, and Public Safety. Students in CTE programs complete a sequence of courses over three years, have the opportunity to earn industry recognized certifications, participate in internships, and compete regionally in events that challenge students to apply academics in a career-themed project. Students completing CTE programs have almost a 100% graduation rate, and higher A-G completion rates. Thirteen middle school feeder programs have been developed for students to explore CTE program options prior to entering high school. The district is planning to add Building & Construction Trades. The district is also creating intentional alignment K-12 by creating Elementary College and Career STEAM labs beginning with seven elementary schools and building out over the next three years to include all Elementary schools.

Graduation Rate:

Overall, CVUSD's graduation rate increased from 75.9% in 2021 to 88.2% in 2022. The following student groups also saw an increase in graduation rate:

Graduation Rate	2021	2022
All Students	75.9%	88.2%
English Learners	53.4%	80.1%
Socioeconomically Disadvantaged	75.4%	88.0%
Students with Disabilities	56.2%	79.2%

English Learners

Over the last six years, the district's numbers of English Learners have steadily declined from 49% in 2016-17 to 42.1% in 2022-23. The numbers of Fluent English Proficient students have increased from 28.4% in 2016-17 to 31.8% in 2022-23. In the 2016-17 school year, CVUSD had 9,332 English Learners, compared to 7,257 in the 2022-23 school year. (Source: DataQuest)

The 2021-22 CAASPP data for ELA and Math indicates our Initial Fluent English Proficient (IFEP) student group had a total of 50.42% and 33.34% students who met or exceeded the grade level standards in ELA and Math, respectively. In addition, the Reclassified Fluent English Proficient (RFEP) group performed at 45.61% and 21.50% in meeting or exceeding the standards in ELA and Math. In comparison, the percentages of ALL students scoring standard met or exceeded in ELA & Math are 26.89% and 13.46% respectively.

English Learner Reclassification Rate:

The Reclassification Rate for CVUSD increased from 4.6% in 2020-21, to 12.2% in 2021-22. We attribute the increased Reclassification rate to:

- Adding Personnel to decrease the student to teacher ratio in secondary ELD classes.
- Providing targeted Professional Development
- Designated and Integrated ELD
- Newcomer Academy
- EL Mentors - work with students to identify obstacles to reclassification and create a plan.
- Summer School
- Tutoring/intervention
- Family and community engagement
- Instructional materials

Dual Language (DL)

Our expansion of the dual-language program has allowed for students to enroll in this program at all elementary sites, as well as for middle school students to continue the Dual Language Pathway at the middle school level. The DL Pathway leads into high school with the goal of increasing the number of students who meet the set criteria for the State Seal of Biliteracy.

- Dual Language Monthly Collaboration Sessions
- Session topics include Istation Professional Development (DL), LAS Links Professional Development (PD), and DL data chats
- Average satisfaction rate from DL teachers attending DL Collaboration Sessions - 3.9/4.0
- Average helpfulness of PD rating from DL teachers attending DL Collaboration Sessions - 3.8/4.0
- Average DL teacher attendance is 25 per DL Collaboration session.

Suspension rates:

2021-22 Suspension Rate Data from Dataquest shows that we had a suspension rate of 3.7% district wide. In 2018-19, the most recent year not impacted by COVID or distance learning, the rate was 4.7%. There has also been a decline in the suspension rates of some of CVUSD's student groups; including socioeconomically disadvantaged students, Hispanic students and students with disabilities.

Local Indicators:

CVUSD has met the standard in all local indicators, which includes access to a broad course of study, Basics, Parent and Family Engagement, and Local Climate Surveys.

With regard to LCFF Priority 3 - Parent Engagement Metric - Building Relationships, CVUSD has surveyed Educational Partner groups. The results from survey data include responses from the District Advisory Committee as well as the LCAP Advisory Team which is composed of two representatives from each one of the Educational Partner Focus Groups. Overall, in most areas CVUSD is moving positively toward full implementation. Significant improvement was documented in the following areas: cultural awareness from staff, communication between families and educators, policies and programs to discuss student progress with students and families, supporting families in understanding their legal rights, building principal capacity in the area of Parent Engagement, and providing opportunities for staff and parents to work collaboratively on evaluating Parent Engagement programs and activities.

Overall, the district is most proud of the progress students have made academically in the 2022-23 school year, as evidenced by the growth in iReady assessment scores, the academic success of our Reclassified English Proficient Students (RFEPs), CVUSD's robust CTE Pathways and Academies, the four-year trend in decreased suspension rates, and implementation of the Wellness Centers at all secondary schools.

To build upon and/or maintain the successes achieved to date, CVUSD will continue to implement the following:

- Refine the use of the district-adopted core materials to address the common core standards
- Continue expansion of the Dual Language Program
- AVID
- CTE pathways
- Writing Instructional Focus with RCOE Coaching Support
- Department Interdisciplinary Collaboration – Ed Services departments collaborate as a team with site personnel to meet the varied needs of our students.
- District Instructional Walks
- Instructional Specialists
- Built-in time for Teacher Collaboration
- Districtwide Data Analysis & Response to Data
- Focus on Integrated/Designated English Language Development (ELD) at the secondary level
- Assessment platform that allows teachers to track student progress and mastery by standard

- Diagnostic and progress monitoring assessment tool for ELA and Math
- Increased Mental Health Support

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.

Based upon a review of performance on the state and local indicators from the California Dashboard, progress towards LCAP goals, local self-assessment tools, and stakeholder input, CVUSD has some areas of need.

The Greatest Areas of Need, based on the 2022 CA School Dashboard, are Chronic Absenteeism, where the rate for CVUSD is very high at 46.0% and Mathematics where the performance level is very low, with students scoring 109.7 points below standard met. The 109.7 points below standard met translates to 13.46% of students in grades 3-8 and 11 meeting or exceeding the standard on the CAASPP Math test (data source = caaspp-elpac.ets.org).

There is only one indicator on the CA School Dashboard where we have student groups performing at 2 or more levels below the All Student group:

Student Groups that are two or more levels below the All Students Group are:

Foster Youth - 2 levels above All Students in Suspension Rate

Suspension Rate for All Students = 3.7% (medium)

Suspension Rate for Foster Youth = 8.5% (very high)

American Indian or Alaska Native - 2 levels above All Students in Suspension Rate

Suspension Rate for All Students = 3.7% (medium)

Suspension Rate for American Indian or Alaska Native = 18.2% (very high)

In addition to areas of greatest need, some areas of need include attendance, chronic absenteeism, academic performance, college and career readiness, and school climate.

Attendance:

During the first 10 months of the 2022-23 school year, attendance continues to be an area of concern. The attendance rates from August 11, 2022 through March 31, 2023 are as follows:

Regular Program

Grades TK-3: 89.00%

Grades 4-6: 90.40%

Grades 7-8: 89.21%

Grades 9-12: 87.93%

2022-23 Program S SDC

Grades TK-3: 82.94%
 Grades 4-6: 88.46%
 Grades 7-8: 85.00%
 Grades 9-12: 80.00%

Chronic Absenteeism:
 2021-22 (Source: Dataquest):

On the 2022 CA School Dashboard, all student groups performed at the lowest level - which is Very High Chronic Absenteeism.

For the 2021-22 Chronic Absenteeism Data - we used Dataquest which accounted for 17,542 students, vs. the CA School dashboard that accounted for 11,892 students.

Chronic Absenteeism	Baseline 2018-19	2020-21	2021-22	1 year Increase
All Students	18.0%	29.0%	46.5%	+ 17.5%
English Learners	15.9%	33.6%	47.0%	+ 13.4%
Socioeconomically Disadvantaged	18.3%	30.1%	47.1%	+ 17.0%
Hispanic	17.7%	28.5%	46.3%	+ 17.8%
Students with Disabilities	24.3%	37.4%	56.0%	+ 18.6%

The Chronic Absenteeism Rates increased significantly from the 2020-21 to the 2021-22 school year. Over the last few years, we are seeing a multi-year trend of increasing Chronic Absenteeism Rates for all student groups.

Four of student groups had significantly higher suspension rates in 2021-22 compared to the All students student group. Most significantly, Foster Youth had an 8.5% Suspension Rate, and the American Indian or Alaska Native students had a suspension rate of 18.2%, compared to the rate of 3.7% for all students.

2022 CA School Dashboard:

Suspension Rates:
 All Students: 3.7%
 African American: 6.3%
 American Indian: 18.2%
 Foster Youth: 8.5%
 Students with Disabilities: 5.8%

Academic Indicators:

2022 CAASPP Data - Grades 3-8 & 11

2022 CAASPP Scores	ELA - % Met or Exceeded Standard	Status	Math - % Met or Exceeded Standard	Status
All Students	26.89%	Low	13.46%	Very Low
English Learners	11.11%	Very Low	6.35%	Very Low
Foster Youth	0.0%	Very Low	0.0%	Very Low
Students with Disabilities	5.67%	Very Low	3.84%	Very Low

ELA CAASPP:

The All students and the Socio-economically student groups scored at the Low level on the 2022 ELA CAASPP. All other student groups performed at the Very Low Level (including American Indians, English Learners, Foster Youth, Homeless Youth and Students with Disabilities).

Math CAASPP:

All student groups performed at the Very Low level in Math on the 2022 CAASPP test.

College and Career Readiness:

College and Career Readiness: Source CA School Dashboard - Additional Report - Graduation Report:

College and Career indicators: Overall, as a district, the percentage of students who met prepared for college/career slightly declined. Students who met prepared by completing A-G courses declined from 26.3% in 2021 to 25.9% in 2022. Students completing CTE pathways increased from the previous year 22.3% in 2021 to 29% in 2022 (DataQuest). Students who met prepared by taking college credit courses declined from 3.7% in 2021 to 1.3% in 2022. The percentage of students graduating with the State Seal of Bi-literacy decreased from 9.8% in 2021 to 5.2% in 2022.

Career Technical Education: Opportunities exist to increase the number of CTE completers. Barriers to students completing CTE programs are the six period master schedule day, which does not leave room for students to take credit recovery courses, or if students are pulled for ELD classes. Bridging alignment of 5th and 6th grade students in our district to middle school CTE programs that feed to high school programs is needed to expose more students early on to college and career programs of study. Additionally, two student groups; Students with Disabilities and English Language Learners are disproportionately enrolled in CTE programs. At the high school level, only 10.9% of English language learners complete CTE programs, and 11.3% of Students with Disabilities complete CTE programs, compared to the All Students percentage of 22.3% (Dataquest -

College/Career Measures Only Report & Data 2021).

2022 ELPAC Data

ELPAC Data	2019	2021	2022	Net Change from 2019
Level 4 – Well Developed	9.53%	7.14%	9.50%	- 0.03%
Level 3 – Moderately Developed	33.64%	27.65%	30.63%	- 3.01%
Level 2 - Somewhat Developed	37.09%	38.50%	35.50%	- 1.59%
Level 1- Minimally Developed	19.74%	26.70%	24.36%	+ 4.62%

The net change in students who are Moderately (3) or Well Developed (4) decreased by 3.01% and 0.03% respectively from 2019 to 2022. Students at level 2 (Somewhat Developed) decreased by 1.59% from 2019 to 2022, and students at Level 1 (Minimally Developed) increased by 4.62%. There are no scores available for 2020.

School Climate and Social Emotional Learning

School Climate:

Student Panorama Survey Data

- Data for Elementary and Secondary students show a consistent percentage in the number of participants who answered favorably in most areas, except for Safety, where the percentage of favorable response decreased from 63% in 2019 to 50% in 2022.
- The percentage of secondary students who answered favorably when asked about Safety also decreased from 63% in 2019 to 55% in 2022. All other areas surveyed remained stable or had a slight increase.

School Climate	Fall 2019		Spring 2021		Spring 2022	
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
Sense of Belonging (School Connectedness)	77%	56%	74%	63%	75%	58%
Knowledge of Fairness & Discipline	78%	67%	58%	83%	78%	72%
Climate of Support for Academic Learning	76%	71%	65%	78%	76%	72%
Safety	63%	67%	68%	71%	50%	55%

Social Emotional Learning (SEL):
Student Panorama Survey Data

- Data for Elementary students have remained fairly the same over the last 3 years in all areas surveyed by the Social Emotional Learning Survey.
- Data for Secondary students shows a slight decrease in the percentage of students that answered favorably in 3 of the 4 areas pertaining to Social Emotional Learning.

SEL Survey	Fall 2019		Spring 2021		Spring 2022	
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
Social Awareness	64%	60%	66%	62%	63%	57%
Growth Mindset	66%	63%	69%	64%	67%	61%
Self-Management	58%	64%	66%	64%	60%	61%
Self- Efficacy	51%	43%	54%	46%	54%	43%
Engagement	n/a	n/a	64%	36%	65%	36%

To address identified areas of improvement, CVUSD will take the following steps:

Attendance & Chronic Absenteeism

CVUSD has implemented the following to increase attendance and lower the absenteeism rates:

- Attendance Coordinator
- Acquisition of RaaWee Attendance Software Platform
- Attendance Outreach - Door Knock - canvassing neighborhoods and knocking on doors to emphasize the importance of attendance
- Monthly Site Attendance Reports
- Transformational Justice Model: PBIS, Restorative Justice, Transformation Learning
- School Attendance Review Board (SARB) support
- Saturday Academy
- Social-emotional & behavioral supports

Academic Indicators

In response to academic data from the 2020-21 and 2021-22 school years, CVUSD will continue to implement:

- UCI Math implementation and professional development
- Math Solutions Training and Coaching at Middle Schools
- District-wide Writing focus
- Focus on Integrated/Designated English Language Development (ELD) at the secondary level
- Assessments Systems & Data Analysis Focus

- Exploring the Expansion of our Independent Studies Program (Virtual Academy) to increase course rigor and extend teacher hours, thereby providing additional support to students

Graduation and College & Career Readiness

To close the gap in performance between our student groups, and increase College and Career readiness for all students, CVUSD has implemented the following:

- Advancement Via Individual Determination (AVID)
- Career Technical Education (CTE)
- Expansion of the PUENTE Program to Coachella Valley High School (student engagement)
- To increase and support the number of students taking Advance Placement (AP) classes and AP tests, CVUSD has and will continue to provide the following:
 - Ensure students taking an Advanced Placement (AP) course take the AP Exam with appropriate supports
 - o Organizing the AP Exam Administration training for staff and administrators.
 - o AP Readiness program at University of California Riverside (UCR) - for students.
 - o Funding AP assessments for all students taking an AP test.
- A College and Career Coordinator
- Provided Master Schedule Training for Secondary administration and personnel
- Provided ongoing Counselors' Support for Secondary counselors
- 4 - 6 Year Plans for high school and middle school students
- Participated in College and Career District Events
- Engaged in Course Audits
- UCR AP Readiness Program
- Created Data Systems
- Dual Enrollment Courses
- Adopted California College Guidance Initiative (CCGI)

School Climate & Social Emotional Learning

To close the gap in performance between our student groups, improve school climate, and reduce suspension rates CVUSD has implemented the following:

- Wellness Centers at Middle Schools and High Schools to support student social-emotional needs Schools trained by San Bernardino County Superintendent of Schools on Positive Behavior Intervention and Supports (PBIS)
- Transformational Justice (PBIS, RJ, TL) Leads at all 21 school sites
- Ongoing Staff Development for implementation of the Transformational Justice Model
- Riverside County Latino Commission counseling services - Individual therapy, group therapy, family therapy, classroom-based counseling services
- Increase student access to mental health services
- Licensed therapist available for crisis support
- Parent workshops

- Continue to provide additional support to schools that have high suspension rates and high levels of repeat suspensions.
- Continue to train staff in the implementation of: Transformational Justice Model: PBIS, Restorative Justice, Transformation Learning
- Continue to provide training and guidance for staff in the implementation of:
- Xinatchli - comprehensive and culturally competent bicultural youth character development for female students
- Joven Noble - Culturally rich character development training that includes youth leadership development curriculum.

LCAP Highlights

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

The LCAP has three goals which are aligned to the five district pillars and the eight state priorities. The goals and action are as follows:

LCAP Goal 1 - CVUSD will ensure a safe, positive and respectful school environment and culture for all students and staff

Action 1.1: Multi-Tiered System of Support for Social-Emotional needs

Action 1.2: District-wide safety protocols

- CVUSD Pillar: 1.0 Safe and Respectful Schools
- State Priorities: Priority 5: Pupil Engagement, Priority 6: School Climate

LCAP Goal 2 - CVUSD students will be prepared to leave CVUSD with the academic, career, and social-emotional skills needed to achieve their personal and professional goals.

Action 2.1: Multi-Tiered System of Support to increase Academic Achievement

Action 2.2: Broad course of study

Action 2.3: Support for English Learners

Action 2.4: Support for Foster and Homeless Students

Action 2.5: Instructional Resources

Action 2.6: Highly Qualified Personnel

- CVUSD Pillar(s): 2.0 Effective Instruction and Leadership, 3.0 Academic Achievement
- State Priorities: --Priority 1: Basic Conditions of Learning, Priority 2: State Standards, Priority 4: Pupil Achievement, Priority 7: Course Access, Priority 8: Other Pupil Outcomes

LCAP Goal 3 - CVUSD will Increase engagement and collaboration among students, parents, staff and community members.

Action 3.1: Communication

Action 3.2: Parent Engagement

Action 3.3: Partnerships with Community-Based Groups

- CVUSD Pillar: 4.0 Community Engagement
- State Priorities: Priority 3: Parent Involvement

The LCAP is divided into the following sections:

- 2021-24 Plan Summary
- General Information - A description of the LEA, its schools, and its students
- Reflections:
 - Successes - A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.
 - Identified Needs- 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.
- Highlights - A brief overview of the LCAP, including any key features that should be emphasized.
- Comprehensive Support & Improvement - A list of the schools in the LEA that are eligible for comprehensive support and improvement. A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans. A description of how the LEA will monitor and evaluate the plan to support student and school improvement.
- Educational Partner Engagement
 - A summary of the educational partner focus group process and how the educational partner engagement was considered before finalizing the LCAP.
 - A summary of the feedback provided by specific educational partner groups
 - A description of the aspects of the LCAP that were influenced by specific educational partner input.
- Goals, Actions and Services
- Increased or Improved Services - Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]
- Expenditure Tables

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.

The Every Student Succeeds Act (ESSA) requires states to identify multiple categories of schools for different types of support (with associated planning requirements). Based on the 2022 California School Dashboard, in January 2023, two of CVUSD's schools, Toro Canyon Middle School and La Familia High School were identified to receive Comprehensive Support and Improvement (CSI) based on the following criteria:

- * Lowest performing 5 percent of Title I schools:
- * Schools with all indicators at the lowest status:
- * Schools with all indicators at the lowest status, but one indicator of any other status
- * Low Graduation Rate - high schools that have a 3-year graduation rate (the combined four-and-five year graduation rate) that is below 68%

Toro Canyon Middle School was identified as a CSI school based on the 2022 CA School Dashboard Indicators, with the majority of the indicators being at the lowest status, and 1 indicator being at the medium status. The CA Dashboard data shows that the performance level in ELA was very low (76.2 points below standard met) and the performance level in Math was also very low (137.2 points below standard met). The indicator for English Learner Progress was very low, with 34.9% of English Learners making progress towards English Language Proficiency. The Indicator for Chronic Absenteeism was Very High (which is the lowest status), with 48.4% of students being chronically absent. The Suspension Indicator was Medium, with 5.7% of students suspended at least 1 day.

La Familia High School was identified as a CSI school based on their low graduation rate, based on a 3-year average. The 2022 graduation was low at 72.7%, but when averaged with the rates of 2021 and 2020, the average was below 68%.

In addition to the low graduation rate, the Math and English Learner Progress Indicators are very low. The Very Low Indicator for Math reflects a performance level of 245.8 points below standard met or exceeded. The Very Low level in English Learner Progress, reflects 11.5% of students making progress towards English Language Proficiency. The College and Career Preparedness indicator is not available on the 2022 CA School Dashboard. This was La Familia High School's fifth year being identified as a CSI school (2018, 2019, 2020, and 2021 - identified for low performance, 2022 identified for low Graduation Rate).

Support for Identified Schools

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

CVUSD continues to build on our MTSS foundation to identify strengths, opportunities for growth, and resource inequities. Site Improvement teams collaborate as they conduct a root cause analysis for areas of improvement in order to align academic, behavioral, and social-emotional learning in a fully integrated system of support. The focus is on closing achievement gaps for identified student groups and mitigating the learning loss experienced by many students due to the pandemic. The priorities are monitored and evaluated through the School Site Council (SSC) and School Plan for Student Achievement (SPSA) process. The two CSI Schools, along with all other schools in CVUSD and CVUSD staff, engaged in seven intensive CSI Workshops, with the Riverside County Office Education (RCOE) during which schools were provided with support for identifying root cause(s) and possible responses and strategies, conducting a needs assessment, and identifying evidence-based interventions.

The content for the 7 workshops was:

Day 1 – Effective Monitoring & Evaluation, Comprehensive Needs Assessment

Day 2 – Focused Data Analysis and Root Cause Analysis

Day 3 - Assessment of Needs and Performance Gaps - Resource Inequities

Day 4 - Problem Statement, Initiative Mapping, resources Inequities

Day 5 - SPSA Work session

Day 6 - Fishbone Analysis, Prioritize Causes, Interrelationship Diagram, Empathy Interviews

Day 7 - AIM Statement, identifying evidence Based interventions (EBIs)

Throughout the school year, The LEA supports school efforts through meetings, workshops, and one-on-one site support by:

- * Building Capacity
- * Partnering with Educational Partner groups
- * Conducting Needs Assessments
- * Developing, implementing, monitoring, and evaluating improvement efforts
- * Reviewing/Identifying resource inequities

Monitoring and Evaluating Effectiveness

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

The district will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement both formally and informally. Formal monitoring will include SPSA implementation, data analysis (California School Dashboard, Interim Assessment Blocks, writing performance tasks, iReady Assessments), budget monitoring, and program effectiveness. Informal monitoring will occur through classroom/school walkthroughs, and review of documentation for professional development, instructional collaboration/planning, meetings, workshops, parent activities, surveys, and more.

Engaging Educational Partners

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

We have aligned our Local Control and Accountability Plan (LCAP) with our School Plans for Student Achievement (SPSAs) and engaged in a collaborative approach to share progress, seek input, monitor, evaluate, and update plans simultaneously with educational partner groups as we implement both the LCAP and SPSAs.

As we worked with various educational partner groups during the process of developing the LCAP, we gained insights into when and how different educational partner groups (parents, staff, students, and community members) prefer to engage in the LCAP Process. We also noticed and adapted to the different levels of exposure our educational partners had to the LCAP; some are very familiar with all sections of the LCAP, some are brand new to the LCAP development process, and all the levels that fall between very familiar and no familiarity at all. In meeting with our various educational partner groups during the 2022--23 school year, we learned that for some purposes, our students and parents would like to have their own LCAP development sessions, where depending on their knowledge of the LCAP, they feel more comfortable participating and engaging in the discussions.

Additionally, throughout the year (as in previous LCAP cycles) we heard from many of our educational partners in various ways; parent advisory committees, LCAP Public Forums, board meeting comments, staff members, LCAP Advisory Team Meetings, comments from Community-based organizations we collaborated with, responses to district surveys, emails, etc.

The following committees and educational partner groups were informed and consulted throughout the year on district programs and services (with both in-person and virtual meetings):

- District English Learner Advisory Committee (DELAC)
- English Learner Advisory Committees (ELAC) - Ongoing meetings were held throughout the year at all 21 school sites.
- District Parent Advisory Committee (DPAC)
- School Site Councils (SSC) - Ongoing meetings were held throughout the year at all 21 school sites.
- Site and Department Leadership Teams - Ongoing meetings were held throughout the year at all 21 school sites and the district office
- District Migrant Parent Advisory Committee (Migrant PAC)
- Foster Students and Parents - Individual meetings were held with students and families throughout the year.
- Children and Family Services Head Start Parent Committee - districtwide meetings were held at each site
- Parent Center Liaisons
- Coachella Valley Teachers Association (CVTA) -
- District leadership held ongoing meetings with bargaining CVTA leadership and members
- CVTA representatives (2) were also members of our District LCAP Advisory Team
- California School Employees Association (CSEA)
- District leadership held ongoing meetings with bargaining CVTA leadership and members
- CSEA representatives (2) were also members of our District LCAP Advisory Team
- Career Technical Education (CTE) Pathway and Academy Teachers - 4 districtwide meetings were held and an average of 36 meetings at each site were held.
- CTE Industry Council Meetings - 2 all industry council meetings were held
- Counselors
- English Learner Support Assistants (ELSAs)
- Pupils: LCAP Advisory Team meetings, Advisory Committees including CTE, Nutrition, and Expanded Learning, community meetings with Alianza
- Transformational Justice Task Force

- Special Education Task Force
- Native American Task Force
- Budget Advisory Committee
- Community organizations including One Future Coachella Valley, United Way, Ophelia Project, Assistance League of Palm Springs - ongoing meetings throughout the year with the district and school sites

DELAC

October 5, 2022

- Purpose of DELAC & DELAC Member Training
- Title III & Immigrant Funds
- Initial ELPAC Update
- Annual Parent Notifications
- Federal Program Monitoring
- English Learner Roadmap
- Uniform Complaint Procedures
- Supplemental Services for 2022-23
- Community Resources

November 14, 2022

- Purpose of DELAC, Migrant, SSC
- Required Trainings and Responsibilities of Members

December 7, 2022

- Reclassification
- EL Master Plan
- English Learner Roadmap Alignment
- Importance of Attendance
- CABE
- Community Resources

February 1, 2023

- ELPAC Testing
- EL Data & Needs Assessment
- LCAP Educational Partner Update - Wellness Centers
- Dual Language Program at CVUSD
- Spanish Placement & State Seal of Biliteracy
- Supplemental Services & Community Resources

March 8, 2023

- LCAP Updates
- A-G Requirements
- EL Data
- Supplemental Services & Community Resources

District Parent Advisory Committee (DPAC):

Each school site selected a representative to serve on the District Parent Advisory Committee.

The members of the committee met several times throughout the school year, to provide input on the needs of their school sites and the district as a whole. Topics of discussion and feedback included:

September 13, 2022

- DPAC Committee and Purpose - to have a collective voice of parents across our district, sharing thoughts and providing feedback to discuss matters pertaining to our school district & schools
- LCAP Update - shared a brief summary of the LCAP and where it can be found on the CVUSD website
- Reviewed the 3 LCAP Goals and the 8 State Priorities and how they are aligned
- Shared metrics to measure progress toward achieving the 3 LCAP goals
- Overview of Federal Program Monitoring (FPM) Review would take place on September 19-23, 2022.
- Parent Engagement Policy

November 8, 2022

- School Accountability Report Cards (SARCs)
- School Plans for Students Achievement (SPSAs)
- School Climate & Safety

January 17, 2023

- School Plans for Student Achievement
- Local Control and Accountability Plan (LCAP) Updates
- Annual Review of Parent Engagement Policy
- Universal TK Registration

March 7, 2023

- Local Control and Accountability Plan (LCAP) Updates
- Universal Transitional Kindergarten (TK) Plan
- A-G Success Grant Plan
- Summer School

SEPAC

The CVUSD Special Education Parent Advisory Committee (SEPAC) is a team of parents, community members, teachers, and staff who collaborate to improve educational outcomes for our students with disabilities. The goal of the SEPAC is to encourage families to actively participate and become knowledgeable and effective educational partners in the development and implementation of learning opportunities for our students with disabilities.

Quarterly SEPAC Planning Meetings

- August 16, 2022
- November 11, 2022
- February 14, 2023
- May 23, 2023

SEPAC Training:

- 8/30/22 - Child Find, Understanding the IEP process.
- 9/20/22 - IEP Forms, Eligibility, Characteristics of Disabilities
- 11/29/22 - Padres con GANAS presentation
- 12/13/22 - Mental Health and Social Emotional Learning
- 01/24/23 - Preparing for an Emergency
- 02/21/23 - Transition Planning
- 03/28/23 - Transition Planning for Post-secondary Living
- 04/18/23 - Local Organization Guest Speakers

A LCAP Core Team with representatives from Educational Services and Business Services was responsible for the overall coordination of the LCAP planning, implementation, monitoring, and reporting. This team also attended the support workshops hosted by Riverside County Office of Education. This Core Team held multiple districtwide LCAP Advisory Team Meetings to involve representatives from educational partner focus groups across the district and community to solicit input and feedback. The LCAP Advisory Team includes representatives from the following educational partner focus groups:

- * Parents
- * High School Students
- * District English Learner Advisory Committee (DELAC)
- * Special Education Parent Advisory Committee (SEPAC)
- * Migrant Parent Advisory Committee (MPAC)
- * District Parent Advisory Committee (DPAC)
- * Classroom Teachers as Certificated Bargaining Unit Representatives - Coachella Valley Teachers Association (CVTA)
- * Classified Bargaining Unit Representatives - California School Employees Association (CSEA)
- * District Classified Staff
- * School Principals
- * District Certificated Administrators
- * District Classified Administrators
- * Board Members
- * Community Members
- * Local Advocacy Group representatives

The District LCAP Advisory Team meeting dates and topics were as follows:

November 15, 2022

- Overview of the LCAP & LCAP Goals
- Progress Monitoring
- LCAP Timeline
- California School Dashboard
- LCAP Focus Groups

January 31, 2023

Brief Overview of the LCAP & Timeline

- Data
- Progress Monitoring
- Mid Year Budget Update
- Future Meetings

March 21, 2023

- Mid Year LCAP Update
- Transformational Justice Update
- Wellness Centers
- Latino Counseling Commission (LCC) Services
- Social Emotional Learning (SEL) Survey Data
- A - G Improvement Grant
- LCAP Forums

CSEA

November 10, 2022

- The Why Behind the LCAP
- Local Control Funding Formula (LCFF)
- LCAP Goals & Pillars of Success
- Budget Overview for Parents
- LCAP Timeline

January 25, 2023

- Structure of LCAP Focus Groups and LCAP Advisory Committee
- Equity Gaps - 2019 Data (most recent data for these indicators)
- Addressing Equity Gaps with Planned Actions
- PBIS Training at CVUSD

- LCAP Mid-Year Expenditure Update

March 8, 2023

- LCAP Timeline
- Thought Exchange Survey
- LCAP Public Forum
- Actions, Services and Expenditures

April 19, 2023

- Brief Review of LCAP Goals, Budget and Timeline
- Portrait of a Graduate
- LCAP Actions and Services

CVTA

- November 7, 2022
- The Why Behind the LCAP
- Local Control Funding Formula (LCFF)
- LCAP Goals & CVUSD Pillars of Success
- Budget Overview for Parents
- LCAP Timeline

January 24, 2023

- Brief LCAP Overview
- ESSER Funded Intervention Teachers
- Textbook & Instructional Materials Funding
- LCAP Timeline

March 7, 2023

- What is working and not working regarding Goal 1 of the LCAP and what suggestions do you have? (School Climate and Culture)
- What is working and not working regarding Goal 2 of the LCAP and what suggestions do you have? (Academic Supports and Broad Course of Study)
- What is working and not working regarding Goal 3 of the LCAP and what suggestions do you have? (Engagement)

April 18, 2023

- Brief review of LCAP Goals, Budget, Timeline
- Portrait of a Graduate
- LCAP Actions and Service

Students

- What is LCFF and the LCAP?
- LCAP Overview
- LCAP Goals and Actions
- Transformational Justice, Wellness Centers Update
- Survey
- What evidence of TJ do students see implemented at their school?
- What is working well at their school?
- What is not working?
- What ideas do students have to improve the school climate?

SELPA – Throughout the year the Coachella Valley Unified School District continually meets with Riverside County SELPA to review data, and work on different ways of improving Special Education due to non-compliance. We continually monitor data, and have worked to set up an improvement plan to ensure district compliance.

Reviewed and analyzed educational partner feedback received from site presentations, district presentations, online surveys, and community forums.

Community Organizations:

Alianza -
 ICUC - Parents - Students
 One Future Coachella Valley

LCAP Public Forums - 5:30 - 7:00 pm

Tuesday, April 4, 2023 - Saul Martinez Elementary
 Wednesday, April 5, 2023 - Palm View Elementary
 Tuesday, April 25, 2023 - West Shores High School

The LCAP Public Hearing was held on June 8, 2022.

A summary of the feedback provided by specific educational partners.

Over the course of the 2022-23 school year, several themes developed as an outcome of the feedback from the various stakeholder groups; one common theme that all stakeholders agreed on was the need to provide additional social-emotional support to our students.

Below is a summary of the feedback we have received from our educational partner groups during this 2022-23 school year:

DPAC Topics parents wanted additional information on:

Preparing high school students
 School Safety-Human Resources

- What procedures does HR have to screen employees in regards to ethics and improper conduct?

- Assessments
- What assessments are given to our students? Is there another way to access student learning?
- School Safety (Drugs)
- Can the resource officers be allowed on campus to enforce safety?
- Student Internships
- How can the school district partner with other companies and agencies to give students internship opportunities
- Transportation
- Can we provide buses with air conditioning to transport students?
- Parent Training
- Teach parents on how to file a complaint, use resources available, advocate for their children
- Playground Supervisors-Training
- Do yard supervisors have the adequate training to supervise students?
- Online Student Resources
- What resources are available for students online?
- Transitions for Students with Disabilities
- Can we offer smooth transitions from grade to grade (and grade span to grade span) - for students with Dyslexia, Autism, and other disabilities.
- Bullying
- What are the policies and procedures when dealing with bullying at the high school level?

DELAC

Parent Comments:

Feedback on LCAP Goal 1 - CVUSD will ensure a safe, positive, and respectful school environment and culture for all students and staff.

Send tutors home like it used to be done before. This helps students to reclassify.

How many students are being serviced at these wellness centers?

How is it that you are helping these students in a wellness center and how many students are being seen per day?

Wellness Center Data shared with DELAC participants:

This is 2022-23 school year data:

1. Middle Schools average 30-40 kids a week.
2. High Schools average 80-100 kids a week.
3. All sites support at least 10 Conflict Resolutions weekly.
4. All sites offer reflection and behavior goal setting strategies.
5. All sites offer SEL self-regulation strategies.

Feedback on LCAP Goal 2 -

- For the iReady test, are the students that are English learners, able to take this test in Spanish? Or is this only in English?

- Who is the one in charge of all the students that have not been reclassified? At the school site? What is the title?
- At the school sites EL Mentors that work with some of our students after school to get them reclassified. Especially for the ones that are almost there.
- We had our ELAC meeting yesterday from our school. We requested a meeting to inform the parents what the LCAP is and what's going on with all the kids that have not been reclassified.

Feedback on LCAP Goal 3:

- More hours for Parent Liaisons as they are the communication between us, the parents, and the school.
- Most of the schools have people that are always changing because it's not enough hours.
- Are all parents are aware that we have Latino Commission at the schools? It would be important to have the new parent manager work with the parents to let them know this program exists.

LCAP Advisory Committee
November 15, 2022

Feedback on Goal 2:

- Same with academic objectives. Posting them doesn't mean they are being taught thoroughly.
- What amount of district funds are being used for the intervention instruction?

Feedback on Goal 3 - Based on the information shared this evening about the implementation of transformational justice at CVUSD, please share your thoughts, questions, concerns, suggestions, and/or commendations?

- It is wonderful that CVUSD is finding different ways to meet the needs of our students.
- This is important because not all students' needs can be met in the same way/manner.
- Appreciate that the district is training all stakeholders on Transformational Justice. It's important for everyone to know what it is and how to implement it.
- Where is the data that proves that the implementation throughout the district schools is working?
- Great program and it is a start to learning to help students with their social emotional needs. All therapy based transformational justice should be voluntary.
- It's a matter of its true execution for success.
- We truly need to see big involvement and push for our needs at the school levels reaching out to show these efforts to come together as one.

January 31, 2023

Wellness Center comments:

- What is the student intake number daily?
- What is LCC?
- How many referrals are submitted and addressed?
- Is there an open door policy or are students only seen by appointment?

- Is the student intake calculated daily, weekly, or monthly?
- Is there current data for 2022-23?
- In summary –

Wellness Centers data is for 2022-23 for wellness centers at all middle and high schools

General Comments/Questions:

More safety plans, and protocols and shared with staff. Non-Public View

Resource officers for student safety

A team to help identify the obstacles that a student may have ; that may be the root cause of behavior.

Parents:

- More staff needed to help support students in tier 2 and 3 academics, behavior and/or social emotional. Not a stipend, but a person who gets hired (a position) to be a coach.
- How to prepare SPED students for college & career after they transition from K-12.
- More counselors for English Learners.
- Please send correspondence both electronically and in mail because some students have the technological skills to block electronic communication.

Students:

- At DMHS there is only one dual enrollment class.
- Student is interested in medicine-related pathways and higher quality classes.
- Cosmetology is also something her friends are interested in.
- Student is participating in Race and Gender, ceramics, Puente and Mandarin. (Action 2.2c)

Certificated Staff:

- More safety plans, and protocols and shared with staff.
- Help with intervention, behavioral issues, and the huge learning gaps we are seeing in all content areas.
- Training and social and emotional support for staff
- Make early Intervention a priority in the LCAP. We need to keep the kindergarten aides and the Intervention teachers at the elementary level
- Equity in Elementary schools with VAPA for K-3rd
- Secondary needs more paraeducators to effectively work with main-streamed SPED students.
- Enrichment Programs/Opportunities for Higher Performing Students
- Need resources for DL students and teachers
- Provide effective training to all teachers in the core subjects and SEL

Community Members:

- Alianza - Add 2 Positive School Climate Leads (CVHS and DMHS) to work as a Restorative Justice Coach for the staff. Real time lessons, PD support, data collection
- Alianza - Add one more Positive Culture and Climate Coordinator to help with Transformational Justice Implementation and work with data to provide feedback in our fidelity of implementation.

CTE Advisory Survey – participants included business partners, parents, students, teachers, district administrators

What is working:

- Student Awareness of opportunities in Skilled workforce Jobs and High wages compared to College Debt.
- Apprenticeship programs for trades skills/job such as electricians, wastewater operators, etc.
- Emphasis on internships
- Focus also on Behavioral Health, anatomy, and physiology.
- Array of certificates can be earned – CPR, First Aid and Mental Health First Aid, EMT in partnership with COD, Stop the Bleed. Narcan - - Training is something we working to add. All certificates are offered free of charge to all students.
- Participate in the annual Flying Doctors event. Dental, vision and general health experience – invite more students to participate, engage freshman aspiring to join Health Academies -
- HOSA: Community Awareness Team and MRC Partnership - students participate in screening services to assist immigrants with access to healthcare, assist with taking vitals and other medical support
- You're doing a wonderful job! Congratulations!

Challenges:

- Lack of enough internships and work-based learning
- Alignment of programs K-16 is a challenge, but one we are working on.
- I would like to emphasize the importance of integrating technology and digital literacy into all aspects of our CTE programs. As the job market and industries evolve, it is essential to ensure that our students are equipped with the skills and knowledge to succeed in a digital landscape.
- Coding with middle schools
- Need more middle school feeder programs to engage students.
- I think it's crucial to market/share the value and benefit of CTE programs to local businesses and to promote internship/mentorship programs within the CTE programs so that students can truly comprehend the various career or college paths available to them.

Classified Staff - Thought Exchange Comments - November 2022

Goal 1 - CVUSD will ensure a safe, positive, and respectful school environment and culture for all students and staff.

Successes:

- What are we, as a district, doing well to support students' social, emotional, and behavioral needs?
- Wellness centers and how it helps support student emotional needs.
- Sharing information that keeps parents and the community engaged in school. We need to know what goes around the community
- The SEL lessons are helping students to make better choices

Challenges:

- What can the district do differently, or in addition, to better support students' social, emotional, and behavioral needs?
- All staff need to be trained in TJ for it to be how we do things in CVUSD

Goal 2 - CVUSD students will be prepared to leave CVUSD with the academic, career, and social-emotional skills needed to achieve their personal and professional goals.

Successes

- What are we, as a district, doing well to support student academic achievement?
- Offering intervention at the elementary levels.
- Having more PDs for our teachers so they are well informed
- Aides in TK and Kinder
- Intervention for elementary students during the day

Challenges

- What can the district do differently, or in addition, to better support student academic needs?
- Are we collecting data on pre and post intervention to determine effectiveness?
- For equity purposes - do all students have the same intervention opportunities?
- Support for ELs in general education classes in middle school

Goal 3 - CVUSD will increase engagement and collaboration among students, parents, staff and community members.

Successes

- What are we, as a district, doing well to support educational partner engagement (parent, staff, student, community)?
- Parent Liaisons are supporting parents with workshops
- Monthly meetings involving staff and parents
- Resources that bring communities together

Challenges

- What can the district do differently, or in addition, to better support educational partner engagement (parent, staff, student, community)?
- Parent Liaisons need to have more hours to better serve parents' schedules
- Improve resources to families of services or programs we offer

Certificated Staff - Thought Exchange Comments - November 2022

Goal 1

Successes:

What are we, as a district, doing well to support students' social, emotional, and behavioral needs?

- Calming Room/ Wellness centers Kids can take a break.
- Social emotional learning lessons
- Continuing the contracts with Latino commission. Direct access to counseling for students and their families
- Having intervention teachers.
- Hiring more psychologists This will hopefully free up some of their time to work with students or groups.
- PBIS Program Kids work hard to earn points.

Challenges

What can the district do differently, or in addition, to better support students' social, emotional, and behavioral needs?

- SST Process -- Streamlining/ Make more efficient.
- More counselors. Caseloads are too high to sufficiently meet student needs beyond minimal services.
- Provide more classroom support or trainings for all staff in general
- More special education staff
- More support to teachers in the classroom, like coaching and/or modeling
- Social/emotional support for parents
- Train teachers, especially new teachers on steps and support resources for high risk needs such as suicide prevention, etc.
- Provide training on Collaboration / Interpersonal Communication in daily lessons

Goal 2 - CVUSD students will be prepared to leave CVUSD with the academic, career, and social-emotional skills needed to achieve their personal and professional goals.

Successes

- What are we, as a district, doing well to support student academic achievement?
- AP and honors courses, engaged students and better prepared for college
- Intervention Teachers!!
- Aides in K classes
- Offering more opportunities/classes at secondary.
- Consistent approaches-- strategies, training
- Ongoing focus on Writing and Development of expectations over the past few years
- SPED PD Calendar and the many opportunities for GE, SPED and Para's (all audiences), to access more info this year.
- Addressing Literacy through the Literacy Group, Secondary Ed, and "Hole in one" strategies.
- Decreasing class sizes in the upper elementary grade levels

Challenges

What can the district do differently, or in addition, to better support student academic needs?

- Provide in class coaching and modeling for practical, immediate applications
- Decrease class sizes
- Re-examine the master schedule in Elementary.
- New special education teachers need more ongoing support in the classroom.
- Dedicated Staff to STEAM labs.
- More aides; too many students do not have consistent access but need the support throughout their day.
- Project Based Learning opportunities for high achieving students during the instructional day. These students need to be challenged.
- Kindergarten aides should be qualified and certified to support in a dual program class
- More speech language pathologists
- Peer Tutoring Program for HS Sometimes students feel more comfortable working with a peer than a teacher.

Goal 3

Successes

What are we, as a district, doing well to support educational partner engagement (parent, staff, student, community)?

- Having a community liaison at some schools workshops, translating, contacting parents
- Educational partners are regularly asked for input At the site and district level I see many opportunities for people to share their ideas and opinions.

Parenting workshops

- Parents appreciate having resources offered to them.
- Coffees with the principals
- Parents are encouraged to reach out to the school.

Challenges

- What can the district do differently, or in addition, to better support educational partner engagement (parent, staff, student, community)?
- Early notification - sometimes the notices are sent out on the day of the event
- Notification via social media, email, and district website
- District website should be more parent friendly to navigate
- Elect a "community member" for School Site Council meetings. I don't believe all sites have this.
- Please allow Ed partners to support our students at school.

Breakdown of Survey Participants:

Student.....13%
 Parent or Guardian.....59%
 Classified Staff 8%
 Teacher 10%
 Other Certificated 2%
 Administrator 1%
 Community Member 2%
 Other 5%

Question 1: Please rate our progress on Goal 1: CVUSD will ensure a safe, positive and respectful school environment and culture for all students and staff. (354 responses)

Thought exchange survey responses:

	All	Parent/ Guardian	Staff	Student	Community Member
Excellent	18%	21%	16%	11%	0%
Good	30%	34%	22%	32%	7%
Neutral	26%	26%	22%	30%	29%
Inadequate	18%	13%	29%	16%	50%
Very Inadequate	8%	6%	11%	11%	14%

Question 2: Please rate our progress on Goal 2: CVUSD students will be prepared to leave CVUSD with the academic, career, and socio-emotional skills needed to achieve their personal and professional goals.

Thought exchange survey responses:

	All	Parent/ Guardian	Staff	Student	Community Member
Excellent	19%	24%	11%	12%	7%
Good	33%	37%	31%	32%	21%
Neutral	29%	25%	30%	34%	29%
Inadequate	13%	9%	22%	12%	29%
Very Inadequate	6%	5%	6%	10%	14%

Question 3: Please rate our progress on Goal 3: CVUSD will increase engagement and collaboration among students, parents, staff and community members.

Thought exchange survey responses:

	All	Parent/ Guardian	Staff	Student	Community Member
Excellent	22%	27%	17%	12%	7%
Good	37%	40%	37%	32%	21%
Neutral	25%	23%	25%	34%	29%
Inadequate	9%	6%	12%	12%	29%
Very Inadequate	7%	4%	9%	10%	14%

In all three survey questions, the parent and guardian group answered considerably more favorably than any other group surveyed (students, staff, community members). Conversely, in all three survey questions, the community member group answered the least favorably compared to the other groups.

The rank of responses for the four educational partner groups is as shown in the columns above, with parents scoring the most favorable responses, then staff, then students and finally community members.

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

As we worked with various educational partner groups during the process of developing the LCAP, we gained insights into when and how different educational partner groups (parents, staff, students, and community members) prefer to engage in the LCAP Process. We also noticed and adapted to the different levels of exposure our educational partners had to the LCAP; some are very familiar with all sections of the LCAP, some are brand new to the LCAP development process, and all the levels that fall between very familiar and no familiarity at all. In meeting with our various educational partner groups during the 2020-21 school year, we learned that for some purposes, our students and parents would like to have their own LCAP development sessions, where depending on their knowledge of the LCAP, they feel more comfortable participating and engaging in the discussions.

In the interim between each LCAP Advisory Team Meeting, we were able to meet with our LCAP Focus groups, share information, receive feedback and then convene an LCAP Advisory Team Meeting with 2 representatives from each educational partner focus group participating in the LCAP Advisory Team Meetings. We believe that this revised LCAP process was well received and will be surveying our educational partners for their feedback and suggestions.

Additionally, throughout the year (as in previous LCAP cycles) we heard from many of our educational partners in various ways; parent advisory committees, LCAP Public Forums, board meeting comments, staff members, LCAP Advisory Team Meetings, comments from Community-based organizations we collaborated with, responses to district surveys, emails, etc.

Listening to our various educational partner groups, we noticed that their comments and suggestions created very similar themes. Our educational partner groups want to see:

* Increased mental health and social-emotional well-being supports at all school sites (Action 1.1)

- * Greater awareness of programs and services that serve all of our students and student groups, across grade-spans. (Action 2.2a)
- * Expand the number of Dual Language cohorts (Action 2.2a)
- * Provide more opportunities for College and Career Pathways - for all student groups (Action 2.2b)
- * Provide more Enrichment opportunities for students who are high achievers and need more challenges (Action 2.2d)
- * Timely, relevant communication from the schools and the District to parents
- * Increased opportunities and training for parents to get more involved in on-campus activities
- * Provide Parents with education/training to be able to provide assistance to their students

Summary of LCAP Focus Groups' Common Themes:

- Students - well-being, engagement, mental health, opportunities, tutoring, academic counselors, inclusive clubs, college, physical health
- DELAC/ Parents - support, training, modeling best practices, parent involvement, workshops, lower number of students per class
- Classified Staff - Transformational Justice (TJ) Model training open to all CSEA members, support, access and devices for paraeducators
- Teachers - intervention teachers (hiring and placement), testing support, teacher support, and professional development
- Implementation of Transformational Justice - support with implementing restorative practices (community building) during the instructional day, everyone everywhere modeling TJ practices such as welcoming and nurturing environments, growth mindset, culturally responsive teaching, inclusive curriculum and content, and safe and courageous spaces.

Aspects of the LCAP that were influenced by specific educational partner input:

Actions that are continuing and being refined in the 2023-24 LCAP Include:

- A lower student-to-teacher ratio from 32 to 31 at our high schools - resulting in 7 more teachers. (Action 2.2a)
- Increased recruitment budget to enable CVUSD to participate in job fairs and recruit staff for intervention, build capacity with teachers and administration, hard-to-find educator positions such in Math, Science, Special Education, and World Languages. (Action 2.7)
- 6 Attendance clerks were added to elementary school sites that were sharing an attendance clerk with another elementary school
- RaaWee Attendance Software Platform
- Additional administration support for Toro Canyon Middle School and Saul Martinez in order to provide additional student academic, social-emotional, and behavior support (Action 1.1)
- Instructional support/coaches
- A Multi-Tiered System of Support to provide for students' Social Emotional Learning and Behavioral needs
- Increased support for the Puente Program offered at CVHS
- Implementation of Career Centers and staffing at CVHS, DMHS, and WSHS to increase college and career readiness
- Mentors that work closely with the wellness center teacher and administration to support student academic success, social-emotional growth, and behavioral growth. In addition, the mentor helps engage parents in the school community and work as a partnership between the community and the school site.
- Coordinator of Early Learners
- Growing our Independent Studies (Virtual Academy) Program, including staff support and instructional materials (Action 2.2e)
- Alternative School - addition of 5 teachers to enable us to increase enrollment at La Familia High School (Action 2.2e)
- Program Support such as monitoring data, implementation support, program planning, etc.
- Increase personnel support to enhance district-parent communication, parent engagement, and opportunities to provide resources to parents and families. (Action 3.2)

- A seventh-period has been added to the high school schedules to enable students to take additional classes to meet college/career readiness, meet graduation requirements, recover credits, and/or enroll in enrichment or elective courses.

Modifications Based on Educational Partner Group Feedback:

- Moving actions/expenses in the LCAP for better alignment of resources including:
- Academic Counselors (from 1.1 to 2.1)
- Home to School Transportation & Bus Monitors (from 2.2a to 2.2d)
- Extended Learning Transportation (from 2.2a to 2.2d)
- Site Athletic Directors Support (from 2.2a to 2.2d)
- Site Director of Activities Support (from 2.2a to 2.2d)

Increases/Modifications to current LCAP Actions/Services:

- Increase Parent Liaison Hours of Employment (3.2)
- Extra Service Hours for Site Lead Teacher & Classified Staff- Parent Engagement (3.2)
- Parent Engagement Administrative Specialist (1) (3.2)
- Community Engagement Manager Coaching Support (3.2)
- Five Additional Teachers at La Familia Continuation High School (2.2e)
- Increased Number of Student Mentors at middle and high schools (2.2c)
- Increase in technology support positions (2.2c)
- Add an additional translator (3.1)
- Extra Service Hours for Site Lead Teacher & Classified Staff- Parent Engagement (3.2)
- Add an EL Teacher on Special Assignment (TOSA) (2.3)
- Add EL Outreach Teachers (2.3)
- Sobrato Early Academic Language (SEAL) Program Literacy Coaches (2.3)
- Added Recruitment Support (2.6)

Goals and Actions

Goal

Goal #	Description
1	CVUSD will ensure a safe, positive, and respectful school environment and culture for all students and staff.

An explanation of why the LEA has developed this goal.

CVUSD has developed this goal to meet the Social-Emotional Learning Needs of our students. Throughout and after the Pandemic, we have received a multitude of feedback from our educational partners, regarding the need for more counseling and social-emotional support for our students and families. CVUSD will continue to implement the Transformational Justice Model, promoting a positive and welcoming school environment and experience for all students, staff, families, and community members.

Based on a review of performance on the state and local indicators from the California Dashboard, progress towards LCAP Goals, local self-assessment tools, and educational partner input, CVUSD has identified several areas of need. As a result of the actions in Goal 1, we expect to see an increase in attendance rates, and a decline in the following areas; chronic absenteeism, excessive behavior referrals, numbers of students requesting social emotional counseling.

CVUSD will continue to focus on Transformational Justice Model and offer our students many opportunities to receive Social Emotional counseling through various methods of referral as well as the Wellness Centers. Currently, Wellness Centers are at every secondary campus, and many elementary schools are exploring Calming Stations. Additionally, the Attendance Coordinator and other Student Services staff routinely make home visits to follow up on chronic absenteeism. Sites are provided with monthly attendance data.

State Priority 5 - Student Engagement, State Priority 6 - School Climate, State Priority 8 - Students Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Attendance (Priority 5)	School Attendance - Local Measures (2019-20 Attendance is not available on the CA School Dashboard) August 10, 2020 - April 16, 2021	School Attendance - Local Measures August 12, 2021 - May 13, 2022 (Months 1-10)	School Attendance - Local Measures August 12, 2022 - May 13, 2023 (Months 1-10)		School Attendance - Local Measures August, 2023 - April, 2024 (Months 1-9)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Months 1-9) 2020-21 Regular Program Grades TK-3: 89.10% Grades 4-6: 90.66% Grades 7-8: 91.92% Grades 9-12: 91.26% 2020-21 Program S SDC Grades TK-3: 82.37% Grades 4-6: 88.11% Grades 7-8: 86.60% Grades 9-12: 82.47%	2021-22 Regular Program Grades TK-3: 88.55% Grades 4-6: 89.32% Grades 7-8: 87.92% Grades 9-12: 87.87% 2021-22 Program S SDC Grades TK-3: 79.90% Grades 4-6: 85.90% Grades 7-8: 81.45% Grades 9-12: 79.91%	2022-23 Regular Program Grades TK-3: 89.00% Grades 4-6: 90.40% Grades 7-8: 89.21% Grades 9-12: 87.93% 2022-23 Program S SDC Grades TK-3: 82.94% Grades 4-6: 88.46% Grades 7-8: 85.00% Grades 9-12: 80.00%		2023-24 Regular Program Grades TK-3: 98% Grades 4-6: 98% Grades 7-8: 98% Grades 9-12: 98% 2023-24 Program S SDC Grades TK-3: 92% Grades 4-6: 98% Grades 7-8: 96% Grades 9-12: 92%
Chronic Absenteeism CA School Dashboard (not available for 2019-20 school year) (Priority 5)	Chronic Absenteeism: 2019 CA Dashboard Orange on the 2019 CA School Dashboard: All Students: 14.2% English Learners: 12.9%	Chronic Absenteeism: 2020-21 (Source: DataQuest): For the 2020-21 data, the Metric used to measure progress was DataQuest, because this data was not available on the CA Dashboard. All Students: 29% English Learners: 33.5%	Chronic Absenteeism: 2021-22 (Source: DataQuest): For the 2021-22 Chronic Absenteeism Data - we used Dataquest which accounted for 17,542 students, vs. the CA School dashboard that accounted for 11,892 students. All Students: 46.5% English Learners: 47.0% Socio-economically Disadvantaged: 47.1%		2023-24 Chronic Absenteeism rate: All Students: 10% English Learners: 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Socio-economically Disadvantaged: 14.6% Hispanic: 14.0%</p> <p>Red on the 2019 CA School Dashboard: American Indians: 37.7% Students with Disabilities: 20.2% Foster Youth: 22.7% Homeless Youth: 22.0% Two or More Races: 21.4% White: 23.1%</p>	<p>Socio-economically Disadvantaged: 29.8% Hispanic: 28.7% Students with Disabilities: 37.2%</p> <p>(Source: DataQuest):</p>	<p>Hispanic: 46.3% Students with Disabilities: 56.0%</p>		<p>Socio-economically Disadvantaged: 10% Hispanic: 10% American Indians: 20.0% Students with Disabilities: 10.2% Foster Youth: 12.7% Homeless Youth: 12.0% Two or More Races: 11.4% White: 13.1%</p>
Middle School Dropout Rate (Priority 5)	<p>(Source: DataQuest): 2019-20 Middle School Dropout Rate - 0%</p>	<p>2020 - 21 Middle School Dropout Rate –2020-21 7 students (0.8 %) Date Source: Local Data-CALPADS</p>	<p>2021 - 22 Middle School Dropout Rate - 2 students = 0.08%</p>		<p>2023-24 Middle School Dropout Rate - 0%</p>
High School Dropout Rate DataQuest (Priority 5)	<p>2019-20 High School Dropout Rate - 165 students (12.3%)</p>	<p>2020-21 High School Dropout Rate - 210 students (15.7%)</p>	<p>2021-22 High School (7.2%)</p>		<p>2023-24 High School Dropout Rate: 6%</p>
CA School Dashboard:	<p>2019-20 Suspension Rate:</p>	<p>2020 - 21 Suspension Rate:</p>	<p>2021 - 22 Suspension Rate:</p>		<p>2023-24 Suspension Rate:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Pupil suspension rate: (Priority 6)</p> <p>All Students: English Learners: Foster Youth: Homeless Youth: Socio-economically Disadvantaged: Students with Disabilities:</p> <p>African American: Native American: Asian: Hispanic/Latino: White: Two or more races:</p>	<p>(Data Source: DataQuest)</p> <p>Pupil Suspension Rate:</p> <p>All Students: 2.9% English Learners: 2.4% Foster Youth: 6.3% Homeless Youth: 4.2% Socio-economically Disadvantaged: 3.1% Students with Disabilities: 6.6%</p> <p>African American: 5.6% Native American: 13.7% Asian: 0% Hispanic/Latino: 2.9% White: 3.1% Two or more races: 2.7%</p>	<p>(Data Source: DataQuest)</p> <p>Pupil Suspension Rate:</p> <p>All Students: 0% English Learners: 0% Foster Youth: 0% Homeless Youth: 0% Socio-economically Disadvantaged: 0% Students with Disabilities: 0%</p> <p>African American: 0% Native American: 0% Asian: 0% Hispanic/Latino: 0% White: 0% Two or more races: 0%</p>	<p>(Data Source: DataQuest)</p> <p>Pupil Suspension Rate: 3.7%</p> <p>All Students: 3.7% English Learners: 3.5% Foster Youth: 8.5% Homeless Youth: 2.8% Socio-economically Disadvantaged: 3.8% Students with Disabilities: 5.8%</p> <p>African American: 6.3% Native American: 18.2% Asian: not available Hispanic/Latino: 3.6% White: 4.3% Two or more races: 1.3%</p>	<p>Pupil Suspension Rate:</p> <p>All Students: 1.2% English Learners: 1.2% Foster Youth: 4% Homeless Youth: 2.2% Socio-economically Disadvantaged: 1.2% Students with Disabilities: 2.5%</p> <p>African American: 3.0% Native American: 8.5% Asian: 0% Hispanic/Latino: 1.2% White: 1.2% Two or more races: 1.2%</p>	
<p>Pupil Expulsion Rate: (DataQuest for 2019-20 data) (Priority 6)</p> <p>All Students: English Learners: Socio-economically Disadvantaged: Students with Disabilities:</p> <p>African American: Native American:</p>	<p>Pupil Expulsion Rate:</p> <p>All Students: 0.0% English Learners: 0% Socio-economically Disadvantaged: 0% Students with Disabilities: 0%</p> <p>African American: 0.0% Native American: 0.0%</p>	<p>Pupil Expulsion Rate:</p> <p>All Students: 0.0% English Learners: 0% Socio-economically Disadvantaged: 0% Students with Disabilities: 0%</p> <p>African American: 0.0% Native American: 0.0% Asian: 0.0%</p>	<p>Pupil Expulsion Rate:</p> <p>All Students: 0.0% English Learners: 0% Socio-economically Disadvantaged: 0% Students with Disabilities: 0%</p> <p>African American: 0.0% Native American: 0.0% Asian: 0.0% Hispanic/Latino: 0.0%</p>	<p>Pupil Expulsion Rate:</p> <p>All Students: 0.0% English Learners: 0% Socio-economically Disadvantaged: 0.0% Students with Disabilities: 0.0%</p> <p>African American: 0.0% Native American: 0.0%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
African American: Native American: Asian: Hispanic/Latino: White: Two or more races:	Asian: 0.0% Hispanic/Latino: 0.0% White: 0.0% Two or more races: 0.0%	Hispanic/Latino: 0.0% White: 0.0% Two or more races: 0.0%	White: 0.0% Two or more races: 0.0%		Asian: 0.0% Hispanic/Latino: 0.0% White: 0.0% Two or more races: 0.0%
In order to monitor the effectiveness of our Social-emotional learning practices and implementation of the Transformational Justice Model, we transitioned to the surveying our students, parents, and staff annually with the Panorama SEL and School Climate Surveys. (Priority 6)	STUDENT Survey Spring 2021: Panorama SEL and School Climate Surveys.	Spring 2022: Panorama SEL and School Climate Surveys.	Spring 2023:		Panorama SEL and School Climate Surveys.
Panorama School Climate Survey - STUDENT Responses Sense of Belonging (School Connectedness): Elementary: Secondary: Knowledge and Fairness of Discipline, Rules & Norms Elementary: Secondary:	Panorama School Climate Survey - STUDENT Responses Sense of Belonging (School Connectedness): Elementary: 74% Secondary: 63% Knowledge and Fairness of Discipline, Rules & Norms Elementary: 58% Secondary: 83%	Panorama School Climate Survey - Student Responses Sense of Belonging (School Connectedness): Elementary: 75% Secondary: 58% Knowledge and Fairness of Discipline, Rules & Norms Elementary: 78% Secondary: 72%	Panorama School Climate Survey - Student Responses Sense of Belonging (School Connectedness): Elementary: 68% Secondary: 47% Knowledge and Fairness of Discipline, Rules & Norms Elementary: 77% Secondary: 68%		Panorama School Climate Survey - STUDENT Responses Sense of Belonging (School Connectedness): Elementary: 80% Secondary: 70% Knowledge and Fairness of Discipline, Rules & Norms Elementary: 75% Secondary: 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Climate of Support for Academic Learning Elementary: Secondary:	Climate of Support for Academic Learning Elementary: 65% Secondary: 78%	Climate of Support for Academic Learning Elementary: 76% Secondary: 72%	Climate of Support for Academic Learning Elementary: 68% Secondary: 66%		Climate of Support for Academic Learning Elementary: 80% Secondary: 85%
Safety: Elementary: Secondary:	Safety: Elementary: 68% Secondary: 71%	Safety: Elementary: 50% Secondary: 55%	Safety: Elementary: 51% Secondary: 47%		Safety: Elementary: 80% Secondary: 80%
	Panorama SEL Survey - STUDENT Responses	Panorama SEL Survey - Student Responses	Panorama SEL Survey - Student Responses		Panorama SEL Survey - STUDENT Responses
Social Awareness: Elementary: Secondary:	Social Awareness: Elementary: 66% Secondary: 62%	Social Awareness: Elementary: 63% Secondary: 57%	Social Awareness: Elementary: 62% Secondary: 53%		Social Awareness: Elementary: 76% Secondary: 72%
Growth Mindset: Elementary: Secondary:	Growth Mindset: Elementary: 69% Secondary: 64%	Growth Mindset: Elementary: 67% Secondary: 61%	Growth Mindset: Elementary: 66% Secondary: 55%		Growth Mindset: Elementary: 79% Secondary: 74%
Self-management: Elementary: Secondary:	Self-management: Elementary: 66% Secondary: 64%	Self-Management: Elementary: 60% Secondary: 61%	Self-Management: Elementary: 61% Secondary: 58%		Self-management: Elementary: 76% Secondary: 74%
Self-Efficacy: Elementary: Secondary:	Self-Efficacy: Elementary: 54% Secondary: 46%	Self-Efficacy: Elementary: 54% Secondary: 43%	Self-Efficacy: Elementary: 50% Secondary: 39%		Self-Efficacy: Elementary: 64% Secondary: 60%
Engagement: Elementary: Secondary:	Engagement: Elementary: 64% Secondary: 36%	Engagement: Elementary: 65% Secondary: 36%	Engagement: Elementary: 58% Secondary: 24%		Engagement: Elementary: 75% Secondary: 50%
Secondary:					

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1.1 Multi-Tiered System of Support (MTSS) to meet students' social and emotional learning needs.	<p>Implement a Multi-Tiered System of Support (MTSS) that aligns resources and supports to meet students' social and emotional needs; promotes attendance, engagement, and a positive school climate; and incorporates transformational justice.</p> <p>Resources and supports include:</p> <ul style="list-style-type: none"> * Social Emotional Counseling * Social Emotional Program Support * Transformational Justice Program Support * Support & Implementation Staff for Attendance and Student Support Services * School Wellness Centers 	\$5,817,785	Yes
1.2	1.2 District-wide Safety Protocols	<p>1.2 Refine implementation of safety protocols district-wide with input from district staff, public safety organizations, and the community.</p> <p>Promotes attendance, engagement, and a positive school climate; and incorporates transformational justice.</p> <p>Implement district-wide safety protocols that provide enhanced MTSS supports to further promote attendance, engagement, and a positive school climate; and incorporate Transformational Justice. Safety protocols will be analyzed each year with input from district staff, public safety organizations, and the community to ensure implementation is continuously improved to meet the needs of our most vulnerable students.</p> <p>Resources and supports include:</p> <ul style="list-style-type: none"> * Nurses * Health Technicians 	\$2,907,501	Yes

Goal Analysis [2022-23]

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.

Attendance:

Progress Monitoring for Attendance:

- Saturday Academy Attendance reports were provided after each session held
- Support during Saturday sessions from AARC Educational Consulting Services, Inc.
- Student Support Services (SSS) monitored Summary Reports
- Focused on inviting students with absences to recover absences
- Attendance Clerks conducted internal audits

Successes:

- Saturday School Site Sessions 209
- Total Attendance 6,073
- Total Recovery 5,108
- Recovery Rate 84%
- Student to Teacher Ratio 19-1
- ADA Revenue \$299,979
- Net (Estimate) \$151,103

Challenges:

*Understaffed for full implementation of home visits, community sweeps, events and outreach.

*Understaffed for monitoring of SARTS, overall district attendance data, and follow ups of the SARB contracts at the district level in order to refer to district attorney for contract violations.

1.1 Multi Tiered System of Support

- Social Emotional Counseling
- Dates of Data for Latino Commission: 8/20/22-4/4/23
- Mental Health (MH) Referrals: 1,763
- Substance Use (SU) Referrals: 415
- Total Services: 1,338
- All referrals also assess for, and if applicable, offer services to the family and/or parents
- Mental Health referrals by:
- Grade Span: Elementary: 989 Middle: 290 High: 329

Successes:

- Increased awareness of MH services to the community through advertising on Billboards, virtual flyers on school website, etc.

- Improved route of MH and SU referrals once Wellness Centers opened. Wellness Centers were able to quickly identify student needs and make accurate connections quickly and effectively.
- Collaboration between LCC and Wellness Centers improved the type of care students received since information was easily shared.

Challenges:

Substance Use (SU) by:

- School Sites:
 - BDMS: 60 referrals; 48 received services
 - TCMS: 51 referrals; 47 received services
 - CDA: 42 referrals; 37 received services
 - CVHS: 160 referrals; 137 received services
 - WSHS: 16 referrals; 13 received services
 - LFHS: 16 referrals; 9 received services
 - DMHS: 70 referrals; 56 received services
- Office Support required to maintain current data on wellness centers, Panorama, SST's, and 504's.
- Identified need of wellness/calming stations in all 14 elementary schools.

1.1 Academic Counselors (Secondary) - this action will be moved to 2.2a for 2023-24 where it is better aligned with the implementation of MTSS for Academic support

- Counselors still need professional development on the Academic 4 year plan

1.2 District Wide Safety Protocols

- Six (6) Nurses Salaries
- Coachella Valley USD has 6 registered nurses to assist with monitoring, administering medication, and assisting with all health requirements.

Due to the geographical nature of our district, additional nurses are needed to assist in ensuring student medical needs are met.

Nurses caseloads are monitored to determine the continued need of services.

Successes: School Nurses provide vital health services and procedures to all students in CVUSD.

Challenges: Based on the National Association of School Nurses staffing ratios, CVUSD is understaffed for School Nurses.

- Twenty (20) Health Services Technicians

The health services technicians assist students with various medical conditions requiring specific care. Due to the geographical nature of our district the additional health mobility aids assist in ensuring student medical needs are met.

Challenges: Due to the increasing caseloads at each school site health services technicians are continually monitored to determine the need of services.

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

Action 1.1: Estimated actuals were less than allocated as attendance outreach and support activity costs were less than anticipated. Some positions were vacant for part of the school year so not all allocated funds were expended. In addition, we did not purchase the Attendance software Raawee as intended, due to technology compliance issues that need to be resolved.

Action 1.2: All salaries increased as a result of negotiations with classified and certificated bargaining units.

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

Attendance Coordinator Salary:

- Attendance Rate for Regular program: 89.03%
- Attendance Rate for SPED: 84.15%
- Chronic Absenteeism: 43.1%
- Enrollment: 16,462

The effectiveness of actions and services intended to increase student attendance are detailed below, with CVUSD being able to recover 84% of student absences, with 209 Saturday School sessions throughout the 2022-23 school year.

Saturday Academy - YTD Metrics:

- School Site Sessions 209
- Total Attendance 6,073
- Total Recovery 5,108
- Recovery Rate 84%
- Student to Teacher Ratio 19-1
- ADA Revenue \$299,979
- Net (Estimate) \$151,103

Attendance Recovery

- * Provide extended learning and enrichment opportunities to improve student achievement
- * Credit Recovery Programs for Grades 9-12
- * Recover lost instructional time

CWA Director - Our Child, Welfare, and Attendance Department underwent a name change to better reflect the services being provided to students, parents and staff.

It is now called "Student Support Services" (SSS)

The effectiveness of the SSS Director and this department is evidenced in the following data:

- Increased awareness of Mental Health (MH) services to the community through advertising on Billboards, virtual flyers on school website, etc.

- Improved route of MH and Substance Use (SU) referrals once Wellness Centers opened.
- Wellness Centers were able to quickly identify student needs and make accurate connections quickly and effectively.
- Collaboration between Latino Commission Counseling (LCC) and Wellness Centers improved the type of care students received since information was easily shared.
- The Wellness Center supports have been significantly used by our students. The mentors have been able to support students along with the Wellness Center Teachers. The Team has had over 17,000 visits from August 2022 to March 2023. Most of the visits were due to stress, family incidents, anxiety, conflict resolution, and anger management.

In addition, the Director of SSS managed a large number of transfer requests:

- Transfer Requests: incoming-241; outgoing-916; Internal: 653
- Home Hospital: Students serviced - 52; Returned to in-person-11; 45% General Ed/55% SPED

Transformational Justice:

PBIS Rewards App established and being used at all 21 sites to promote positive school climate and culture

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.

The 2023-24 LCAP is year 3 of a 3-year plan. Actions were intended to be implemented over this timeframe to meet the desired outcomes. No changes were made to the planned goal. However, the following changes were made to actions:

Action 1.1

- The 13 Academic Counselors were moved from Action 1.1 to action 2.1 because they are better aligned with MTSS academic support, than social emotional support in 1.1. this represents a monetary difference of approximately \$2.9 million moving from 1.1 to 2.1.
- Additionally in 1.1 - the Raawee Attendance platform was not implemented in 2022-23 due to a technology department compliance concern. We will look to implement Raawee in 2023-24, if and when technology compliance issues are resolved. Approximately \$700,000 dedicated to Raawee funding was not used.

* The total funds allocated amounts changed. A review of data and educational partner feedback indicated that existing programs are making a difference and will be continued, but refinements should be made to expand programs to impact additional students and staff, as well as increase outcomes.

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.

Goals and Actions

Goal

Goal #	Description
2	CVUSD students will be prepared to leave CVUSD with the academic, career, and social-emotional skills needed to achieve their personal and professional goals.

An explanation of why the LEA has developed this goal.

Based upon a review of performance on the state and local indicators from the California Dashboard, progress towards LCAP goals, local self-assessment tools, and educational partner input, CVUSD has identified several areas of need. The areas of need include academic performance, college and career readiness, Career Technical Education, and supporting the following student groups: Low-Income students, Students with Disabilities, English Learners and Foster & Homeless students.

CVUSD will continue to focus on Literacy and Math Skills, to increase the number of students who are meeting and exceeding standards. CVUSD will continue to provide Intervention and supports, both during and after school, district-wide assessments to monitor student progress, comprehensive summer school opportunities, language support for English Learners, and ongoing professional development on instructional strategies and support. In addition, we are implementing several actions to increase our graduation rates, A-G completion rates, and college and career preparedness. Additional teachers have been hired at the secondary schools, the student to teacher ratio has decreased and high schools will move from a 6 period to a 7 period day - to enable students to recover credits or explore new opportunities.

State Priority 1 - Basic Services, State Priority 2 - Implementation of State Standards, State Priority 4 - Student Achievement, State Priority 7 - Broad Course of Study, State Priority 8 - Student Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of State Standards - (Priority 2)	Implementation of State Standards - (Priority 2) Spring, 2021	Spring, 2022	Spring, 2023		Implementation of State Standards - (Priority 2)
CA Dashboard Reflection Tool rating scale:	CA Dashboard Reflection Tool rating scale:	CA Dashboard Reflection Tool rating scale:	CA Dashboard Reflection Tool rating scale:		CA Dashboard Reflection Tool rating scale:
1- Exploration and Research Phase	1- Exploration and Research Phase	1- Exploration and Research Phase	1- Exploration and Research Phase		1- Exploration and Research Phase

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2- Beginning Development 3- Initial Implementation 4- Full Implementation 5- Full Implementation and Sustainability.	2- Beginning Development 3- Initial Implementation 4- Full Implementation 5- Full Implementation and Sustainability.	2- Beginning Development 3- Initial Implementation 4- Full Implementation 5- Full Implementation and Sustainability.	2- Beginning Development 3- Initial Implementation 4- Full Implementation 5- Full Implementation and Sustainability.		2- Beginning Development 3- Initial Implementation 4- Full Implementation 5- Full Implementation and Sustainability.
Self reflection rating based on CA Dashboard Reflection Tool for:	Self reflection rating based on CA Dashboard Reflection Tool for:	Self reflection rating based on CA Dashboard Reflection Tool for:	Self reflection rating based on CA Dashboard Reflection Tool for:		Self reflection rating based on CA Dashboard Reflection Tool for:
I) Professional Development:	I) Professional Development:	I) Professional Development:	I) Professional Development:		I) Professional Development:
Secondary: ELA CCSS: ELD (Aligned to ELA Standards): Math CCSS: Science NGSS: History- Social Science:	Secondary: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 2 History- Social Science: 2	Secondary: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 4 Science NGSS: 2 History- Social Science: 3	Secondary: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 3 History- Social Science: 3		Secondary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 3
Elementary: ELA CCSS: ELD (Aligned to ELA Standards): Math CCSS: Science NGSS: History- Social Science:	Elementary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 2 History- Social Science: 2	Elementary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 2 History- Social Science: 2	Elementary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 2 History- Social Science: 2		Elementary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 3
II. Instructional Materials:	II. Instructional Materials:	II. Instructional Materials:	II. Instructional Materials:		II. Instructional Materials:
Secondary: ELA CCSS: ELD (Aligned to ELA Standards): Math CCSS:	Secondary: ELA CCSS: 3	Secondary: ELA CCSS: 4	Secondary: ELA CCSS: 3		Secondary: ELA CCSS: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Science NGSS: History- Social Science: Elementary: ELA CCSS: ELD (Aligned to ELA Standards): Math CCSS: Science NGSS: History- Social Science:</p> <p>III. Progress Implementing Policies/Programs:</p> <p>Secondary: ELA CCSS: ELD (Aligned to ELA Standards): Math CCSS: Science NGSS: History- Social Science:</p> <p>Elementary: ELA CCSS: ELD (Aligned to ELA Standards): Math CCSS: Science NGSS: History- Social Science:</p> <p>IV. Progress Implementing other adopted academic standards:</p> <p>Secondary CTE: Health Education:</p>	<p>ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 2 History- Social Science: 2</p> <p>Elementary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 2 History- Social Science: 2</p> <p>III. Progress Implementing Policies/Programs:</p> <p>Secondary: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 2 History- Social Science: 2</p> <p>Elementary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 1 History- Social Science: 2</p>	<p>ELD (Aligned to ELA Standards): 4 Math CCSS: 3 Science NGSS: 3 History- Social Science: 3</p> <p>Elementary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 2 History- Social Science: 2</p> <p>III. Progress Implementing Policies/Programs:</p> <p>Secondary: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 3 History- Social Science: 3</p> <p>Elementary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 3</p>	<p>ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 3 History- Social Science: 3</p> <p>Elementary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 3</p> <p>III. Progress Implementing Policies/Programs:</p> <p>Secondary: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 3 History- Social Science: 3</p> <p>Elementary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 3</p>	<p>ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 3</p> <p>Elementary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 3</p> <p>III. Progress Implementing Policies/Programs:</p> <p>Secondary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 3</p> <p>Elementary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 3</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>PE: VAPA: World Language:</p> <p>Elementary: CTE: Health Education: PE: 1 VAPA: World Language:</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: Secondary: Elementary:</p> <p>B) Identifying professional learning needs for teachers and staff: Secondary: Elementary:</p> <p>C) Providing support for teachers on standards they have not mastered: Secondary: Elementary:</p>	<p>IV. Progress Implementing other adopted academic standards:</p> <p>Secondary CTE: 2 Health Education: 3 PE: 2 VAPA: 3 World Language: 2</p> <p>Elementary: CTE: 1 Health Education: 1 PE: 1 VAPA: 3 World Language: 1</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: Secondary: 5 Elementary: 3 Elementary: 4</p> <p>B) Identifying professional learning needs for teachers and staff: Secondary: 3 Elementary: 4</p>	<p>IV. Progress Implementing other adopted academic standards:</p> <p>Secondary CTE: 4 Health Education: 3 PE: 3 VAPA: 3 World Language: 3</p> <p>Elementary: CTE: 1 Health Education: 1 PE: 2 VAPA: 3 World Language: 2</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: Secondary: 3 Elementary: 4</p> <p>B) Identifying professional learning needs for teachers and staff: Secondary: 4 Elementary: 4</p>	<p>IV. Progress Implementing other adopted academic standards:</p> <p>Secondary CTE: 3 Health Education: 3 PE: 4 VAPA: 4 World Language: 3</p> <p>Elementary: CTE: 2 Health Education: 2 PE: 3 VAPA: 3 World Language: 2</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: Secondary: 3 Elementary: 3</p> <p>B) Identifying professional learning needs for teachers and staff: Secondary: 3 Elementary: 3</p>		<p>IV. Progress Implementing other adopted academic standards:</p> <p>Secondary CTE: 4 Health Education: 4 PE: 4 VAPA: 4 World Language: 3</p> <p>Elementary: CTE: 2 Health Education: 2 PE: 3 VAPA: 4 World Language: 3</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: Secondary: 4 Elementary: 4</p> <p>B) Identifying professional learning needs for teachers and staff: Secondary: 4 Elementary: 4</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
VI. EL Access to Common Core and ELD standards: Secondary: Elementary	C) Providing support for teachers on standards they have not mastered: 3 Secondary: 2 Elementary: 3 VI. EL Access to Common Core and ELD standards: Secondary: 3 Elementary: 3	C) Providing support for teachers on standards they have not mastered: Secondary: 2 Elementary: 3 VI. EL Access to Common Core and ELD standards: Secondary: 4 Elementary: 4	C) Providing support for teachers on standards they have not mastered: Secondary: 3 Elementary: 3 VI. EL Access to Common Core and ELD standards: Secondary: 4 Elementary: 4		C) Providing support for teachers on standards they have not mastered: 4 Secondary: 4 Elementary: 4 VI. EL Access to Common Core and ELD standards: Secondary: 4 Elementary: 4
Academic Indicator & College/Career Indicator (State Priorities 2, 4, 8) Statewide Assessments (Grades 3-8 and 11) CAASPP ELA & Math	Academic Indicator & College/Career Indicator (State Priorities 2, 4, 8) Statewide Assessments 2019 ELA & Math CAASPP (Grades 3-8 & 11) (Source ed-data.org) Percent of Students who Met or Exceeded Standards: <ul style="list-style-type: none"> All Students: ELA 28.9% & Math 20.6% Students with Disabilities: ELA 3.7% & Math 2.5% 	Academic Indicator & College/Career Indicator (State Priorities 2, 4, 8) 2021 ELA & Math CAASPP (Grades 3-8 & 11) (Source ed-data.org) Percent of Students who Met or Exceeded Standards: <ul style="list-style-type: none"> 1) All Students: ELA 23.43% & Math 11.52% 2) Students with Disabilities: ELA 3.90% & Math 2.60% 	Academic Indicator & College/Career Indicator (State Priorities 2, 4, 8) 2022 ELA & Math CAASPP (Grades 3-8 & 11) (Source: caaspp-elpac.org) Percent of Students who Met or Exceeded Standards: <ul style="list-style-type: none"> All Students: ELA 26.89% & Math 13.46 % Students with Disabilities: ELA 5.67% & Math 3.84% 		Academic Indicator & College/Career Indicator (State Priorities 2, 4, 8) Statewide Assessments 2023-24 ELA & Math CAASPP (Grades 3-8 and 11) Percent of Students who Met or Exceeded Standards: <ul style="list-style-type: none"> All Students: ELA 45% & Math 35% Students with Disabilities: ELA 15% & Math 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Socio-economically: ELA 27.6% & Math 19.5% English Learners: ELA 8.7% & Math 8.9% Migrant: ELA 20.9% & Math 17.5% Dual Language Students (grades 3-6): ELA 32% & Math 31% <p>2019 CA School Dashboard - 2019 CAASPP ELA & Math Distance from Standards Met (Grades 3-8 & 11):</p> <p>All Students: ELA -56.8 & Math -86.2</p> <p>2) Students with Disabilities: ELA -138.6 & Math -169</p> <p>3) Socio-economically: ELA -60.1 & Math</p> <ul style="list-style-type: none"> 89.4 <p>4) English Learners: ELA -72.8 & Math</p> <ul style="list-style-type: none"> 95.6 	<p>3) Socio-economically: ELA 22.37% & Math 10.95%</p> <p>4) English Learners: ELA 6.25% & Math 3.44%</p> <p>5) Migrant: ELA 16.73% & Math 7.72%</p> <p>Distance from Standard Met data is not available for the 2021 CAASPP scores.</p>	<p>Socio-economically: ELA 25.39% & Math 12.39%</p> <p>English Learners: ELA 11.11% & Math 6.35%</p> <p>Migrant: ELA 22.10% & Math 11.12%</p>		<p>Socioeconomically: ELA 45% & Math 35%</p> <p>English Learners: ELA 25% & Math 25%</p> <p>Migrant: ELA 35% & Math 32%</p> <p>Dual Language Students (grades 3-6): ELA 40% & Math 36%</p> <p>2023 CA School Dashboard - 2023 CAASPP ELA & Math Distance from Standards Met (Grades 3-8 & 11):</p> <p>All Students: ELA -40 & Math -70</p> <p>Students with Disabilities: ELA -110 & Math -130</p> <p>Socioeconomically: ELA -40 & Math -70</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	5) Migrant: ELA - N/A & Math - N/A				English Learners: ELA -55 Math -75 Migrant: ELA - N/A Math - N/A
% of English Learners (EL) who make progress toward English Proficiency as measured by the ELPAC (Priorities 2, 4) • English learner count	% of English Learners (EL) who make progress toward English Proficiency as measured by the ELPAC • English learner count: 2017-18: 8,441 students (45.9%) 2018-19: 7,041 students (41.1%) 2019-20: 7,072 students (39.5%)	% of English Learners (EL) who make progress toward English Proficiency as measured by the ELPAC English language proficiency progress: % (data not available at this time) English learner count: 7,326 students (43.4%)	% of English Learners (EL) who make progress toward English Proficiency as measured by the ELPAC English language proficiency progress: 44.5% English learner count: 7,275 students (43.7%)		% of English Learners (EL) who make progress toward English Proficiency as measured by the ELPAC English learner count: 2023-24 35%
EL Reclassification Rate: (Priorities 2, 4) *ELPAC Results: English language proficiency progress	EL Reclassification rates: 2017-18 16.5% 2018-19 17.5% 2019-20 14.0% 2020-21 4.6% Source: CDE DataQuest ELPAC Results (2019-20):	Reclassification rates: 2020-21 4.6% Source: Local data and subsequently the rate was confirmed with official CDE data. 2020-21 ELPAC	Reclassification rates: 2021-22 12.2% Source: Local data as official CDE data has not been released. 2021-22 ELPAC		EL Reclassification rate: 2023-24: 20% ELPAC Results:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Level 4 - Well Developed: 2017-18: 30.56% 2018-19: 16.4%</p> <p>Level 3 - Moderately Developed: 2017-18: 34.57% 2018-19: 37.77%</p> <p>Level 2 - Somewhat Developed: 2017-18: 20.20% 2018-19: 30.12%</p> <p>Level 1 - Minimally Developed: 2017-18: 14.67% 2018-19: 15.71</p>	<p>ELPAC Summative Assessment: Level 4 - Well Developed: 7.14%</p> <p>Level 3 - Moderately Developed: 27.65%</p> <p>Level 2 - Somewhat Developed: 38.50%</p> <p>Level 1 - Minimally Developed: 26.70%</p>	<p>ELPAC Summative Assessment: Level 4 - Well Developed: 9.5%</p> <p>Level 3 - Moderately Developed: 30.63%</p> <p>Level 2 - Somewhat Developed: 35.50%</p> <p>Level 1 - Minimally Developed: 24.36%</p>		<p>Level 4 - Well Developed: 25.0%</p> <p>Level 3 - Moderately Developed: 45.0%</p> <p>Level 2 - Somewhat Developed: 20%</p> <p>Level 1 - Minimally Developed: 10.0%</p>
<p>Graduation Rate: (Priority 5)</p>	<p>2019-20 Graduation Rate: (Source: Dataquest 4-year Adj. Cohort Grad Rate)</p> <p>All Students: 82.2% English Learners: 70.1% Foster Youth: 50.0% Homeless Youth: 66.1% Migrant: 79.9% Students with Disabilities: 67.6% Socioeconomically Disadvantaged: 82.1%</p>	<p>2020-21 Graduation Rate: (Source: Dataquest 4-year Adj. Cohort Grad Rate)</p> <p>All Students: 75.9% English Learners: 53.4% Foster Youth: n/a Homeless Youth: 71.2% Migrant: 75.1% Students with Disabilities: 56.2%</p>	<p>2021-22 Graduation Rate: (Source: Dataquest 4-year Adj. Cohort Grad Rate)</p> <p>All Students: 88.1% English Learners: 79.6% Foster Youth: 87.5% Homeless Youth: 86.1% Migrant: 88.5% Students with Disabilities: 78.8%</p>		<p>2023-24 Graduation Rate Goals:</p> <p>All Students: 95.0% English Learners: 90.0% Foster Youth: 90.0% Homeless Youth: 90.0% Migrant: 90.0% Students with Disabilities: 88.0% Socioeconomically Disadvantaged: 95.0%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Socioeconomically Disadvantaged: 75.4%	Socioeconomically Disadvantaged: 87.8%		
A-G Completion Rate (Priority 4) % of students who have met the A-G requirements for CSU and UC	% of students who have met the A-G requirements for CSU and UC 2019-2020: District average: 42.4% CVHS: 39.1% DMHS: 47.8% LFHS: 0.0% WSHS: 65.7%	B. 2020-21 A-G Completion Rate: Data Source: CDE College/Career Measures Report District average: 26.3% CVHS - 26.4% DMHS - 31.0% LFHS - n/a WSHS - 25.3%	B. 2021-22 A-G Completion Rate: Data Source: CDE College/Career Measures Report District average: 25.9% CVHS - 23.5% DMHS - 31.2% LFHS - n/a WSHS - 34.8%		2023-24 A-G Completion Rate: District average: 60% CVHS - 55% DMHS - 62% LFHS: % WSHS - 80%
CTE (Priority 4) % of students who have Met college preparedness with a completed CTE sequence or program	% of students who have Met college preparedness with a completed CTE sequence or program 2019-20 CTE Pathway Completion rate was - District Average: 28.5% CVHS: 38.2% DMHS: 12.5% LFHS: 0% WSHS: 46.4%	Course Access % of students who have Met college preparedness with a completed CTE sequence or program. Data Source: CDE College/Career Measures Report 2020-21 CTE - % of students who completed at least One CTE Pathway District average: 22.3% CVHS: 26.3% DMHS: 23.9% LFHS: n/a WSHS: 5.7%	Course Access % of students who have Met college preparedness with a completed CTE sequence or program 2021-22 CTE - % of students who completed at least One CTE Pathway District average: 29% CVHS: 32.9% DMHS: 30.4% LFHS: 4.5% WSHS: 7.2%		% of students who have Met college preparedness with a completed CTE sequence or program 2023-24 CTE Pathway Completion goal is: District Goal: 35% CVHS Goal: 42% DMHS Goal: 20% LFHS: 5% WSHS Goal: 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>A-G Rate and CTE (Priority 4)</p> <p>% of students who have completed both B. and C. (A-G requirements and CTE completion)</p>	<p>% of students who have completed both B. and C. (A-G requirements and CTE completion)</p> <p>2019-20 Rate: District Average: 11% CVHS: 15.6% DMHS: 5.4% LFHS: n/a WSHS: 12.6%</p>	<p>% of students who have completed both B. and C. (A-G requirements and CTE completion). Data Source: CDE College/Career Measures Report</p> <p>2020-21 rate: District Average: 11% CVHS: 13.3% DMHS: 10.1% LFHS: n/a WSHS: 4.6%</p>	<p>% of students who have completed both B. and C. (A-G requirements and CTE completion)</p> <p>2021-22 rate: District Average: 10.5% CVHS: 10.9% DMHS: 11.9% LFHS: n/a WSHS: 7.2%</p>		<p>% of students who have completed both B. and C. (A-G requirements and CTE completion)</p> <p>2023-24 Rate: District Average: 22% CVHS: 24.0% DMHS: 15.0% LFHS: n/a WSHS: 20.0%</p>
<p>AP Exam (Priority 4)</p> <p>Percentage of pupils who passed an AP Exam by earning a score of 3 or better</p>	<p>Percentage of pupils who passed an AP Exam by earning a score of 3 or better</p> <p>2019-20 Grades 10-12 AP Course Enrollment: 4,056 Number of Students Tested: 660 Number of Students who scored a 3 or better on the AP Exam: 365</p>	<p>Percentage of pupils who passed an AP Exam by earning a score of 3 or better. Data Source: CDE College/Career Measures Report</p> <p>2020-21 Grades 10-12 AP Number of Students who scored a 3 or better on at least 2 the AP Exams: 45</p>	<p>Percentage of pupils who passed an AP Exam by earning a score of 3 or better</p> <p>Data Source: Dashboard - College/ Careers Measures Only Report & Data 2022</p> <p>2021-22 Number of Students who scored a 3 or better on at least 2 AP Exams: 65 Percent of Students who scored a 3 or better on</p>		<p>Percentage of pupils who passed an AP Exam by earning a score of 3 or better</p> <p>2023-24 Grades 10-12 AP Course Enrollment: 4500 Number of Students Tested: 750 Number of Students who scored a 3 or better on the AP Exam: 450</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Percent of Students who scored a 3 or better on the AP Exam: 55%	Percent of Students who scored a 3 or better on at least 2 AP Exams: 3.6%	at least 2 AP Exams: 4.8%		Percent of Students who scored a 3 or better on the AP Exam: 60%
<p>SBAC (Priority 4)</p> <p>Met College preparedness on SBAC</p> <p>Percentage of Grade 11 pupils who participate and demonstrate college preparedness on SBAC by scoring Met (3) or Standard Exceeded (4).</p>	<p>The 2019-20 Percentage of pupils who participated and demonstrated college preparedness on the SBAC by scoring Met (3) or Standard Exceeded (4) for the following student groups:</p> <p>All Students: 43.4% (184 students) Hispanic: 43.8% (180 students) White: 50.0% (2 students) Socio-economic disadvantaged: 43.2% (178 students) Foster: 50.0% (1 student) Homeless: 66.7% (4 students).</p>	<p>The 2020-21 Percentage of pupils who participated and demonstrated college preparedness on the SBAC by scoring Met (3) or Standard Exceeded (4) for the following student groups:</p> <p>Source: CDE College/Career Measures Report</p> <p>All Students: ELA: 38.92% Math: 18.42%</p> <p>Hispanic: ELA: 37.93% Math: 32.73%</p> <p>English Learners: ELA: 4.55% Math: 4.90%</p> <p>White: Student group is below 10 - therefore no data is available</p>	<p>The 2021-22 Percentage of pupils who participated and demonstrated college preparedness on the SBAC by scoring Met (3) or Standard Exceeded (4) for the following student groups:</p> <p>This information is not available on the CDE College/Career Measures Report for 2021-22 Seniors.</p>		<p>2023-24 Percentage of pupils who participated and demonstrated college preparedness on the SBAC by scoring Met (3) or Standard Exceeded (4) for the following student groups:</p> <p>All Students: ELA: 50% Math: 30%</p> <p>Hispanic: ELA: 50% Math: 30%</p> <p>English Learners: ELA: 25% Math: 25%</p> <p>White: ELA: 50% Math: 30%</p> <p>Socio-economic disadvantaged: ELA: 50%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		ELA: n/a Math: n/a Socio-economic disadvantaged: ELA: 38.83 Math: 17.41 Homeless: ELA: 29.41% Math: 13.33% Students with Disabilities: ELA: 7.14% Math: 2.82%			Math: 30% Foster: ELA: 45% Math: 25% Homeless: ELA: 50% Math: 30% Students with Disabilities: ELA: 25% Math: 20%
Dual Enrollment (Priority 7) Percentage of pupils who participated and demonstrated college preparedness with Dual Enrollment (College Credit Courses):	2019-20 *Percentage of pupils who participated and demonstrated college preparedness with Dual Enrollment (College Credit Courses): All Students: 5%	2020-21 Source: CDE College/Career Measures Report *Percentage of pupils who participated and demonstrated college preparedness with Dual Enrollment (College Credit Courses): All Students: 3.7% (50 students)	2021-22 Source: CDE College/Career Measures Report *Percentage of pupils who participated and demonstrated college preparedness with Dual Enrollment (College Credit Courses): All Students: (24 students) 1.8%		2023-24 Source: CDE College/Career Measures Report Percentage of pupils who participated and demonstrated college preparedness with Dual Enrollment (College Credit Courses): All Students: 10%
State Seal of Bi-literacy: (Priority 4)	2019-20 Percentage of pupils who participated and	2020-21 Percentage of pupils who participated and	2021-22 Percentage of pupils who participated and		2023-24 Percentage of pupils who participated and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of pupils who participated and demonstrated college preparedness with a State Seal of Bi-literacy	<p>demonstrated college preparedness with a State Seal of Bi-literacy: 8.9% (92 students)</p> <p>State Seal of Bi-literacy- # of students meeting requirements: 2018 - 102 students 2019 - 122 students 2020 - 92 students</p>	<p>demonstrated college preparedness with a State Seal of Bi-literacy: Source: CDE College/Career Measures Report</p> <p>9.8%</p> <p>State Seal of Bi-literacy- # of students meeting requirements: 2021: 131 students (9.8% of cohort)</p>	<p>demonstrated college preparedness with a State Seal of Bi-literacy: Source: CDE College/Career Measures Report</p> <p>5.2%</p> <p>State Seal of Bi-literacy- # of students meeting requirements: 2022- 66 students (5.2% of cohort)</p>		demonstrated college preparedness with a State Seal of Bi-literacy: 15.0% (180 students)
Appropriately Assigned Teachers (Priorities 1, 2, 4, 5, 8)	<p>2020-21 Appropriately Assigned Teachers: Source: DataQuest 99.5%</p> <p>There were three teachers who were without their full credential, one at each of the following schools: Sea View, Toro Canyon and Westside. One teacher had an EL mis-assignment.</p>	<p>2021-22 Appropriately Assigned Teachers: Source: Local Data 97.7 %</p> <p>There were four teachers who were without their full credential; 1 at Sea View, and 3 at Desert Mirage High School.</p> <p>Two teachers had an EL mis-assignment; 1 at Desert Mirage High School and 1 at Las Palmitas.</p> <p>There were twelve teacher vacancies; 1 at</p>	<p>2022-23 Appropriately Assigned Teachers: %</p> <p>The TAMO data for the LCAP year is yet to be released from the CDE at this time.</p> <p>Once TAMO data is made available, an update will be provided to the governing board on TAMO data outcome information at the next available meeting of the governing board.</p>		2023-24 Appropriately Assigned Teachers: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Sea View, 1 at Oasis, 2 at West Shores High School, 1 at Bobby Duke, 1 at Cahuilla Desert Academy, 2 at Toro Canyon, 2 at Coachella Valley High School, 2 at Desert Mirage High School			
Access to Curriculum-Aligned Instructional Materials (Priorities 1, 2, 4, 5, 8)	Access to Curriculum-Aligned Instructional Materials 2020-21 CVUSD maintained the 100% Textbook Sufficiency - every pupil in the school district has sufficient access to the standards-aligned instructional materials based on Williams Report.	Access to Curriculum-Aligned Instructional Materials 2021-22 CVUSD maintained the 100% Textbook Sufficiency - every pupil in the school district has sufficient access to the standards-aligned instructional materials based on Williams Report.	Access to Curriculum-Aligned Instructional Materials 2022-23 CVUSD maintained the 100% Textbook Sufficiency - every pupil in the school district has sufficient access to the standards-aligned instructional materials based on Williams Report.		Access to Curriculum-Aligned Instructional Materials 2023-24 CVUSD will maintain 100% Textbook Sufficiency - every pupil in the school district will have sufficient access to the standards-aligned instructional materials based on Williams Report.
Safe, Clean and Functional School Facilities (Priority 1) The Facilities Inspection Tool (FIT)	January, 2021 District Average: The Facilities Inspection Tool (FIT) Overall School Rating was Good with a rating of 97.49%. Overall Restroom Category was also rated Good with 96.39%.	December, 2021 District Average: The Facilities Inspection Tool (FIT) Overall School Rating was Good with a rating of 94.92%. Overall Restroom Category was also rated Fair with 89.762%.	December, 2022 District Average: The Facilities Inspection Tool (FIT) The Overall School Rating was Good with a rating of 94.44%. The Overall Restroom Category was rated Fair with 88.45%.		2023-24 District Average: The Facilities Inspection Tool (FIT) Overall School Rating will be Good with a rating of 98.5%. Overall Restroom Category will also be rated Good with 98.5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>District-wide, 3 schools received an exemplary rating in the Overall School Rating Category; all other schools received a Good Rating.</p> <p>District-wide, 10 of CVUSD schools received 100% Rating in the Overall Restroom Category, 17 schools received a Good Rating, and 4 schools received a Fair Restroom Rating.</p>	<p>District-wide, all schools received a good rating in the Overall School Rating Category.</p> <p>District-wide, all schools received a good rating in the Overall School Rating Category.</p> <p>District-wide, 12 of CVUSD schools received a Good Rating in the Overall Restroom Category, 8 schools received a Fair Restroom Rating, and 1 school received a Poor Rating</p>	<p>District-wide, 20 of 21 schools received a Good rating in the Overall School Rating Category. 1 school received a Fair rating.</p> <p>District-wide, 13 of CVUSD schools received a Good Rating in the Overall Restroom Category, 5 schools received a Fair Restroom Rating, and 3 school received a Poor Rating.</p>		<p>All Schools: All of CVUSD schools will receive an Overall rating of 90% - 100% (Rated Good or Exemplary). The Rating in the Overall Restroom Category will be Good for all 21 schools.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	2.1 Multi-Tiered System of Support (MTSS) to increase academic success.	<p>Implement a Multi-Tiered System of Support (MTSS) that aligns resources and supports to increase the academic success for all students.</p> <p>Resources and Supports include: * District-wide guides, software and assessment tools to monitor student progress</p> <ul style="list-style-type: none"> • Mastery Connect • AERIES Analytics • Curriculum & Assessment Committee (CIA) • Testing & Assessment 	\$18,103,749	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> * Academic Counselors * Home to school transportation 		
2.2a	2.2a Broad Course of Study	<p>Provide districtwide educational and enrichment opportunities for all students.</p> <p>2.2a Broad Course of Study:</p> <p>Resources and Supports include:</p> <ul style="list-style-type: none"> * Aquatics * Ethnic Studies * PUENTE * Music Teacher (West Shores HS) * Dual Language Program * Pathways to Success Teachers [VAPA] 	\$11,633,641	Yes
2.2b	2.2b Career Readiness	<p>Provide districtwide educational and enrichment opportunities for all students.</p> <p>2.2b Career Readiness:</p> <p>Resources and Supports include:</p> <ul style="list-style-type: none"> * Career Technical Education (CTE) Programs * CTE support staff 	\$6,514,065	Yes
2.2c	2.2c College Readiness	<p>Provide districtwide educational and enrichment opportunities for all students.</p> <p>2.2c. College Readiness:</p> <p>Resources and Supports include:</p> <ul style="list-style-type: none"> * College Readiness Testing Support (Advanced Placement, PSAT, etc.) * College and Career Planning and Supports * Advancement Via Individual Determination (AVID) * Coordinator, College & Career * Mentors for students * High school career centers * Concurrent and Dual Enrollment * Outreach teacher to support At Promise Youth 	\$1,497,812	Yes

Action #	Title	Description	Total Funds	Contributing
2.2d	2.2d Extended Learning	<p>Provide districtwide educational and enrichment opportunities for all students.</p> <p>2.2d. Extended Learning:</p> <p>Resources and Supports include:</p> <ul style="list-style-type: none"> * Expanded Learning Programs * Summer School * Athletics and Activities * Early Childhood Education * Extended Day Kindergarten * Migrant Program * Support for Native American students * Enrichment activities 	\$19,489,695	Yes
2.2e	2.2e Alternative Education	<p>Provide districtwide educational and enrichment opportunities for all students.</p> <p>2.2e. Alternative Education</p> <ul style="list-style-type: none"> * La Familia High School * Independent Study Program support * Virtual School support 	\$2,816,106	Yes
2.3	2.3 Support for English Learners	<p>2.3 Additional English Learner Support to Improve the Implementation of ELD Standards</p> <p>Resources and Supports include:</p> <ul style="list-style-type: none"> * English Learner Support Personnel * Professional Development specific to the implementation of programs for ELs * Designated and Integrated ELD * Direct Support for Students <ul style="list-style-type: none"> • Newcomer Academy • Mentors for English Learners • Summer School • Tutoring/Intervention • Other Support Services for English Learners 	\$3,740,265	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> * Family and Community Engagement for supporting English Learners * Supplemental Instructional Materials 		
2.4	2.4 Support for Foster & Homeless Students	<p>2.4 Support for Foster & Homeless Students</p> <p>Resources and Supports include:</p> <ul style="list-style-type: none"> • Student Support Services Personnel (Administration, Counselors, Foster/Homeless Liaison) <p>Foster/Homeless Liaison supports foster students with various actions and interventions including but not limited to:</p> <ul style="list-style-type: none"> • Refer students to internal (CVUSD) and external agencies and resources to provide social-emotional or health services, basic needs (school supplies, clothing), college/career guidance, academic support, transportation 	\$472,833	Yes
2.5	2.5 Instructional Resources	<p>2.5 Maximize Access for instructional resources, materials, equipment and professional development.</p> <p>Resources and Supports include:</p> <ul style="list-style-type: none"> • Instructional professional development • School site allocation of LCFF Supplemental/Concentration funding to support program implementation • School site allocation of Title I funding to support program implementation • Instructional equipment and materials • Instructional Specialists • Support personnel for instructional programs • Technology equipment and support • Additional non-student negotiated Teacher Professional development days 	\$18,171,116	Yes
2.6	2.6 Highly Qualified Personnel	<p>2.6 Recruitment, hiring, retention and professional growth of all staff members.</p> <p>Resources and Supports include:</p> <ul style="list-style-type: none"> • Peer Assistance and Review Support • New Teacher Induction Support 	\$7,031,729	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Recruitment and Professional Development for classified, certificated, and administrative personnel Elementary and Secondary Assistant Principals 		

Goal Analysis [2022-23]

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.

2.1 Implement a Multi-Tiered System of Support (MTSS) that aligns resources and supports to increase the academic success for all students.

Resources and Supports include:

- * District-wide guides and assessment tools were used to monitor student progress including
 - iReady ELA and Math Assessments in fall & winter
 - District Benchmarks
 - Curriculum & Assessment Committee (CIA)
 - Testing & Assessment
- * Intervention Supports
 - Intervention teachers for students in grades 1-6
 - Tutoring during the school day
- * Universal support for all students
 - After school Tutoring
 - Saturday School
 - Intervention programs and supports
 - Instructional Specialists
- * Supplemental support for students that are at-risk of underperforming
- * Targeted support for students that need specialized support

Successes included all of the intervention positions being fully staffed, as we were not able to fill all of the positions in 2021-22.

Challenges included the lack of certificated personnel who were able to provide after school tutoring or intervention.

2.2a Broad Course of Studies

- Directors of Athletics & Activities -
- Aquatics (Instructors and Lifeguards)
- Ethnic Studies
- PUENTE
- Dual Language Program - Grades K-8
- Pathways to Success Teachers (Elementary VAPA)

Successes include:

- Our high schools have over 40% of their students involved in athletic competitions. Many of our teams have won league and have been successful through CIF playoffs
- Over 2,000 Freshman and Sophomores have been able to take multiple units to increase their skill level in the water.
- Every year, over 1,000 freshman students enter into the ethnic studies class. The class is designed to provide students with culturally relevant pedagogy and historical background to engage our students in social justice and equity for all.
- In the PUENTE Program, 100% of students graduate, and 94% are a-g eligible. In the last few years, over 95% applied to a four year college and were accepted.
- The expansion of our Dual Language Program into 7 additional elementary schools and our middle schools. Next year, Dual Enrollment will expand to our high schools.

of students served = 2,106

- Elementary school students: 1,841
- Middle school students: 265

Spanish Language Arts (SLA) sections offered at 3 middle schools for both 7th and 8th grade DL students

Challenges include;

- Increasing the number of Dual Enrollment offerings and being able to provide classes on our campuses. CVUSD teachers need a masters degree in specific content for academic courses and at minimum an AA degree for CTE courses. The community college must fly the position, and our CVUSD teacher must go through the interview process and be offered the job. If our teacher is hired it takes about 6 to 8 months to on board a teacher with the community college. Once a teacher is onboarded, we can offer the course, but we are still limited in the number of dual enrollment sections our teacher can teach.
- Unable to provide half day DL team Collaboration sessions due to sub shortages
- There is a need for an additional SLA teacher to ensure all three middle schools have a dedicated SLA teacher at each site

2.2b Career Readiness

- CTE - Instructional Resources
- CTE Support Staff

Successes include:

- Five elementary schools are fully funded and had an 88% implementation of STEAM.
- Grade level field trips were provided to ten Elementary Schools
- Expanded KidWind.
- 48% of High School students participated in CTE, resulting in 100% graduation for program completers; 48% met the A-G completion. 16% enrolled in a 4 year college, and 58% enrolled in community college
- Expanded CTE Courses in middle school, including Project Lead the Way (PLTW), Career Exploration, and Cisco Networking, all programs feed to HS.
- Seven teachers were trained in Project Lead the Way to offer ten Middle School courses, and all instructional supplies purchased.
- CPA academies expanded to Desert Mirage High School with our new Academy of Residential & Commercial Construction, Design, four original CPA's at CVHS serve 530 at promise students.

Challenges include:

- 2 of the 7 CTE Teacher positions contracted with RCOE were vacant for the 2022-23 school year, as RCOE had trouble staffing 2 positions of teachers who retired at the end of 2022 school year.

2.2c College Readiness

- College Readiness Testing Support (Advanced Placement (AP), PSAT, etc.).
- College & Career Coordinator

Successes Include:

- 434 students took 656 Advanced Placement Exam.
- AVID has been implemented at all sites. 2022 data includes of the 137 AVID graduates, 108 met UC/CSU requirements, 25 received the Seal of Biliteracy, 38 students went to community college and 99 student went to a UC/CSU.
- 2022 data includes 2,063 seniors completed a Cal State or Community College College application and 88 students applied to UC colleges using CCGI.
- 100% enrollment in the College Career Guidance Initiative (CCGI) - in grades 7 - 12
- The college and career coordinator met monthly with counselors, CCGI staff, AVID, Puente, and completes data collection for all secondary sites.
- Career Center Assistants (3) - 1 at each Comprehensive High School
- These three new positions have allowed for the beginning phases of new college and career centers at three of our high school sites. Field trips, guest speakers, career fair, college fair activities.
- PUENTE College & Career Specialists (2 Positions)
- These two new positions have allowed for the beginning phases of new college and career centers at three of our high school sites. Field trips, guest speakers, career fair, college fair activities

Challenges include:

- Difficult to dedicate class time for students to complete lessons in the College Career GUIDance Initiative (CCGI)
- Number of CVUSD students passing the AP Exams with a score of 3 or better. Out of 656 AP exams taken, 190 exams were passed with a score of a 3 or better - a passing rate of 28.9%.
- The CVUSD assigned AVID RIMS Coordinator was switched out mid-year. Some momentum was lost with site leadership changes

2.2d Extended Learning

- Expanded Learning Programs
- Summer School
- Early Childhood Education
- Extended Day Kindergarten
- Migrant Program
- Support for Native American students

Successes Included:

Expanded Learning Programs provided physical, cognitive, social, and emotional development for students as essential ingredients of school readiness. -

- Students participate in a variety of our afterschool learning/enrichment support opportunities throughout the various grade levels. The students are able to compete against other district students, but also travel to compete against other districts.

Expanded Learning Programs:

- ASES - Elementary School Program - 1,722 students served
- 21st Century Community Learning Centers (21st CCLC) - 981 students served
- ASSETS - High School Program - 334 students served
- Total of 3,037 students served

Extended Learning/Enrichment Support and Opportunities:

- Spelling Bee, Art Fair, Cultural Activities, History Day, Science Fair, Kidwind
- Elementary Summer School - June - July 2022 - 1,401 students participated - at 14 elementary schools
- At the secondary level, close to 1,000 students attended summer school in June-July 2022
- Our middle school students attended wheel classes of Literacy development, math development, and two extended learning opportunities.
- At the high school level, students were able to take advancement classes, credit recovery classes, and online learning classes to expedite credit recovery.

Early Childhood - # of students served (600)

Head Start

- 11 sites
- 14 classrooms

State Preschool

- 4 sites
- 5 classrooms

County Preschool

- 3 sites
- 5 classrooms

of schools with program

2022-23 - 12 sites

2023-24 - 13 sites

Successes include the number of students we were able to serve in 2023-24 will increase from 2022-23, with the addition of 1 more school site.

Challenges include scaling and providing a robust Universal Pre K program at all elementary sites.

Migrant After School Program offered at 9 sites to support ELA, Math, ELD with culturally relevant curriculum

- Migrant College campus visits for high school students
- La Familia High School (LFHS) - five new portables have been added in preparation for the 2023-24 school year, which will allow LFHS to add five teachers, 1 assistant principal, and one additional office assistant.

- In 2019 our Independent School (IS) Enrollment was just under 150. Now in 2023, IS enrollment is close to 500 students.

Challenges Included:

- Our continuation high school, La Familia High School, had limited capacity to service CVUSD students, with over 125 students on a waiting list to enroll.
- Low attendance and participation from migrant students in afterschool programs

2.2e Alternative Education

- La Familia High School (LFHS)

Successes included:

- Five new portables have been added in preparation for the 2023-24 school year, which will allow LFHS to add five teachers, 1 assistant principal, and one additional office assistant. La Familia will add 4 content teachers and 1 Resource teacher to their staff for 2023-24.

Challenges included:

- La Familia High School's size limits the number of students that can enroll to increase their credits to fulfill high school graduation requirements
- There is a need to Increase LFHS student enrollment - 2022-23 enrollment was approximately 120 students.
- Currently we only have room for 7.0% of our Juniors and Seniors that have been able to enter La Familia. We have another 7.0% (150) students on the waitlist to support them to reach their graduation status.

2.3 Support for English Learners

- English Learner Support Personnel
- Professional Development Specific to the implementation of programs for English Learners
- Designated and integrated ELD
- Direct Support for Students
- Family and Community Engagement for supporting English Learners
- Supplemental Instructional Materials

English Learner Support Personnel - Successes:

English Learner TOSA

- # of classroom lessons conducted (average of 3 per week)
- TOSA provided direct teacher contact - supports with program implementation usually within 24 hour of request
- New teachers received coaching cycle support: pre meet - observation - debrief - goal setting - repeat cycle
- EL TOSA attended SELPA's Improving Outcomes for English Learners with Disabilities – CA Practitioners' Guide for Educating English Learners with Disabilities

Site English Learner Support Assistants (ELSAs)

- ELSAs completed the responsibilities associated with initial EL identification, testing for annual progress, tagging students, programs, and services received on AERIES platform, and other assessment and EL related duties.

English Learner Support Personnel - Challenges:

English Learner TOSA

- The TOSA was unable to address all EL requests for support at all levels - focused on middle and high school
- Only one EL TOSA for 7,019 English Learners district wide - only 1 of 2 TOSA positions filled

Site English Learner Support Assistants (ELSAs)

- Not all ELSAs attended monthly trainings; and the earning gained from meetings/trainings was not always implemented

Professional Development Specific to the implementation of programs for English Learners - Successes:

- ELS staff participates in NISO - Network for Improving Student Outcomes to stay informed and updated on policy, assessment and accountability requirements that affect ELs including EL Roadmap
- Multiple DL Network meetings and professional development participation including, DL Consortium, DLI Network, BEST (Bilingual Educators Succeeding Together)
- CABE Annual Conference and Summer Institute - attendance and participation
- CALSA EL Academy - Learning strategies and best practices to serve the EL community

Professional Development Specific to the implementation of programs for English Learners - Challenges:

- For Designated and Integrated ELD - we were unable to provide release time for teachers during the day to receive professional development during the day to focus on designated and integrated ELD

Designated and integrated ELD - Successes:

Program & Best Practices implementation as evidenced during walk-throughs

- language objectives
- scaffolds (think/pair share & sentence frames)
- complete sentences
- EL TOSA coaching support - ELD teachers
- EL TOSA classroom modeling and teacher planning support
- ELD Curriculum professional development

Designated and integrated ELD - Challenges:

- Teachers were not as interested in participating in professional development opportunities after their contractual day
- Not able to hold PD sessions during the school/work day due to sub shortage
- Site administrators were not consistently collecting EL related data during observation walkthroughs.

Direct Support for Students - Successes:

Migrant Outreach Teacher

- Teacher met one-on-one with 9th grade students & completed individual plans for on-track graduation

- Provided supplemental & enrichment services to students to promote college/university attendance

Migrant - Direct Support to Students

- After school programs were implemented at 10 elementary and 1 middle school sites - 1.5 hours 3X week

English Learner Mentors

- Teachers were given flexibility to meet with students in person during their prep, lunch, after school or via Zoom
- Students completed their Individualized Learning Plans (ILP) and set goals for themselves.
- Increased ELPAC awareness
- Increased parent engagement and requests for EL data, EL placement, and ELPAC practice
- EL Mentors presenting at ELAC meetings
- Increased student engagement and owning their own progress monitoring

Newcomer Academy -

- 120 students had an active Rosetta Stone account. Average score = 95
- Newly arrived students received early exposure to targeted language goals and awareness regarding being an EL, reclassification process, and ELPAC.

Direct Support for Students - Challenges:

Migrant Outreach Teacher

- Need to improve rates in the following areas: graduation rate, A-G Completion, State Seal of Biliteracy

Migrant Program

- After school tutoring program - ELA - Partially implemented - not enough staff to fill all available positions

English Learner Mentors

- Unable to provide release time for EL Mentors to meet with as many students as possible
- Unable to fill positions at every school site
- Not enough teachers were interested in filling a mentor role
- Not all parents were attending the meetings scheduled to keep them informed of their child's progress and EL Mentor support.
- Difficult to meet with students during the school day
- No subs were available to release teachers to meet with students during the school day
- students did not show up consistently when scheduled to meet after school or in the evening.

Newcomer Academy

- Only 6 out of the 10 positions were filled - not able to target as many students as we have available.
- Not all teachers were aware their secondary students had access to Rosetta Stone - usually only the requesting teacher assigns time to work on it.

Family and Community Engagement for supporting English Learners - Successes:

- CABE Annual Conference and Summer Institute - attendance and participation
- English Learner Services (ELS) Updated website. Mailed home items for District English Learner Advisory Committee (DELAC)/ Migrant Parent Advisory Committee (MPAC).

Family and Community Engagement for supporting English Learners - Challenges:

- Additional support needed for sites with a high English Learner population

Supplemental Instructional Materials - Successes

- LAS Links data - reports available for teachers to review data
- Ellevation - ELSAs have been trained on using Ellevation for reclassification, create student lists, and review student EL data
- Istation usage

Supplemental Instructional Materials - Challenges

- Rosetta Stone - low usage
- Lexia English - low usage at four sites with site-wide access
- Valley View Elementary School - 44.0%
- Saul Martinez Elementary School - 27.3%
- Mecca Elementary School - 18.9%
- Las Palmitas Elementary School - 3.7%
- Very few teachers access LAS Links data platform

2.4 Support for Foster and Homeless Youth

- Resources and Supports include:
- Child Welfare & Attendance Support Personnel

The following actions and services were not implemented as planned during the 2021-22 school year:

Self Identification for McKinney Vento families via registration and new student registration.

Identification of McKinney Vento and Foster students with site personnel/staff.

Collaboration with Secondary counselors and administrators.

Collaboration with attendance clerks.

2.5 Instructional Resources

Resources and Supports include:

- Instructional Professional Development

- Site Allocations for LCFF S/C and Title I funding to support program implementation
- Instructional Equipment and Materials
- Support Personnel for instructional programs
- Additional non-student negotiated Teacher professional development days

Successes:

- Three TK-12 Instructional Coaches have prepared and provided site-based and district-wide professional development utilizing evidence-based practices and pedagogy for effective instruction and engagement of all students building capacity for staff and administration.
- The coaches have done classroom visits, Zoom visits, demonstration lessons, co-teaching, coaching cycles, and grade-level/department meetings/trainings to build teacher capacity and improve student outcomes; and assists in the development and piloting of instructional materials, lesson planning, and creating assessments.
- Teachers feel supported by having Professional Development for teaching using best practices, understanding new curriculum, Common Core standards, assessments, digital platforms, new technology, social-emotional-behavioral supports, and classroom management
- The Ed Services team has vetted high impact resource material that will support the forward movement of learning. Newsela is a best practice literacy development system for all students. UCI Math Program is a research based instructional practice system to move learning forward. ELD has implemented best practice resources to support our newcomers to LTELs.

Challenges:

- Due to the limited number of substitute teachers, we were significantly hindered in the Professional Developed sessions we could hold this year.
- Time to work with all teachers at individual grade levels would make the work more encompassing within the district, but this is often not feasible due to sub shortages.
- The Resource Technician has supported the collection, reorders, and new adoptions for all teachers and students throughout the district.

Support Personnel for instructional programs - Successes:

- 3 TK-12 Instructional coaches have supported instructional programs with classroom visits, demonstration lessons, co-teaching, coaching cycles, grade-level meetings, data analysis, and districtwide professional development to build teacher capacity and improve student outcomes; assists in the development and piloting of instructional materials and assessments.
- Instructional Support - Curriculum, Instruction, and Assessment work and Extra Services are done and provided to teachers to review and update the work of current best practices, curriculum changes, and assessments.

Support Personnel for instructional programs - Challenges:

- only 3 of the 6 TK-12 Instructional Coach positions were filled for the 2022-23 school year

2.6 - Recruitment, hiring , retention and professional growth of all staff members

Resources and Supports include:

- Peer Assistance and Review and New Teacher Induction Support
- Recruitment and Professional Development
- Assistant Administrators of Instructional Improvement
- Secondary Assistant Principals

Successes:

3 Induction teachers - All coaches met regularly with their candidates and utilizing the online CTI Induction program.

Secondary Assistant Principals -

- Under the instructional leadership, they provide support to teachers in the development of an engaging classroom, working with students to maximize learning, and assist in implementing school programs and projects.
- Lead and participate in in-service/staff development programs

Assistant Administrators of Instructional Improvement

- provided instructional leadership and promoted a positive climate and culture
- provided support to teachers in the development of an engaging classroom, and assisted in implementing school programs and projects

Recruitment and Professional Development

- CVUSD held 2 job fairs during the 2022-23 school year
- at the Classified Job Fair on December 10, 2022, CVUSD hired 67 classified employees in positions as bus drivers, paraprofessionals, kitchen workers, safety supervisors and parent community liaisons at the job fair. We had over 200 people in attendance.
- at the Certificated job fair i Feb. 2023 - over 20 certificated positions were filled.

Challenges:

3 Induction teachers -

- Chronic substitute shortage limited the opportunities for candidates to observe master teachers.
- Rescheduling meetings was difficult due to high coach-candidate ratio and candidate prep times.
- Lots of candidates needed support - as there were many new teachers for the 2022-23 school year

Secondary Assistant Principals - positions remained vacant for the 2022-23 school year

Assistant Administrators of Instructional Improvement - positions at multiple schools remained vacant for the 2022-23 school year

Recruitment - despite our job fair and recruiting efforts, there were many certificated and classified position vacancies during the 2022-23 school year.

Two additional induction teachers were allocated but due to teacher shortage we hired one more halfway through the school year.

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

All actions in this goal were impacted by the increase in salaries as a result of negotiations. Other material differences for each goal are listed below.

Action 2.1: The material difference in the cost for this action is due to the increase in salaries for certificated and classified personnel for the 2022-23 school year.

Action 2.2a: Transportation costs increased due to the increased price of gas, as well as personnel costs due to salary increases.

Action 2.2b:

- The CTE Coordinator position was converted to a Director of College and Career Readiness position to realign college and career readiness.
- There were material differences in 2.2b, due to an increase in personnel salaries.

Action 2.2c: The position of At-Risk Outreach Teacher was in development, so no salary was paid. Career center staff were hired mid-year which resulted in savings. Concurrent and dual enrollment material costs were less than the amount allocated, due to the difficulty in opening up more courses for Dual enrollment. .

Action 2.2d: The material difference for this action, an increase of approximately \$2 million, is due to an extensive, robust summer school in 2023, including credit recovery for secondary students, remediation and/or enrichment for elementary and middle school students, increased personnel costs, transportation to and from summer school, as well as for field trips planned at all grade levels.

Action 2.2e: The virtual school was in development so no funds were expended for the program.

Action 2.3: An EL TOSA position was vacant the entire year and the positions for EL Outreach Teachers were in development so no salaries were paid.

Action 2.5: Several support positions were vacant or in development so no salaries were paid.

Action 2.6: Several site administrative support positions were unfilled for the majority of the school year.

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

- Aeries Analytics (2.1) :
This action was effective in that nearly all schools and departments have developed their own data dashboards to monitor student progress and effectiveness of instructional practices, actions and services.
- Extended Learning Support (2.1): Over 4,000 students have participated in extended learning opportunities. Online learning classes have allowed over 500 students make up at least one class.
- Aquatics Instructor salaries/Lifeguard Salaries (2.2a):
This action was effective in that over 2,000 Freshmen and Sophomores have been able to take multiple units to increase their skill level in the water. In a district with over 92.3% of families being socioeconomically disadvantaged, students would not otherwise have the opportunity to build water safety and swimming skills.
- Ethnic Studies Initiative (2.2a): Over 1,000 freshmen students take this class.
- Puente (2.2a): The effectiveness of this action is evident with 58% of Puente students scoring proficient or better on ELA SBAC (the district average is 26.89%), and 30% on the Math SBAC (the district average is 13.46%). 100% of Puente students graduate, and 94% are a-g eligible. Over the last few years, over 95% of PUENTE students applied and were accepted in a 4-year college.
- Music Teacher (2.2a): WSHS has been able to add over 150 students every year to a variety of music classes. This action is effective because West Shores High School is in a rural area of the Coachella Valley Unified School District (CVUSD), in Imperial County. Students would not otherwise have the opportunity to take music lessons without the music teacher being added to WSHS teacher roster.

- RCOE Contract for 7 CTE Teachers (2.2b): 5 of the 7 were fully staffed and served approximately 900 students. RCOE had trouble staffing 2 positions of teachers who retired at the end of the school year.
- STEAM and CTE Instructional Supplies (2.2b): 5 Elementary schools are fully funded and had 88% implementation of STEAM. Grade level field trips were provided to 10 Elementary schools. 7 teachers were trained in Project Lead the Way. Expanded Kidwind. This is an increase from 3 elementary schools offering a STEAM program the previous year.
- High School CTE Teacher Salaries (2.2b): 48% of High School Students participate in CTE programs. The effectiveness of these programs is evident in that the graduation rate for students who complete a CTE Pathway is 100%; 48% of CTE students have met A-G requirements (district average is (25.9%), and 58% enrolled in community college. CVUSD's CTE Pathways and Certifications are very effective, with 100% of students graduating as having met prepared for College and Career Readiness.
- Middle School CTE Teacher Salaries (2.2b): Middle school CTE Teachers' salaries are an effective use of funds in that it provides for the Expansion of CTE Courses in middle school including Project Lead the Way (PLTW) Career Exploration and Cisco Networking.
- CA Partnership Support (2.2b): 50% of CVHS CTE Assistant Principal and salaries to support smaller class size. As mentioned above, the effectiveness in preparing students for college and and career is greatly enhanced with the CTE Programs and Pathways that are implemented in CVUSD's secondary schools.
- College Readiness Testing Support (2.2c): Testing support is effective in that it provides the opportunity for students to receive tutoring in their AP course subject matter and also provides for ongoing AP teacher professional development. 434 students took 656 Advanced Placement Exams. 190 exams were passes with a score of 3 or better.

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.

The 2023-24 LCAP is year 3 of a 3 year plan. Actions were intended to be implemented over this timeframe to meet the desired outcomes. No changes were made to the planned goal. However, the following changes were made to actions.

* Descriptions were updated to provide greater transparency for our educational partners.

* Based on 2022 Graduation Rates for all student groups, we increased Desired Outcomes for 2023-24, as the current Desired Outcomes were, in most cases, below the actual graduation rate in 2022.

* The total funds allocated amounts changed. A review of data and educational partner feedback indicated that existing programs are making a difference and will be continued, but refinements should be made to expand programs to impact additional students and staff, as well as increase outcomes.

* Academic Counselors (\$2,672,223 budgeted in the 2023-24 LCAP) were moved from Action 1.1 to 2.1. Goal 1 includes counselors and therapists for mental health and the academic counselors are better aligned in an academic goal/action.

* Based on educational partner feedback, one actions/service that was formerly in 2.2a (Broad Course of Study) was moved to 2.1 (Multi-tiered System of Support - MTSS). The item moved was the transportation costs (\$11,948,778 budgeted in the 2023-24 LCAP) which is better aligned with our MTSS implementation.

The movement of the academic counselors and home to school transportation accounts for the substantial monetary increase (approximately \$15 million) in Action 2.1.

Information on changes in some of the LCAP actions in Goal 2:

* Academic Counselors were moved from Action 1.1 to 2.1. Goal 1 includes counselors and therapists for mental health and the academic counselors are better aligned in an academic goal/action.

* Transportation was moved because in our large, rural district, with 92.3% of students being socioeconomically disadvantaged, we provide transportation to and from school, and after school, regardless of the distance from the students' homes to their school.

2.2a Broad Course of Study - these changes account for the increase in funds budgeted in item 2.2d, over the previous year:

- Site Athletic Programs, Budget, and Coaching stipends, were moved from 2.2a to 2.2d Extended Learning (to better align actions/services)
- Three Director of Activities salaries (50%) were moved from 2.2a to 2.2d
- Transportation for After School programs/athletics was moved from 2.2a to 2.2d

2.2c College Readiness:

2.2c - To increase transparency - we have provided more detail for the items in action 2.2c in the 2023-24 LCAP:

Resources and Supports include:

- * College Readiness Testing Support (Advanced Placement, PSAT, etc.)
- * College and Career Planning and Supports
- * Advancement Via Individual Determination (AVID)
- * Coordinator, College & Career
- * Mentors for students
- * High school career centers
- * Concurrent and Dual Enrollment
- * Outreach teacher to support At Promise Youth

For this item, an at-promise outreach teacher was included in the 2023-24 LCAP. The outreach teacher was in item 2.2d in the 2022-23 LCAP, as support for Native American students. The position was not filled in 2022-23 and has been adapted to support all at-risk students. In 2022-23 \$1,426,145 was budgeted and for 2023-24 \$1,492,682 is budgeted. The increase for 2023-24 is a reflection of increased personnel and material costs from the prior year.

*2.2d - as mentioned above, 3 line items were moved from 2.2a to 2.2d as they are better aligned with Extended Learning than a Broad Course of Study.

*2.2e changes for La Familia High School in the 2023-24 LCAP include the installation of 5 portables on the campus, and the addition of 5 teachers for the 2023-24 school year. This will enable La Familia to expand services to more students. There were over 100 students on the waitlist to enroll in LFHS during 2022-23, but LFHS was unable to accommodate them due to facility and staff limitations.

*2.5 - this action has increased by approximately \$1.4 million from the 2022-23 LCAP to the 2023-24 LCAP, to provide network support positions and tech support positions to better support staff and students when using online platforms or licenses for online instructional materials.

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.

Goals and Actions

Goal

Goal #	Description
3	CVUSD will Increase engagement and collaboration among students, parents, staff and community members.

An explanation of why the LEA has developed this goal.

CVUSD developed Goal 3 after receiving multiple forms of feedback from our educational partner groups, including parents, students, community members, staff and administrators.

Parents want to receive timely, relevant communication. Parents advised us of the multiple ways they would like to receive information. Parents would also like to see more opportunities and training for parents to get more involved in the LCAP process, incorporate parents and students in planning the LCAP public forums, and provide parents with education/training to be able to provide assistance to their students.

Students indicated that they would like CVUSD to provide opportunities for students to voice opinions about the LCAP, in a meeting with their peers only.

Community Members agreed that they would like CVUSD to provide timely, relevant communication from the District to community members, and include community-based organizations in the LCAP process.

Our CVUSD Staff, at school sites and the District office, would like CVUSD to strengthen communication to parents, staff, and community about programs and services available to all students. They would also like to see a greater awareness of programs and services that serve all of our students and student groups and across grade-spans.

The district developed three actions in Goal 3 to increase engagement with educational partners in order to positively impact student achievement as research shows that engaging families and community is a key component to improving student achievement for low income students. By prioritizing communication efforts and utilizing all available resources, educational partners will be more aware of district services and activities and learn how to be engaged in the educational process. Building the capacity of our parents and community to work with and support our students will ultimately help students build academic and social skills. Additionally, we expect that our students will continue to have opportunities to participate in extracurricular activities throughout the Coachella Valley and beyond. We expect these three actions to increase student, parent, and community engagement, in a welcoming and collaborative environment.

State Priority 3 - Parent Involvement, State Priority 5- Student Engagement, State Priority 8 - Student Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Panorama Surveys - FAMILY Responses: (Priority 3)	Panorama Surveys - FAMILY Responses:	Panorama Surveys - Family Responses:	Panorama Surveys - Family Responses:		Panorama Surveys - FAMILY Responses:
Sense of Belonging (School Connectedness):	Sense of Belonging (School Connectedness):	Sense of Belonging (School Connectedness):	Sense of Belonging (School Connectedness):		Sense of Belonging (School Connectedness):
Overall Rating:	Overall Rating: 2020-21: 82%	Overall Rating: 2021-22: 72%	Overall Rating: 2022-23: 79%		Overall Rating: 90%
Individual Questions: I feel welcome to participate at this school:	Individual Questions: I feel welcome to participate at this school: 2020-21: 83%	Individual Questions: I feel welcome to participate at this school: 2021-22: 69%	Individual Questions: I feel welcome to participate at this school: 2022-23: 78%		Individual Questions: I feel welcome to participate at this school: 93%
School Staff treats me with respect:	School Staff treats me with respect: 2020-21: 89%	School Staff treats me with respect: 2021-22: 80%	School Staff treats me with respect: 2022-23: 84%		School Staff treats me with respect: 95%
School Staff takes my concerns seriously:	School Staff takes my concerns seriously: 2020-21: 81%	School Staff takes my concerns seriously: 2021-22: 69%	School Staff takes my concerns seriously: 2022-23: 73%		School Staff takes my concerns seriously: 90%
School Staff welcomes my suggestions:	School Staff welcomes my suggestions: 2020-21: 75%	School Staff welcomes my suggestions: 2021-22: 63%	School Staff welcomes my suggestions: 2022-23: 67%		School Staff welcomes my suggestions: 90%
School Staff responds to my needs in a timely manner:	School Staff responds to my needs in a timely manner: 2020-21: 80%	School Staff responds to my needs in a timely manner: 2021-22: 69%	School Staff responds to my needs in a timely manner: 2022-23: 74%		School Staff responds to my needs in a timely manner: 90%
School Staff is helpful: 2020-21:	School Staff is helpful: 2020-21: 85%	School Staff is helpful: 2021-22: 76%	School Staff is helpful: 2022-23: 79%		School Staff is helpful: 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
My child's background (race, ethnicity, religion, economic status) is valued at this school:	My child's background (race, ethnicity, religion, economic status) is valued at this school: 2020-21: 84%	My child's background (race, ethnicity, religion, economic status) is valued at this school: 2021-22: 76%	My child's background (race, ethnicity, religion, economic status) is valued at this school: 2022-23: 80%		My child's background (race, ethnicity, religion, economic status) is valued at this school: 90%
Climate of Support for Academic Learning Overall Rating:	Climate of Support for Academic Learning Overall Rating: 2020-21: 85%	Climate of Support for Academic Learning Overall Rating: 2021-22: 74%	Climate of Support for Academic Learning Overall Rating: 2022-23: 79%		Climate of Support for Academic Learning Overall Rating: 90%
Individual Questions: This school provides high quality instruction to my child:	Individual Questions: This school provides high quality instruction to my child: 2020-21: 85%	Individual Questions: This school provides high quality instruction to my child: 2021-22: 73%	Individual Questions: This school provides high quality instruction to my child: 2022-23: 80%		Individual Questions: This school provides high quality instruction to my child: 90%
This school has high expectations for all students:	This school has high expectations for all students: 2020-21: 85%	This school has high expectations for all students: 2021-22: 74%	This school has high expectations for all students: 2022-23: 78%		This school has high expectations for all students: 90%
Knowledge and Fairness of Discipline, Rules & Norms Overall Rating:	Knowledge and Fairness of Discipline, Rules & Norms Overall Rating: 2020-21: 84%	Knowledge and Fairness of Discipline, Rules & Norms Overall Rating: 2021-22: 73%	Knowledge and Fairness of Discipline, Rules & Norms Overall Rating: 2022-23: 74%		Knowledge and Fairness of Discipline, Rules & Norms Overall Rating: 90%
Individual Questions: This school clearly informs students what would happen if they break the rules:	Individual Questions: This school clearly informs students what would happen if they break the rules: 2020-21: 88%	Individual Questions: This school clearly informs students what would happen if they break the rules: 2021-22: 80%	Individual Questions: This school clearly informs students what would happen if they break the rules: 2022-23: 82%		Individual Questions: This school clearly informs students what would happen if they break the rules: 92%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>At this school, discipline is fair:</p> <p>Safety: Overall Rating:</p> <p>Individual Questions: My child is safe in the neighborhood around the school:</p> <p>My child is safe on school grounds:</p>	<p>At this school, discipline is fair: 2020-21: 80%</p> <p>Safety: Overall Rating: 2020-21: 68%</p> <p>Individual Questions: My child is safe in the neighborhood around the school: 2019-20: 89%</p> <p>My child is safe on school grounds: 2019-20: 90%</p>	<p>At this school, discipline is fair: 2021-22: 65%</p> <p>Safety: Overall Rating: 2021-22: No Data for this metric</p> <p>Individual Questions: My child is safe in the neighborhood around the school: 2021-22: No Data for this metric</p> <p>My child is safe on school grounds: 2021-22: No Data for this metric</p>	<p>At this school, discipline is fair: 2022-23: 66%</p> <p>Safety: Overall Rating: 2022-23: No Data for this metric</p> <p>Individual Questions: My child is safe in the neighborhood around the school: 2022-23: No Data for this metric</p> <p>My child is safe on school grounds: 2022-23: No Data for this metric</p>		<p>At this school, discipline is fair: 2020-21: 90%</p> <p>Safety: Overall Rating: 2020-21: 80%</p> <p>Individual Questions: My child is safe in the neighborhood around the school: 95%</p> <p>My child is safe on school grounds: 95%</p>
<p>Parent & family Engagement - Self Reflection Tool (Priority 3)</p>	<p>Parent & family Engagement - Self Reflection Tool</p> <p>What Stakeholder Group do you Represent?</p> <ul style="list-style-type: none"> • Parent • School Site Staff • Administrator • Community Member • Student • Other <p>Rating Scale (lowest to</p>		<p>Parent & family Engagement - Self Reflection Tool</p> <p>What Stakeholder Group do you Represent?</p> <ul style="list-style-type: none"> • Parent • School Site Staff • Administrator • Community Member • Student • Other <p>Rating Scale (lowest to</p>		<p>Parent & family Engagement - Self Reflection Tool</p> <p>What Stakeholder Group do you Represent?</p> <ul style="list-style-type: none"> • Parent • School Site Staff • Administrator • Community Member • Student • Other <p>Rating Scale (lowest to</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Rating Scale (lowest to highest): 1 Exploration and Research Phase 2 Beginning Development 3 Initial Implementation 4 Full Implementation 5 Full Implementation</p> <p>Participants were asked to rate CVUSD's progress in the following areas:</p> <p>1. Developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families:</p> <p>2. Creating welcoming environments for all families in the community</p>	<p>highest): 1 Exploration and Research Phase 2 Beginning Development 3 Initial Implementation 4 Full Implementation 5 Full Implementation</p> <p>Participants were asked to rate CVUSD's progress in the following areas:</p> <p>Building Relationships:</p> <p>1. Developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 1 - 18% 2 - 18% 3 - 18% 4 - 37% 5 - 9%</p> <p>2. Creating welcoming environments for all families in the community 1 - 5% 2 - 18% 3 - 23%</p>	<p>Participants were asked to rate CVUSD's progress in the following areas:</p> <p>Building Relationships:</p> <p>1. Developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 1 - 7% 2 - 7% 3 - 65% 4 - 21% 5 - 0%</p> <p>2. Creating welcoming environments for all families in the community 1 - 0% 2 - 14%</p>	<p>highest): 1 Exploration and Research Phase 2 Beginning Development 3 Initial Implementation 4 Full Implementation 5 Full Implementation</p> <p>Participants were asked to rate CVUSD's progress in the following areas:</p> <p>Building Relationships:</p> <p>1. Developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 1 - 8% 2 - 13% 3 - 22% 4 - 35% 5 - 22%</p> <p>2. Creating welcoming environments for all families in the community 1 - 0% 2 - 0% 3 - 35%</p>	<p>highest): 1 Exploration and Research Phase 2 Beginning Development 3 Initial Implementation 4 Full Implementation 5 Full Implementation</p> <p>Participants were asked to rate CVUSD's progress in the following areas:</p> <p>Building Relationships:</p> <p>1. Developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 1 - 5% 2 - 10% 3 - 25% 4 - 30% 5 - 30%</p> <p>2. Creating welcoming environments for all families in the community 1 - 5% 2 - 5% 3 - 20%</p>	<p>highest): 1 Exploration and Research Phase 2 Beginning Development 3 Initial Implementation 4 Full Implementation 5 Full Implementation</p> <p>Participants were asked to rate CVUSD's progress in the following areas:</p> <p>Building Relationships:</p> <p>1. Developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 1 - 5% 2 - 10% 3 - 25% 4 - 30% 5 - 30%</p> <p>2. Creating welcoming environments for all families in the community 1 - 5% 2 - 5% 3 - 20%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3. Supporting staff to learn about each family's strengths, cultures, languages, and goals	4 - 31% 5 - 23% 3. Supporting staff to learn about each family's strengths, cultures, languages, and goals 1 - 5% 2 - 19% 3 - 33% 4 - 33% 5 - 10%	3 - 50% 4 - 22% 5 - 14% 3. Supporting staff to learn about each family's strengths, cultures, languages, and goals 1 - 7% 2 - 22% 3 - 43% 4 - 14% 5 - 14%	4 - 44% 5 - 17% Don't Know = 4% 3. Supporting staff to learn about each family's strengths, cultures, languages, and goals 1 - 0% 2 - 17% 3 - 35% 4 - 22% 5 - 22% Don't Know = 4%		4 - 35% 5 - 35% 3. Supporting staff to learn about each family's strengths, cultures, languages, and goals 1 - 5% 2 - 10% 3 - 25% 4 - 35% 5 - 25%
4. Developing multiple opportunities for the LEA and school sites to engage in 2-way communication	4. Developing multiple opportunities for the LEA and school sites to engage in 2-way communication 1 - 9% 2 - 14% 3 - 31% 4 - 31% 5 - 22%	4. Developing multiple opportunities for the LEA and school sites to engage in 2-way communication 1 - 0% 2 - 36% 3 - 36% 4 - 14% 5 - 14%	4. Developing multiple opportunities for the LEA and school sites to engage in 2-way communication 1 - 0% 2 - 9% 3 - 22% 4 - 56% 5 - 13%		4. Developing multiple opportunities for the LEA and school sites to engage in 2-way communication 1 - 5% 2 - 10% 3 - 25% 4 - 30% 5 - 30%
5. Providing professional learning for teachers and principals to improve a school's capacity to partner with families:	Building Partnerships for Student Outcomes: 5. Providing professional learning for teachers and principals to improve a school's capacity to partner with families: 1 - 9% 2 - 14%	Building Partnerships for Student Outcomes: 5. Providing professional learning for teachers and principals to improve a school's capacity to partner with families: 1 - 0% 2 - 14%	Building Partnerships for Student Outcomes: 5. Providing professional learning for teachers and principals to improve a school's capacity to partner with families: 1 - 4% 2 - 9%		Building Partnerships for Student Outcomes: 5. Providing professional learning for teachers and principals to improve a school's capacity to partner with families: 1 - 5% 2 - 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	3 - 45% 4 - 27% 5 - 5%	3 - 57% 4 - 22% 5 - 7%	3 - 43% 4 - 35% 5 - 9%		3 - 25% 4 - 35% 5 - 30%
6. Providing families with information and resources to support student learning in the home:	6. Providing families with information and resources to support student learning in the home: 1 - 14% 2 - 14% 3 - 22% 4 - 45% 5 - 5%	6. Providing families with information and resources to support student learning in the home: 1 - 7% 2 - 36% 3 - 36% 4 - 14% 5 - 7%	6. Providing families with information and resources to support student learning in the home: 1 - 0% 2 - 17% 3 - 17% 4 - 35% 5 - 22% Don't Know = 9%		6. Providing families with information and resources to support student learning in the home: 1 - 5% 2 - 5% 3 - 25% 4 - 35% 5 - 30%
7 . Implementing policies or programs for teachers to meet with families and students to discuss student progress:	7 . Implementing policies or programs for teachers to meet with families and students to discuss student progress: 1 - 9% 2 - 18% 3 - 27% 4 - 41% 5 - 5%	7 . Implementing policies or programs for teachers to meet with families and students to discuss student progress: 1 - 0% 2 - 14% 3 - 58% 4 - 14% 5 - 14%	7 . Implementing policies or programs for teachers to meet with families and students to discuss student progress: 1 - 9% 2 - 13% 3 - 26% 4 - 43% 5 - 9%		7 . Implementing policies or programs for teachers to meet with families and students to discuss student progress: 1 - 5% 2 - 5% 3 - 20% 4 - 35% 5 - 30%
8. Supporting families to understand and exercise their legal rights and advocate for their own students:	8. Supporting families to understand and exercise their legal rights and advocate for their own students: 1 - 9% 2 - 14% 3 - 41%	8. Supporting families to understand and exercise their legal rights and advocate for their own students: 1 - 7% 2 - 43% 3 - 29%	8. Supporting families to understand and exercise their legal rights and advocate for their own students: 1 - 9% 2 - 9% 3 - 39%		8. Supporting families to understand and exercise their legal rights and advocate for their own students: 1 - 5% 2 - 10% 3 - 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
9. Building the capacity of and supporting principals and staff to effectively engage families:	4 - 31% 5 - 5% Seeking Input for Decision Making: 9. Building the capacity of and supporting principals and staff to effectively engage families: 1 - 14% 2 - 9% 3 - 32% 4 - 36% 5 - 9%	4 - 7% 5 - 14% Seeking Input for Decision Making: 9. Building the capacity of and supporting principals and staff to effectively engage families: 1 - 0% 2 - 21% 3 - 36% 4 - 36% 5 - 7%	4 - 26% 5 - 17% Seeking Input for Decision Making: 9. Building the capacity of and supporting principals and staff to effectively engage families: 1 - 1% 2 - 8% 3 - 39% 4 - 35% 5 - 17%		4 - 35% 5 - 30% Seeking Input for Decision Making: 9. Building the capacity of and supporting principals and staff to effectively engage families: 1 - 5% 2 - 5% 3 - 25% 4 - 35% 5 - 30%
10. Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making	10. Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making 1 - 14% 2 - 18% 3 - 32% 4 - 27% 5 - 9%	10. Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making 1 - 0% 2 - 14% 3 - 50% 4 - 29% 5 - 7%	10. Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making 1 - 0% 2 - 9% 3 - 39% 4 - 35% 5 - 17%		10. Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making 1 - 5% 2 - 5% 3 - 25% 4 - 35% 5 - 30%
11. Providing all families with opportunities to provide input on policies and programs:	11. Providing all families with opportunities to provide input on policies and programs: 1 - 9% 2 - 14% 3 - 43% 4 - 24%	11. Providing all families with opportunities to provide input on policies and programs: 1 - 0% 2 - 21% 3 - 50% 4 - 21%	11. Providing all families with opportunities to provide input on policies and programs: 1 - 9% 2 - 13% 3 - 30% 4 - 35%		11. Providing all families with opportunities to provide input on policies and programs: 1 - 5% 2 - 5% 3 - 25% 4 - 35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
12. Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities:	5 - 9% 12. Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities: 1 - 14% 2 - 9% 3 - 45% 4 - 27% 5 - 5%	5 - 8% 12. Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities: 1 - 7% 2 - 43% 3 - 14% 4 - 22% 5 - 14%	5 - 13% 12. Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities: 1 - 4% 2 - 18% 3 - 39% 4 - 22% 5 - 17%		5 - 30% 12. Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities: 1 - 5% 2 - 5% 3 - 25% 4 - 35% 5 - 30%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	3.1 Communication	3.1 Provide timely, relevant communication and involve students, parents, and staff in meaningful decision making at both the school and district level. Budgeted Expenditures: Resources and Supports include: <ul style="list-style-type: none"> • Translator Salaries • Other language supports • Outreach and advertising, materials, supplies • Program/Support Staff 	\$2,460,520	Yes
3.2	3.2 Parent Engagement	3.2 Provide a comprehensive parent education program intended to enhance and support their child’s academic and social development.	\$2,321,398	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Resources and Supports include:</p> <ul style="list-style-type: none"> • Parent Community Engagement support personnel • Site Parent Liaisons • Site Parent Resource Centers • Parent Workshops • Parent Engagement Activities 		
3.3	3.3 Partnerships with Community Based Groups	<p>3.3 Build strong partnerships with community-based groups that enhance and support educational opportunities for students and staff.</p> <p>Resources and Supports include:</p> <ul style="list-style-type: none"> • Community Partnerships 	\$105,010	Yes

Goal Analysis [2022-23]

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.

3.1 Communication

Translation Services

- 2 translators - provide translating services (3.1)
- Translated Local, State and Federal Reporting documents district-wide
- Assisted in Translating presentations for LCAP Advisory groups and Parent Advisory Groups

Successes:

- Translation support was provided at all district parent meetings, advisory committees and board meetings
- All communication, regardless of the media type, was shared in English and Spanish

Challenges:

- Staffing shortage of Bilingual Psychologist Technicians in 2022-23 resulting in missing parent signatures, missing IEP documents, delayed uploading into SEIS, and backlog of filing.

- Staffing shortage of translators and a cumbersome system for requesting translation services resulted in delay of documents being translated and an inability to fill all requests for translator support at all meetings
- One translator was out long-term and the sub required additional training and didn't not have the access for the needed platforms

Other language supports for parents

- Due to the growing community of indigenous groups from Mexico that migrate to our District territory the need for information in their language has grown.

Challenges:

- Among the challenges we are finding that Purepecha is primarily an oral language, not written. Also, there are multiple dialects in the Purepecha language, increasing the difficulty of finding a translator or translators to serve all of our families. -
- We are seeking translators in the Purepecha and Mixteco languages to assist our families during events, presentations, and workshops.
- We were not able to secure Purepecha translators during the 2022-23 school year.

Outreach and advertising, materials, supplies:

- CVUSD implemented a robust communication strategy that uses traditional media such as TV, radio, print and non- traditional media such as social media, digital advertising, online radio and website platform

Successes:

- Our engagement numbers on all digital platforms have increased since implementing a robust communication strategy that uses traditional media such as TV, radio, print and non- traditional media such as social media, digital advertising, online radio and website platforms.

Challenges:

- We've faced challenges when communicating with families that did not have reliable internet connectivity. These families were usually not able to view the content we posted on social media or District websites. However, to communicate with those families we hired billboard and poster services to reach families in communities where connectivity is limited or nonexistent.

Parent/Community Engagement Manager

- Increased number of services offered, engagement, attendance, and use of resources.

Successes:

- We were able to offer more parent workshops and training virtually, with a higher attendance rate.

Challenges:

- We've noticed that parents required training on highly technical topics that we may not have been offering at this time such as digital training , basic computer use, and new technology immersion.

3.2 Parent Engagement

21 Parent Center Liaisons

Parent Engagement Activities

- Post-Pandemic, we continued to host our workshops and activities via Zoom.
- We purchased art, math, and science supplies to have available for activities.
- Some of the parent engagement activities have been used for digital communication and interactive parent workshops.
- Schools like Mecca Elementary School and Westside Elementary School have been hosting interactive art, family and movie nights.
- Parents are asked to pick up art materials during a specific time-frame and then the parent liaison guides parents and students with their activities.

Successes:

- Parent liaisons increase parent engagement by offering services that build positive relationships with families.
- Attendance for these workshops has increased at least 50%.

Challenges:

- A challenge is that the parent liaison position is only a 3.5 hour position, which makes it difficult to have enough time to connect with families.
- The position lends itself to a high turnover since many liaisons prefer to work 6 hours or more.
- We need more volunteers to assist the parent liaison during his or her workshop. These events are so successful that hosting up to 100 parents and students at a time via Zoom can be challenging for one or two people to manage.

3.3 Partnerships with community based groups

- Community Partnerships

o Read with Me - volunteers from the greater Coachella Valley Community worked with students in elementary schools, usually in small groups, to help build literacy skills

o Alianza - CVUSD personnel met with both student and parent groups throughout the 2022-23 school year to get feedback and input on our implementation of the Transformational Justice Mode district-wide, and the implementation of Wellness Centers at our middle and high schools.

o Inland Congregations United for Change (ICUC) - CVUSD personnel met with both student and parent groups throughout the 2022-23 school year to get feedback actions, services and programs supported in the LCAP

o One Future Coachella Valley - CVUSD College and Career and Secondary Administrators worked closely with One Future Coachella Valley to provide students with meaningful career explorations, practical work experience with local business partners, and support for our students as they navigate college and become the future's educated workforce.

o Eastern Coachella Valley (ECV) for Change - worked with 11 grade students and provided additional support in parent workshops

o

Successes:

- Gents Alliance expanded to Desert Mirage and Toro Canyon. A 20% increase in participation.
- Eastern Coachella Valley (ECV) for Change continues to collaborate with CVUSD, and hosted two events on college and career readiness for students and parents.

- Our Student Support Services department collaborated with the following community-based organizations to support our families:
- FIND Foodbank
- Support for Homeless and Foster Youth
- Riverside County Mental Health Department

Challenges:

- Finding new and effective ways to increase student involvement in the LCAP process, and getting feedback from students on the effectiveness of the programs and services that are offered through the LCAP.

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

All actions in this goal were impacted by the increase in salaries as a result of negotiations. Other material differences for each goal are listed below.

Action 3.1: Two bilingual psychologist technician positions were unfilled for half of the year and outreach/language support expenses were less than the amount allocated.

Action 3.2: The process to change the position of our Site Parent Liaisons from part-time to full-time is still ongoing so estimated salaries were less than allocated.

Action 3.3: The anticipated costs for community partnerships were less than the amount allocated.

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

3.1 Communication

- Our goal was to have our first Purepecha and Mixteco translation begin in the 2022-23 school year, we did not accomplish this goal.
- Outreach and advertising, materials, supplies was very effective, evidenced by increased parent attendance at district and site level advisory committees, an increase in Panorama survey responses over the previous year and good participation in our Thought Exchange Survey - where parents represented 59% of all responses and students represented 13% of all responses.
- To communicate with families with little to no internet connectivity, we will continue to use billboards/posters, phone calls, and text messages to enhance communication.

3.2 Parent Engagement

- The district has a part-time Parent Center Liaisons at every school site. We are exploring ways to increase the position from a 3.5 hour position to a 6 hour position, to retain personnel as Parent Liaisons, rather than continually having to hire and retrain personnel. A full time Parent Liaison would also help to build community at our schools. Prior to the Pandemic, parent liaisons served their school community by offering services such as translation, parent training and workshops, and assistance with school related activities.
- Since the Pandemic, their duties have expanded to temporarily include assisting with distribution of technological devices, technology training and support, distribution of at-home test kits, among others.
- This constant interaction of in-person and virtual services has greatly increased positive school relationships between families and school staff.

- Time to answer complaints has decreased and openness from families with staff has positively increased as well.
- Many parent liaisons also use social media platforms like Facebook to communicate with families and grow their school community.
- We need more volunteers to assist the parent liaison during workshops.
- It was challenging to host engaging activities in a virtual setting.
- We plan to train more volunteers that can assist our parent liaisons when hosting in a virtual setting

3.3 Partnerships with community based groups

- CVUSD continued to collaborate with Community Organizations including:
 - Read with Me - volunteers from the greater Coachella Valley Community worked with students in elementary schools, usually in small groups, to help build literacy skills
 - Alianza - CVUSD personnel met with both student and parent groups throughout the 2021-22 school year to get feedback and input on our implementation of the Transformational Justice Mode district-wide, and the addition of Wellness Centers to our middle and high schools.
 - Inland Congregations United for Change (ICUC) - CVUSD personnel met with both student and parent groups throughout the 2021-22 school year to get feedback actions, services and programs supported in the LCAP
 - One Future Coachella Valley - CVUSD College and Career and Secondary Administrators worked closely with One Future Coachella Valley to provide students with meaningful career explorations, practical work experience with local business partners, and support for our students as they navigate college and become the future's educated workforce. Eastern Coachella Valley (ECV) for Change - worked with 11 grade students and provided additional support in parent workshops
 - Cinema Culturas - Summer School Film Festival - all students enrolled in summer school participated, 19 students submitted films and 12 students participated in Cinema Culturas music program Our Child Welfare and Attendance department collaborated with the following community -based organizations to support our families:
 - FIND Foodbank
 - Support for Homeless and Foster Youth
 - Riverside County Mental Health Department

CVUSD measured success of Goal 3 through its progress in seeking input from parents in decision making and promoting parental participation in programs; the state adopted self-reflection tool, Panorama surveys, LCAP stakeholder meetings, parent committees, and school leadership. Findings indicated the following:

Building Relationships

- Areas of strength include:
 - Positive movement overall toward full implementation.
 - Significant improvement was documented in the following areas: cultural awareness from staff, communication between families and educators, policies and programs to discuss student progress with students and families, supporting families in understanding their legal rights, building principal capacity in the area of Parent Engagement, and providing opportunities for staff and parents to work collaboratively on evaluating Parent Engagement programs and activities.
- Areas to improve include:

- Providing Multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators
- Learn about each family’s strengths, cultures, languages, and goals for their children.
- We will focus on providing multiple opportunities for the district and our community to engage in 2-way communication.
- CVUSD educational partners shared that they would like to see an increase in in-person parent workshops and opportunities for parents and students to provide input in their own forum – where they can share ideas freely and comfortably in the company of their peers.

Building Partnerships for Student Outcomes

- Areas of strength include:
 - Providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families. This area was rated with a 3 or higher by 100% of the District Parent Advisory Committee and 80% by the LCAP Advisory Team.
 - Policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. This area was rated with a 3 or higher by 75% of the District Parent Advisory Committee and 90% by the LCAP Advisory Team.
- Areas to improve include:
 - Providing families with information and resources to support student learning. This area was rated with a 2 or less by 50% of the LCAP Advisory Team.
 - Supporting families to understand and exercise their legal rights and advocate for students. This area was rated with a 2 or less by 75% of the District Parent Advisory Committee and 40% by the LCAP Advisory Team.

Seeking Input for Decision Making

- Areas of strength include:
 - Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. This area was rated with a 3 or higher by 75% of the District Parent Advisory Committee and 80% by the LCAP Advisory Team. Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision making. This area was rated with a 3 or higher by 75% of the District Parent Advisory Committee and 90% by the LCAP Advisory Team.
- Areas to improve include:
 - Providing all families with opportunities to provide input on policies and programs, and seek input from any underrepresented groups in the school community. This item was rated with a 2 or less by 50% of the District Parent Advisory Committee.
 - providing opportunities for families, staff and district administrators work together in planning, designing, implementing and evaluating family engagement activities at the site and district level. This item was rated with a 2 or less by 60% of the LCAP Advisory Team.

Panorama Family survey

- Overall, the Sense of Belonging (School Connectedness) rating fell from 91% in 2019-20 to 82% in 2020-21 and to 72% in 2021-22. This is an area that we will need to monitor closely in the coming school year. Similarly, the overall ratings for Climate of Support for Academic Learning, Knowledge and Fairness of Discipline, Rules and Norms, and the Safety ratings decreased from 2019-20 to 2020-21, and 2021-22. Participation in the Panorama Family Survey has also decreased significantly from the first administration in 2019-20 to the spring 2022 survey. As a district, we will need to employ multiple measures to ensure we are receiving feedback and input from our educational partners

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.

The 2023-24 LCAP is year 3 of a 3 year plan. Actions were intended to be implemented over this timeframe to meet the desired outcomes. No changes were made to the planned goal. However, the following changes were made to actions.

The total funds allocated amounts changed. A review of data and educational partner feedback indicated that existing programs are making a difference and will be continued, but refinements should be made to expand programs to impact additional students and staff, as well as increase outcomes.

3.1 - funding allocation increased by approximately \$1 million, with the anticipation of reclassifying 21 Parent Liaison positions from 3.5 hours to 6.0 hours (full time), adding additional Bilingual Psychologist Technicians, and funding the Public Information Officer Position - as a separate position from the Community Engagement Manager.

3.3 - funding for action 3.3 was decreased from \$247,286 in 2022-23 to \$105,010 in 2023-24, as only 50% of the 2022-23 allocated funds were used.

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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$75,140,968	\$9,883,582

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
43.20%	3.24%	\$5,431,677.51	46.44%

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.

CVUSD has an unduplicated pupil rate of 93.71%; with 91.63% of students meeting eligibility requirements for free or reduced lunch; 44.21% English Learners; 9.96% Migrant Students; 0.51% Foster Youth; and 1.30% Homeless Youth. Based on the needs of our unduplicated students, most of the supplemental and concentration funds are allocated to improve and/or increase services for unduplicated students in a districtwide or school-wide manner. The needs of the targeted student populations influence the design of programs throughout the district so that all students receive high levels of instruction, intervention, and enrichment. In addition, funds are allocated to school sites for their determined needs based on their student counts. The sites’ use of funds are based on student achievement and other outcome data, approved by the School Site Council (SSC), and accounted for in each School Plan for Student Achievement (SPSA).

Districtwide, across all student groups in CVUSD, but primarily directed towards low income students, English Learners and Foster Youth, CVUSD will continue to implement a Multi-Tiered System of Support (MTSS) that aligns resources and supports and incorporates transformational justice to meet students’ social and emotional needs; promotes attendance and student achievement, engagement, and a positive school climate.

- All Students:
 2022 CA School Dashboard
 * Chronic Absenteeism: 46.0%
 * Suspension Rate: 3.7%
 * Grad Rate: 88.2%
 * A - G Completion Rate: 25.9%

- * Completed at least 1 CTE Pathway: 29.0%
- * Dropout Rate: 7.2%
- * CAASPP English Language Arts – 26.89% Met or Exceeded Standard
- * CAASPP Math – 13.46% Met or Exceeded Standard

English Learners:

2022 CA School Dashboard

- Chronic Absenteeism rate: 45.7%
- Suspension Rate: 3.5%
- Grad Rate: 80.1%
- A - G Completion Rate: 12.2%
- Completed at least 1 CTE Pathway: 21.3%
- Dropout Rate: 9.8%
- CAASPP English Language Arts (grades 3-8, 11) - 11.11% Met or Exceeded Standard
- CAASPP Math (grades 3-8, 11) - 6.35% Met or Exceeded Standard

English Learners (Goal 2, Action 2.2 and Action 2.3)

The CA School Dashboard report demonstrates the need to support English Learners in College and Career Readiness (based on an EL graduation rate that is 80.1% compared to that of all students at 88.2% and the A-G completion rate of 12.2% compared to the rate of 25.9% for All students).

In addition, the EL CTE Pathway Completion rate is 7.7% lower than the All students' rate and the dropout rate of 9.8% for ELs exceeds the rate of 7.2% for All students.

The CA School Dashboard also shows that the Academic progress of our ELs is significantly lower than that of All students, with less than half as many EL students meeting or exceeding the standard in ELA and Math. The EL performance in ELA was 11.11% compared to the All student percentage of 26.89%. The percentage of EL students meeting or exceeding the standard in Math was 6.35% compared to the All Student rate of 13.46%.

Additional Challenges and reasons for continuing with Actions to support our English Learner Students:

- The percentage of Long Term English Learners (LTELs) is 12.9% in 2022-23. This is an increase from the lowest percentage of LTELs (9.5% in 2019-20) and is relatively equal to the LTEL percentage of 12.0% in 2017-18. During and post pandemic LTEL rates climbed as high as 20.6% in 2021-22. We attribute the high number of LTELs, in part, to students not participating in the CAASPP or ELPAC assessments, and therefore there were no opportunities for reclassification.

To address the Academic and College and Career needs of our English Learners, CVUSD will provide the following Continuing Actions:

(Goal 2, Action 2.1)

Intervention Supports - tutor.com, intervention software licenses, etc.

Universal Support for All Students (supported through action 2.2)

After school tutoring

Saturday School

Intervention Programs and Support

Instructional Support

(Goal 2)

Career Technical Education (CTE) Programs, Resources and Supports (Action 2.2b)

College & Career Coordinator (Action 2.2c)

Expanded Learning Programs (Action 2.2d)

Extended Day Kindergarten

Summer school

(Goal 2, Action 2.3)

Resources and Supports include:

- English Learner Support Personnel - to provide additional instructional support to EL students
- Professional Development specific to the implementation of programs for EL students
- Designated and Integrated ELD
- Direct Support for Students
 - Newcomer Academy
 - Mentors for English Learners
 - Summer School
 - Tutoring/Intervention
 - Other Support Services for English Learners
- Family and Community Engagement for supporting English Learners
- Supplemental Instructional Materials

In addition to the continuing supports for English Learners above, CVUSD has proposed the following changes, modifications or additions for the 2023-24 LCAP in Action 2.3:

English Learner Outreach Teachers (3) - will work directly with Long term English Learners to support students' language acquisition

An additional English Learner Teacher on Special Assignment (TOSA) to provide coaching, co-lesson planning, lesson demonstrations, etc. to target students' language needs

SEAL Program & Literacy Coaches - (4 funded by RCOE Grant) - will work directly with students to facilitate students earning the Seal of Biliteracy and thereby meeting the college preparedness metric

We expect these actions to increase graduation rates, college and career readiness rates, the number of students reclassified, and the academic success of all English Learners.

Successes and reasoning for continuing with actions (Action 2.3) for English Learners:

- While the graduation rate for EL students is lower than that of All students, it did increase from 52.4% in 2020-21 to 79.6% in 2021-22 (source: DataQuest - 4 year cohort graduation rate).
- The numbers of Fluent English Proficient students has remained relatively stable over the last few years, from 28.4% in 2016-17 to 30.8% in 2021-22, and 29.9% in 2022-23.

CVUSD has experienced an increase in English Learners, with 7,072 in the 2020-21 school year, 7,326 in 2021-22 and 7,275 in 2022-23. Even with the increase in English Learners over the last 3 years, our percentage of Fluent English Proficient students remains stable between 28% and 30%.

- Reclassified English Proficient Students (RFEP) are outperforming all student groups on the CAASPP in ELA and Math:

The RFEP 2021-22 CAASPP data for ELA and Math:

Reclassified Fluent English Proficient (RFEP) students:

ELA - 45.61% met or exceeded the standards

Math - 21.50% met or exceeded the standards

All Students:

ELA - 26.89% met or exceeded the standards

Math - 13.46% met or exceeded the standards

Foster Students (Goal 2, Action 2.4)

Our Foster students have demonstrated needs measured by:

Our Foster students' progress is measured by:

2022 CA School Dashboard

- Chronic Absenteeism rate: 52.8%
- Suspension Rate: 8.5%
- Grad Rate: 88.2%
- A - G Completion Rate: 5.9%
- Completed at least 1 CTE Pathway: 17.6%
- Dropout Rate: 12.5%
- CAASPP English Language Arts (grades 3-8, 11) - 0.0% Met or Exceeded Standard
- CAASPP Math (grades 3-8, 11) - 0.0% Met or Exceeded Standard

All Students:

2022 CA School Dashboard

* Chronic Absenteeism: 46.0%

* Suspension Rate: 3.7%

* Grad Rate: 88.2%

* A - G Completion Rate: 25.9%

* Completed at least 1 CTE Pathway: 29.0%

* Dropout Rate: 7.2%

* CAASPP English Language Arts – 26.89% Met or Exceeded Standard

* CAASPP Math – 13.46% Met or Exceeded Standard

The CA School Dashboard report demonstrates the need to support our Foster Youth in all State Indicator areas, except for Graduation where the grad rate for Foster Youth is equal to that of All Students. Additional support for Foster Youth is needed in the following areas: Chronic Absenteeism, Suspension, A-G Completion Rate, CTE Pathway completion, the dropout rate and their academic performance as measured by the CAASPP.

The 2022 CA School Dashboard data shows that Foster Youth are more likely to be Chronically absent, with a rate of 52.8% compared to the rate of 46.0% for All students. Foster Youth also have a suspension rate that is more than double that of All students. The rate for Foster students is 8.5%, compared to a rate of 3.7 for All students.

The CA School Dashboard report demonstrates the need to support Foster Youth in College and Career Readiness based on the A-G completion rate of 5.9% for Foster Youth, compared to the rate of 25.9% for All students. In addition, the Foster Youth CTE Pathway Completion rate is 17.6% compared to the rate for All students of 29.0%.

In addition, 17.6% of Foster Youth met college preparedness with a CTE Pathway Completion rate, compared to the rate of 25.9% for All Students. The dropout rate of 12.5% for Foster Youth exceeds the rate of 7.2% for All students.

The 2022 CA School Dashboard also shows that the Academic support and guidance is needed for our Foster Youth. The Foster Youth performance level on the CAASPP in both ELA and Math is significantly lower than that of All students, with 0% of Foster Youth meeting or exceeding the standard in ELA and Math.

To address the academic and engagement needs of Foster Youth, CVUSD will continue with actions specific to this student group, as well as actions that support all student groups.

Successes and reasons for continuing with Actions to support our Foster Students:

- While the 2021-22 suspension rate for Foster Youth is 8.5%, an increase from the 2020-21 school year rate of 0.0% - it is still considerably lower than the 14.0% suspension rate in 2019-20.
- The Graduation Rate increased from 50.0% in 2019-20 to 88.2% in 2021-22. (Source: 2022 CA School Dashboard). Overall, that is a 38.2% increase from the 2019-20 school year.
- The Cohort Dropout rate decreased from 42.9% in 2019-20 to 12.5% in 2021-22; (a 30.4% decrease from 2019-20).

Challenges and reasons for continuing with Actions to support our Foster Students:

- The Chronic Absenteeism Rate increased from 22.7% in 2018-19 to 52.8% in 2021-22 - (a 30.1% increase over three years).

Successes and reasons for continuing with Actions to support our McKinney Vento Students:

- Grad Rate: 86.7%, a 20.0% increase from the rate of 66.7% in 2019-20.
- The Dropout rate decreased from 15.3% in 2020-21 to 5.6% in 2021-22.

Challenges and reasons for continuing with Actions to support our McKinney Vento Students:

- Suspension rate increased from 0.0% in the 2020-21 school year to 2.8% in 2021-22.
- Decline in the A-G Completion Rate from 19.0% in 2019-20 to 12.0% in 2021-22. (a 12.1% decline since the previous year).

New action to support Foster and Homeless Youth (Goal 2, Action 2.2c)

Outreach Teacher to Support At-Risk Youth (At Promise Teacher).

This teacher will work directly with Foster Youth and at-risk students as a mentor, coach, resource

Continuing Actions to support Foster Youth (Goal 2, Action 2.4)

Resources & Supports including:

Child Welfare & Attendance Support Personnel (Administration, Counselors, Foster/Homeless Liaison)

Foster/Homeless Liaison supports foster students with various actions and interventions including but not limited to:

Refer students to internal (CVUSD) and external agencies and resources to provide social-emotional or health services

Basic needs (school supplies, clothing)

College/career guidance

Academic support

Transportation

We expect to see an increase in the number of foster students who are college/career ready, as well as a decline in suspension rates and chronic absenteeism rates.

Socio-economically Disadvantaged

Our low income students' progress is measured by:

2022 CA School Dashboard (except where noted otherwise):

- Chronic Absenteeism Rate: 46.7%
- Suspension Rate: 3.8%
- Graduation Rate: 88.0%
- A-G Completion Rate: 24.9%
- English Language Arts (grades 3-8, 11): 25.39% Source: caaspp-elpac.ets.org
- Math (grades 3-8, 11): 12.39% Source: caaspp-elpac.ets.org

93.02% of CVUSD's student population is in the unduplicated student group; and 91.63% are in the low income student group; therefore, many data points for CVUSD's All student group, when compared to the low income student group, are very similar. Academic indicators for 2022 are within a 1-2% difference for All CVUSD students and low income students. For example, 25.39% of Low income students met or exceeded standard on the 2022 ELA CAASPP and 26.89% of All students met or exceeded standard on the 2022 ELA CAASPP in CVUSD. In another comparison, the suspension rate for 2021-22 for the All student group was 3.7% and the suspension rate for low income students was 3.8%.

Research shows that students who are socio-economically disadvantaged are significantly affected by the resources not available to them. Due to a lack of resources, many students struggle to reach the same academic achievement levels of students who are not socioeconomically disadvantaged. (The Effects of Poverty on Academic Achievement - Misty Lacour 1 and Laura D. Tissington 2) While there is not a large discrepancy between the numbers of students in the All student group and the number of low income students in CVUSD, and how we support both student groups does not differ greatly - it is still a reality that all of our students will need additional support, guidance, and/or resources at some time in their academic career to achieve academic success.

Multi Tiered System of Support (Goal 1, Action 1.1)

Successes and reasons for continuing with MTSS Actions (Action 1.1):

- Direct counseling services were provided for individual and family counseling, either through telehealth or face-to-face.
- Total Number of students who received direct counseling support either as individual and/or family, from August, 2022 to April 4, 2023 = 1,608
- 347 students were seen by a counselor for Substance Use counseling from August, 2022 to April 4, 2023
- At elementary sites, therapists provided classroom presentations when requested.
- At secondary sites, therapist and substance use counselors provided classroom presentations to address social and emotional learning
- Counselors provided Parent workshops on social and emotional learning at school sites.
- Used social media platform(s) to provide tips, techniques and initiatives to promote social well-being and advertise how students/families could get connected to a professional to receive services.
- Case Management services provided linkage to services for food, shelter, medical and other needed supports.
- All certificated and classified staff received training in the implementation of PBIS, transformation learning and restorative justice.
- Wellness Centers were opened up at each of the middle and high schools.
- A total of 2,645 total visits were documented from August 2022 to April 4, 2023.
- 826 middle school students and 1,819 high school students visited the wellness center on their respective school campuses
Students were either self-referred or referred by staff.

Continuing Actions (Goal 1, Action 1.1)

To build upon the successes mentioned above in supporting students' social emotional well-being and safety, CVUSD will continue with the following actions:

To support implementation of a Multi-Tiered System of Support (MTSS) that aligns resources and supports to meet students' social and emotional needs; promotes attendance, engagement, and a positive school climate; and incorporates transformational justice.

Resources Include:

- Social Emotional Counseling
- Social Emotional Program Support
- Transformational Justice Program Support
- Support & Implementation Staff
- Wellness Centers at Secondary Schools

We expect these actions to increase student and parent engagement, and promote a welcoming learning environment for students and parents. If students have a sense of well-being, they will be more apt to engage in school and social activities - ultimately building academic and social skills. We also expect a reduction in our suspension and chronic absenteeism rates.

A change in Action 1.1 in the 2023-24 LCAP includes moving the Academic Counselors from Action 1.1 to Goal 2, which is aligned with college

and career readiness.

District-wide Safety Protocols (Goal 1, Action 1.2)

Successes and reasons for continuing with MTSS Actions (Action 1.2):

A three year trend analysis of suspension rates for the district overall shows that the suspension rate has decreased from 4.7% in 2018-19 to 3.7% in 2021-22.

Continuing Actions (Goal 1, Action 1.2)

To build upon the successes mentioned above in supporting district-wide safety protocols, CVUSD will continue with the following actions:

- District-wide safety protocols that provide enhanced MTSS support to further promote attendance, engagement, and a positive school climate; and incorporate transformational justice for our low income student population.

Resources and Supports include:

- Nurses
- Health Technicians

We expect these actions to increase student’s sense of well-being and safety in school. We also expect that students’ sense of belonging and school connectedness will increase, as measured annually with the Panorama School Climate Survey.

Challenges and reasons for continuing with MTSS Actions (Action 1.2):

Panorama School Climate Survey - Student Responses - from 2020-21 to 2022-23:

Over the past three years, we have seen a decline in the percentage of both elementary and secondary students' feelings of safety and also a decline in the sense of belonging or school connectedness.

Safety:

2020-21 Elementary: 68%	2021-22 Elementary: 50%	2022-23 Elementary: 51%
2020-21 Secondary: 71%	2021-22 Secondary: 55%	2022-23 Secondary: 47%

Sense of Belonging (School Connectedness): 7% increase

2020-21 Elementary: 74%	2021-22 Elementary: 75%	2022-23 Elementary: 68%
2020-21 Secondary: 63%	2021-22 Secondary: 58%	2022-23 Secondary: 47%

Knowledge and Fairness of Discipline, Rules & Norms: 16% increase

2020-21 Elementary: 74%	2021-22 Elementary: 78%	2022-23 Elementary: 77%
2020-21 Secondary: 63%	2021-22 Secondary: 72%	2022-23 Secondary: 68%

Climate of Support for Academic Learning: 7% increase

2020-21 Elementary: 65%	2021-22 Elementary: 76%	2022-23 Elementary: 68%
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2020-21 Secondary: 78%

2021-22 Secondary: 72%

2022-23 Secondary: 66%

Academic

Post Pandemic, we saw a decline in several academic indicators. We have implemented many actions in the LCAP, ESSER II Plan, A-G Grant Plan, Expanded Learning Opportunities Plan and the Educator Effectiveness plan to mitigate learning loss and support students academically.

In the LCAP we will continue the implementation of our Multi Tiered System of Support

Successes and reasons for continuing with MTSS Actions (Action 2.1)

CVUSD's graduation rate increased from 75.9% in 2021 to 88.2% in 2022.

CVUSD's Reclassification rate increased from 4.6% in 2020-21 to 12.2% in 2022.

The % of students who completed at least One CTE Pathway to meet college/career preparedness increased from 22.3% in 2021 to 29.0% in 2022.

Continuing Actions (Goal 2, Action 2.1)

To build upon the successes mentioned above in supporting students' academic progress, CVUSD will continue with the following actions:

Implement a Multi-Tiered System of Support (MTSS) that aligns resources and supports to increase the academic success for all students.

Resources and Supports include:

District-wide guides and assessment tools to monitor student progress:

- AERIES Analytics
- Curriculum & Assessment Committee (CIA)
- Testing & Assessment
- iReady Assessments (Diagnostic and Summative)

* Intervention Supports

* Universal support for all students:

- After school Tutoring
- Saturday School
- Intervention programs and supports
- Instructional Specialists
- Supplemental support for students that are at-risk of underperforming
- Targeted support for students that need specialized support

We expect these actions to increase students' academic achievement, by having the tools to monitor students' progress and align instruction/intervention accordingly. Additionally, by providing the instructional support that students need, we expect to see an increase in CVUSD's graduation rate, reclassification rate, performance on ELA and Math CAASPP, and progress in acquiring English language proficiency.

To mitigate learning loss, CVUSD provided the opportunity for all students to attend summer school in both 2021 and 2022. Summer school focused on enrichment, credit recovery, expanded learning, special education, English Learners, Migrant students and Dual Language students. We intend to provide summer school on a large scale during the summer of 2023 as well.

Challenges and reasons for continuing with MTSS Actions (Action 2.1):

We saw a decrease in the percent of students meeting and exceeding standards on the CAASPP for ELA and Math in 2022, compared to pre-pandemic numbers dating back to 2017-18 and 2018-19:

- 2018 -19 - ELA - 28.85% of students met or exceeded standards, Math - 20.55% of students met or exceeded standards
- 2020-21 - ELA - 23.43% of students met or exceeded standards, Math - 11.52% of students met or exceeded standards
- 2021-22 - ELA - 26.89% of students met or exceeded standards, Math - 13.46% of students met or exceeded standards

The percent of students meeting or exceeding standard decreased 1.96% from 2018-19 to 2021-22 in ELA and 7.07% in Math - from 2018-19 to 2021-22

Changes to Action 2.1 for the 2023-24 LCAP include:

Moving Academic Counselors from Action 1.1 to Action 2.1 for better alignment with the LCAP goals.

Moving home-to-school transportation and bus monitors to Action 2.1 to support student academic success.

Broad Course of Study: (Goal 2, Action 2.2a)

Successes and reasons for continuing with (2.2a) Broad Course of Study Actions:

- Aquatics courses provide students with the opportunity to build skills necessary for swimming that they were not able to access otherwise.
- CVUSD Athletics, including after school transportation, provides students with the opportunity to engage in team and individual sports that they otherwise may not have access to.
- CVUSD's Ethnic Studies program has grown to include 12 courses, giving students an opportunity to choose which course(s) they are interested in.
- Dual Language Program data demonstrates that students are making progress with the Spanish language development. The goal of the DL program is multiliteracy by 4th grade. CVUSD Expanded it's DL program from 7 to 14 elementary schools, and has added middle school courses.
- During the 2022-23 school year - all elementary students were able to participate in VAPA classes, whereas in previous years, only students in grade 4-6 were able to participate.

Continuing Actions (Goal 2, Action 2.2a)

To build upon the successes mentioned above in supporting a Broad Course of Study for students, CVUSD will continue with the following actions:

Resources and Supports include:

- * Aquatics

- * Ethnic Studies
- * PUENTE
- * Dual Language Program
- * Pathways to Success Teachers [VAPA]

We expect these actions to increase students' access to a broad course of study and extracurricular activities. This will result in more opportunities for students to participate in our Dual Language Program, Dual Enrollment, and other areas of interest to each student. We expect to see an increase in our attendance rate, college and career indicator rate on the CA Dashboard, and graduation rate, (including more students graduating with a Seal of Biliteracy).

Career Readiness: (Goal 2, Action 2.2b)

Successes and reasons for continuing with CTE Actions:

- Career Technical Education (CTE) programs consistently have approximately 55% of high school students participating.
- Students in CTE programs have increased A-G rates for the past five years from 23% to 36.2%.
- CTE students in our district continue to have an average graduation rate of 98%.
- CTE programs are actively adding Dual Enrollment courses.
- We currently offer 7 articulated college credit courses.
- Of our 2022 graduates 75% of CTE completers went to college.

Continuing Actions (Goal 2, Action 2.2b)

To build upon the successes mentioned above in supporting and improving students' career readiness, CVUSD will continue with the following actions:

Resources and Supports including:

- CTE Instructional Resources
- CTE Professional Development
- CTE Activities
- CTE Support Staff

We expect these actions to increase the amount of students, from all of our student groups, who will have access to a CTE Program or Pathway. Additionally, we expect to see the number/percentage of students meeting prepared on the College and Career Indicator to increase, an increase in meeting A-G requirements, higher attendance rates, and lower suspension and expulsion rates.

College Readiness: (Goal 2, Actions 2.2c)

Successes and reasons for continuing with College Readiness Actions:

College and Career indicators: the college career indicator was not available for the 2021-22 school year, the following data points are from DataQuest:

Graduation Rate: CVUSD's graduation rate increased from 75.9% in 2021 to 88.2% in 2022.

Students completing CTE pathways: 22.3% increased to 29.0% in 2022

Percentage of pupils who participated and demonstrated college preparedness with Dual Enrollment (College Credit Courses): 3.7% - increased to 18.3%

Challenges and reasons for continuing with College Readiness Actions:

Percentage of Students meeting prepared by completing both a CTE Pathway and A-G requirements: 11.0% decreased to 10.5% in 2022

Percentage of pupils who participated and demonstrated college preparedness with a State Seal of Bi-literacy: 9.8% decreased to 5.2% in 2022

Continuing Actions (Goal 2, Action 2.2c)

To build upon the successes mentioned above in supporting and improving students' college readiness, CVUSD will continue with the following actions:

Resources and Supports include:

- College Readiness Testing Support (Advanced Placement, PSAT, etc.)
- Advancement Via Individual Determination
- Coordinator, College & Career

We expect these actions to increase the graduation rate for all student groups, the percent of graduating students who met prepared on the College and Career Indicator, the number of students who meet the A-G requirements for entrance to CVUSD or UC school, an increase in the number of students passing AP exams, and the number of college-going seniors.

A change to Action 2.2c is the addition of an At-Promise Outreach Teacher to mentor students

Extended Learning (Goal 2, Action 2.2d)

Successes and reasons for continuing with Extended Learning Actions:

- Expanded Learning Programs:
- ASES - Elementary School Program
- 21st Century Community Learning Centers (21st CCLC)
- ASSETS - High School Program
- Summer School: Opportunities for our unduplicated students to get back on track for academic success and graduation.
- Summer school allowed unduplicated students to earn credits towards meeting graduation and A-G requirements, as well as keeping students in school and reducing our dropout rate.
- Early Childhood Education (ECE) - served 476 students district-wide
- The Spring 2021 Desired Results Developmental Profile Summary (DRDP) for Preschool & Head Start students age 3 & 4 data shows that scores increased for all age levels, in all areas, from the fall 2021 pre-test to the spring 2022 post test. Areas measured were Social and Emotional, Literacy, math, and English language.
- ECE staff provided students classroom supply kits for the home and appropriate technology to support delivery of virtual learning (IPAD).
- ECE parents were provided monthly family engagement strategies and activities to foster parental confidence and skills

- Migrant Outreach teacher provides support to Migrant students and parents. Graduation rate for Migrant students is consistently almost equal to that of all students, and 10% higher than the graduation rate for English Learners.

Continuing Actions (Goal 2, Action 2.2d)

To build upon the successes mentioned above in providing extended learning opportunities for our students, CVUSD will continue with the following actions:

Resources and Supports include:

- * Expanded Learning Programs
- * Summer School
- * Athletics and Activities
- * Early Childhood Education
- * Extended Day Kindergarten
- * Migrant Program

We expect these actions to increase the number of students who are served, either after school or in a summer program. Expanded learning programs offer our students many enrichment opportunities that they otherwise would not have access to, in a welcoming environment. Students have the opportunity to participate in physical activities, Music, Performing Arts, Visual Arts, Theatre, Robotics, STEAM activities, and more. As a result of offering summer school, we anticipate that our graduation rate will increase due to students recovering credits, and our students will be able to build academic skills and social skills. Extended Kindergarten and our Early Childhood education will help prepare students in an educational setting and help reduce chronic absenteeism rates in elementary schools.

Alternative Education (Goal 2, Action 2.2e)

Successes and reasons for continuing with Alternative Education Actions:

- Provides opportunities for students to have access to an instructional program via alternative settings and resources.
- This is principally directed to our socio-economically disadvantaged students who make up 97.8% of the student population at La Familia High School.

Continuing Actions (Goal 2, Action 2.2e)

Alternative Education

- La Familia High School - administrator, and Increase in teaching staff by 5 teacher positions (4 content teachers and 1 RSP teacher) to increase enrollment availability for students needing additional support (new for the 2023-24 school year).

We expect that providing our students with an alternative education setting, where they can recover credits needed to graduate, will increase the graduation rate for all student groups.

Instructional Resources (Goal 2, Action 2.5)

Successes and reasons for continuing with Actions for Instructional Resources:

- District provided weekly Professional Development trainings including: iReady assessments, data and lessons, Google Suite Apps, adopted curriculum online platforms (Wonders/Maravillas, Think Central, Lexia, etc.), PBIS and Transformational Learning, Writing strategies for all content areas, and various tools and strategies for best practices in teaching and learning.
- Professional Development
- Providing weekly professional development to all certificated staff every Wednesday allowed us to ensure that all staff received training in district programs and initiatives equally. This will give us a baseline to build future professional development on.
- Sites received allocations of LCFF S/C and Title I funding, based on their student enrollment, to develop their School Plan for Student Achievement (SPSA) based on the unique needs of their students, staff and families.
- TK-12 Instructional Specialists
- Instructional Specialists are instrumental in preparing and providing site-based and district-wide professional development for effective instruction and engagement of all students. They build capacity for staff and administration. Additionally, they participate in classroom visits, demonstrate lessons, co-teach, and engage in coaching cycles, and grade-level/department meetings to build teacher capacity and improve student outcomes. They also assisted in the development and piloting of instructional materials, lesson planning, and creating assessments. The Instructional Specialists provided instructional support for teachers and programs in grades TK-12.

In order to address the identified performance gaps at the beginning of the prompt, the district will provide increased access to instructional materials by building upon the successes mentioned above and provide students with a quality learning experience and environment, by continuing with the following actions:

Resources and Supports include:

- Instructional professional development
- Site allocations of LCFF S/C and Title I funding to support program implementation
- Instructional equipment and materials
- Instructional Specialists
- Support personnel for instructional programs
- Additional non-student negotiated Teacher Professional development days

By providing an engaging learning environment with the personnel and instructional resources needed, we expect to increase students' academic achievement. Additionally, by providing the instructional support that students need, we expect to see an increase in CVUSD's graduation rate, reclassification rate, performance on ELA and Math CAASPP, and progress in acquiring English language proficiency.

Proposed changes or New Actions for Action 2.5 Instructional Resources in the 2023-24 LCAP include:

Additional Network support positions

Additional Student Information System support positions

Cybersecurity support positions

Tech support positions

Highly Qualified Personnel (Goal 2, Action 2.6)

Successes and reasons for continuing with Actions for Highly Qualified Personnel:

- Consulting Teacher(s) for Induction/PAR:
 - Support candidates with completing their Individual Learning Plans (ILPs), which includes a self-assessment and identifying student needs then setting a professional growth goal aligned to their site/district initiatives.
 - Connect candidates with available resources, and observe the candidate facilitating instruction
 - Assist candidates with analyzing student outcomes, and planning instruction and management.
- Assistant Principals:

In 2020-21, 8 of our 14 elementary schools had an Assistant Principal, based on student enrollment of over 650 students at their site
For the 2020-21 and 2022-23 school years all 14 elementary schools had an Assistant Principal on site (6 new APs were board approved in August, 2021)

 - Provided coaching to teachers and conducted classroom observations.
Focused on district-wide initiatives: AVID, PBIS, Restorative Justice, Google Suites, CANVAS, strategies for engaging learners, and other training needs as identified during the coaching process (by individual teacher or grade level).
 - Created a positive school climate and support parent engagement.
 - Secondary Assistant Principals:
 - Provided coaching to teachers and conducted virtual classroom observations.
 - Focused on district-wide initiatives: AVID, PBIS, Restorative Justice, Google Suites, CANVAS, and other training needs as identified during the coaching process (by individual teacher or grade level).
 - Provided additional site leadership and resources for students, staff, and parents.
 - Created a positive school climate and support parent engagement.

Continuing Actions (Goal 2, Action 2.6)

In order to address the identified performance gaps at the beginning of the prompt, the district will provide students with access to Highly Qualified Staff and continue with the following actions:

Resources and Supports include:

- Peer Assistance and Review Support
- New Teacher Induction Support
- Recruitment and Professional Development for classified, certificated, and administrative personnel
- Assistant Administrators of Instructional Improvement
- Secondary Assistant Principals

By employing highly qualified personnel and providing ongoing instructional coaching, guidance and collaboration, we expect to increase students' academic achievement. Additionally, we expect to see an increase in CVUSD's graduation rate, reclassification rate, performance on ELA and Math CAASPP, and progress in acquiring English language proficiency.

Goal 3 Increase engagement and collaboration among students, parents, staff, and community

The district developed three actions in Goal 3 to increase engagement with educational partners in order to positively impact student achievement as research shows that engaging families and community is a key component to improving student achievement for low income students. Success will be measured by seeking input from parents in decision making and promoting parental participation in programs; the state adopted self-reflection tool, Panorama surveys, LCAP stakeholder meetings, parent committees, and school leadership.

Communication (Goal 3, Action 3.1)

Successes and reasons for continuing with Communication Actions:

A district priority is communicating with parents to inform and engage. This includes district updates, activities, available supports, and most importantly, student engagement in the classroom.

CVUSD engaged in parent outreach and communication through advertising on local TV and Radio, and printing and mailing of time sensitive information.

- CVUSD reached out to parents/community members via social media announcements, website announcements, TV ads, radio ads, digital ads, online radio ads, print, phone calls, email, text, and flyers.
- CVUSD will continue to survey parents via Panorama surveys, Google Form surveys and Public Forums to collect parent and community input

Continuing Actions for Communication (Goal 3, Action 3.1):

To foster timely and relevant forms of communication, CVUSD will continue with the following actions:

Resources and Supports include:

- Translator Salaries
- Other language supports
- Outreach and advertising, materials, supplies
- Program/Support Staff

Proposed changes or New Actions for Action 3.1

Interpreter/Translator - Add 1

Additional Bilingual Psychologist Technicians - Add 2

Website and digital platform support positions - Add 2

By prioritizing communication efforts and utilizing all available resources, we expect that educational partners will be more aware of district services and activities and learn how to be engaged in the educational process.

Parent Engagement (Goal 3, Action 3.2)

Successes and reasons for continuing with Actions Parent Engagement:

- Parents were offered courses to assist them in working with their students and navigating online resources.
- Early Child Education (ECE) parents were provided monthly family engagement strategies and activities to foster parental confidence and skills such as: Monthly Parent Classroom Meetings and Parent Trainings, Monthly Learning Activities for the Home Calendar, Parent Conferences & Home Visits, and other parent resources and handouts.

- CVUSD reached out to parents/community members via social media announcements, website announcements, TV ads, radio ads, digital ads, online radio ads, print, phone calls, email, text, and flyers.
- Parent attendance at many of the advisory committee meetings and workshops increased over previous years, as the Zoom format was more accessible for parents (compared to coming to a school or the district office) for a meeting.
- CVUSD will continue to provide online access (via Zoom) for advisory committee meetings and board meetings in the post-pandemic era, as we have seen an increase in parent participation/input with parents having the opportunity to attend virtually.

Continuing Actions for parent Engagement (Goal 3, Action 3.2):

To build on our current levels and methods of parent engagement, CVUSD will continue with the following actions:

Resources and Supports include:

- Parent Community Engagement support personnel
- Site Parent Liaisons
- Site Parent Resource Centers
- Parent Workshops
- Parent Engagement Activities

Proposed changes or New Actions for Action 3.2

- Parent Liaisons - Increase hours of employment
- Extra Service Hours for Site Lead Teacher & Classified Staff- Parent Engagement
- Parent Engagement Administrative Specialist (1)
- Community Engagement Manager Coaching Support

We expect these actions to increase student, parent, and community engagement, in a welcoming and collaborative environment. Parent participation in both school and district level advisory committees and activities will increase. Building the capacity of our parents and community to work with and support our students will ultimately help students build academic and social skills.

Partnership with Community Based Organizations (Goal 3, Action 3.3)

Successes and reasons for continuing with Actions for Community Partnerships:

These are some of numerous community organizations that CVUSD has partnered with, to improve outcomes for our students:

- Alianza Coachella Valley - focused on community improvement
- One Future Coachella Valley - provides a regional college fair for students, collaborates with CVUSD on student college and career readiness and workforce development
- The Ophelia Project - mentoring for middle and high school female students
- Eastern Coachella Valley (ECE) for Change - mentoring for high school students on college readiness
- Rotary Math Field Day - Middle school students
- Read with Me Volunteers -volunteers work with elementary students (within a classroom) to help develop literacy skills
- Gents Alliance - college/career success for young men (grades 8-12)
- First Five - works with our Early Childhood Education (ECE) program to provide educational supports

- Coachella Valley Assistance League - provides uniforms and backpacks for students in need

Continuing Actions (Goal 3, Action 3.3)

To build on our current levels and methods of parent engagement, CVUSD will continue with the following actions:

Resources and Supports include:

- Community Partnerships

We expect that building the capacity of our parents and community to work with and support our students will ultimately help students build academic and social skills. Additionally, we expect that our students will continue to have opportunities to participate in extracurricular activities throughout the Coachella Valley and beyond.

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

The Coachella Valley Unified School District's high needs student count represents 93.71% of students in the Coachella Valley Unified School District, which provides for a Minimum Proportionality Percentage (MPP) funding amount of approximately \$75,140,968 in supplemental and concentration revenue for the 2023-24 school year. This equates to a MPP rate of the total base of 43.2% for the 2023-24 school year and with the addition of carryover increases the MPP obligation to 46.44%. The district is planning to increase services by 46.75% as outlined in the LCAP. LCFF Supplemental/Concentration funding supports services and programs for English Learners, Low Income students and Foster Youth.

The funds are used to support the education of nearly 17,000 students in preschool through twelfth grade at 21 schools. Currently, 92.3% of students qualify as low income and 43.6% are English learners. Foster youth represent 0.5% of CVUSD's student enrollment. Coachella Valley Unified School District has several planned actions and services to target the needs of unduplicated students in a districtwide and a school-wide manner. Actions and services implemented in a districtwide or schoolwide manner are determined to be the most effective or efficient implementation model through research, data, or educational partner input.

Many of the district wide expenditures described in the LCAP are available broadly, but the actions and services provided are principally directed towards meeting the CVUSD goals for its high needs students: low income students, English Learners, and foster youth. While all students may receive some of the services, they are principally directed at increasing or improving services and outcomes for high needs students.

This services and programs supported for English learners, Low Income and Foster Youth include:

English Learners (43.6% of student population)

- Additional English Learner support to improve implementation of ELD Standards includes:
- English Learner Support Personnel
- Professional Development - Specific to the implementation of programs for ELs
- Designated and Integrated ELD
- Direct Support for Students

- Newcomer Academy
- EL Mentors
- Summer School
- Tutoring/Intervention
- Other Support Services for English Learners
- Family and Community Engagement
- Instructional Materials

Foster Youth (0.5% of student population)

Foster students are the most vulnerable group of “at promise” students who do not graduate. They are protected by several state and federal laws designed to increase success and breakdown barriers that prevent them from fulfilling their educational goals. Our school districts are assigned a Foster Liaison to assist schools, guardians, and students with these laws and regulations. In addition all school staff assist with the identification process and success of all foster students and work with the district to obtain resources for foster youth and collaborate with outside agencies for additional supports.

Low Income (92.3% of student population)

Our district low income student count is determined by the number of students whose family income meets the free or reduced lunch income levels. Research shows students from low-income families often have associated risk factors that students from more affluent families do not have, including emotional and social challenges; acute and chronic stressors, cognitive lags, health and safety issues, and access to resources. Our district data around academic performance, school climate, and engagement shows that our students need additional support to address challenges they face and to be successful in school. The focus of our supplemental and concentration funds are to provide our less advantaged students with opportunities to be college and career ready which includes support for the following:

- Academic supports
- Instructional resources
- Academic enrichment
- Career exploration
- Career technical education
- Social-emotional supports
- Early childhood education
- Arts
- Athletics
- Appropriately credentialed, assigned, and trained teachers
- Professional development
- Provide instructional coaching and supplemental program site support.
- Design, implementation, monitoring, and evaluation of supplemental programs focused on increasing academic achievement
- Creating a positive school climate and supporting parent engagement.
- Mentors to support and guide Native American students to be college and career ready
- Transportation support for after school programs: Due to the rural nature of our district's geographic region, the extreme heat, and the income level of our families, if the district did not provide transportation, the majority of our students would not have the opportunity to attend or participate in after school enrichment, intervention, and other programs. The academic interventions contribute to student achievement, while the enrichment and athletics contribute to student engagement by strengthening students' connections to school.

- Opportunities for student to extend learning through participation in student events (Science Fair, History Day, Spelling Bee, Authors Fair, Art Fair)
- Pathways and academies provide college and career readiness through the real-world context of applied academics blended with technical skills to engage students to perform better and graduate at higher rates.

We believe the impact of these actions and services will be increased attendance, decreased dropout rates, decreased suspension rates, increased graduation rates, increased academic achievement, and increased preparedness for college & careers.

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

The district received \$9,883,582 in additional concentration grant add-on funding. All schools in the Coachella Valley Unified School District (CVUSD) have an enrollment of unduplicated student groups greater than 55%. CVUSD will use the concentration grant add-on funding to expand existing LCAP actions by increasing the number of certificated and classified personnel who will provide direct services to students at all CVUSD School sites which includes:

Action 1.1 Support and Implementation Staff: additional staff to support attendance outreach

Action 2.2a Other – Reduced Class Size: additional teachers

Action 2.2b Career Readiness Support: career center staff including counselors and classified support staff

Action 2.2d Extended Learning: early childhood teachers and paraprofessionals

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Action 2.2a Other – Reduced Class Size: additional teachers

Action 2.2b Career Readiness Support: career center staff including counselors and classified support staff

Action 2.2d Extended Learning: early childhood teachers and paraprofessionals

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	19.93:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	17.49 :1

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$81,326,383	\$5,233,972		\$16,522,870	\$103,083,225	\$80,677,119	\$22,406,106

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	1.1 Multi-Tiered System of Support (MTSS) to meet students' social and emotional learning needs.	Low Income	\$3,166,370	\$0.00	\$0.00	\$2,651,415	\$5,817,785
1	1.2	1.2 District-wide Safety Protocols	Low Income	\$2,907,501	\$0.00	\$0.00	\$0.00	\$2,907,501
2	2.1	2.1 Multi-Tiered System of Support (MTSS) to increase academic success.	Low Income	\$17,481,301	\$0.00	\$0.00	\$622,448	\$18,103,749
2	2.2a	2.2a Broad Course of Study	Low Income	\$7,948,991	\$0.00	\$0.00	\$3,684,650	\$11,633,641
2	2.2b	2.2b Career Readiness	Low Income	\$4,782,761	\$1,495,838	\$0.00	\$235,466	\$6,514,065
2	2.2c	2.2c College Readiness	Low Income	\$1,268,890	\$0.00	\$0.00	\$228,922	\$1,497,812
2	2.2d	2.2d Extended Learning	Low Income	\$11,950,454	\$3,738,134	\$0.00	\$3,801,107	\$19,489,695
2	2.2e	2.2e Alternative Education	Low Income	\$2,816,106	\$0.00	\$0.00	\$0.00	\$2,816,106
2	2.3	2.3 Support for English Learners	English Learners	\$2,830,413	\$0.00	\$0.00	\$909,852	\$3,740,265
2	2.4	2.4 Support for Foster & Homeless Students	Foster Youth Low Income	\$431,097	\$0.00	\$0.00	\$41,736	\$472,833
2	2.5	2.5 Instructional Resources	Low Income	\$15,415,882	\$0.00	\$0.00	\$2,755,234	\$18,171,116
2	2.6	2.6 Highly Qualified Personnel	Low Income	\$6,131,232	\$0.00	\$0.00	\$900,497	\$7,031,729
3	3.1	3.1 Communication	Low Income	\$2,460,520	\$0.00	\$0.00	\$0.00	\$2,460,520
3	3.2	3.2 Parent Engagement	Low Income	\$1,629,855	\$0.00	\$0.00	\$691,543	\$2,321,398
3	3.3	3.3 Partnerships with Community Based Groups	Low Income	\$105,010	\$0.00	\$0.00	\$0.00	\$105,010

2023-24 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
\$173,945,480	\$75,140,968	43.20%	3.24%	46.44%	\$81,326,383	0.00%	46.75 %	Total:	\$81,326,383
								LEA-wide Total:	\$78,064,873
								Limited Total:	\$3,261,510
								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	1.1	1.1 Multi-Tiered System of Support (MTSS) to meet students' social and emotional learning needs.	Yes	LEA-wide	Low Income	All Schools	\$3,166,370	
1	1.2	1.2 District-wide Safety Protocols	Yes	LEA-wide	Low Income	All Schools	\$2,907,501	
2	2.1	2.1 Multi-Tiered System of Support (MTSS) to increase academic success.	Yes	LEA-wide	Low Income	All Schools	\$17,481,301	
2	2.2a	2.2a Broad Course of Study	Yes	LEA-wide	Low Income	All Schools	\$7,948,991	
2	2.2b	2.2b Career Readiness	Yes	LEA-wide	Low Income	All Schools	\$4,782,761	
2	2.2c	2.2c College Readiness	Yes	LEA-wide	Low Income	All Schools	\$1,268,890	
2	2.2d	2.2d Extended Learning	Yes	LEA-wide	Low Income	All Schools	\$11,950,454	
2	2.2e	2.2e Alternative Education	Yes	LEA-wide	Low Income	All Schools	\$2,816,106	
2	2.3	2.3 Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,830,413	

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 (%)
2	2.4	2.4 Support for Foster & Homeless Students	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$431,097	
2	2.5	2.5 Instructional Resources	Yes	LEA-wide	Low Income	All Schools	\$15,415,882	
2	2.6	2.6 Highly Qualified Personnel	Yes	LEA-wide	Low Income	All Schools	\$6,131,232	
3	3.1	3.1 Communication	Yes	LEA-wide	Low Income	All Schools	\$2,460,520	
3	3.2	3.2 Parent Engagement	Yes	LEA-wide	Low Income	All Schools	\$1,629,855	
3	3.3	3.3 Partnerships with Community Based Groups	Yes	LEA-wide	Low Income	All Schools	\$105,010	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$95,379,581	\$96,186,281

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	1.1 Multi-Tiered System of Support (MTSS) to meet students' social and emotional learning needs.	Yes	\$8,006,986	\$6,709,828
1	1.2	1.2 District-wide Safety Protocols	Yes	\$2,665,444	\$2,842,442
2	2.1	2.1 Multi-Tiered System of Support (MTSS) to increase academic success.	Yes	\$1,608,998	\$1,668,362
2	2.2a	2.2a Broad Course of Study	Yes	\$25,398,040	\$25,785,604
2	2.2b	2.2b Career Readiness	Yes	\$7,037,625	\$7,368,606
2	2.2c	2.2c College Readiness	Yes	\$1,426,145	\$1,353,459
2	2.2d	2.2d Extended Learning	Yes	\$16,896,538	\$18,990,519
2	2.2e	2.2e Alternative Education	Yes	\$2,104,501	\$2,030,306
2	2.3	2.3 Support for English Learners	Yes	\$2,367,669	\$2,295,118
2	2.4	2.4 Support for Foster & Homeless Students	Yes	\$439,042	\$501,591
2	2.5	2.5 Instructional Resources	Yes	\$16,838,513	\$17,477,205

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	2.6 Highly Qualified Personnel	Yes	\$6,129,711	\$6,322,874
3	3.1	3.1 Communication	Yes	\$1,588,726	\$1,893,229
3	3.2	3.2 Parent Engagement	Yes	\$2,624,357	\$802,517
3	3.3	3.3 Partnerships with Community Based Groups	Yes	\$247,286	\$144,621

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$73,044,407	\$73,615,037	\$76,588,511	(\$2,973,474)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	1.1 Multi-Tiered System of Support (MTSS) to meet students' social and emotional learning needs.	Yes	\$5,372,488	\$4,294,463		
1	1.2	1.2 District-wide Safety Protocols	Yes	\$2,665,444	\$2,842,442		
2	2.1	2.1 Multi-Tiered System of Support (MTSS) to increase academic success.	Yes	\$1,608,998	\$1,668,362		
2	2.2a	2.2a Broad Course of Study	Yes	\$22,198,235.	\$22,522,168		
2	2.2b	2.2b Career Readiness	Yes	\$5,091,795	\$5,400,691		
2	2.2c	2.2c College Readiness	Yes	\$1,256,071	\$1,124,149		
2	2.2d	2.2d Extended Learning	Yes	\$9,143,943	\$12,347,348		
2	2.2e	2.2e Alternative Education	Yes	\$2,104,501	\$2,030,306		
2	2.3	2.3 Support for English Learners	Yes	\$1,518,886	\$1,508,625		
2	2.4	2.4 Support for Foster & Homeless Students	Yes	\$397,306	\$459,855		
2	2.5	2.5 Instructional Resources	Yes	\$13,590,831	\$15,009,207		
2	2.6	2.6 Highly Qualified Personnel	Yes	\$5,240,077	\$5,304,945		
3	3.1	3.1 Communication	Yes	\$1,588,726	\$1,893,229		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	3.2 Parent Engagement	Yes	\$1,590,450	\$38,100		
3	3.3	3.3 Partnerships with Community Based Groups	Yes	\$247,286	\$144,621		

2022-23 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)
\$167,771,617	\$73,044,407	5.35%	48.89%	\$76,588,511	0.00%	45.65%	\$5,431,577.51	3.24%

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 services
- 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/fg/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/fg/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).