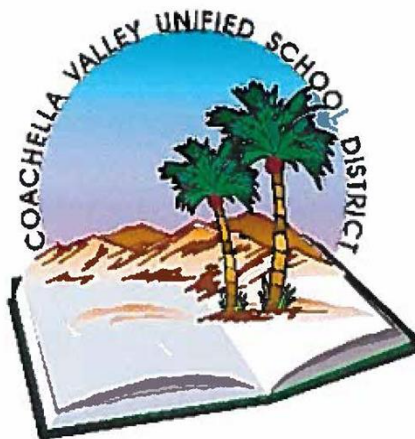


Board Adopted: 6/23/2022

RCOE Approval: 7/20/2022



Coachella Valley Unified School District Local Control and Accountability Plan 2022-23

Updated August 2022

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LCFF Budget Overview for Parents

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

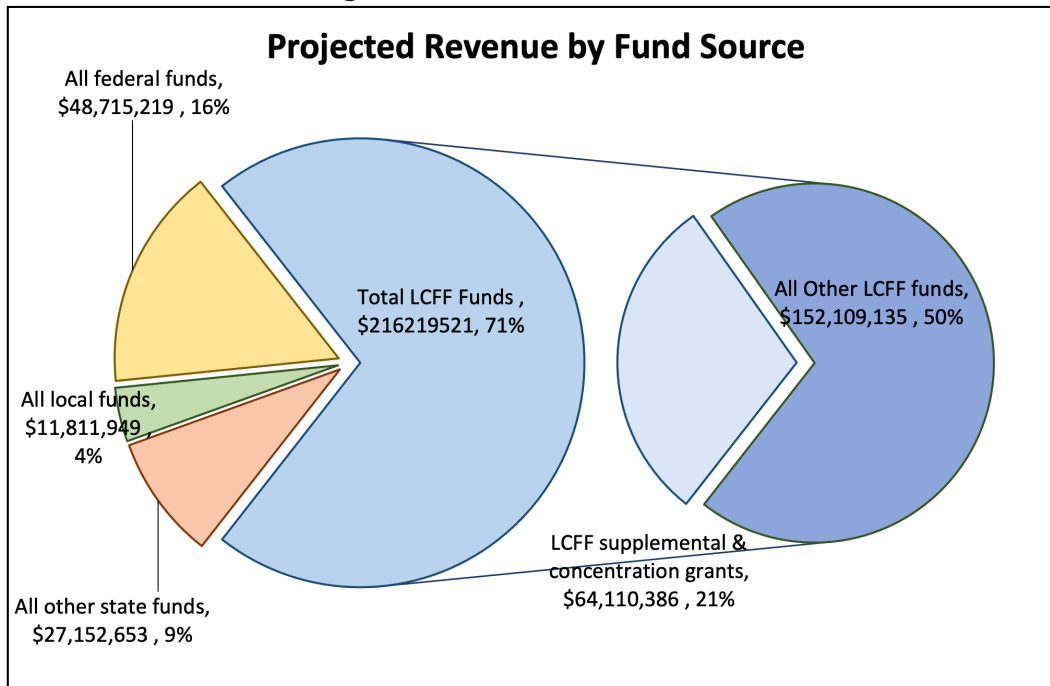
CDS Code: 33-73676

School Year: 2022-23

LEA contact information: Dr. Josie Paredes, Assistant Superintendent, Educational Services
 josie.paredes@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 2022-23 School Year

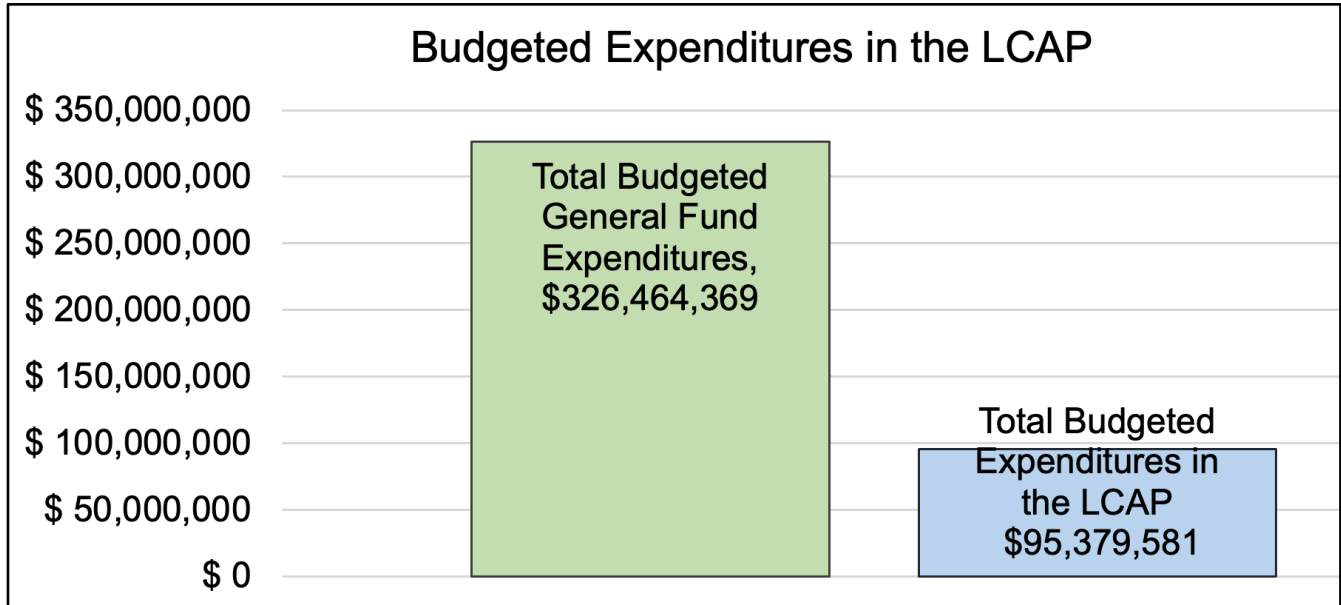


This chart shows the total general purpose revenue Coachella Valley Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Coachella Valley Unified School District is \$303,899,342.00, of which \$216,219,521.00 is Local Control Funding Formula (LCFF), \$27,152,653.00 is other state funds, \$11,811,949.00 is local funds, and \$48,715,219.00 is federal funds. Of the \$216,219,521.00 in LCFF Funds, \$64,110,386.00 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 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

Coachella Valley Unified School District plans to spend \$326,464,369 for the 2022-23 school year. Of that amount, \$95,379,581 is tied to actions/services in the LCAP and \$231,484,788 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 \$129 million for teachers, support staff and administrator salaries plus benefits, as well as other operational expenses, are not included in the LCAP.

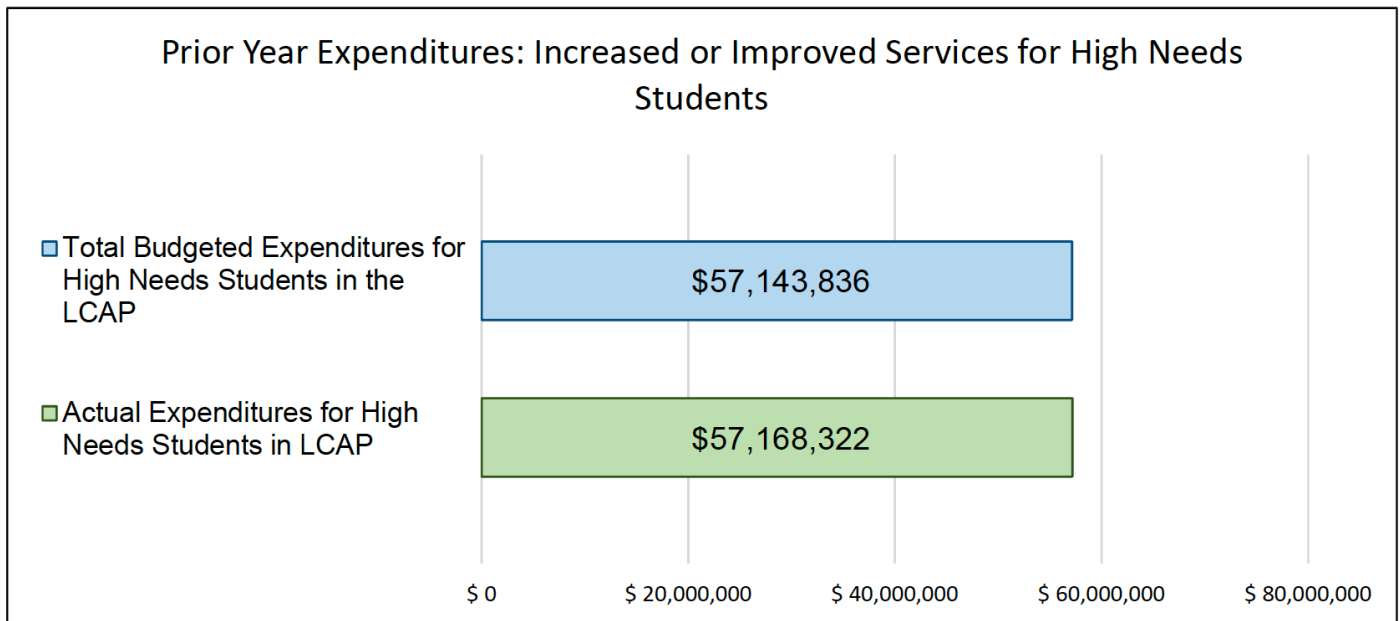
For the restricted general fund, expenditures not included in the LCAP include:

- \$51.9 million in Special Education federal and state expenses
- \$12.3 million in "STRS on Behalf" expenses (contribution to the state teachers retirement system)
- \$9.9 million in Ongoing Major Maintenance expenses
- \$22 million in Elementary and Secondary Emergency Relief expenses
- \$1.5 million in Mental Health Funding
- \$2.4 million in State Categorical expenses
- \$1 million for CSI Schools
- \$1 million in local donation expenses

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

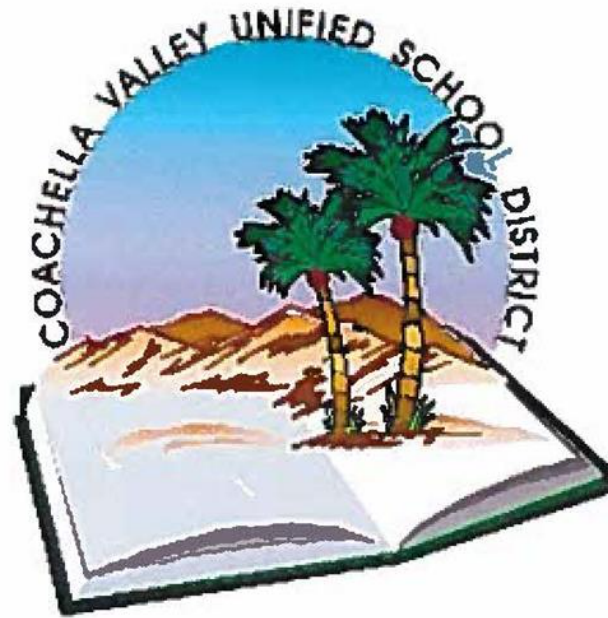
In 2022-23, Coachella Valley Unified School District is projecting it will receive \$64,110,386 based on the enrollment of foster youth, English learner, and low-income students. Coachella Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Coachella Valley Unified School District plans to spend \$73,615,037 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2021-22



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.

In 2021-22, Coachella Valley Unified School District's LCAP budgeted \$57,143,836 for planned actions to increase or improve services for high needs students. Coachella Valley Unified School District actually spent \$57,168,322 for actions to increase or improve services for high needs students in 2021-22.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Coachella Valley Unified School District	Dr. Josie Paredes Assistant Superintendent, Educational Services	josie.paredes@cvusd.us 760-399-5137

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Throughout the LCAP development process, Coachella Valley Unified School District utilizes a collaborative approach to share progress, seek input, monitor, evaluate, and update plans. Input is received on a variety of district programs and services provided to students. Educational Partners were engaged through meetings, public forums, online comment forms, surveys, phone calls, email, social media communication, and requests for support. As part of our annual LCAP process, CVUSD connected with the following educational partners to discuss how the district should prioritize efforts specifically in the areas of safe in-person learning, lost instructional time, and other pandemic impacts:

- * Students
- * Families, including families that speak languages other than English
- * School and district administrators, including special education administrators
- * Teachers, principals, school leaders, other educators, school staff, and local bargaining units

Documentation related to these educational community member engagement efforts can be found at <https://bit.ly/CVUSD-EPE>.

Due to limited LCFF resources, the focus of the service requested, and new funding available to districts, not all of the expressed needs were addressed in the LCAP. However, the feedback has been considered in the use of additional funds received. In addition, the LEA has engaged Educational Partners during the 2021-22 school year as follows:

- * Educator Effectiveness Block Grant: November 18, 2021: An informational presentation was shared at the CVUSD School Board meeting.
- * A-G Completion Grant: will be presented at the board meeting on March 24, 2022.
- * Expanded Learning Opportunities Program Grant Plan: This plan was taken to the CVUSD School Board multiple times for input and feedback from the board, other educational partners, and members of the public. The proposed actions were supplemented with other funds such as * ESSER, GEER, and LCFF.

May 13, 2021: Elementary and Middle School Expanded Learning Plan
May 27, 2021: ESSER Expenditures Plan was approved by the board
June 10, 2021: Middle School Plan (2nd viewing)
June 24, 2021: High School Plan

Stakeholders without access to the internet to access the district website and other online resources were engaged through the BlackBoard communication system with phone calls, text messages, and emails. Staff continuously communicated with families by phone, text, and in-person conversations. Key information was shared via letters and postcards home. Radio and television were also utilized when possible. All meetings held via Zoom were also accessible through the telephone and did not require internet access or video. Social media has been another useful way to share information with all educational partners. Parents also have access to district resources through iPads and hotspots issued to students.

Part of the district's enrollment process is capturing parents' preferred language of communication. Over 61% of families prefer communication in Spanish, 38% prefer English, and less than .04% prefer another language. Site and district communication is provided in English or Spanish with interpretation services provided for phone calls and meetings, as well as translation of written materials.

Board meetings are held in-person, but live-streamed as Zoom webinars. All meetings have Spanish interpretation available. Members of the public are able to submit public comments via an online form or in person. During other public meetings, materials are shared online, via Zoom, or through email. The polling and chat features of Zoom are used to gather feedback and address questions.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The district received \$8,288,302 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 increase the number of certificated and classified personnel who will provide direct services to students at all CVUSD School sites by providing smaller group instruction. This includes Intervention Teachers at every elementary school, as well as additional middle school teachers to support student cohorts.

Elementary Intervention Teachers (66):
Intervention Teachers for Grades 1 - 6 (3 per elementary school)
Focused intervention time during the school day
Providing small group instruction and remediation

Additional Middle School Teachers to support cohorts:
Cohorts bring students together to build community, foster creativity, build leadership skills, and encourage greater progress.
Teachers of cohort learning integrate teaching ideas from each other, share information between themselves and better support students and each other.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The district received the following one-time federal funds to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils:

- Coronavirus Aid, Relief, and Economic Security Act (CARES Act)
- Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA)
- Elementary and Secondary School Emergency Relief (ESSER I)
- Elementary and Secondary School Emergency Relief (ESSER II)
- Elementary and Secondary School Emergency Relief (ESSER III)
- Governor's Emergency Education Relief (GEER I)
- Learning Loss Mitigation Funding (LLMF)
- Expanded Learning Opportunities Grant (ELO-G)

These funds were used to support academic intervention; professional development on Multi-Tiered System of Supports (MTSS) and & the Dual Language program; and staff planning and preparation in light of the pandemic. CVUSD also dedicated these funds to expanded summer school programming, credit recovery, instructional materials, and one-time technology purchases.

Throughout the LCAP development process, CVUSD utilizes a collaborative approach to share progress, seek input, monitor, evaluate, and update plans. This is accomplished through meetings, public forums, online comment forms, surveys, phone calls, email, social media communication, and requests for support. Input is received on a variety of district programs and services provided to students. Due to limited LCFF resources and the focus of the service requested, not all of these expressed needs can be addressed in the LCAP. However, this feedback has been considered in the use of additional funds received. In addition, the LEA has engaged Educational Partners during the 2021-22 school year as follows:

The LCAP Advisory Committee

- The LCAP Advisory Committee met on the following dates and discussed these topics:
- Nov. 2, 2021: CVUSD's Big Rocks (Priorities for 2021-22 and beyond), 2021-22 LCAP Development Timeline and Process, LCAP Goals and Actions, Actions implemented in 2021-22 funded with ESSER Expenditures Plan, Expanded Learning Opportunities Grant Plan
- Jan. 25, 2022: LCAP Supplement, Mid-Year Progress Report on both actions in the LCAP and non-LCAP actions/expenditures

The LCAP Advisory Committee includes representatives from the following educational community member groups:

- Parents

- High School Students
- Classroom Teachers
- Coachella Valley Teachers Association CVT - Bargaining Unit Representatives
- Site and District Classified Staff (CSEA)
- California School Employees Association (CSEA) Bargaining Unit Representatives
- School Principals
- District Certificated Administrators
- District Classified Administrators
- Board Members
- Community Members
- Local Advocacy Group representatives

District Parent Advisory Committee (DPAC)

This District Parent Advisory Committee is composed of parent representatives from each school site with participation from site and district certificated, classified, and administrative staff. The Committee met on the following dates and discussed these topics:

- Oct. 19, 2021: Intervention plan for elementary and secondary schools - paraeducators in all TK and Kindergarten classes, 3 intervention teachers for each elementary school to support students in grades 1-6, additional middle school teachers to enable middle schools to implement cohort learning, Paraeducators and additional ELD teachers to support English Learners in Middle and High Schools.
 - Dec. 7, 2021: School Accountability Report Cards (SARCs), School Plans for Student Achievement (SPSAs), School Climate & Safety
- February 15, 2022: COVID Vaccination & Testing Update, School Plans for Student Achievement, Local Control & Accountability Plan Updates, Winter Consolidated Application, Annual Review of Parent Engagement Policy, and Universal TK Registration

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The Coachella Valley Unified School District considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. As such, all additional funds received are viewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs. Some examples of how these additional funds are aligned are:

CVUSD is using the fiscal resources received for the 2021-22 school year in alignment with our LCAP Goals, Actions, and Services to promote safe and welcoming learning environments, mitigate learning loss, and support student success. Applicable plans include:

Safe Return to In Person Instruction and Continuity of Services Plan (Link to plan: <https://bit.ly/CVUSD-SRP>)

- Ensuring the safety of students and staff (PPE, sanitizing supplies/equipment, air filtration equipment)
- Technology equipment for students and staff
- Professional development
- Parent outreach

Expanded Learning Opportunities Grant Plan (Link to plan: <https://bit.ly/CVUSD-ELOGP>)

- TK/Kindergarten paraeducators
- Elementary Intervention Teachers
- Additional Assistant Administrators for Instructional Improvement (AAll) -(all elementary schools now have an AAll to support student success)
- Additional 3 teachers for our comprehensive high schools

Educator Effectiveness Grant Plan (Link to plan: <https://bit.ly/CVUSD-EEGP>)

- Hire 2 additional Consulting Teacher Beginning Teacher Support and Assistance & Peer Assistance and Review (PAR) to provide induction support for new teachers.
- Hire a Professional Development Coordinator to assist with the implementation, accountability, monitoring, and evaluation of professional development to ensure alignment with staff needs in order to impact students' high achievement and support equity throughout the district.
- Contract with Focus Schools to empower school leaders to create a culture that is focused on building educator capacity leading to improved student outcomes. (Impact Coaching for 5 New Principals)
- Professional Development on effective integration of classroom instructional technology to increase student engagement and achievement.
- Professional Development for elementary teachers focused on engaging all English Learners and developing language skills through content-rich instruction across the disciplines to prevent the development of Long-Term English Learners.
- Professional Development for paraprofessionals.

ESSER III Expenditure Plan (Link to plan: <https://bit.ly/CVUSD-E3EP>)

CONTINUOUS AND SAFE IN PERSON LEARNING

- Wellness Centers

- Heating, Ventilation, and Air Conditioning (HVAC) Improvements

- Staffing and supplies to mitigate the spread of COVID-19 and safely operate schools.

- Instructional Support (online video communication systems for instruction, professional development, and parent engagement.

- Student and Staff instructional materials including technology services, equipment, Internet access for students to utilize digital learning supports at home, and replacement of textbooks that were lost and/or not returned by students while schools were closed during the pandemic.

LOST INSTRUCTIONAL TIME

- Summer School and Summer Support

- Elementary Intervention

- TK-K Classroom Paraprofessionals - 1 General Instructional Aide per TK or K classroom

- Intervention Teachers for Grade 1 - Grade 6 (3 per school) - focused intervention time during the school day

- Additional 6 Assistant Administrators of Instructional Improvement (AAILs) - for elementary schools that did not have an AAIL - AAILs assist in mitigating Learning Loss for students and implementation of a Multi-Tiered System of Support (MTSS).

- Grades 7-8 - Additional teachers to provide students with specific cohorts to improve student achievement

- Grades 9-12 - Additional Staff to lower class size for interventions and credit recovery - Total cost for grades 7 - 12

- Classroom Supports for English Learners

- Additional teachers to reduce class size in English Language Development (ELD) classes in middle school and high school

- Paraprofessionals to support English Learners receiving language services through Integrated ELD

OTHER USE

- Independent Study

- Communication with families and staff

- Activities that are necessary to maintain operations and continuity of services during a Pandemic

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

It is a priority of the Coachella Valley School District (CVUSD) to address the academic needs of students while also ensuring the health and safety of students, educators, and other staff as well as to ensure continuity of services, as required by the American Rescue Plan (ARP) Action of 2021. The ESSER III Expenditure Plan included the following:

Strategies for Continuous and Safe In-Person Learning

- Wellness Centers
- Support for students social and emotional needs with Tier II and Tier III interventions
- Heating, Ventilation, and Air Conditioning
- Staffing and Supplies to Mitigate the spread of COVID 19 - PPE, additional nursing support, Integrated Student Technology
- Instructional Support - Zoom licensing, Instructional Materials

Actions addressing the Impact of Lost Instructional Time:

- Summer School and Summer Support
- Elementary Intervention
- TK-K Classroom Paraprofessionals - 1 General Instructional Aide per TK or K classroom
- Intervention Teachers for Grade 1 - Grade 6 (3 per school) - focused intervention time during the school day
- Additional 6 Assistant Administrators of Instructional Improvement (AAIIs) - for elementary schools that did not have an AAI - AAIIs assist in mitigating Learning Loss for students and implementation of a Multi-Tiered System of Support (MTSS).
- Grades 7-8 - Additional teachers to provide students with specific cohorts to improve student achievement
- Grades 9-12 - Additional Staff to lower class size for interventions and credit recovery - Total cost for grades 7 - 12
- Classroom Supports for English Learners
- Additional teachers to reduce class size in English Language Development (ELD) classes in middle school and high school
- Paraprofessionals to support English Learners receiving language services through Integrated ELD

Other Actions

- Independent Study
- Communication with families and staff
- Activities that are necessary to maintain operations and continuity of services during a Pandemic

Successes

- Impact of Intervention Teachers who are monitoring student process and exiting students out of intervention when goals are met and are able to serve additional students.
- Additional academic support provided by paraprofessionals in the classroom
- Increased mental health support and substance abuse prevention for students on all school campuses
- Developing a Wellness Centers at every middle and high school

- Parent outreach/communication
- Collaboration with community partners to provide resources for students and families
- Commitment of staff to addressing student academic and social-emotional needs
- Students who did not have access to supplemental programs in the past were able to participate due to services being offered virtually, eliminating the need to offer only to students at specific sites.
- School governance roles had increased parent participation.
- Assessment of HVAC units to improve indoor air quality and installation of a new generation of ultra-high performance air filters.

Challenges

- Difficulty Hiring both classified, certificated, and administrative staff positions
- Providing Professional Development without being able to secure substitutes
- Delays in delivery of equipment and supplies
- COVID cases impact administrators focus as the learning leader
- Impact of COVID on student and staff attendance
- Affects mental health of students, families and staff
- Implementing and monitoring compliance with the Vaccination mandate
- Increased cleaning & safety requirements
- Ensuring capital expenditure are finalized by the funding deadline (playfields, HVAC, outdoor areas)
- Time needed for increased program support, monitoring, evaluation, and reporting

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with *California Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA 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.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support

recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

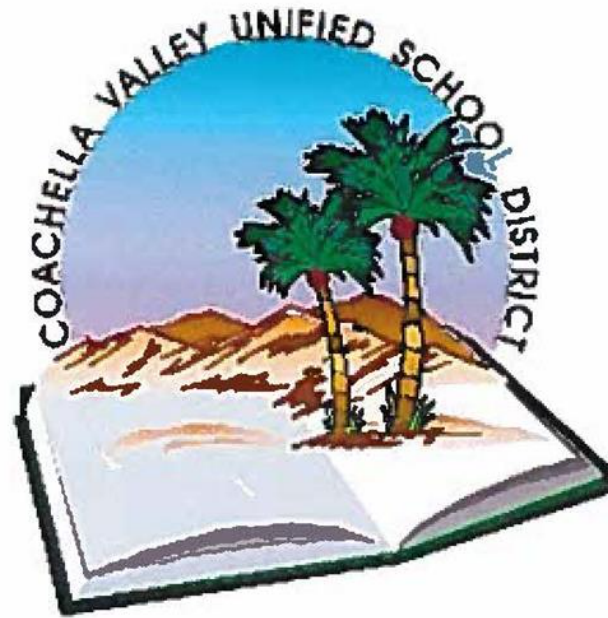
If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



Local Control 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. Josie Paredes Assistant Superintendent, Educational Services	josie.paredes@cvusd.us 760-399-5137

Plan Summary [2022-23]

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 of 16,625 students: 91.8% of students are part of the unduplicated student count; 87.8% 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 375 to 980 students; three middle schools (7th - 8th grade) ranging in size from 668 to 988 students; one Middle/High School (7th - 12th grade) with 513 students; two comprehensive high schools (9th – 12th grade) ranging in size from 2,101 to 2,722 students; and one continuation high school with approximately 119 students. The district also serves over 600 students in numerous state and federal programs for preschool children. Operating since 1952, Coachella Valley Adult School is the largest adult school in the Coachella Valley, serving over 3,000 adult students annually. Approximately 1,000 certificated employees and 950 classified employees serve the needs of our students.

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 is 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, 43.4% of its 16,625 students are classified as English Learners (ELs). The individual rates vary by school, with Oasis Elementary School serving the highest number of EL students (80.2%) and Coachella Valley High School serving the least (17.8%). (Source: Dataquest 4-25-22 - 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 have been in place at seven elementary school sites, serving students in grades K-6. An additional seven elementary school sites initiated the DL program in kindergarten during the 2021-2022 school year, and will add the first grade to the DL program in 2022-23. All of 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 two of our Dual Language program at the middle school level, where students are enrolled in two courses taught in Spanish in order 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.

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 2022-23 LCFF allocation for Coachella Valley Unified School District is \$216,219,521 of which \$64,110,386 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.

The COVID-19 pandemic affected the entire CVUSD community and impacted the lives of our students, families, and staff. School closures in March, 2020 and Distance Learning in 2020-21 have impacted the physical, emotional, social, and educational needs of our students and caused stress and trauma for families. The broader economic impacts of the pandemic include increased unemployment, increased challenges such as food insecurity and housing, and access to technology/connectivity. Families and students were impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities.

Community Needs Survey

CVUSD surveyed our parents/families in June 2020, spring 2021 and recently in spring 2022, to determine what the community needs were during and post-Pandemic. The June 2020 responses were collected after the school closure in March 2020. The Spring (April) 2021 responses were collected after students had been in Distance Learning since the beginning of the school year in August 2020. In April - May, 2022 CVUSD surveyed our educational partners on their “Community Needs”, nearly a full year after we returned to in-person learning.

The overall favorability score for Community Needs increased significantly from June, 2020 - in the height of the Pandemic, to the most recent score of 76% in the Spring of 2022.

- June, 2020: the overall favorable score was: 46%
- Spring, 2021: the overall favorable score was: 58%
- Spring, 2022: the overall favorable score was: 76%

Families were surveyed with the following questions:

What best described their food situation:

% of Respondents who were:	Okay for food at the time	Relying on school meals for support	Needed additional resources for food
June, 2020	71.0%	15.0%	14.0%
Spring, 2021	61.0%	28.0%	11.0%
Spring, 2022	72.0%	15%	13.0%

How concerned they were about their family's housing situation:

% of Respondents who were:	Extremely Concerned	Very/Quite Concerned	Somewhat Concerned	Were Slightly Concerned	Not at all Concerned
June, 2020		14.0%	43.0%		43.0%
Spring, 2021	2.0%	4.0%	12.0%	22.0%	55.0%
Spring, 2022	2.0%	8.0%	7%	27.0%	57.0%

How concerned they were about their child's social or emotional well-being:

% of Respondents who were:	Extremely Concerned	Very/Quite Concerned	Somewhat Concerned	Were Slightly Concerned	Not at all Concerned
June, 2020		31.0%	39.0%		30.0%
Spring, 2021	6.0%	6.0%	13.0%	20.0%	55.0%
Spring, 2022	9.0%	5.0%	15.0%	23.0%	49.0%

If their child had reliable access to a tablet, laptop or computer:

% of Respondents who were:	Yes District iPad Provided	Yes, family provided	No
June, 2020	32.0%	53.0%	15.0%
Spring, 2021	82.0%	17.0%	1.0%
Spring, 2022	79.0%	17.0%	4.0%

If their child had reliable access to the internet:

% of Respondents replied:	My Child has reliable access to high-speed internet	My Child Has reliable internet access, but it is slow	My Child has reliable Internet Access, but only through a Smartphone	Yes	No
June, 2020				86.0%	14.0%
Spring, 2021	48.0%	43.0%	4.0%		6.0%
Spring, 2022	56.0%	34.0%	2.0%		8.0%

From June 2020 compared to Spring, 2022:

- There is a relatively stable number of families that need additional food resources, from 14.0% in 2020 to 13.0% in 2022. There has been a dip in families who were okay for food in Spring, 2021 at 61.0 % - which increased to 72.0 % in the Spring, 2022 survey.
- There has been a significant decrease in the percentage of families who are very concerned and somewhat concerned about their housing situation from June, 2020 and Spring, 2022. In the Spring, 2022 survey, 84% of families were either slightly concerned or not at all concerned.
- The percentage of families who are concerned or somewhat concerned about their child’s social emotional well-being has declined substantially from the June, 2020 survey to the Spring 2022 survey.
- There was a substantial jump in the percentage of students who had district iPads, from 32.0% in June, 2020 to 79.0% in Spring 2022.
- There has also been an increase in the percentage of students who have access to reliable, high-speed internet Since June, 2020.

Reflections: Successes

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

Reflecting on the aftermath of the Pandemic and returning to in-person learning, 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:

	Fall	Winter	Spring (optional)
Reading	8%	16%	23%
Math	3%	9%	19%

The growth from the fall administration to the winter and spring administrations of the iReady Assessments is encouraging, with an overall growth of 15% in Reading and 16% 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. For the 2021-22 school year the district expanded CTE programs to Entrepreneurship, and 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.

English Learners:

Over the last five years, the district's numbers of English Learners have steadily declined from 49% in 2016-17 to 43.4% in 2021-22. The numbers of Reclassified Fluent English Proficient students have increased from 28.4% in 2016-17 to 30.8% in 2021-22. In the 2016-17 school year, CVUSD had 9,332 English Learners, compared to 7,326 in the 2021-22 school year. (Source: DataQuest)

The 2020-21 CAASPP data for ELA and Math indicates our Initial Fluent English Proficient (IFEP) student group had a total of 51.38% and 31.88% students who met or exceeded the set standards for their grade level in ELA and Math, respectively. In addition, the Reclassified Fluent English Proficient (RFEP) group performed at 43.16% and 20.40% 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 23.43% and 11.52% respectively.

Dual Language

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 Bilingualism.

Suspension rates:

2020-21 Suspension Rate Data from Dataquest shows that all schools in the Coachella Valley School District had a 0.00% suspension rate for the 2020-21 school year. In recent years, there has also been a decline in the suspension rates of some of CVUSD's student groups; including socioeconomically disadvantaged students, African American students, Hispanic students and students with disabilities. A four year trend analysis of suspension rates for the district overall shows that the suspension rate has declined from 5.5% in 2016-17, 5.2% in 2017-18, 4.7% in 2018-19, and 2.9% in 2019-20.

School Climate:

Student Panorama Survey Data

Data for Elementary students shows a consistent percentage in the number of participants who answered favorably in all areas, except for Safety, where the percentage of favorable response decreased from 63% in 2019 to 50% in 2022. While the percentage of students who responded favorably for Knowledge of Fairness & Discipline and Climate of Support for Academic Learning dipped in the spring of 2021, the percentages went back up to pre-pandemic levels in the spring 2022 survey.

School Climate - ELEMENTARY	Fall 2019	Spring 2021	Spring 2022
School Climate	Elementary	Elementary	Elementary
Sense of Belonging (School Connectedness)	77%	74%	75%
Knowledge of Fairness & Discipline	78%	58%	78%
Climate of Support for Academic Learning	76%	65%	76%
Safety	63%	68%	50%

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.

CVUSD Local Indicator Priority 3 Data

CVUSD Parent Engagement Reflection Survey - May, 2021 vs. May, 2022										
Building Relationships: DPAC = District Parent Advisory Committee, LCAPAT = LCAP Advisory Team										
	Spring 21	Spring 22	Spring 21	Spring 22	Spring 21	Spring 22	Spring 21	Spring 22	Spring 21	Spring 22
	1. Exploration and Research Phase		2. Beginning Development		3. Initial Implementation		4. Full Implementation		5. Full Implementation and Sustainability	
1. Developing the capacity of staff to build trusting and respectful relationships with families.	DPAC - 33%	DPAC - 0%	DPAC - 6/7%	DPAC - 25%		DPAC - 50%	DPAC - 33%	DPAC - 25%	DPAC - 16.7%	DPAC - 0.0%
	LCAPAT - 6.65%	LCAPAT - 10%	LCAPAT - 20%	LCAPAT - 0%	LCAPAT - 26.7%	LCAPAT - 70%	LCAPAT - 40%	LCAPAT - 20%	LCAPAT - 6.65%	LCAPAT - 0%
2. Creating welcoming environments for all families.		DPAC - 0%	DPAC - 33%	DPAC - 25%	DPAC - 16.7%	DPAC - 25%	DPAC - 33%	DPAC - 50%	DPAC - 16.7%	DPAC - 0%
	LCAPAT - 6.65%	LCAPAT - 0%	LCAPAT - 13.3%	LCAPAT - 10%	LCAPAT - 26.7%	LCAPAT - 60%	LCAPAT - 33.3%	LCAPAT - 10%	LCAPAT - 20%	LCAPAT - 20%
3. Learn about each family's strengths, cultures, languages, and goals for their children.		DPAC - 25%	DPAC - 33%	DPAC - 0%	DPAC - 16.7%	DPAC - 50%	DPAC - 33%	DPAC - 25%	DPAC - 16.7%	DPAC - 0%
	LCAPAT - 7.1%	LCAPAT - 0%	LCAPAT - 14.3%	LCAPAT - 30%	LCAPAT - 42.9%	LCAPAT - 40%	LCAPAT - 28.6%	LCAPAT - 10%	LCAPAT - 7.1%	LCAPAT - 20%
4. Multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators		DPAC - 0%	DPAC - 33%	DPAC - 25%	DPAC - 16.7%	DPAC - 50%	DPAC - 33%	DPAC - 25%	DPAC - 16.7%	DPAC - 0%
	LCAPAT - 13.3%	LCAPAT - 0%	LCAPAT - 6.7%	LCAPAT - 40%	LCAPAT - 40%	LCAPAT - 30%	LCAPAT - 33.3%	LCAPAT - 10%	LCAPAT - 6.7%	LCAPAT - 20%

Building Partnerships for Student Outcomes: DPAC = District Parent Advisory Committee, LCAPAT = LCAP Advisory Team										
	Spring 21	Spring 22	Spring 21	Spring 22	Spring 21	Spring 22	Spring 21	Spring 22	Spring 21	Spring 22
	1. Exploration and Research Phase		2. Beginning Development		3. Initial Implementation		4. Full Implementation		5. Full Implementation and Sustainability	
5. Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.		DPAC - 0%	DPAC - 33%	DPAC - 0%	DPAC - 16.7%	DPAC - 75%	DPAC - 50%	DPAC - 25%		DPAC - 0%
	LCAPAT - 13.3%	LCAPAT - 0%	LCAPAT - 6.7%	LCAPAT - 20%	LCAPAT - 60%	LCAPAT - 50%	LCAPAT - 13.3%	LCAPAT - 20%	LCAPAT - 6.7%	LCAPAT - 10%
6. Providing families with information and resources to support student learning.	DPAC - 16.7%	DPAC 0%	DPAC - 33%	DPAC - 25%		DPAC - 50%	DPAC - 50%	DPAC - 25%		DPAC - 0%
	LCAPAT - 13.3%	LCAPAT - 10%	LCAPAT - 6.7%	LCAPAT - 40%	LCAPAT - 33.3%	LCAPAT - 30%	LCAPAT - 40%	LCAPAT - 10%	LCAPAT - 6.7%	LCAPAT - 10%

7. 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.		DPAC - 0%	DPAC - 33%	DPAC - 25%	DPAC - 16.7%	DPAC - 50%	DPAC - 50%	DPAC - 25%		DPAC 0%
	LCAPAT - 13.3%	LCAPAT - 0%	LCAPAT-13.3%	LCAPAT - 10%	LCAPAT - 33.3%	LCAPAT - 60%	LCAPAT - 33.3%	LCAPAT - 10%	LCAPAT – 6.7%	LCAPAT - 20%
8. Supporting families to understand and exercise their legal rights and advocate for students.		DPAC - 25%	DPAC - 33%	DPAC - 50%	DPAC - 33%	DPAC - 25%	DPAC - 33%	DPAC - 0%		DPAC - 0%
	LCAPAT - 13.3%	LCAPAT - 0%	LCAPAT - 6.7%	LCAPAT - 40%	LCAPAT - 46.7%	LCAPAT - 30%	LCAPAT - 26.7%	LCAPAT - 10%	LCAPAT – 6.7%	LCAPAT - 20%

Seeking Input for Decision Making DPAC = District Parent Advisory Committee, LCAPAT = LCAP Advisory Team

	Spring 21	Spring 22	Spring 21	Spring 22	Spring 21	Spring 22	Spring 21	Spring 22	Spring 21	Spring 22
	1. Exploration and Research Phase		2. Beginning Development		3. Initial Implementation		4. Full Implementation		5. Full Implementation and Sustainability	
9. Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	DPAC - 16.7%	DPAC - 0%	DPAC - 16.7%	DPAC - 25%	DPAC - 16.7%	DPAC - 25%	DPAC - 33%	DPAC - 50%	DPAC - 16.7%	DPAC - 0%
	LCAPAT - 13.3%	LCAPAT - 0%	LCAPAT – 6.7%	LCAPAT - 20%	LCAPAT - 40%	LCAPAT - 40%	LCAPAT - 40%	LCAPAT - 30%		LCAPAT - 10%
10. Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making	DPAC - 16.7%	DPAC %	DPAC - 33%	DPAC - 25%		DPAC - 25%	DPAC - 33%	DPAC - 50%	DPAC - 16.7%	DPAC - 0%
	LCAPAT - 13.3%	LCAPAT - 0%	LCAPAT- 13.3%	LCAPAT - 10%	LCAPAT- 46.7%	LCAPAT - 60%	LCAPAT - 20%	LCAPAT - 20%	LCAPAT - 6.7%	LCAPAT - 10%
11 . Providing all families with opportunities to provide input on policies and programs, and seek input from any underrepresented groups in the school community.	DPAC - 16.7%	DPAC - 0%	DPAC - 33%	DPAC - 50%		DPAC - 25%	DPAC - 50%	DPAC - 25%		DPAC 0%
	LCAPAT - 13.3%	LCAPAT - 0%	LCAPAT – 6.7%	LCAPAT - 10%	LCAPAT - 60%	LCAPAT - 60%	LCAPAT - 6.7%	LCAPAT - 20%	LCAPAT - 13.3%	LCAPAT - 10%
12. Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	DPAC - 16.7%	DPAC - 0%	DPAC - 16.7%	DPAC - 25%	DPAC - 16.7%	DPAC - 50%	DPAC - 50%	DPAC - 25%		DPAC - 0%
	LCAPAT - 13.3%	LCAPAT - 10%	LCAPAT - 6.7%	LCAPAT - 50%	LCAPAT- 53.3%	LCAPAT - 0%	LCAPAT - 20%	LCAPAT - 20%	LCAPAT - 6.7%	LCAPAT - 20%

With regard to 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 2021-22 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 the favorable responses on our Panorama student school climate survey.

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 educational partner input, CVUSD has some areas of need. Some areas of need include attendance, academic performance, college and career readiness (including graduation rate), Chronic absenteeism, and English Learner Progress.

Attendance:

During the first 10 months of the 2021-22 school year, attendance continues to be an area of concern. The attendance rates from August 12, 2021 through March 31, 2022 are as follows:

Grades TK-3: 88.55%

Grades 4-6: 89.32%

Grades 7-8: 87.92%

Grades 9-12: 87.87%

Chronic Absenteeism:

Chronic Absenteeism Rates from the 2020-21 school year (source: DataQuest) are as follows:

All Students: 29.0% Chronically Absent (increased 14.8% from the 2019 CA School Dashboard Rate)

English Learners: 33.5% Chronically Absent (increased 20.6% from the 2019 CA School Dashboard Rate)

Socio-economically

Disadvantaged: 29.8% Chronically Absent (increased 15.2% from the 2019 CA School Dashboard Rate)

Hispanic: 28.7% Chronically Absent (increased 14.7% from the 2019 CA School Dashboard Rate)

Students with Disabilities: 37.2% Chronically Absent (increased 17.0% from the 2019 CA School Dashboard Rate)

DataQuest/CDE 2019–20 Absenteeism Data Message:

As a result of the statewide physical school closures that occurred in February/March 2020 due to the COVID-19 pandemic, the CDE has determined that the 2019–20 absenteeism data are not valid and reliable for the 2019–20 academic year; therefore, the CDE has not processed these data and they are unavailable for public release.

As noted above, we do not have Chronic Absenteeism data for the 2019-20 school year, that is comparable to other years, so we are comparing our 2020-21 Chronic Absenteeism Data to the 2019 CA Dashboard Data. The Chronic Absenteeism Rates increased significantly compared to the Chronic Absenteeism Rates reported on the 2019 CA School Dashboard. Additionally, during the 2021-22 school year, Chronic Absenteeism has increased over the 2020-21 rates, creating a 3-year trend of increasing Chronic Absenteeism Rates for all student groups.

Academic Indicators:

The academic indicators present both a success (iReady scores in 2021-22 included in the successes above, and the CAASPP scores from 2021 below). According to the 2021 CAASPP data, several student groups in CVUSD have declined in the area of English Language Arts and Math.

CAASPP Data - Grades 3-8 & 11

Student Group	CAASPP 2019 Scores		CAASPP 2021 Scores	
	ELA	Math	ELA	Math
All Students	28.9%	20.6%	23.43%	11.52%
Students with Disabilities	3.7%	2.5%	3.9%	2.6%
English Learners	8.7%	8.9%	6.25%	3.44%
Socio-economically Disadvantaged	27.6%	19.5%	22.37%	10.95%
Migrant	20.9%	17.5%	16.73%	7.72%

ELPAC Data

	2019	2021	Net Change
Level 4 - Well Developed	9.53%	7.14%	- 2.39%
Level 3 - Moderately Developed	33.64%	27.65%	- 5.99%
Level 2 - Somewhat Developed	37.09%	38.50%	+ 0.60%
Level 1- Minimally Developed	19.74%	26.70%	+ 6.96%

The net change in students who are Moderately (3) or Well Developed (4) decreased by 8.38% from the 2019 ELPAC administration to the 2021 ELPAC administration. There are no scores available for 2020.

English Learner Reclassification Rate:

The Reclassification Rate for CVUSD has been in the double digits since 2016-17, with a reclassification rate of 11.9% in 2016-17, 16.5% in 2017-18, 17.5% in 2018-19, 14.0 in 2019-20 and then declined to 4.6% in 2020-21. (Source Ed-Data.org) Since 2017-18, CVUSD's Reclassification rate exceeded the reclassification rate for both Riverside County and the State of California, until the rates for all entities declined in 2020-21.

The Reclassification rate has dipped over the past 2 years, largely due to students not being able to complete the English Language Proficiency Assessment for California (ELPAC) during the 2019-2020 school year and the California Assessment of Student Performance and Progress (CAASPP) in the spring of 2020. Scores on both the ELPAC and the CAASPP are necessary to determine students' eligibility to be reclassified. Scoring a 4 on the ELPAC and scoring Standard Met or Exceeded in ELA and Math on the CAASPP are key pieces of the criteria that needs to be met when reclassifying English Learner (EL) students to Reclassified Fluent English Proficient (RFEP).

Without current ELPAC scores, our reclassification rate declined, as did the County of Riverside's rate and the state's rate. CVUSD's reclassification rate dropped from 14.0% in 2019-20 to 4.6% in 2020-21. Similarly, the reclassification rate for the County of Riverside dropped by 7.2% and the

reclassification rate for the state of California dropped by 5.2% from 2019-20 to 2020-21.

College and Career Readiness:

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

Graduation Rate:

Overall, CVUSD’s graduation rate declined from 82.5% in 2020 to 75.9% in 2021 (a decline of 6.6%)
 The Graduation Rate for English Learners Declined from 71.3% in 2020 to 53.4% in 2021 (a decline of 17.9%)
 The Graduation Rate for Socioeconomically Disadvantaged students declined from 82.5% to 75.4% (a decline of 7.1%)
 The Graduation Rate for Students with Disabilities declined from 68.25% in 2020 to 56.2% in 2021 (a decline of 12.1%)

College and Career indicators: As a district, the overall percentage of students who met prepared for college/career by completing A-G courses declined from 32.6% in 2020 to 26.3% in 2021. Students completing CTE pathways had a 6.2% decrease over the previous year, from 28.5% in 2020 to 22.3% in 2021. (DataQuest). Students who met prepared by taking college credit courses declined from 5% in 2020 to 3.7% in 2021. The percentage of students graduating with the State Seal of Bi-literacy decreased from 21.7% to 9.8% in 2021.

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).

School Climate and Social Emotional Learning

School Climate:

Student Panorama Survey Data

- Data for Elementary and Secondary students shows 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.

	Fall 2019		Spring 2021		Spring 2022	
School Climate	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.

	Fall 2019		Spring 2021		Spring 2022	
SEL Survey	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
- Districtwide 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

English Learner Reclassification Rate:

- To increase the reclassification rate, CVUSD has implemented a number of actions and services including:
 - 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

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:
 - Ensured students taking an Advanced Placement (AP) course take the AP Exam with appropriate supports
 - Organizing the AP Exam Administration training for staff and administrators.

- AP Readiness program at University of California Riverside (UCR) - for students.
- 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.

Integral feedback was provided by educational partner groups throughout the year, resulting in the continued focused commitment to the ongoing 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.

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

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

CVUSD Pillar:

1.0 Safe and Respectful Schools

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

State Priorities:

Priority 5: Pupil Engagement

Priority 6: School Climate

Action 1.1: Multi-Tiered System of Support for Social-Emotional needs: CVUSD will implement the MTSS model in order to meet the social and emotional needs of students. Resources and support include Social-Emotional counseling, Social-Emotional program support, Transformational Justice program support, and the staff and support required for implementation.

Action 1.2: District-wide safety protocols: CVUSD will refine the implementation of safety protocols district-wide with input from district staff, public safety organizations, and the community. This action will further promote attendance, engagement, and a positive school climate, while incorporating transformational justice. These protocols will be analyzed each year to ensure continual improvement.

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.

CVUSD Pillar(s):

2.0 Effective Instruction and Leadership

CVUSD is committed to the recruitment, hiring, retention, and professional development of all teachers and staff members

3.0 Academic Achievement

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

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

Action 2.1: Multi-Tiered System of Support to increase Academic Achievement: CVUSD will continue to implement the MTSS model that aligns resources and supports to increase the academic success of all students. Resources and support will include district-wide tools to monitor student progress, Intervention supports, universal academic support outside of the school-day, Instructional Specialists, Supplemental support for at-risk students and targeted specialized support for students who need it.

Action 2.2: Broad course of study: CVUSD will continue to provide district-wide educational and enrichment opportunities for students including Aquatics, Athletics, Ethnic Studies, PUENTE, Music, Dual Language Program, State Seal of Biliteracy, and Pathways to Success Teachers (Visual and Performing Arts). Additionally, the district continues to offer Career Technical Education and College Readiness programs to include College readiness testing support, AVID, and district coordinators for College and Career. Extended Learning opportunities include the 21st Century and the ASSETS High School Programs. Alternative Education opportunities are also available.

Action 2.3: Support for English Learners: CVUSD will continue to provide support to English Learners to improve the implementation of ELD standards. Resources and Supports include Personnel, Professional Development, Designated and Integrated ELD, Newcomer Academy, EL Mentors, Summer School, Tutoring/intervention, Family and community engagement, and instructional materials.

Action 2.4: Supports for Students with Disabilities: CVUSD will continue to provide support and resources to students with disabilities to include instructional support for teachers, bus monitors, stipends for special education teachers, and Bilingual Psychologist Technicians.

Action 2.5: Support for Foster and Homeless Students: CVUSD offers support to our Foster and Homeless students by providing CWA support personnel which includes administrators, counselors, and foster/homeless liaisons. Foster and homeless students are

referred to both internal and external agencies and services including health, basic needs, college and career guidance, academic support and transportation.

Action 2.6: Instructional Resources: CVUSD provides maximized access to quality instructional resources which include personnel/support staff, materials, equipment, and professional development.

Action 2.7: Highly Qualified Personnel: CVUSD actively recruits, hires, retains, and trains highly qualified staff. This is accomplished through a robust PAR/BTSA program, partnership with Riverside County Office of Education (New teacher support), professional development, providing each site with assistant principals and assistant administrators of Instructional Improvement, and an HR recruitment specialist.

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

CVUSD Pillar:

4.0 Community Engagement: Parents and staff will be empowered and become full partners in our student's social, emotional, and academic growth and development

State Priorities:

Priority 3: Parent Involvement

Action 3.1: Communication: CVUSD will provide timely, relevant communication and involve students, parents and staff in meaningful decision making at both the school and district level. This will include translators, language supports, outreach, advertising, materials, supplies, and support staff.

Action 3.2: Parent Engagement: CVUSD will provide a comprehensive parent education program intended to enhance and support their child's academic and social development. This will include parent community engagement and support personnel, Site Parent Resource Centers, Parent Workshops, and parent engagement activities.

Action 3.3: Partnerships with Community-Based Groups: CVUSD strives to build strong partnerships with community-based organizations that enhance and support opportunities for students and staff.

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 2019 California School Dashboard, in January 2020, three of CVUSD's schools, Sea View Elementary School, La Familia High School, and West Shores 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 red indicators:
- * Schools with all red but one indicator of any other color
- * Schools with all red and orange indicators
- * Schools with five or more indicators where majority are red
- * High schools with graduation rates below 67 percent

Sea View Elementary School was identified as a CSI school based on the 2019 CA School Dashboard indicators which were red and orange, with the majority of the indicators being red. The CA Dashboard data shows that the performance level in ELA was very low (Orange - 77 points below standard met) and the performance level in Math was also very low (Red - 108.2 points below standard met). Indicators for Chronic Absenteeism (Red) and Suspension were very high (Orange). Chronic absenteeism was at 22% having maintained at 0.2% change and the Suspension rate was 2.9%, having increased 1.4%

La Familia High School was identified as a CSI school based on the majority of the 2019 CA Dashboard indicators being red. Three out the five indicators were red (Math, English Language Arts (ELA) and the College and Career Indicator). The indicator for Suspension was Orange, and the graduation rate indicator was green. The CA Dashboard data shows that the performance level in ELA was very low (Red - 148.7 points below standard met - a decline of 45.6 points) and the performance level in Math was also very low (Red - 209 points below standard met - with a decline of 5.1 points). The College and Career Preparedness indicator was very low (Red) at 0% having maintained at 0% from the previous year. This was La Familia High School's second year being identified as a CSI school (in 2018 and 2019).

West Shores High School was identified as a CSI school based on all of the indicators on the 2019 CA Dashboard being Orange or Red. Three out the six indicators were red (Chronic Absenteeism, Suspension Rate and Mathematics). The other three indicators were Orange Graduation Rate, College/Career, and English Language Arts). The CA Dashboard data shows that the Chronic Absenteeism rate was high (red) 18%, with a 6% increase. The Suspension Rate was very high (red) at 11.1% with an increase of 1.3%. The Mathematics performance level (red) - was very low at 151.5 points below standard met, with a decline of 15.3 points) The Graduation Rate was medium (orange) at 82.6% with a decline of 3.5%. The College and Career Preparedness indicator was low (orange) at 27.5%, with a decline of 12.5%. The English Language Arts performance indicator was very low (orange) at 65.4 points below standard met with an increase of 5.5 points.

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 COVID-19 and virtual learning during the 2020-21 school year. The priorities are monitored and evaluated through the School Site Council (SSC) and School Plan for Student Achievement (SPSA) process. The three CSI Schools, along with CVUSD staff, engaged in three intensive CSI Workshops, with the Riverside County Office of 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 3 workshops was:

4/26 – Day 1 – Evaluation of current SPSA and Comprehensive Needs Assessment (NA)

5/6 – Day 2 – Root Cause Analysis and Identification of Resource Inequities – and how to articulate this in the SPSA

5/12 – Day 3 - Evidence-based interventions – Plan Monitoring and Evaluation

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

- * Building Capacity
- * Partnering with Stakeholder 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 partners as we implement both the LCAP and SPSAs.

The following committees and educational partner groups were informed and consulted throughout the year on district programs and services (through 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.
- * 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 - 9 districtwide meetings were held at each site and 9 meetings were held at every early childhood
- * Parent Center Liaisons
- * Coachella Valley Teachers Association (CVTA) - Representatives were members of our District LCAP Advisory Team, various committees, and district leadership held ongoing meetings with bargaining unit leadership
- * California School Employees Association (CSEA) - Representatives were members of our District LCAP Advisory Team meeting, various committees, and district leadership held ongoing meetings with bargaining unit leadership
- * Elementary and Secondary Assistant Principals & Principals - In addition to monthly meetings, additional meetings were called on special topics throughout the year.
- * 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 with 12 individual industry breakouts at each.
- * Counselors
- * English Learner Support Assistants (ELSAs)
- * Dual Language Teachers
- * English Learners Mentors
- * Technology Site Lead Teachers
- * 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

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 on their school sites and the district as a whole. Topics of discussion and feedback included:

October 19, 2021

- Local Control and Accountability Plan Updates
- Academic Support
- Social-Emotional Support

December 7, 2021

- Parent Engagement Policy
- SARC's
- SPSA's
- School Climate & Safety

February 15, 2022

- School Plans for Student Achievement
- Local Control and Accountability Plan Updates
- Winter Consolidated Application
- Annual Review of Parent Engagement Policy
- Universal TK Registration

April 12, 2022

- Local Control and Accountability Plan Updates
- Universal TK Plan
- A-G Success Grant Plan
- Summer School

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 2, 2021

- CVUSD's Big Rocks
- 2021-22 LCAP Meeting Schedule
- 2021-2022 LCAP Development Timeline
- Brief LCAP Overview
- Infographic, Goals and Objectives Documents
- Focus Group Feedback

January 25, 2022

- Mid-year Update - LCAP Supplement
- Data
- Feedback from Focus Groups

March 29, 2022

- Mid Year LCAP Update
- Transformational Justice Update
- Wellness Centers
- LCC Services
- SEL Survey Data

- A - G Improvement Grant
- LCAP Forums

Community Organizations:

- Alianza - October 27, 2021
- New & Revised LCAP Committees
- LCAP Timelines
- What is the LCAP and LCFF?
- 2021-22 LCAP Goals and Actions
- CVUSD Transformational Justice Model
- Site Wellness Centers
- Hot Topics from Parents and Students

ICUC - Parents - January 11, 2022

- Structure of LCAP Focus Groups and LCAP Stakeholder Group CVUSD Demographics and LCAP Goals
- LCAP Funding and Non-LCAP Funding
- School Climate & School Safety Protocols
- Parent Involvement Nutritional Services
- Academic Supports

ICUC - Students - January 19, 2022

- LCAP Overview and Funding
- School Climate and School Safety
- Mental Health Supports
- Academic Support
- After School Opportunities

DELAC

- October, 2021
- Supporting ELs and Migrant Students
- Use of Title III funding

January 24, 2022

- LCFF State Priorities
- Conditions of Learning
- Parent Involvement
- Student Results

- March 9, 2022
- A - G Completion Rates and Grant

CSEA

- December 2, 2021
- Structure of LCAP Focus Groups and LCAP Stakeholder Group
- CVUSD Demographics and LCAP Goals
- LCAP Funding and Non-LCAP Funding
- School Climate
- School Safety Protocols
- Parent Involvement
- Nutrition

January 13, 2022

- 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 28, 2022

- Mid Year Plan and Progress Report
- Data
- School Climate
- Communication

CVTA

December 7, 2021

- LCAP Focus Groups and CVUSD Demographics
- Funding
- School Climate & Wellness Centers, Safety Protocols
- Secondary ELD Curriculum
- Equity Gaps and corresponding LCAP & ESSER Plan Actions
- Professional Development & Educator Effectiveness Grant
- Q & A

March 17, 2022

- LCAP Focus Groups and CVUSD Demographics

- Funding
- School Climate & Wellness Centers, Safety Protocols
- Secondary ELD Curriculum
- Equity Gaps and corresponding LCAP & ESSER Plan Actions
- Professional Development & Educator Effectiveness Grant
- Q & A

Students

- October 26, 2021
- What is the LCAP and LCFF
- Questions and Answers
- Survey Feedback

December 3, 2021

Students surveyed on the following topics:

- 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)

January 18, 2022

- 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?

March 18, 2022

- What is the LCAP?

Data:

- Graduation Rate
- Other Student Outcomes (A-G Completion, CTE, Dual Enrollment, Seal of Biliteracy)
- A - G Grant

- Supports for Secondary Students
- Update on Wellness Centers

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.

A summary of the feedback provided by specific educational partners.

Over the course of the 2021-22 school year, several themes developed as an outcome of the feedback from the various educational partner groups; one common theme that all educational partners 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 2021-22 school year:

Parents:

- Increased services for mental health at all school sites.
- Provide intervention support for all students, preferably during the school day.
- Provide timely, relevant communication from the District to parents.
- After-school tutoring for all students.
- Motivate students and parents.
- More academic counselors are needed to motivate/support all students, to prepare for College & Career.
- Provide Parents with education/training to be able to assist their students.

Students:

- Provide more opportunities for College and Career pathways - for all students.
- Open up programs (AVID, CTE, etc.) to all students.
- Provide more Enrichment opportunities for students who are high achievers and need more challenges.

Community Members:

- Provide timely, relevant communication from the District to community members
- Include Community-based organizations in the LCAP process - including engaging educational partners and sharing information

Classified Staff:

- How will additional funding received this year be reflected in the LCAP
- More intervention support for students as well as instructional staff.
- Expand the availability of training to include more staff members
- Allocate hours for Safety Supervisors to meet, support, and build the transformational justice model at sites.
- Provide specific Paraprofessionals that can accompany Special Education students to assist them with access to extra programs.
1:1
- Provide technology devices and training to all paraeducators and Virtual and Performing Arts (VAPA) Aides

Certificated Staff - Teachers, Counselors:

- Provide Interventions for reading and math, direct support, guided reading (+ teacher training).
- Strengthen communication to parents and teachers about programs and services available to all students (brochure).
- Greater awareness of programs and services that serve all of our students and student groups and across grade-spans.
- Increase access to General Education programs including AVID, CTE, and other programs for Special Education Students.
- Direct support for students and schools to avoid or prevent students from falling behind academically
- Additional staffing to expand programs that are working.
- Teacher on Special Assignment for ELD, Math, ELA.

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.

With that in mind, we adapted the LCAP development process and meetings schedule for the 2021-22 school year to better fit the needs of our various educational partners. We met with all of the educational partner groups in the weeks leading up to the LCAP Advisory Team Meetings which were held on the following dates:

November 2, 2021
 January 25, 2022
 March 29, 2022
 May 3, 2022

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
 - * Greater awareness of programs and services that serve all of our students and student groups, across grade-spans. (Goal 2.2 - Broad Course of Study) 2.2d Expanded Learning Expansion (LCFF S/C)
 - * Expand the number of Dual Language cohorts
 - * Provide more opportunities for College and Career Pathways - for all student groups
 - * Implement Additional programs to engage students. (Expansion of Expanded Learning Program - LCFF), (Additional staffing at West Shores High School; Science Teacher, Social-Science Teacher, CTE teacher - (Expanded Learning Opportunities (ELO) Grant funding)
 - * Provide more Enrichment opportunities for students who are high achievers and need more challenges
-
- * 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:

- Negotiated a lower student-to-teacher ratio from 32 to 31 at our high schools - resulting in 7 more teachers. This will take effect during the 2022-23 school year. (Action 2.2a)
- We are increasing the 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 to be offered at CVHS
- Implementation of Career Centers and staffing at CVHS, DMHS, and WSHS to increase college and career readiness
- Mentors that will work closely with the wellness center teacher and administration to support student academic success, social-emotional growth, and behavioral growth. In addition, the mentor will help 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.

Goals and Actions

Goal 1

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.

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)	<p>A. School Attendance - Local Measures (2019-20 Attendance is not available on the CA School Dashboard)</p> <p>August 10, 2020 - April 16, 2021 (Months 1-9)</p> <p>2020-21 Regular Program</p> <p>Grades TK-3: 89.10% Grades 4-6: 90.66% Grades 7-8: 91.92% Grades 9-12: 91.26%</p>	<p>A. School Attendance - Local Measures</p> <p>August 12, 2021 - May 13, 2022 (Months 1-10)</p> <p>2021-22 Regular Program</p> <p>Grades TK-3: 88.55% Grades 4-6: 89.32% Grades 7-8: 87.92% Grades 9-12: 87.87%</p>			<p>School Attendance - Local Measures</p> <p>August, 2023 - April, 2024 (Months 1-9)</p> <p>2023-24 Regular Program</p> <p>Grades TK-3: 98% Grades 4-6: 98% Grades 7-8: 98% Grades 9-12: 98%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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 Program S SDC Grades TK-3: 79.90% Grades 4-6: 85.90% Grades 7-8: 81.45% Grades 9-12: 79.91%			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% Socio-economically Disadvantaged: 14.6% Hispanic: 14.0% 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%	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% Socio-economically Disadvantaged: 29.8% Hispanic: 28.7% Students with Disabilities: 37.2% (Source: DataQuest):			2023-24 Chronic Absenteeism rate: All Students: 10% English Learners: 10% 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%
Middle School Dropout Rate (Priority 5)	(Source: DataQuest): 2019-20 Middle School Dropout Rate - 0%	C. 2020 - 21 Middle School Dropout Rate –2020-21 7 students (0.8 %) Date Source: Local Data-CALPADS			2023-24 Middle School Dropout Rate - 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Dropout Rate DataQuest (Priority 5)	2019-20 High School Dropout Rate - 165 students (12.3%)	D. 2020-21 High School Dropout Rate - 210 students (15.7%)			2023-24 High School Dropout Rate: 6%
CA School Dashboard: Pupil suspension rate: (Priority 6) All Students: English Learners: Foster Youth: Homeless Youth: Socio-economically Disadvantaged: Students with Disabilities: African American: Native American: Asian: Hispanic/Latino: White: Two or more races:	2019-20 Suspension Rate: (Data Source: DataQuest) Pupil Suspension Rate: 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% African American: 5.6% Native American: 13.7% Asian: 0% Hispanic/Latino: 2.9% White: 3.1% Two or more races: 2.7%	2020 - 21 Suspension Rate: (Data Source: DataQuest) Pupil Suspension Rate: All Students: 0% English Learners: 0% Foster Youth: 0% Homeless Youth: 0% Socio-economically Disadvantaged: 0% Students with Disabilities: 0% African American: 0% Native American: 0% Asian: 0% Hispanic/Latino: 0% White: 0% Two or more races: 0%			2023-24 Suspension Rate: Pupil Suspension Rate: 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% African American: 3.0% Native American: 8.5% Asian: 0% Hispanic/Latino: 1.2% White: 1.2% Two or more races: 1.2%
Pupil Expulsion Rate:	Pupil Expulsion Rate:	B. Pupil Expulsion Rate:			Pupil Expulsion Rate:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(DataQuest for 2019-20 data) (Priority 6) All Students: English Learners: Socio-economically Disadvantaged: Students with Disabilities: African American: Native American: Asian: Hispanic/Latino: White: Two or more races:	All Students: 0.0% English Learners: 0% Socio-economically Disadvantaged: 0% Students with Disabilities: 0% African American: 0.0% Native American: 0.0% Asian: 0.0% Hispanic/Latino: 0.0% White: 0.0% Two or more races: 0.0%	All Students: 0.0% English Learners: 0% Socio-economically Disadvantaged: 0% Students with Disabilities: 0% African American: 0.0% Native American: 0.0% Asian: 0.0% Hispanic/Latino: 0.0% White: 0.0% Two or more races: 0.0%			All Students: 0.0% English Learners: 0.% Socio-economically Disadvantaged: 0.0% Students with Disabilities: 0.0% African American: 0.0% Native American: 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.	STUDENT Survey Spring 2021: Panorama SEL and School Climate Surveys.	Spring 2022: Panorama SEL and School Climate Surveys.			Panorama SEL and School Climate Surveys.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 6)					
Panorama School Climate Survey - STUDENT Responses	Panorama School Climate Survey - STUDENT Responses	Panorama School Climate Survey - Student Responses			Panorama School Climate Survey - STUDENT Responses
Sense of Belonging (School Connectedness): Elementary: Secondary:	Sense of Belonging (School Connectedness): Elementary: 74% Secondary: 63%	Sense of Belonging (School Connectedness): Elementary: 75% Secondary: 58%			Sense of Belonging (School Connectedness): Elementary: 80% Secondary: 70%
Knowledge and Fairness of Discipline, Rules & Norms Elementary: Secondary:	Knowledge and Fairness of Discipline, Rules & Norms Elementary: 58% Secondary: 83%	Knowledge and Fairness of Discipline, Rules & Norms Elementary: 78% Secondary: 72%			Knowledge and Fairness of Discipline, Rules & Norms Elementary: 75% Secondary: 90%
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: 80% Secondary: 85%
Safety: Elementary: Secondary:	Safety: Elementary: 68% Secondary: 71%	Safety: Elementary: 50% Secondary: 55%			Safety: Elementary: 80% Secondary: 80%
Social Awareness: Elementary: Secondary:	Panorama SEL Survey - STUDENT Responses Social Awareness: Elementary: 66% Secondary: 62%	Panorama SEL Survey - Student Responses Social Awareness: Elementary: 63% Secondary: 57%			Panorama SEL Survey - STUDENT Responses 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: 79%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Growth Mindset: Elementary: Secondary:	Self-management: Elementary: 66% Secondary: 64%	Self-Management: Elementary: 60% Secondary: 61%			Secondary: 74%
Self-management: Elementary: Secondary:	Self-Efficacy: Elementary: 54% Secondary: 46%	Self-Efficacy: Elementary: 54% Secondary: 43%			Self-management: Elementary: 76% Secondary: 74%
Self-Efficacy: Elementary: Secondary:	Engagement: Elementary: 64% Secondary: 36%	Engagement: Elementary: 65% Secondary: 36%			Self-Efficacy: Elementary: 64% Secondary: 60%
Engagement: Elementary: Secondary:					Engagement: Elementary: 75% Secondary: 50%

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 * School Wellness Centers 	\$8,006,986	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 	\$2,665,444	Yes

Goal Analysis [2021-22]

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:

With the return of in-person instruction in 2021-22, the COVID-19 pandemic and variants resulted in peaks in our daily attendance. Our daily absences were high and have reached over 4,000 student absences. We had a higher number of students requesting Independent Studies. There have been 1,837 long-term Independent Studies requests to date. In addition to an increase in other program requests such as Home & Hospital. Students who tested positive for COVID or were isolating accounted for an increase of students placed in Short-Term Independent Studies. Saturday schools were held throughout the school year to help students make up days lost due to absenteeism. In total, as of May 19, 2022, 274 Saturday sessions were held, with a total of 8,885 students attending. The recovery rate was 84.43% with a student to teacher ratio of 9.79 per teacher.

Progress Monitoring for Attendance:

- Saturday Academy Attendance reports were provided after each session held
- Child Welfare and Attendance (CWA) monitored Summary Reports
- Focused on inviting students with absences to recover absences
- Attendance Clerks conducted internal audits

1.1 Multi Tiered System of Support

Social Emotional Counseling

- Dates of Data for Latino Commission: 8/1/2021-2/28/2022
 - Mental Health (MH) Referrals 1,629
 - Substance Use (SU) Referrals 352
 - Total Services 1,981

All referrals also assess for, and if applicable, offer services to the family and/or parents

- Mental Health referrals by:
 - School Sites
 - Grade Level
 - Reason for Referral
 - Findings on Harm Assessment
 - Discharge Outcomes
- Substance Use (SU) by:
 - School Sites
 - Grade level

- Mode of Referral
- Type of Substance Used

- 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.

1.1 Academic Counselors (Secondary)

- Counselors still need professional development on the Academic 4 year plan
- Due to COVID Health protocols, students' access to counselors was structured differently this year

1.2 District Wide Safety Protocols

Six (6) Nurses Salaries

- Coachella Valley USD had a unique opportunity to have 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.

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.
- 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.

All salaries increased as a result of negotiations and the district offered increased mental health services.

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

Attendance

Chronic Absenteeism continued to be a challenge throughout the 2021-22 school year, with chronic absenteeism reported at 46% in January (mid-year LCAP Update) and decreasing slightly to 43.4% on May 19, 2022.

- We need to continue to reassure our families that our schools are a safe place to learn and review the safety measures in place.
- RaaWee Attendance Software should help with identifying students at risk, better progress monitoring, and better tracking system for our School Attendance Review Team (SART) / School Attendance Review Board (SARB) Meetings.
- Attendance
 - We need to continue to reassure our families that our schools are a safe place to learn and review the safety measures in place.
 - RaaWee Attendance Software should help with identifying students at risk, better progress monitoring, and better tracking system for our School Attendance Review Team
- We need to ensure we are using short-term Independent study.

Social Emotional Counseling

- Dates of Data for Latino Commission: 8/1/2021-2/28/2022
- Mental Health (MH) Referrals 1,629
- Substance Use (SU) Referrals 352
- Total Services 1,981
- All referrals also assess for, and if applicable, offer services to the family and/or parents
- Referral Process
 - Need to improve the route of referral and what needs to be included in the referral.
 - Need to improve process on segregating referrals that are mental health vs. early intervention/prevention, and social/emotional.
 - Enrollment numbers at school sites impact referral numbers. Referral numbers are higher at school sites with higher enrollment. Some therapists experience a higher number of referrals compared to other school sites resulting in wait lists, abbreviated services, etc.
 - Increase admin/staff's knowledge and understanding of school-based mental health vs. when other types of mental health support is more appropriate (such as higher level of care, connections to outside resources that are not within the district., etc.).

Social-emotional Program Support

- Additional training was provided to the therapists on assessing and addressing crises.
- Crisis protocols were reviewed and reestablished.

Transformational Justice Program Support

- Support & Implementation Staff

School Wellness Centers

- Wellness centers were established at Middle & High Schools and staffed by the spring of 2022.
- Riverside University Health System (RUHS) and CVUSD/LCC (Latino Commission Counseling) collaborated to bring suicide prevention training.

- Specialized support and training provided to site therapists to address unique needs of each school site to ensure appropriate support is being delivered.
- Revised Suicide Prevention Handbook

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.

This 2022-23 LCAP is year 2 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 Metrics and Actions.

Metrics

Middle School Dropout Rate: Added Year 1 Outcome % and source of data

Actions

The description of each action did not change but the total funds allocated 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 2

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			Implementation of State Standards - (Priority 2)
CA Dashboard Reflection Tool rating scale:	CA Dashboard Reflection Tool rating scale:	CA Dashboard Reflection Tool rating scale: 1- Exploration and Research Phase			CA Dashboard Reflection Tool rating scale:

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>History- Social Science:</p> <p>II. Instructional Materials:</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>III. Progress Implementing Policies/Programs:</p> <p>Secondary: ELA CCSS: ELD (Aligned to ELA Standards): Math CCSS: Science NGSS:</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: 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>Secondary: ELA CCSS: 4 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>Science NGSS: 3 History- Social Science: 3</p> <p>II. Instructional Materials:</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> <p>III. Progress Implementing Policies/Programs:</p> <p>Secondary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>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: 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: 5 Secondary: 3 Elementary: 4</p> <p>B) Identifying professional learning needs for teachers and staff: 4 Secondary: 3 Elementary: 4</p> <p>V. Engaging with teachers and school administrators for the following activities:</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</p>				<p>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>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>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<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>VI. EL Access to Common Core and ELD standards: Secondary: Elementary</p>	<p>C) Providing support for teachers on standards they have not mastered: Secondary: 2 Elementary: 3</p> <p>VI. EL Access to Common Core and ELD standards: Secondary: 3 Elementary: 3</p>	<p>Elementary: 4</p> <p>C) Providing support for teachers on standards they have not mastered: Secondary: 2 Elementary: 3</p> <p>VI. EL Access to Common Core and ELD standards: Secondary: 4 Elementary: 4</p>			<p>A) Identifying professional learning needs for teachers and staff: 4 Secondary: 4 Elementary: 4</p> <p>B) Identifying professional learning needs for teachers and staff: 4 Secondary: 4 Elementary: 4</p> <p>C) Providing support for teachers on standards they have not mastered: 4 Secondary: 4 Elementary: 4</p> <p>VI. EL Access to Common Core and ELD standards: Secondary: 4 Elementary: 4</p>
<p>Academic Indicator & College/Career Indicator (State Priorities 2, 4, 8)</p>	<p>Academic Indicator & College/Career Indicator (State Priorities 2, 4, 8)</p>	<p>Academic Indicator & College/Career Indicator (State Priorities 2, 4, 8)</p>			<p>Academic Indicator & College/Career Indicator (State Priorities 2, 4, 8)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Statewide Assessments (Grades 3-8 and 11) CAASPP ELA & Math	<p>Statewide Assessments 2019 ELA & Math CAASPP (Grades 3-8 & 11) (Source ed-data.org) Percent of Students who Met or Exceeded Standards:</p> <ul style="list-style-type: none"> All Students: ELA 28.9% & Math 20.6% Students with Disabilities: ELA 3.7% & Math 2.5% 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 2) Students with Disabilities:</p>	<p>2021 ELA & Math CAASPP (Grades 3-8 & 11) (Source ed-data.org) Percent of Students who Met or Exceeded Standards:</p> <p>1) All Students: ELA 23.43% Math 11.52%</p> <p>2) Students with Disabilities: ELA 3.90% Math 2.60%</p> <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>Statewide Assessments: 2023-24 ELA & Math CAASPP (Grades 3-8 & 11)</p> <p>Percent of Students who Met or Exceeded Standards:</p> <ul style="list-style-type: none"> All Students: ELA 45% & Math 35% Students with Disabilities: ELA 15% & Math 15% Socio-economically : ELA 45% & Math 35% English Learners: ELA 25% & Math 25% Migrant: ELA 35% & Math 32% Dual Language Students (grades 3-6):

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ELA -138.6 & Math -169 3) Socio-economically: ELA - 60.1 & Math -89.4 4) English Learners: ELA - 72.8 & Math -95.6 5) Migrant: ELA - N/A & Math - N/A				ELA 40% & Math 36% 2023 CA School Dashboard - 2023 CAASPP ELA & Math Distance from Standards Met (Grades 3-8 & 11): All Students: ELA -40 & Math -70 2) Students with Disabilities: ELA -110 & Math -130 3) Socio-economically: ELA -40 & Math -70 4) English Learners: ELA -55 & Math -75 5) 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)	% of English Learners (EL) who make progress toward English Proficiency as measured by the ELPAC <ul style="list-style-type: none"> • English learner count: 2017-18 45.9% 2018-19 41.1% 	% of English Learners (EL) who make progress toward English Proficiency as measured by the ELPAC			% of English Learners (EL) who make progress toward English Proficiency as measured by the ELPAC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<ul style="list-style-type: none"> English learner count 	2019-20 39.5%	<p>English language proficiency progress: % (data not available at this time)</p> <p>English learner count: 43.4%</p>			<ul style="list-style-type: none"> English learner count: 2023-24 35%
<p>EL Reclassification Rate: (Priorities 2, 4)</p> <p>*ELPAC Results: English language proficiency progress</p>	<p>EL Reclassification rates: 2017-18 16.5% 2018-19 17.5% 2019-20 14.0% 2020-21 4.6% Source: CDE DataQuest</p> <p>ELPAC Results (2019-20):</p> <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>Reclassification rates: 2020-21 11.2% Source: Local data as official CDE data has not been released.</p> <p>2020-21 ELPAC ELPAC Summative Assessment:</p> <p>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>EL Reclassification rate: 2023-24: 20%</p> <p>ELPAC Results:</p> <p>Level 4 - Well Developed: 2023: 25.0%</p> <p>Level 3 - Moderately Developed 2023-24: 45.0%</p> <p>Level 2 - Somewhat Developed: 2023-24: 20%</p> <p>Level 1 - Minimally Developed: 2023-24: 10.0%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<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% Socioeconomically Disadvantaged: 75.4%</p>			<p>2023-24 Graduation Rate Goals:</p> <p>All Students: 90.0% English Learners: 80.0% Foster Youth: 65.0% Homeless Youth: 75.0% Migrant: 87.0% Students with Disabilities: 75.0% Socioeconomically Disadvantaged: 90.0%</p>
<p>A-G Completion Rate (Priority 4)</p> <p>% of students who have met the A-G requirements for CSU and UC</p>	<p>% of students who have met the A-G requirements for CSU and UC</p> <p>2019-2020: District average: 42.4%</p> <p>CVHS: 39.1% DMHS: 47.8% LFHS: 0.0% WSHS: 65.7%</p>	<p>B. 2020-21 A-G Completion Rate: Data Source: CDE College/Career Measures Report</p> <p>District average: 26.3%</p> <p>CVHS - 26.4% DMHS - 31.0% LFHS - n/a WSHS - 25.3%</p>			<p>2023-24 A-G Completion Rate:</p> <p>District average: 60% CVHS - 55% DMHS - 62% LFHS: % WSHS - 80%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>CTE (Priority 4)</p> <p>% of students who have Met college preparedness with a completed CTE sequence or program</p>	<p>% of students who have Met college preparedness with a completed CTE sequence or program</p> <p>2019-20 CTE Pathway Completion rate was -</p> <p>District Average: 28.5%</p> <p>CVHS: 38.2%</p> <p>DMHS: 12.5%</p> <p>LFHS: 0%</p> <p>WSHS: 46.4%</p>	<p>Course Access</p> <p>% of students who have Met college preparedness with a completed CTE sequence or program. Data Source: CDE College/Career Measures Report</p> <p>2020-21 CTE - % of students who completed at least One CTE Pathway</p> <p>District average: 22.3%</p> <p>CVHS: 26.3%</p> <p>DMHS: 23.9%</p> <p>LFHS: n/a</p> <p>WSHS: 5.7%</p>			<p>% of students who have Met college preparedness with a completed CTE sequence or program</p> <p>2023-24 CTE Pathway Completion goal is:</p> <p>District Goal: 35%</p> <p>CVHS Goal: 42%</p> <p>DMHS Goal: 20%</p> <p>LFHS: 5%</p> <p>WSHS Goal: 50%</p>
<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:</p> <p>District Average: 11%</p> <p>CVHS: 15.6%</p> <p>DMHS: 5.4%</p> <p>LFHS: n/a</p> <p>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:</p> <p>District Average: 11%</p> <p>CVHS: 13.3%</p> <p>DMHS: 10.1%</p> <p>LFHS: n/a</p> <p>WSHS: 4.6%</p>			<p>% of students who have completed both B. and C. (A-G requirements and CTE completion)</p> <p>2023-24 Rate:</p> <p>District Average: 22%</p> <p>CVHS: 24.0%</p> <p>DMHS: 15.0%</p> <p>LFHS: n/a</p> <p>WSHS: 20.0%</p>
<p>AP Exam (Priority 4)</p> <p>Percentage of pupils who passed an AP</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. Data Source: CDE College/Career Measures Report</p> <p>2020-21</p>			<p>Percentage of pupils who passed an AP Exam by earning a score of 3 or better</p> <p>2023-24</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Exam by earning a score of 3 or better	<p>2019-20</p> <p>Grades 10-12 AP Course Enrollment: 4,056</p> <p>Number of Students Tested: 660</p> <p>Number of Students who scored a 3 or better on the AP Exam: 365</p> <p>Percent of Students who scored a 3 or better on the AP Exam: 55%</p>	<p>Grades 10-12 AP</p> <p>Number of Students who scored a 3 or better on at least 2 the AP Exams: 45</p> <p>Percent of Students who scored a 3 or better on at least 2 AP Exams: 3.6%</p>			<p>Grades 10-12 AP Course Enrollment: 4500</p> <p>Number of Students Tested: 750</p> <p>Number of Students who scored a 3 or better on the AP Exam: 450</p> <p>Percent of Students who scored a 3 or better on the AP Exam: 60%</p>
<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)</p> <p>Hispanic: 43.8% (180 students)</p> <p>White: 50.0% (2 students)</p> <p>Socio-economic disadvantage: 43.2% (178 students)</p> <p>Foster: 50.0% (1 student)</p> <p>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>All Students:</p> <p>ELA: 38.92%</p> <p>Math: 18.42%</p> <p>Hispanic:</p> <p>ELA: 37.93%</p> <p>Math: 32.73%</p> <p>English Learners:</p> <p>ELA: 4.55%</p> <p>Math: 4.90%</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: 50%</p> <p>Hispanic: 50%</p> <p>White: 55%</p> <p>Socio-economic disadvantaged: 50%</p> <p>Foster: 55%</p> <p>Homeless: 70%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>White: Student group is below 10 - therefore no data is available ELA: n/a Math: n/a</p> <p>Socio-economic disadvantage: ELA: 38.83 Math: 17.41</p> <p>Homeless: ELA: 29.41% Math: 13.33%</p> <p>Students with Disabilities: ELA: 7.14% Math: 2.82%</p> <p>Source: CDE College/Career Measures Report</p>			
<p>Dual Enrollment (Priority 7)</p> <p>Percentage of pupils who participated and demonstrated college preparedness with Dual Enrollment (College Credit Courses):</p>	<p>2019-20</p> <p>*Percentage of pupils who participated and demonstrated college preparedness with Dual Enrollment (College Credit Courses): All Students: 5%</p>	<p>2020-21</p> <p>Source: CDE College/Career Measures Report</p> <p>*Percentage of pupils who participated and demonstrated college preparedness with Dual Enrollment (College Credit Courses): All Students: 3.7% (50 students)</p>			<p>2023-24</p> <p>Percentage of pupils who participated and demonstrated college preparedness with Dual Enrollment (College Credit Courses): All Students: 10%</p>
<p>State Seal of Bi-literacy: (Priority 4)</p>	<p>2019-20</p> <p>Percentage of pupils who participated and</p>	<p>2020-21</p> <p>Percentage of pupils who participated and demonstrated</p>			<p>2023-24</p> <p>Percentage of pupils who participated and</p>

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>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>			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 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</p>			2023-24 Appropriately Assigned Teachers: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 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%. District-wide, 3 schools received an exemplary rating in the Overall School Rating Category; all other schools received a Good Rating.	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%. District-wide, all schools received a good rating in the Overall School Rating Category.			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%. All Schools: All of CVUSD schools will receive an Overall

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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.	District-wide, all schools received a good rating in the Overall School Rating Category. 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			rating of 90% - 100% (Rated Good or Exemplary). The Rating in the Overall Restroom Category will be Good for all 21 schools.

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:</p> <ul style="list-style-type: none"> * District-wide guides and assessment tools to monitor student progress <ul style="list-style-type: none"> • Mastery Connect • AERIES Analytics • Curriculum & Assessment Committee (CIA) • Testing & Assessment * Intervention Supports * Universal support for all students <ul style="list-style-type: none"> • After school Tutoring • Saturday School • Intervention programs and supports • Instructional Specialists 	\$1,608,998	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> * Supplemental support for students that are at-risk of underperforming * Targeted support for students that need specialized support 		
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 * Athletics * Ethnic Studies * PUENTE * Music Teacher (WSHS) * Dual Language Program * Pathways to Success Teachers [VAPA] 	\$25,398,040	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 	\$7,037,625	Yes
2.2c	2.2c College Readiness	<p>Provide districtwide educational and enrichment opportunities for all students.</p>	\$1,426,145	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>2.2c College Readiness:</p> <p>Resources and Supports include: * College Readiness Testing Support (Advanced Placement, PSAT, etc.) * Advancement Via Individual Determination * Coordinator, College & Career</p>		
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: * Expanded Learning Programs * Summer School * Early Childhood Education * Extended Day Kindergarten * Migrant Program * Support for Native American students</p>	\$16,896,538	Yes
2.2e	2.2e Alternative Education	<p>Provide districtwide educational and enrichment opportunities for all students.</p> <p>2.2e Alternative Education * La Familia High School</p>	\$2,104,501	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	2.3 Support for English Learners	<p>2.3 Additional English Learner Support to Improve 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 * Family and Community Engagement for supporting English Learners * Supplemental Instructional Materials 	\$2,367,669	Yes
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"> • Child Welfare & Attendance Support 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 	\$439,042	Yes

Action #	Title	Description	Total Funds	Contributing
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 • 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 	\$16,838,513	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 • Recruitment and Professional Development for classified, certificated, and administrative personnel • Assistant Administrators of Instructional Improvement • Secondary Assistant Principals 	\$6,129,711	Yes

Goal Analysis [2021-22]

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 and spring
- 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

2.2a Broad Course of Studies

Directors of Athletics & Activities - Health and Safety Protocols have hindered the athletics program this year. We have had several games canceled or rescheduled due to health concerns.

2.2b Career Readiness

CTE

Field trips in 1st semester were eliminated - the budget was adjusted and funds were reallocated to purchase instructional supplies

Supply chain issues - slow processing of orders.

2.2c College Readiness

College Readiness Testing Support (Advanced Placement (AP), PSAT, etc.).

210 students (16% of the student population) took 310 AP classes. 91% of the students taking an AP course took the AP exam and 175 students took more than one exam. The AP pass rate is 91% and the average AP test score of 1.99

College/Career Planning

100% enrolled in CCGI - 7th grade to 12th grade

Difficult to dedicate class time for students to complete lessons.

2.2d

Extended Learning

2.2e Alternative Education - La Familia High School (LFHS)

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

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.

Dual Language (DL)

Dual Language Collaboration (2.2a)

Offered sessions throughout the year

Minimal teacher participation due to after school sessions

Dual Language Guidance Team Meetings (2.2a)

Team is updating the DL Master Plan in collaboration with EL Dept, in alignment with best practices, district initiatives, and state policies.

However, there were not enough members identified to participate with a full guidance team representative of each site

LAS Links Spanish Assessment - (2.2a)

11 elementary sites had over 90% completion rate; 3 middle schools had at least 90% completion rate

Some new DL teachers did not have anticipate the length of time it takes to implement test- reopened testing window for some staff; Low completion rates for 3 schools

Dual Language Middle School Teacher (2.2a)

2 teachers assigned to DL Pathway at Middle School

Staff is piloting curriculum for Spanish as a Foreign Language - inconsistent pilot due to material shortage (curriculum not aligned to new standards)

2.3 Support for English Learners

Migrant - Direct Support to Students (2.2d)

After school tutoring program - ELA -

Partially implemented - not enough staff to fill all available positions

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

81% of students participating in the program completed the requirements of 30 hours

Overall attendance was low - approximately 15% of migrant students participated in the supplemental program(s) - however, migrant students were participating in other supplemental or enrichment programs (ASES, EL Tutoring, site sponsored tutoring)

Migrant Outreach Teacher (2.2d)

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

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

Designated and Integrated ELD

Program & Best Practices implementation as evidenced during walkthroughs

- language objectives
- scaffolds (think/pair share & sentence frames)
- complete sentences

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.

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.

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.

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.

English Learner TOSA

Partially met - only 1 of 2 TOSA positions filled

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

The TOSA was unable to address all EL requests for support at all levels - focused on middle and high school

Newcomer Academy - Direct Support for Immigrant Students

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.

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.

20 School 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.

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

* Action 2.4 (Supports for Students with Disabilities) has been removed because Students With Disabilities is not an unduplicated students group and therefore LCFF funds are not generated based on this student group.

2.5 Support for Foster and Homeless Youth

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.

2.6 Instructional Resources

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.

Due to health protocols, and the limited number of substitute teachers, we were significantly hindered in the Professional Developed sessions we could hold this year.

2.7 Highly Qualified Personnel

Induction support activities

Chronic substitute shortage limited the opportunities for candidates to observe master teachers.

3 Induction teachers

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

Rescheduling meetings was difficult due to high coach-candidate ratio and candidate prep times. Candidates were also missing meetings to cover classes during their prep, due to the shortage of substitutes

RCOE Program Facilitation Fee

Lots of candidates needed support.

Two additional 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 salaries increased as a result of negotiations. A majority of professional development was conducted virtually, which resulted in a savings. Instructional materials costs were greater than anticipated. Due to the shortage of substitute teachers, some activities were not implemented as planned.

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

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

The results of the iReady Assessments in the fall, winter, and spring of the 2021-22 school year show substantial growth in ELA and Math.

- The percent of Students At or Above Grade Level in ELA increased by 15% from the fall to the spring administrations.
- The percent of Students At or Above Grade Level in Math increased by 16% from the fall to the spring administrations.

2.2a Board Course of Study

- Visual & Performing Arts (VAPA) at elementary schools- Implemented VAPA at elementary schools in grades 4-8 with a ratio of 30 students for every certificated staff member. 30 minutes of additional instruction time in the area Visual and Performing Arts, School Climate, Designated Supports for EL & STEAM.
- AVID Site Coordinator - All sites have an AVID site coordinator that assists the principals in the collection of data, providing staff development, providing parent workshops, conducting site walkthroughs and completing the AVID certification process. Each site coordinator leads the AVID Site Leadership Team. Site Coordinators are vital to the annual AVID Certification through RIMS-AVID, the county AVID organization, for their site.
- Aquatics - Both high schools (CVHS & DMHS) have approximately 40 athletes in their swimming program. There is a need to increase the number of athletes in the aquatics program at CVHS and DMHS.
- Directors of Athletics are looking to increase student athletic participation rates. Only about 20-25% of our student body are participating in site level athletic programs.
- Puente - Puente Project at DMHS currently has close to 200 students participating (10% of the population)
 - Class of 2021 94% of the seniors received admission letters to a four year college.
 - Each class (Freshman to Seniors) are all A-G qualified.
 - Class of 2021 had a 100% Graduation Rate.
 - Planning to add Puente Project to CVHS

2.2b Career Readiness

- Looking to increase the number of students completing CTE Pathway. Growing that number year after year.
- CTE team is developing a 10 year pathway plan for each CTE Content Area
- Maintain funding to grow our Elementary Schools (ES) that are being funded for STEAM to create college and career awareness
- Looking to grow the CTE Program at all of our Middle Schools, which are funded for feeder programs that bridge to High School programs and provide college and career exploration
- Low enrollment in a few CTE programs - recruiting was difficult during distance learning.
- Possibly close a few programs for the 2022-23 school year and open programs that students are more interested in and align to future labor market needs.
- New Agriculture and Natural Resources Program Manager - to maintain the CVHS farm

2.2c College Readiness

- College Readiness Testing Support (Advanced Placement, PSAT, etc.).
 - 210 students (16% of the student population) took 310 AP classes. 91% of the students taking an AP course took the AP exam and 175 students took more than one exam. 91% Students are passing the course but only 21.7% of the AP exam exams are passed with a score of 3 or higher.
 - AP test preparation is needed to help prepare students for the AP exam.
 - Teacher's AP Workshop training calendar is needed to build capacity in our AP Teachers.

- College/Career Planning
 - Establish a student advisory period for College and Career planning.
 - CCGI Team to help develop and implement College and Career Readiness Standard lessons throughout the year for the secondary level.
 - 100% enrolled in CCGI - 7th grade to 12th grade
 - Mentors for High School Students – Mentors meet with students individually and in groups

2.2d Extended Learning

- Early Childhood Director -
 - Specific indicators of success are the Desired Results Developmental Program (DRDP), Ages and Stages Social -Emotional ASQ S-E, Ages and Stages Questionnaire (ASQ)
 - Pre, mid and post tests results show increased school readiness in the students.
 - The Children and Family Services department participates in Quality Start Riverside County (QSRC).
 - Classrooms are reviewed and rated according to the quality of the classroom.
 - All classrooms have been reviewed and rated as above average
- Full Day Kindergarten
 - i-Ready Data indicates that 1,362 Kindergarten students took the Fall diagnostic test. The mid-year i-Ready assessment was administered in early February.
 - All 14 elementary sites have extended full day kindergarten
 - Our students benefit from the additional instructional minutes.
 - Based on our current i-Ready data, we are able to monitor our student progress throughout the year.
- 2021 Summer School
 - 3,700 students K-12: Enrichment, credit recovery, expanded learning, special education, EL, Migrant, Dual Language
 - Secondary: 457 Number of students participating in high school summer school. 814 of credits recovered. 69 summer school graduates
- Instructional Support to increase literacy scores in high schools
 - Grades 7-12 have agreed upon reading and writing standards to grow student literacy levels. Newsela is a best-practice resource that provides highly engaging reading material across all content areas.
- Dual Language (DL)
 - Dual Language Collaboration (2.2a)
 - In 2021-22 there was minimal teacher participation due to after school sessions
 - For 2022-23 - Offer same content sessions on different days of the week to improve teacher availability & attendance
 - Dual Language Guidance Team Meetings (2.2a)
 - In 2021-22, there was not enough members identified to participate with a full guidance team representative of each site

- For 2022-23, Allow multiple members from same site to participate (rather than one from each) to increase participation
- LAS Links Spanish Assessment - (2.2a)
 - Continue to train teachers on the different domains of the test & provide more in-depth training of test logistics; Identify training opportunities during the school day
- Dual Language Middle School Teacher (2.2a)
 - In 2021-22, there was inconsistency in the pilot due to material shortage (curriculum not aligned to new standards)
 - For 2022-23, Join upcoming secondary pilot for Spanish curriculum
- Migrant
 - After school tutoring program – ELA: After school programs were implemented at 10 elementary and 1 middle school sites - 1.5 hours 3X week. 81% of students participating in the program completed the requirements of 30 hours. In 2021-22, the overall attendance was low, so for 2022-23 - Provide virtual sessions for students who are not able to or wish not to participate in person and offer Saturday sessions for students to make-up missed sessions. Migrant Outreach Teachers continue to meet with students throughout the year, identify and set goals through Individualized Learning Plan (ILP), communicate efforts with teachers and parents, and provide supplemental services as needed. A focus continues to be increasing graduation rate, A-G Completion, and State Seal of Biliteracy.

2.2e Alternative Education - La Familia High School (LFHS)

- Currently, due to space limitations, 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. The district is working on adding portables in order to serve additional students.

2.3 Support for English Learners

- Designated and Integrated ELD (2.3)
 - Not able to hold PD sessions during the school/work day due to sub shortage
 - For 2022-23 - Offer Saturday sessions to see if participation increases.
- English Learner Mentors (2.3)
 - Not enough teachers interested in filling a mentor role
 - For 2022-23 - Allow staff to meet with students during prep time;
 - Allow staff to meet with students virtually (Zoom)
 - Not all parents are attending the meetings scheduled
 - For 2022-23 - Use Remind app to keep parents and students informed of upcoming meetings
- English Learner TOSA (2.3)

- Hire 1 additional (already budgeted) EL TOSA to focus on elementary and DL program
- Newcomer Academy - Direct Support for Immigrant Students (2.3)
 - For 2022-23 - Provide orientation for parents of immigrants soon after arrival to provide details on the program and other relevant factors to our U.S. schooling system.
- 20 School Site English Learner Support Assistants (ELSAs)
 - Not all ELSAs attend monthly trainings; learning gained from meetings/trainings is not always implemented
 - For 2022-23 - Work one-on-one as needed with members to provide additional assistance

2.4 Students with Disabilities

- Bus monitors. reduced number of bus referrals and reduction of safety/medical incidents.

2.5 Foster and Homeless Youth

- Total number of Foster and McKinney Vento enrolled:
 - Foster 2021/22 = 79
 - McKinney Vento 2021/22 = 310
- Chronic Absenteeism Jan 2022:
 - Foster 2021/22 = 46.8%
 - McKinney Vento = 46.8%
 - All Students = 45.0%
- FAFSA completion rate:
 - 100% foster students 2021
 - No data for McKinney Vento
- Graduation Rate (AB 216 & 1806 only)
 - Foster & Former 2021: Data not available
 - McKinney Vento 2021: 71.2%

The district has increased, but needs to continue to collaboration with the technology department, provide training with site personnel and staff, collaborate with secondary counselors and administrators, train secondary counselors and administrators, and train all attendance clerks and staff.

2.6 Instructional Resources

2.7 Highly Qualified Personnel

- Assistant Administrators of Instructional Improvement: The three main areas of support were: Coaching, Building Knowledge, Classroom Observations and Feedback The Assistant Administrators of Instructional Improvement (AAlls) were focused on the district-wide initiatives, (Canvas, MasteryConnect, Math, Writing, PBIS, AVID, etc.) AAlls worked with grade levels on a rotating basis to support them during their Professional Learning Communities.

- New Teacher Induction; Zoom meetings allow for more face to face meetings with candidates to allow for more flexibility with schedules. Increase support for candidate meetings, including alignment with administration over prep coverage during induction meetings. Non-LCAP funds are being used to hire additional Induction teachers for the 2022-23 school year.
- Special Education Teachers Stipends - CVUSD will continue to provide compensation for our Special Education teacher to support their unique duties.

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.

This 2022-23 LCAP is year 2 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 Metrics and Actions.

Metrics – Year 1 Outcomes

% of ELs making progress towards English Proficiency: add 2020-21 data

EL Reclassification Rate: Year 1 outcome changed to 21-22 Local Data

A-G Completion Rate: added source of data

CTE: added source of data

A-G and CTE: added source of data

SBAC 11th grade: added source of data

Dual Enrollment: added source of data

State Seal of Biliteracy: added source of data

Appropriately Assigned Teachers: added 2020-21 % data

Actions

Action 2.4 (Supports for Students with Disabilities) has been removed because Students With Disabilities is not an unduplicated students group and therefore LCFF funds are not generated based on this student group. As a result, the following actions were renumbered.

Action 2.5 was renumbered to 2.4

Action 2.6 was renumbered to 2.5

Action 2.7 was renumbered to 2.6

The description of each action did not change but the total funds allocated 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.

Action 2.1 Multi-Tiered System of Support

Action 2.2a Broad Course of Study

Action 2.2b Career Readiness
Action 2.2c College Readiness
Action 2.2d Extended Learning
Action 2.2e Alternative Education
Action 2.3 Support for English Learners
Action 2.4 Support for Foster & Homeless Students
Action 2.5 Instructional Resources
Action 2.6 Highly Qualified Personnel

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 3

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:
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: 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: 93%
School Staff treats me with respect:	School Staff treats me with respect: 2020-21: 89%	School Staff treats me with respect:			School Staff treats me with respect: 95%
School Staff takes my concerns seriously:	School Staff takes my concerns seriously: 2020-21: 81%	2021-22: 80%			School Staff takes my concerns seriously: 90%
School Staff welcomes my suggestions:	School Staff welcomes my suggestions: 2020-21: 75%	School Staff takes my concerns seriously: 2021-22: 69%			School Staff welcomes my suggestions: 90%
School Staff responds to my needs in a timely manner:	School Staff responds to my needs in a	School Staff welcomes my suggestions:			School Staff responds to my needs in a timely manner: 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Staff is helpful: 2020-21:	timely manner: 2020-21: 80%	2021-22: 63%			School Staff is helpful: 95%
My child's background (race, ethnicity, religion, economic status) is valued at this school:	School Staff is helpful: 2020-21: 85%	School Staff responds to my needs in a timely manner: 2021-22: 69%			My child's background (race, ethnicity, religion, economic status) is valued at this school: 90%
Climate of Support for Academic Learning Overall Rating:	My child's background (race, ethnicity, religion, economic status) is valued at this school: 2020-21: 84%	School Staff is helpful: 2021-22: 76%	20		Climate of Support for Academic Learning Overall Rating: 90%
Individual Questions: This school provides high quality instruction to my child:	Climate of Support for Academic Learning Overall Rating: 2020-21: 85%	My child's background (race, ethnicity, religion, economic status) is valued at this school: 2021-22: 76%			Individual Questions: This school provides high quality instruction to my child: 90%
This school has high expectations for all students:	Individual Questions: This school provides high quality instruction to my child: 2020-21: 85%	Climate of Support for Academic Learning Overall Rating: 2021-22: 74%			This school has high expectations for all students: 90%
Knowledge and Fairness of Discipline, Rules & Norms Overall Rating:	This school has high expectations for all students: 2020-21: 85%	Individual Questions: This school provides high quality instruction to my child: 2021-22: 73%			Knowledge and Fairness of Discipline, Rules & Norms Overall Rating: 90%
Individual Questions: This school clearly informs students what					Individual Questions: This school clearly informs students what

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>would happen if they break the rules:</p> <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>Knowledge and Fairness of Discipline, Rules & Norms Overall Rating: 2020-21: 84%</p> <p>Individual Questions: This school clearly informs students what would happen if they break the rules: 2020-21: 88%</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>This school has high expectations for all students: 2021-22: 74%</p> <p>Knowledge and Fairness of Discipline, Rules & Norms Overall Rating: 2021-22: 73%</p> <p>Individual Questions: This school clearly informs students what would happen if they break the rules: 2021-22: 80%</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>would happen if they break the rules: 92%</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>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		My child is safe on school grounds: 2021-22: No Data for this metric			
Parent & family Engagement - Self Reflection Tool (Priority 3) Rating Scale (lowest to highest): 1 Exploration and Research Phase 2 Beginning Development 3 Initial Implementation 4 Full Implementation 5 Full Implementation Participants were asked to rate	Parent & family Engagement - Self Reflection Tool What Stakeholder Group do your Represent? <ul style="list-style-type: none"> • Parent • School Site Staff • Administrator • Community Member • Student • Other Rating Scale (lowest to highest): 1 Exploration and Research Phase 2 Beginning Development 3 Initial Implementation 4 Full Implementation 5 Full Implementation	Building Relationships: 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% 2. Creating welcoming environments for all families in the community 1 - 0% 2 - 14% 3 - 50% 4 - 22%			Parent & family Engagement - Self Reflection Tool What Stakeholder Group do your Represent? <ul style="list-style-type: none"> • Parent • School Site Staff • Administrator • Community Member • Student • Other Rating Scale (lowest to highest): 1 Exploration and Research Phase 2 Beginning Development 3 Initial Implementation 4 Full Implementation 5 Full Implementation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>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>3. Supporting staff to learn about each family's strengths,</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:</p> <p>1 - 18% 2 - 18% 3 - 18% 4 - 37% 5 - 9%</p> <p>2. Creating welcoming environments for all families in the community</p> <p>1 - 5% 2 - 18% 3 - 23% 4 - 31% 5 - 23%</p>	<p>5 - 14%</p> <p>3. Supporting staff to learn about each family's strengths, cultures, languages, and goals</p> <p>1 - 7% 2 - 22% 3 - 43% 4 - 14% 5 - 14%</p> <p>4. Developing multiple opportunities for the LEA and school sites to engage in 2-way communication</p> <p>1 - 0% 2 - 36% 3 - 36% 4 - 14% 5 - 14%</p> <p>Building Partnerships for Student Outcomes:</p> <p>5. Providing professional learning for teachers and</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:</p> <p>1 - 5% 2 - 10% 3 - 25% 4 - 30% 5 - 30%</p> <p>2. Creating welcoming environments for all families in the community</p> <p>1 - 5% 2 - 5% 3 - 20% 4 - 35% 5 - 35%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>cultures, languages, and goals</p> <p>4. Developing multiple opportunities for the LEA and school sites to engage in 2-way communication</p> <p>5. Providing professional learning for teachers and principals to improve a school's capacity to partner with families:</p>	<p>3. Supporting staff to learn about each family's strengths, cultures, languages, and goals</p> <p>1 - 5%</p> <p>2 - 19%</p> <p>3 - 33%</p> <p>4 - 33%</p> <p>5 - 10%</p> <p>4. Developing multiple opportunities for the LEA and school sites to engage in 2-way communication</p> <p>1 - 9%</p> <p>2 - 14%</p> <p>3 - 31%</p> <p>4 - 31%</p> <p>5 - 22%</p> <p>Building Partnerships for Student Outcomes:</p> <p>5. Providing professional learning for teachers and principals to improve a school's capacity to partner with families:</p> <p>1 - 9%</p> <p>2 - 14%</p> <p>3 - 45%</p>	<p>principals to improve a school's capacity to partner with families:</p> <p>1 - 0%</p> <p>2 - 14%</p> <p>3 - 57%</p> <p>4 - 22%</p> <p>5 - 7%</p> <p>6. Providing families with information and resources to support student learning in the home:</p> <p>1 - 7%</p> <p>2 - 36%</p> <p>3 - 36%</p> <p>4 - 14%</p> <p>5 - 7%</p> <p>7. Implementing policies or programs for teachers to meet with families and students to discuss student progress:</p> <p>1 - 0%</p> <p>2 - 14%</p> <p>3 - 58%</p> <p>4 - 14%</p> <p>5 - 14%</p>			<p>3. Supporting staff to learn about each family's strengths, cultures, languages, and goals</p> <p>1 - 5%</p> <p>2 - 10%</p> <p>3 - 25%</p> <p>4 - 35%</p> <p>5 - 25%</p> <p>4. Developing multiple opportunities for the LEA and school sites to engage in 2-way communication</p> <p>1 - 5%</p> <p>2 - 10%</p> <p>3 - 25%</p> <p>4 - 30%</p> <p>5 - 30%</p> <p>Building Partnerships for Student Outcomes:</p> <p>5. Providing professional learning for teachers and principals to improve a school's capacity to partner with families:</p> <p>1 - 5%</p> <p>2 - 5%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6. Providing families with information and resources to support student learning in the home:	4 - 27% 5 - 5%	8. Supporting families to understand and exercise their legal rights and advocate for their own students: 1 - 7% 2 - 43% 3 - 29% 4 - 7% 5 - 14%			3 - 25% 4 - 35% 5 - 30%
7 . Implementing policies or programs for teachers to meet with families and students to discuss student progress:	6. Providing families with information and resources to support student learning in the home: 1 - 14% 2 - 14% 3 - 22% 4 - 45% 5 - 5%	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%			6. Providing families with information and resources to support student learning in the home: 1 - 5% 2 - 5% 3 - 25% 4 - 35% 5 - 30%
8. Supporting families to understand and exercise their legal rights and advocate for their own students:	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%	10. Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making 1 - 0% 2 - 14%			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

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:	1 - 9% 2 - 14% 3 - 41% 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%	3 - 50% 4 - 29% 5 - 7% 11. Providing all families with opportunities to provide input on policies and programs: 1 - 0% 2 - 21% 3 - 50% 4 - 21% 5 - 8%			for their own students: 1 - 5% 2 - 10% 3 - 20% 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%	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%			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					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>opportunities to provide input on policies and programs:</p> <p>12. Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities:</p>	<p>11. Providing all families with opportunities to provide input on policies and programs: 1 - 9% 2 - 14% 3 - 43% 4 - 24% 5 - 9%</p> <p>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%</p>				<p>11. Providing all families with opportunities to provide input on policies and programs: 1 - 5% 2 - 5% 3 - 25% 4 - 35% 5 - 30%</p> <p>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%</p>

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	3.1 Communication	<p>3.1 Provide timely, relevant communication and involve students, parents, and staff in meaningful decision making at both the school and district level.</p> <p>Budgeted Expenditures:</p> <p>Resources and Supports include:</p> <ul style="list-style-type: none"> • Translator Salaries • Other language supports • Outreach and advertising, materials, supplies • Program/Support Staff 	\$1,588,726	Yes
3.2	3.2 Parent Engagement	<p>3.2 Provide a comprehensive parent education program intended to enhance and support their child's academic and social development.</p> <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 	\$2,624,357	Yes
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 	\$247,286	Yes

Goal Analysis [2021-22]

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
 - 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. 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.
 - 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.
- Outreach and advertising, materials, supplies
 - 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.
 - 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.
 - We were able to offer more parent workshops and training virtually, with a higher attendance rate.
 - 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 liaisons increase parent engagement by offering services that build positive relationships with families.
 - 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.

- Parent Engagement Activities

- Our activities have been limited due to COVID-19. We continued to host our workshops and activities via Zoom. We purchased art, math, and science supplies to have available for activities.
- However, 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.
 - Attendance for these workshops has increased at least 50%.
- 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

- 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

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.

Actions 3.1, 3.2, and 3.3: The majority of parent and community meetings and workshops were held virtually which resulted in expenses being less than anticipated for all three actions.

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

3.1 Communication

- Our goal is to have our first Purepecha and Mixteco translation begin in the 2022-23 school year.
- Outreach and advertising, materials, supplies
- 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 6 however, 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.
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- 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.
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 - 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.

This 2022-23 LCAP is year 2 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, metrics, desired outcomes, or actions for the 2022-23 school year.

The description of each action did not change but the total funds allocated 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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$64,110,386	\$8,419,588

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
43.00%	5.35%	\$8,075,003	48.35%

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 91.8%; 87.8% of students meet eligibility requirements for free or reduced lunch; 43.4% are English Learners; 10.2% are Migrant; 0.6% are Foster; and 1.4% are Homeless. 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 site 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:

2021 DataQuest:

- * Chronic Absenteeism: All Students: 29.0%
- * Suspension Rate: 0.0%
- * Grad Rate: 79.3% declined
- * A - G Completion Rate: 26.3%
- * Completed at least 1 CTE Pathway: 22.3%
- * CAASPP English Language Arts – 23.43% Met or Exceeded Standard
- * CAASPP Math – 11.52% Met or Exceeded Standard

Foster Students (Goal 2, Action 2.5)

Our Foster students have demonstrated needs measured by:

Our Foster students' progress is measured by:

2021 (DataQuest)

- Chronic Absenteeism rate: 44.7%
- Suspension Rate: 0%
- Grad Rate: data not available (student group is less than 11)
- College/Career Indicator: data not available
- CAASPP English Language Arts (grades 3-8, 11) - data is not available
- CAASPP Math (grades 3-8, 11) - data is not available

McKinney Vento/ Homeless Students (Goal 2, Action 2.5)

2021 DataQuest:

- Chronic Absenteeism rate: 37.9%
- Suspension Rate: 0%
- Grad Rate: 71.2%
- Completed at least 1 CTE Pathway: 21.2%
- A - G Completion Rate: 15.2%
- English Language Arts (grades 3-8, 11) - 14.28% Met or Exceeded Standard
- Math (grades 3-8, 11) - 9.43% Met or Exceeded Standard

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

Suspension rate is 0.0% for the 2020-21 school year, a 14.0% decline from the 2019-20 Suspension Rate for Foster students

Graduation Rate increased from 50.0% in 2019-20 61.5% in 2020-21 (11.5% increase). (Source Ed-data.org)

100% of Foster seniors filled out the FAFSA application in 2020-21.

The Cohort Dropout rate decreased from 42.9% in 2019-20 to 15.4% in 2020-21 (27.5% decrease)

Challenges and reasons for continuing with Actions to support our Foster Students:
The Chronic Absenteeism Rate increased from 22.7% in 2018-19 to 44.7% in 2020-21.
2020-21 - 87 Foster Students

Successes and reasons for continuing with Actions to support our McKinney Vento Students:
Suspension rate is 0.0% for the 2020-21 school year
Grad Rate: 71.2%, a 4.5% increase from the 66.7% Grad Rate in 2019-20.
Increase in A-G Completion Rate from in 19.0% 2019-20 to 24.1% in 2020-21 (a 5.1% increase)

Continuing Actions (Goal 2, Action 2.5)

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 graduation rate and number of foster students who are college/career ready, as well as a decline in suspension rates and dropout rates.

English Learners (Goal 2, Action 2.3)

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

- Over the last five years, the district's numbers of English Learners have steadily declined from 49.9% in 2016-17 to 43.4% in 2021-22.
- The numbers of Fluent English Proficient students have increased from 28.4% in 2016-17 to 30.8% in 2021-22.
- In the 2016-17 school year, CVUSD had 9,332 English Learners, compared to 7,072 in the 2020-21 school year.
- The number of Fluent English Proficient students declined from 5,317 in 2016-17 (28.4%), to 5,199 in the 2021-22 school year (30.8%).

The number of EL students declined, along with a decline in enrollment for the total number of CVUSD students, but the percent of English learners increased slightly.

- While total enrollment fell from 18,719 students in 2016-17 to 17,539 students in 2020-21 (a decline of 1,180 students), the number of reclassified EL students increased by 569 students. (Source: DataQuest)
- Reclassified English Proficient Students (RFEP) are outperforming the All student groups on the CAASPP in ELA and Math:

The 2020-21 CAASPP data for ELA and Math:

Reclassified Fluent English Proficient (RFEP) students:

ELA - 43.16% met or exceeded the standards

Math - 20.40% met or exceeded the standards

All Students:

ELA - 23.43% met or exceeded the standards

Math - 11.52% met or exceeded the standards

- The rate of students classified as long-term English learners has dropped to 5.4% in 2020-21 due to a lack of CAASPP and ELPAC scores that are necessary components of the reclassification criteria.
- The graduation rate for English Learners decreased from 70.1% in 2019-20 to 53.4% in 2020-21 (source: DataQuest - 4 year cohort graduation rate).

Continuing Actions (Goal 2, Action 2.3)

Resources and Supports include:

- English Learner Support Personnel
- Professional Development specific to the implementation of programs for ELs
- 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

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.

Socio-economically Disadvantaged

Our low income students' progress is measured by:

2021 DataQuest:

- Chronic Absenteeism Rate: 29.8%
- Suspension Rate: 0.0%
- Graduation Rate: 75.4%
- A-G Completion Rate: 25.5%
- English Language Arts (grades 3-8, 11): 22.37%
- Math (grades 3-8, 11): 10.95%

91.8% of CVUSD's student population is in the unduplicated student group; and 87.8% are in the low income student group, so many data points for all CVUSD's students compared to the low income student group are very similar. Academic indicators for 2021 are within a couple of points of difference for All CVUSD students and low income students. For example, 22.37% of Low income students met or exceeded standard on the 2021 ELA CAASPP and 23.43% of All students met or exceeded standard on the 201 ELA CAASPP in CVUSD.

Research shows that students who are socio-economically di

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 = 1,629 as of February 28, 2022
- 352 students were seen by a counselor for Substance Use counseling through February 28, 2022.
- 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.

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

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.

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 0.0% in 2020-21.
- Panorama School Climate Survey - Student Responses - 5% growth for Elementary students and 4% growth for Secondary students from 2019-20 to 2020-21:

Safety:

2020-21 Elementary: 68% 2021-22 Elementary: 50%

2020-21 Secondary: 71% 2021-22 Secondary: 55%

- Panorama School Climate Survey - Secondary Student Responses:

Sense of Belonging (School Connectedness): 7% increase

2020-21 Elementary: 74% 2021-22 Elementary: 75%

2020-21 Secondary: 63% 2021-22 Secondary: 58%

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

2020-21 Elementary: 74% 2021-22 Elementary: 78%

2020-21 Secondary: 63% 2021-22 Secondary: 72%

Climate of Support for Academic Learning: 7% increase

2020-21 Elementary: 65% 2021-22 Elementary: 76%

2020-21 Secondary: 78% 2021-22 Secondary: 72%

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.

Post Pandemic, we see a decline in several academic indicators. We have implemented many actions in the LCAP, ESSER II Plan, _-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 (Goal 1, Action 2.1)

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 2021:

- 2017-18 - ELA - 28.21% of students met or exceeded standards, Math - 19.07% of students met or exceeded standards
- 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
- The percent of students meeting or exceeding standard decreased 4.78% from 2017-18 to 2020-21 in ELA and 9.03% in Math - from 2018-19 to 2020-21
- CVUSD's graduation rate decreased from 82.2% in 2020 to 75.9% in 2021.

To mitigate learning loss as we returned to in person learning for the 2021-22 school year, CVUSD served 3,700 students in our 2021 summer school, focusing 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 2022 as well.

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.

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 schools, and has added middle school courses. In 2019-20, 8.9% of pupils participated and demonstrated college preparedness with a State Seal of Bi-literacy:
- During the 2021-22 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
- * Athletics
- * 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 50.0%.
- CTE students in our district continue to have an average graduation rate of 98%.
- CTE programs are actively adding Dual Enrollment courses.
- Currently CVUSD offers 6 dual-credit courses with plans to expand to three additional courses in the 2021-22 school year.
- We currently offer 7 articulated college credit courses.
- Of our 2020 graduates 70% 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)

Challenges and reasons for continuing with College Readiness Actions:

- Graduation Rate: CVUSD's graduation rate decreased from 82.2% in 2020 to 75.9% in 2021, as did several college and career readiness indicators
- College and Career indicators: the college career indicator was not available for the 2020-21 school year, the following data points are from DataQuest:

Students completing CTE pathways: 22.3%

Percentage of Students meeting prepared by completing A-G courses: 26.3%

Percentage of Students meeting prepared by completing both a CTE Pathway and A-G requirements: 11.0%

Percentage of pupils who participated and demonstrated college preparedness with Dual Enrollment (College Credit Courses): 3.7% (50 students)

Percentage of pupils who participated and demonstrated college preparedness with a State Seal of Bi-literacy: 9.8%

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.

Extended Learning (Goal 2, Action 2.2d)

Successes and reasons for continuing with Extended Learning Actions:

- 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
- Summer School: Opportunities for our unduplicated students to get back on track for academic success and graduation. 3,901 students attended summer school in 2021.
- 2,013 Elementary students
- 449 Middle School students
- 1,439 High School students
- 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 460 students
- 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 2020 pre-test to the spring 2021 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
- * 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 99.2% of the student population at La Familia High School.

Continuing Actions (Goal 2, Action 2.2e)

Alternative Education

- La Familia High School - administrator and teacher

Increase staff by 5 teacher positions to increase enrollment availability for students needing additional support

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: Canvas, Google Suite Apps, adopted curriculum online platforms (Wonders/Maravillas, Think Central, Lexia, etc.), PBIS and Transformational Learning in a virtual classroom, Writing strategies for all content areas, and various tools and strategies for best practices in online 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 60+ days of instructional support for teachers and programs TK-12, from January - June, 2021.

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.

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 Administrators of Instructional Improvement (AAlls):
 - In 2020-21, 8 of our 14 elementary schools had an AAll, based on student enrollment of over 650 students at their site
 - For the 2020-21 school year all 14 elementary schools had an AAll on site (6 new AAlls were board approved in August, 2021)
 - Provided coaching to teachers and conducted virtual classroom observations.

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

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, when we return to an in-person meeting format

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

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 91.8% of students in the Coachella Valley Unified School District, which provides for a Minimum Proportionality Percentage (MPP) funding amount of approximately \$64,110,386 in supplemental and concentration revenue for the 2022-23 school year. This equates to a MPP rate of the total base of 48.35% for the 2022-23 school year. This funding supports services and programs for English Learners, Low Income students and Foster Youth.

The funds are used to support the education of over 17,000 students in preschool through twelfth grade at 33 schools. Currently, 92% of students qualify as low income and 43.4% are English learners. Foster youth represent 0.6% 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 (43.4% 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 (0.6% 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 (87.8% 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 supports to addresses 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 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 \$8,288,302 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

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	19.92 to 1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	17.79 to 1

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$73,615,037	\$5,448,498		\$16,316,046	\$95,379,581	\$70,407,493	\$24,972,088

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	\$5,372,488			\$2,634,498	\$8,006,986
1	1.2	1.2 District-wide Safety Protocols	Low Income	\$2,665,444				\$2,665,444
2	2.1	2.1 Multi-Tiered System of Support (MTSS) to increase academic success.	Low Income	\$1,608,998				\$1,608,998
2	2.2a	2.2a Broad Course of Study	Low Income	\$22,198,235			\$3,199,805	\$25,398,040
2	2.2b	2.2b Career Readiness	Low Income	\$5,091,795	\$1,710,364		\$235,466	\$7,037,625
2	2.2c	2.2c College Readiness	Low Income	\$1,256,071			\$170,074	\$1,426,145
2	2.2d	2.2d Extended Learning	Low Income	\$9,143,943	\$3,738,134		\$4,014,461	\$16,896,538
2	2.2e	2.2e Alternative Education	Low Income	\$2,104,501				\$2,104,501
2	2.3	2.3 Support for English Learners	English Learners	\$1,518,886			\$848,783	\$2,367,669
2	2.4	2.4 Support for Foster & Homeless Students	Foster Youth Low Income	\$397,306			\$41,736	\$439,042
2	2.5	2.5 Instructional Resources	Low Income	\$13,590,831			\$3,247,682	\$16,838,513

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.6	2.6 Highly Qualified Personnel	Low Income	\$5,240,077			\$889,634	\$6,129,711
3	3.1	3.1 Communication	Low Income	\$1,588,726				\$1,588,726
3	3.2	3.2 Parent Engagement	Low Income	\$1,590,450			\$1,033,907	\$2,624,357
3	3.3	3.3 Partnerships with Community Based Groups	Low Income	\$247,286				\$247,286

2022-23 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
\$149,085,252	\$64,110,386	43.00%	5.35%	48.35%	\$73,615,037	0.00%	49.38 %	Total:	\$73,615,037
								LEA-wide Total:	\$71,698,845
								Limited Total:	\$1,916,192
								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	\$5,372,488	
1	1.2	1.2 District-wide Safety Protocols	Yes	LEA-wide	Low Income	All Schools	\$2,665,444	
2	2.1	2.1 Multi-Tiered System of Support (MTSS) to increase academic success.	Yes	LEA-wide	Low Income	All Schools	\$1,608,998	
2	2.2a	2.2a Broad Course of Study	Yes	LEA-wide	Low Income	All Schools	\$22,198,235	
2	2.2b	2.2b Career Readiness	Yes	LEA-wide	Low Income	All Schools	\$5,091,795	
2	2.2c	2.2c College Readiness	Yes	LEA-wide	Low Income	All Schools	\$1,256,071	
2	2.2d	2.2d Extended Learning	Yes	LEA-wide	Low Income	All Schools	\$9,143,943	

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	2.2e	2.2e Alternative Education	Yes	LEA-wide	Low Income	All Schools	\$2,104,501	
2	2.3	2.3 Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,518,886	
2	2.4	2.4 Support for Foster & Homeless Students	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$397,306	
2	2.5	2.5 Instructional Resources	Yes	LEA-wide	Low Income	All Schools	\$13,590,831	
2	2.6	2.6 Highly Qualified Personnel	Yes	LEA-wide	Low Income	All Schools	\$5,240,077	
3	3.1	3.1 Communication	Yes	LEA-wide	Low Income	All Schools	\$1,588,726	
3	3.2	3.2 Parent Engagement	Yes	LEA-wide	Low Income	All Schools	\$1,590,450	
3	3.3	3.3 Partnerships with Community Based Groups	Yes	LEA-wide	Low Income	All Schools	\$247,286	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$77,623,206	\$79,248,946

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	\$5,986,544	\$7,298,272
1	1.2	1.2 District-wide Safety Protocols	Yes	\$2,601,968	\$2,593,750
2	2.1	2.1 Multi-Tiered System of Support (MTSS) to increase academic success.	Yes	\$2,021,461	\$1,409,254
2	2.2a	2.2a Broad Course of Study	Yes	\$20,789,838	\$20,737,479
2	2.2b	2.2b Career Readiness	Yes	\$6,320,742	\$6,571,419
2	2.2c	2.2c College Readiness	Yes	\$674,294	\$574,581
2	2.2d	2.2d Extended Learning	Yes	\$14,121,753	\$11,977,213
2	2.2e	2.2e Alternative Education	Yes	\$1,646,725	\$2,232,047
2	2.3	2.3 Support for English Learners	Yes	\$2,247,670	\$2,232,047
2	2.4	2.4 Supports for Students with Disabilities	Yes	\$1,372,419	\$1,431,577

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	2.5	2.5 Support for Foster & Homeless Students	Yes	\$418,077	\$433,461
2	2.6	2.6 Instructional Resources	Yes	\$12,390,718	\$14,220,759
2	2.7	2.7 Highly Qualified Personnel	Yes	\$5,893,626	\$6,669,215
3	3.1	3.1 Communication	Yes	\$308,839	\$386,838
3	3.2	3.2 Parent Engagement	Yes	\$609,397	\$426,534
3	3.3	3.3 Partnerships with Community Based Groups	Yes	\$219,135	\$54,500

2021-22 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)
\$65,243,325	\$57,143,836	\$57,168,322	(\$24,486.00)	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	\$3,506,357	\$2,928,111		
1	1.2	1.2 District-wide Safety Protocols	Yes	\$2,601,968	\$2,593,750		
2	2.1	2.1 Multi-Tiered System of Support (MTSS) to increase academic success.	Yes	\$1,074,644	\$864,110		
2	2.2a	2.2a Broad Course of Study	Yes	\$17,880,240	\$17,857,600		
2	2.2b	2.2b Career Readiness	Yes	\$5,111,074	\$5,192,378		
2	2.2c	2.2c College Readiness	Yes	\$368,009	\$216,787		
2	2.2d	2.2d Extended Learning	Yes	\$6,589,640	\$5,559,213		
2	2.2e	2.2e Alternative Education	Yes	\$1,646,725	\$1,609,502		
2	2.3	2.3 Support for English Learners	Yes	\$1,403,471	\$1,387,313		
2	2.4	2.4 Supports for Students with Disabilities	Yes	\$1,222,614	\$1,302,913		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.5	2.5 Support for Foster & Homeless Students	Yes	\$376,337	\$386,889		
2	2.6	2.6 Instructional Resources	Yes	\$9,732,069	\$11,167,310		
2	2.7	2.7 Highly Qualified Personnel	Yes	\$5,050,539	\$5,654,519		
3	3.1	3.1 Communication	Yes	\$308,839	\$386,837		
3	3.2	3.2 Parent Engagement	Yes	\$52,175	\$6,590		
3	3.3	3.3 Partnerships with Community Based Groups	Yes	\$219,135	\$54,500		

2021-22 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)
\$151,003,491	\$65,243,325	0%	43.21%	\$57,168,322.00	0.00%	37.86%	\$8,075,003.00	5.35%

Instructions

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

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/fq/aa/lc/>.

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

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

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

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

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

Required Descriptions:

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

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

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

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

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

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

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

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