

# 2023-24 LCFF Budget Overview for Parents Data Input Sheet

|   |   |
|---|---|
| <b>Local Educational Agency (LEA) Name:</b> | CIELO VISTA CHARTER SCHOOL  |
| <b>CDS Code:</b>                            | 33-67173-6032411-1173   |
| <b>LEA Contact Information:</b>             | Name: JUANITA PEREZCHICA<br>Position: Principal<br>Email: jperezchica@psusd.us<br>Phone: 7604168250 |
| <b>Coming School Year:</b>                  | 2023-24   |
| <b>Current School Year:</b>                 | 2022-23   |

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

| <b>Projected General Fund Revenue for the 2023-24 School Year</b> | <b>Amount</b> |
|---|---------------|
| <b>Total LCFF Funds</b>   | \$12,318,042  |
| <b>LCFF Supplemental &amp; Concentration Grants</b>               | \$3,899,882   |
| <b>All Other State Funds</b>                                      | \$209,033     |
| <b>All Local Funds</b>  | \$50,000      |
| <b>All federal funds</b>  | \$            |
| <b>Total Projected Revenue</b>                                    | \$12,577,075  |

| <b>Total Budgeted Expenditures for the 2023-24 School Year</b>         | <b>Amount</b> |
|--|---------------|
| <b>Total Budgeted General Fund Expenditures</b>                        | \$6,702,106   |
| <b>Total Budgeted Expenditures in the LCAP</b>                         | \$4,164,918   |
| <b>Total Budgeted Expenditures for High Needs Students in the LCAP</b> | \$3,899,882   |
| <b>Expenditures not in the LCAP</b>                                    | \$2,537,188   |

| <b>Expenditures for High Needs Students in the 2022-23 School Year</b> | <b>Amount</b> |
|--|---------------|
| <b>Total Budgeted Expenditures for High Needs Students in the LCAP</b> | \$3,376,725   |
| <b>Actual Expenditures for High Needs Students in LCAP</b>             | \$3,335,224   |

| <b>Funds for High Needs Students</b>                                   | <b>Amount</b> |
|--|---------------|
| <b>2023-24 Difference in Projected Funds and Budgeted Expenditures</b> | \$0           |
| <b>2022-23 Difference in Budgeted and Actual Expenditures</b>          | \$-41,501     |

| <b>Required Prompts(s)</b>  | <b>Response(s)</b>   |
|---|--|
| <b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b> | General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan includes salaries, benefits, instructional materials, program support and operational costs to provide an exceptional TK-8 educational program for the 888 students at Cielo Vista Charter. |



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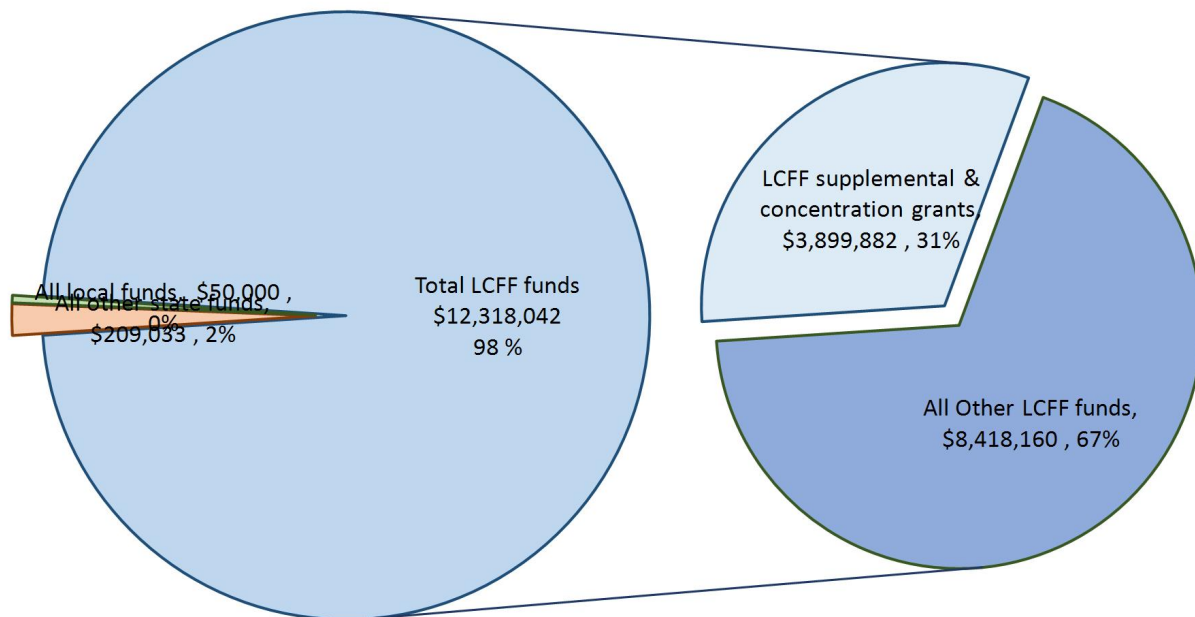
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

### Budget Overview for the 2023-24 School Year

#### Projected Revenue by Fund Source

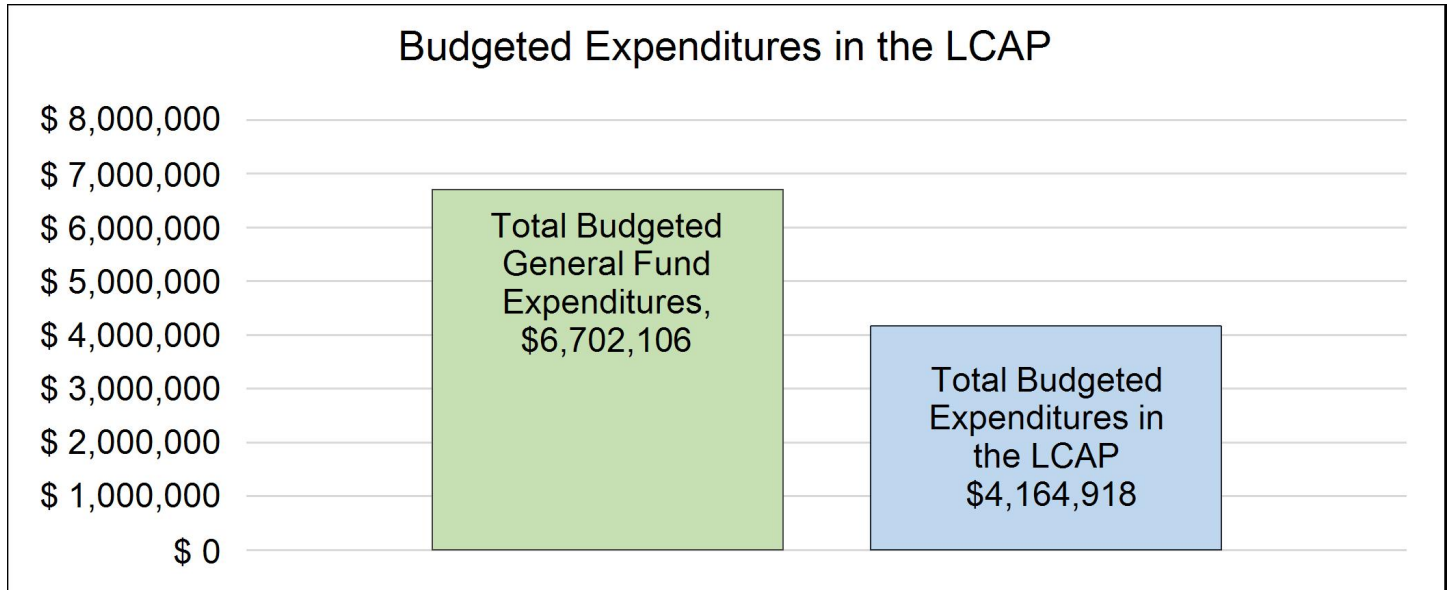


This chart shows the total general purpose revenue CIELO VISTA CHARTER SCHOOL expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for CIELO VISTA CHARTER SCHOOL is \$12,577,075, of which \$12,318,042 is Local Control Funding Formula (LCFF), \$209,033 is other state funds, \$50,000 is local funds, and \$ is federal funds. Of the \$12,318,042 in LCFF Funds, \$3,899,882 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 CIELO VISTA CHARTER SCHOOL plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: CIELO VISTA CHARTER SCHOOL plans to spend \$6,702,106 for the 2023-24 school year. Of that amount, \$4,164,918 is tied to actions/services in the LCAP and \$2,537,188 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

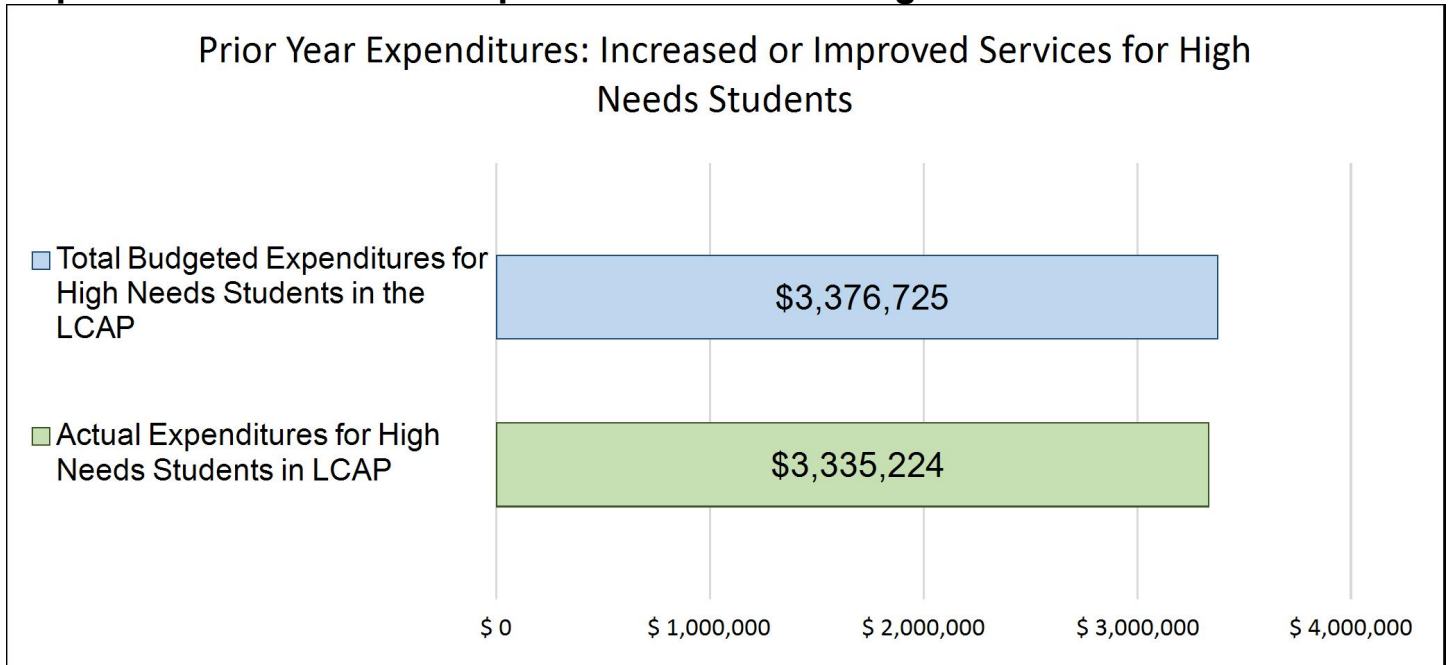
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## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, CIELO VISTA CHARTER SCHOOL is projecting it will receive \$3,899,882 based on the enrollment of foster youth, English learner, and low-income students. CIELO VISTA CHARTER SCHOOL must describe how it intends to increase or improve services for high needs students in the LCAP. CIELO VISTA CHARTER SCHOOL plans to spend \$3,899,882 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



This chart compares what CIELO VISTA CHARTER SCHOOL budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what CIELO VISTA CHARTER SCHOOL estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, CIELO VISTA CHARTER SCHOOL's LCAP budgeted \$3,376,725 for planned actions to increase or improve services for high needs students. CIELO VISTA CHARTER SCHOOL actually spent \$3,335,224 for actions to increase or improve services for high needs students in 2022-23.



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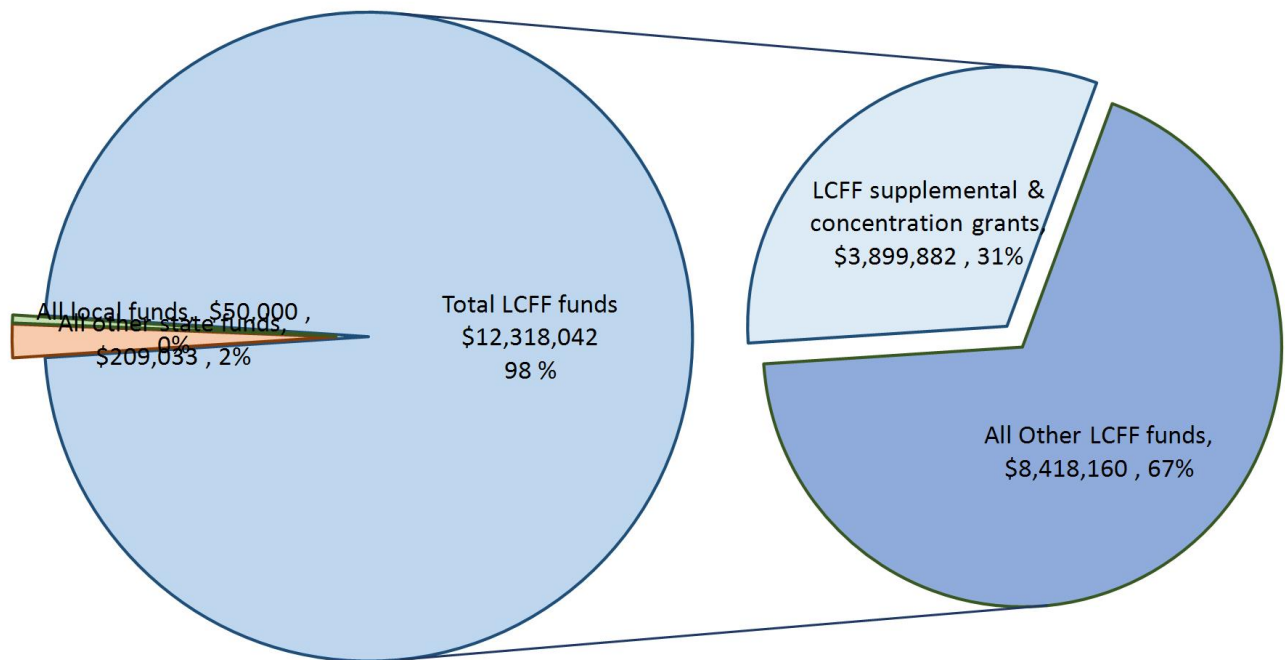
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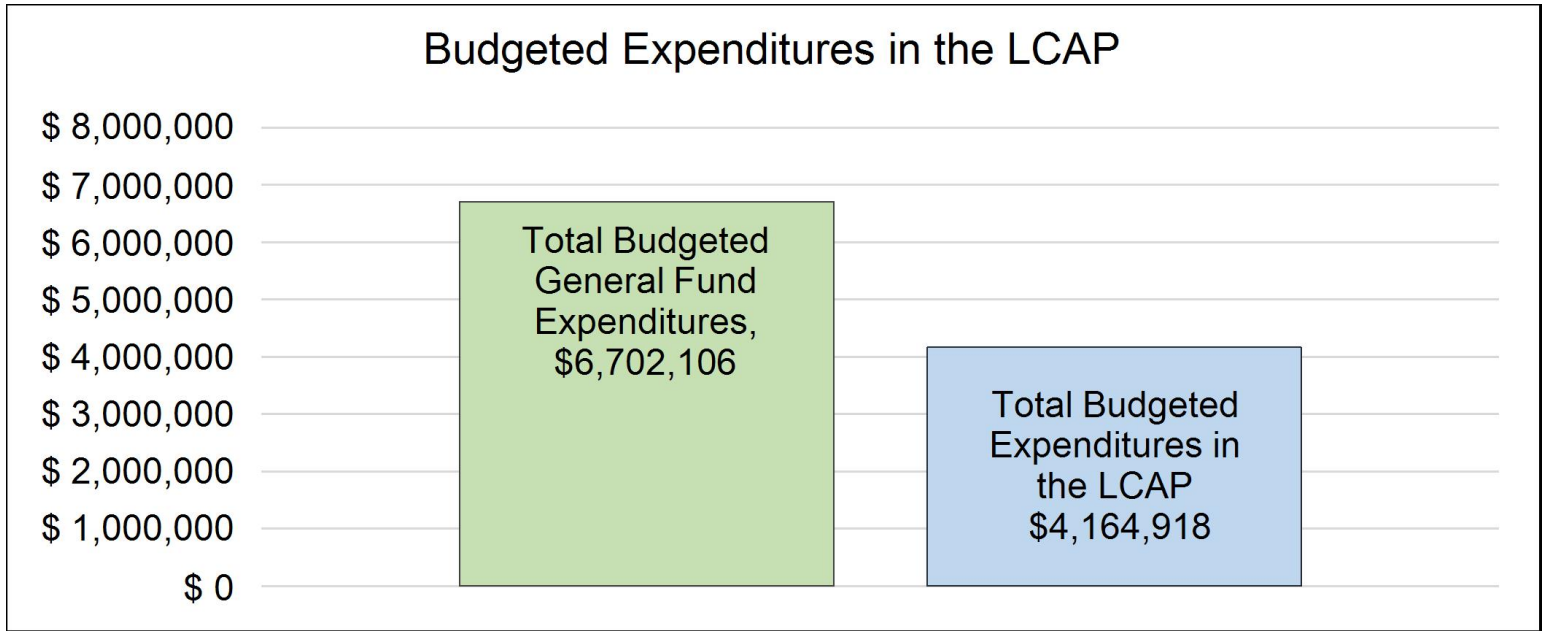


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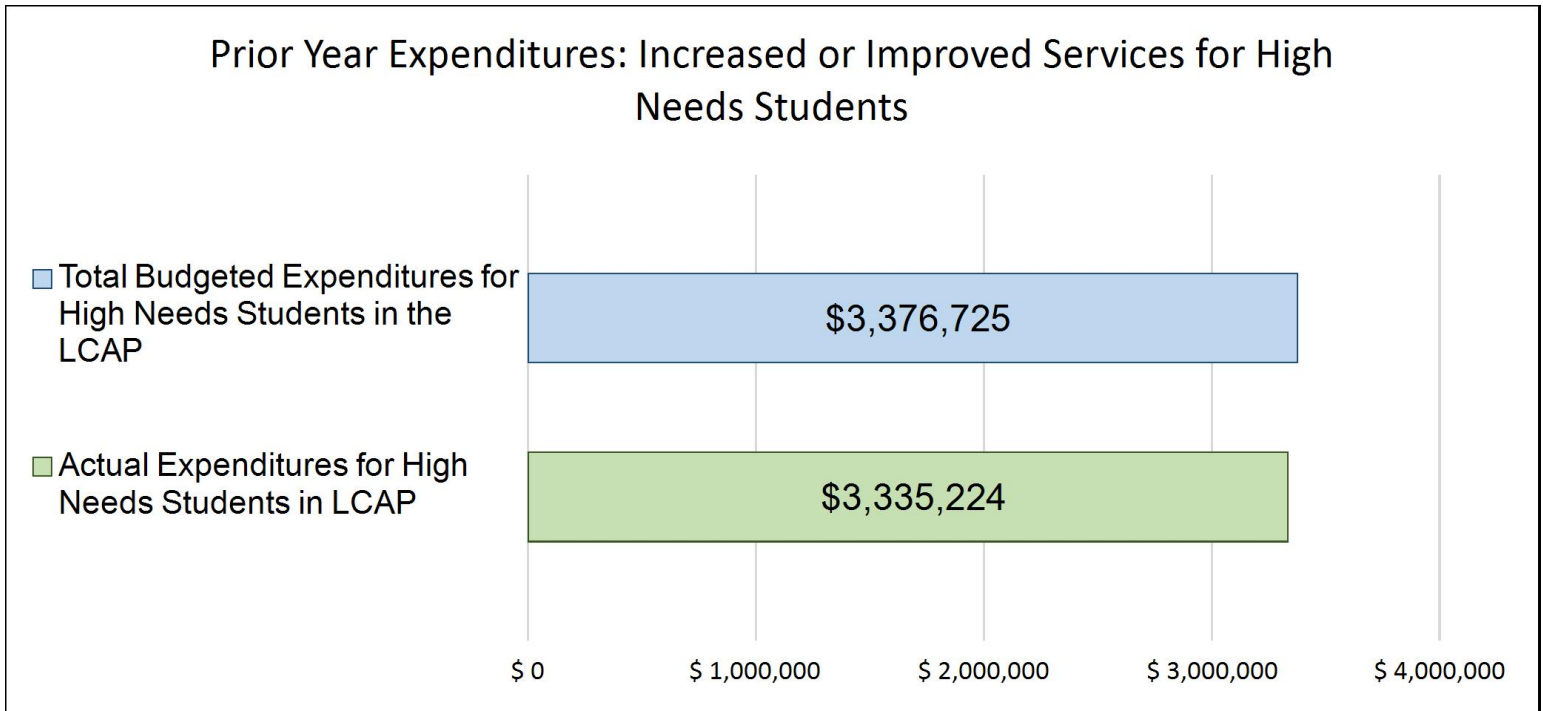
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## Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title          | Email and Phone                    |
|-------------------------------------|---------------------------------|------------------------------------|
| CIELO VISTA CHARTER SCHOOL          | JUANITA PEREZCHICA<br>Principal | jperezchica@psusd.us<br>7604168250 |

## Plan Summary [2023-24]

### General Information

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

Cielo Vista Charter School is in the southeastern part of Palm Springs. Cielo Vista Charter (CVC) serves approximately 860 students in grades kindergarten through eight. We have one principal and two assistant principals, two academic coaches, two counselors, one mental health therapist, three math intervention/coaches, one elementary STEAM teacher, and 41 teachers. Cielo Vista Charter works closely with Palm Springs Unified School District (PSUSD) and implements the district's goals, and is committed to providing quality standards-based education in all areas, as reflected in our LCAP plan, that meets the needs of all students. The Cielo Vista Charter Staff strives to promote academic excellence, safety, self-esteem, and character building and understands and appreciates individual differences. Teachers continue to review data, evaluate strengths and challenges, and use effective teaching strategies and standards-based materials to enable students to learn at their highest ability levels. We are a Title One school and have a diverse makeup. 81% of our students are Hispanic or Latino while 11% are White. We also have 3% of our students who are Filipino and 2% that are African American. 97% of our students are from socioeconomically disadvantaged backgrounds.

The staff focuses instruction on the student's individual needs in their classrooms. All stakeholders in the Cielo Vista Charter (“CVC”) community (teachers, parents, staff, students, administrators, and community leaders) will be actively engaged in working collaboratively to help all students increase academic proficiency based on California content and performance standards. 60% technology and 40% traditional paper-pencil co-curriculum and hands-on academic activities will be enhanced to achieve our vision.

Cielo Vista Charter School creates a safe environment that fosters our students' social, emotional, intellectual, and character growth. A sense of unity exists between family, school, and community. Our cooperative learning environment enables the students to reach their full potential as responsible, informed citizens and lifelong learners.

A. OUR VISION: Lighting the love of learning for every student every day!

B. OUR MISSION program: All members of the Cielo Vista Charter (CVC) family, including teachers, parents, staff, students, administrators, board, and community members, work collaboratively to create an equitable, inclusive, and empathetic environment to help all students reach their fullest potential. We establish high expectations academically while nurturing the development of each child physically, emotionally, and socially. We promote each student's sense of belonging and commitment to the community, nation, and world through a restorative culture. We strive to create a love of life-long learning, a growth mindset, grit, and high self-efficacy. We embrace individual differences while encouraging independent thinking in a creative and challenging environment. We promote 21st-century innovative skills through collaboration, communication, self-reflection, problem-solving, and critical thinking. Students feel loved and empowered through voice and choice.

In conjunction with Palm Springs Unified School District, Cielo Vista Charter is committed to creating a coherent Local Control and Accountability Plan to provide support to all students, supplemental and enrichment resources, and ensure that all students graduate with 21st-century skills as well as college and career readiness. As a charter school, we are committed to increasing student achievement while working in partnership with our school community and our highly qualified staff, all of whom share the vision of providing students with a safe, rigorous, and engaging learning environment.

As we move into the 2023-24 school year, we will continue to build our capacity towards becoming a Green School in the 2025-26 school year.

## Reflections: Successes

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

Cielo Vista Charter is consistently defined as a school where students and parents feel that their students are safe and secure physically, emotionally, socially, and academically. We have a variety of systems in place that allow us to provide this atmosphere for all students. Data for absenteeism, school culture, and suspension rate indicators provide concrete evidence of the culture established and enhanced throughout the years. Our systems for ensuring the maintenance of this environment are reflected, revised, and honed to meet the current needs of our school community on an ongoing basis. We embody the ideal of a growth mindset as we develop each student's character traits and ability to grow as a lifelong learner. As concerns arise, staff and students address them with great urgency. Discipline, when needed, is

focused on natural consequences and character development. Our suspension rate indicator shows this positive approach to building students and learning from mistakes.

The staff and community of Cielo Vista are constantly monitoring and educating parents, students, and families on the importance of attendance. As attendance concerns begin to emerge, teachers and administration take a proactive approach to working with families to identify solutions to the barriers they face in helping their child attend school regularly. We continue to develop the overall school culture based on the philosophy that we are a large extended family. This is apparent in the conversations we have in the classroom, on the fields, and during discipline as well as the active involvement of parents in our school community.

As a school, with 24.1% of our population is considered English Language Learners (ELLs), we are constantly monitoring in order to ensure progress in language acquisition as well as in academic readiness. Our ELLs showed great progress according to our ELPAC scores with 52.6% of students making progress towards English language proficiency. Our status on the English Language Arts Indicator for English Learners currently identifies them as performing at a low achievement status in English Language Arts. This is a direct impact of school closures. Many of our ELL students did not attend virtual learning due to poor connectivity. Some simply struggled with learning in that modality. As a staff, we are constantly striving to develop our students' academic skills as we prepare them each year for College and Career Readiness. The staff has been trained in backward mapping accountability measures to monitor the effects and diagnose causes of growth or decreases in student achievement on a regular basis beyond the yearly state assessments. This allows us to identify areas of focus and make course corrections as needed in our collaborative teams on a regular basis so that we are always focused on student achievement at the highest rigor of the standards. This professional development and ongoing collaboration allow teachers to better understand the skills and rigor needed for proficiency at each grade level in the continuum of preparing for college and career readiness. Local assessments are given 3 times a year and the data from these results are used to refine the process and develop instructional strategies and interventions for groups and individual students. This focus on data-driven instruction and learning is a model of collaboration that has been highly effective over the past 12 years. As a staff, we have committed to continuing this model as our standards and the accountability systems for the state have changed due to its effectiveness and ability to identify and address the needs of all students. With the shifts in instruction, standards, and the new accountability measures, we have achieved a high ranking of student achievement in English Language Arts. With continued use of the systems mentioned in the previous paragraph and our focus on educating the child, we will increase our overall average of student growth performance by 6.0 points for the 2023-24 school year. Our local assessments also show continual growth toward proficiency in the standards for all student groups. We attribute this growth to our collaborative approach to identifying the rigor of the standards, designing instruction across the grade levels to reflect those understandings and the continual focus on college and career readiness at all grade levels. This cross-curricular collaborative approach to backward mapping standards and accountability measures allows teachers and students a better understanding of meeting high expectations. The 2021-2024 LCAP will emphasize continued high achievement and academic excellence for all students, focusing on learning recovery and acceleration strategies to mitigate the adverse impact on student learning because of long-term campus closures and limited in-person instruction due to the COVID-19 pandemic. We have seen the impact of COVID on all areas of learning. In also the area of mental health for students and staff. We will begin our 2023-24 school year with professional development on Turning the Tide: How Sensational Awareness Can Help Heal a Nation in Trauma. Students and staff will be given the tools to self-regulate and hack into their nervous systems for optimal health.

Additional successes in 2022-23 were in the area of social-emotional learning. We have dedicated the first 20 minutes of each instructional day to connecting with kids. This sacred time has been beneficial in lowering anxiety levels in our students. We will continue this practice as we build our master schedule.

Educational partner feedback regarding technology support continues to be very favorable. Also, our expansion of providing additional mental health, SEL, and counseling supports with a desire to increase these offerings.

CVC is committed to providing high-quality instruction for all students as part of our Multi-Tiered System of Support (MTSS). We continue to support teachers with implementing a Guaranteed Viable Curriculum in Mathematics Programs. A guaranteed and viable curriculum ensures that all students have an equal learning opportunity. Each student has access to a highly effective teacher and the same content, knowledge, and skills in each section or class. The mathematics programs are comprehensive to support all students, including interventions that may require supplemental instructional and curricular support or more intensive instructional and curricular support. We have also added Imagine Mathematics for intervention and expanded learning, which all our educational partners have requested we continue for student practice beyond the school day. As our mathematics scores dropped significantly from the 2019 data, we have added two additional math intervention teachers for the 2023-24 school year. Our school-wide proficiency for mathematics in 2022 was 31.86% compared to 47.17% in 2019.

The school's English Language Arts assessment scores for all students demonstrated similar achievement on our local and state assessments, including the SBAC Interim Assessment blocks in Trimester 1 and 2 and running record data. Based on multiple measures of reading data, (58.00%) of students are at or above grade level. Student groups that are outperforming the average are Filipino (58%), Black not of Hispanic origin (45%), and White not of Hispanic origin (61%). We believe programs and personnel, such as Language Arts Specialists and Intervention Resource Teachers, provide the necessary supplemental and intensive support for students to show academic progress. The school continues to provide professional learning to support deeper implementation of a balanced literacy program for all students as part of our MTSS. The ELA/ELD programs are comprehensive to support all students, including interventions that may require some supplemental instructional and curricular supports to more intensive instructional and curricular supports. As our ELA scores dropped from the 2019 data. Our school-wide proficiency for ELA in 2022 was 54.77% compared to 66.20% in 2019.

Success: Ongoing assessment will also be a key piece of CVC's learning program. Teachers will be using multiple measures to track student progress. Some of these include:

- Interim Assessment Blocks and Interim Comprehensive Assessments (3-8)
- Benchmark Assessment System grades (K-3)
- ESGI (TK-K)
- Curriculum-based assessments
- Running records

Teacher created short cycle assessments

- Performance Assessments in ELA and Mathematics
- Formative Assessment Rubrics

Family engagement is a cornerstone of CVC. We have provided numerous training courses at both the site and district level. Based on Survey data, 95% of parents feel welcome to participate at school, 90% felt academic excellence was available to all students, and 90% also felt that students were respected by CVC staff. We offer multiple training courses to support family engagement and provide training opportunities. We pride ourselves in having such great relationships with all of our families. They are an asset to our instructional model. Our parents report that they feel heard and are empowered in helping their child have success outside of the school building.

Based on our 3rd – 8th Grade Panorama Climate & Culture Survey, (71%) of students responded favorably for feeling a sense of belonging at school. This is a decrease of 5% from the previous year. The 3rd-5th grade respondents averaged (78%) responding favorably on this topic with no significant discrepancies among student groups. The 6th – 8th grade respondents averaged (63%) responded favorably on school connectedness. This is a decrease of 3% from the previous year. In general, all other student groups reported similarly on school connectedness. This year we have added a designated block of time for social-emotional learning. Second Step, Inner Explorer, and the Leader in Me are a few resources that our teachers utilize. Additionally, we have an MTSS system for referring students for additional support as needed with our counseling team.

CVC is most proud of our students' growth around literacy. Running record data and Renaissance STAR assessment proves that the opportunity gap is closing for our students. We are also thrilled that our elementary students reported a strong sense of belonging to the school. We will continue to be committed to providing high quality instruction for all students as part of our Multi-Tiered System of Support (MTSS). Small group instruction will continue for our foster youth, English learners, and low-income students. The data clearly shows continuous growth in all student groups and our unduplicated student group. In the 2023-24 school year, we will be offering a Words to the Mic Club that allow our unduplicated students a time where they can share out their stories. This will empower them to speak publicly and build their skillsets while presenting. We also will continue to build lifelong learners with a strong sense of self through utilizing the Leader in Me Practices and Seven Healthy Habits for Successful People. We are also proud of the partnership that we have created with our families. They are very much involved and open to feedback. Our monthly Coffee Chats are attended regularly by a diverse parent group.

## 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.

### Suspension Rate

Our suspension rate in 2022 was 0.6% suspended at least one day

Our Filipino student group was in the high metric, 3.3% suspended at least one day. Our restorative practices have a direct correlation to our suspension rate. We have many conversations with our students and implement other means of corrections before we suspend our students. We do follow the educational code when it requires suspension or expulsion. We seek restoration whenever possible. We will continue best practices in keeping our suspension rate low.

### Chronic Absenteeism

We know how important it is for kids to be in the building for optimal learning. We are struggling in getting our kids back after school closures. Some parents comment that after the pandemic they have learned that it is okay to allow their child a mental health day each month. This



practice negatively has impacted our chronic absenteeism rate. One absence each month will put a child near missing close to 10 percent of the school. In 2022, our rate was 11.2% of students were absent 10 percent or more of the instructional days that they were enrolled.

English learners 13.7% were chronically absent

Hispanic 11.5% were chronically absent

Socioeconomically Disadvantaged 11.2% were chronically absent

Students with Disabilities 12.8% were chronically absent

White 11.8% were chronically absent

### English Language Arts

In 2022, all students scored 8.6 points above standard. This is 22.2 points lower than 2019 whereas all students scored 30.8 points above standard. Our two student groups who performed in the LOW academic performance level include our English learners (15.8 below standard) and Students with Disabilities(51.9 below standard). This clearly shows an opportunity gap between these two groups and our WHITE student group(32 points above standard), which fell into the HIGH performance level. In the MEDIUM (formally the yellow band) were our Hispanic (1.4 above standard) and Socioeconomically Disadvantaged(7.5 above standard). Our SPED and English learners will be recruited to join a wide variety of additional supports including intervention built into the school day, and at lunch for additional support.

### Mathematics

In 2022, all students scored 46.8 points below standard. This is 54.1 points lower than 2019 whereas all students scored 7.3 points below standard. Our four student groups who performed in the LOW academic performance level include our English learners (61.9 below standard) and Students with Disabilities(63 below standard), Hispanic (54.7 below standard) and Socioeconomically Disadvantaged(47.9 below standard). This clearly shows an opportunity gap between these four groups and our WHITE student group (16.3 points above standard), which fell into the MEDIUM performance level.

Teachers will utilize EduProctols and focus on different item types that the students encounter on their CAASSP exams. Also, EdCite will be utilized each month to expose the students to the digital tools and how to effectively use them.

### English Learner Progress

All students fell in the medium achievement band. 52.6% of students are making progress towards English language proficiency. 2.6% of students maintained ELPI Level 4 and 28.6% maintained their current language proficiencies. 18.8% of students decreased at least one level in proficiency. We will look at individual domains and set individualized goals for each child. In the listening domain, students will have access to Listen Wise to practice note-taking during auditory comprehension. In writing, we will continue to utilize Thinking maps as our first resource in planning our writing.

### Implementation of Academic Standards

CVC is in full implementation or full implementation and sustainability in the implementation of standards. We have to implement specific item types into our wide variety of assessment tools.

The Panorama survey indicates the need for more support in developing students to set and achieve positive goals. Our students need building skills in the following area. Our students need support in acquiring and applying the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

Feel and show empathy for others  
Establish and maintain positive relationships  
Make responsible decisions  
Understand and manage emotions

We will implement small group SEL support to ensure our students feel not only safe at school each day but they experience school connectedness. In grades 3-5 we will focus on our students with disabilities having a stronger sense of school connectedness by inviting them to various school activities. We will also ask them directly what they would like to see from their school. In grades 3-5 we will also focus on our SED student group feeling safer each day. We will hold our monthly assembly, which will focus on the importance of feeling safe at school and the expectations we will see throughout the day. In grades 6-8 we will focus on school connectedness, particularly with our African American student group and Students with Disabilities. The students above will be invited to our intramurals and after-school clubs. Our counselors will create plans to meet with these individuals in goal-setting activities.

## LCAP Highlights

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

The CVC LCAP is designed to meet the needs of all students and, in particular, the needs of the Low Income, English Learner, and Foster Youth student populations. The LCAP plan seeks to embrace the CVC vision for student success with specific, concrete actions and services to specifically target the high needs and underperforming student groups. Improved and increased services for these student groups are reflected in the goals and actions of the LCAP.

The CVC LCAP is based on four goals, established in collaboration with our stakeholders:

- 1) Academic Achievement: All students will have access to rigorous instruction that is aligned to the CA state standards, delivered by highly qualified credentialed staff, that will lead to demonstrated growth towards meeting and improving grade level skills and content knowledge in all core content areas.
- 2) College and Career Readiness: All students will engage in rigorous, relevant and differentiated learning that develops the 21st century skills and increases school connectedness for each child.



- 3) Safe and Healthy Learning Environment: As a learning community, all students will continue to develop skills in social, emotional and physical well-being that will support the development of the whole child in preparation for overall college and career readiness.
- 4) Parents and Community Partnerships: Parent and Community Partnerships will increase each year creating inclusive environments that support personal and academic growth of each child.

#### Academic Achievement:

- 1) Paraprofessionals to address the needs of English Learners in grades 4 and 5
- 2) Language Arts Specialists and Intervention Resource Teachers to provide intervention services. In 2023-24 we have hired an additional 2 math intervention teachers along with a full time Spanish teacher to bring Spanish to the elementary grades
- 3) Teachers on Special Assignment to provide coaching support for classroom teachers
- 4) Improve parent communication by fully implementing Class Dojo school-wide
- 5) Implement the Expanded Learning Opportunities (ELO) program, which will provide expanded learning opportunities in the area of STEAM to our unduplicated count students in the Summer and academic school year.
- 6) Hire an AP to coordinate learning activities for low socio-economic students, Foster Youth, English Learners, and students with disabilities and to improve parent engagement and communication
- 7) Provide classroom makeovers to bring the environment up to date/Provide 360 degree whiteboards to create thinking classrooms
- 8) Continue building our clubs at school so that students have a strong sense of belonging to the school

The 2023-24 LCAP includes Actions and Services to address a variety of needs identified by our educational partners and to achieve the LCAP goals. These include:

#### 1) Accelerated Learning For All Students

CVC will continue to employ the paraprofessionals to work in grades TK-3 bell to bell. They also help in grades 4-5 with small group differentiated instruction. These paraprofessionals will assist the teachers in implementing individualized learning paths for each child that include acceleration. CVC will offer summer enrichment camps to all students including our unduplicated students. Summer Academy will also be offered to unduplicated pupil count students to accelerate learning recovery. A full time TK-5 STEAM teacher will provide additional supports to our teachers and students. CVC will continue to provide access to various software programs for intervention.

2) Professional Development: The District will develop and implement a comprehensive Professional Development plan with emphasis on universal academic supports, supplemental intervention support, and intensified interventions and supports. This plan will include the use of consultants, additional days/hours for teachers, release time, and stipends for engaging in Professional Learning activities.

3) Social-Emotional Learning Support: continue to employ two full-time counselors and a mental health therapist to be on campus every day.

4) Strengthening Student Connectedness: Actions here are related to those addressing Accelerated Learning and Social-Emotional Learning Support

5) Continue Strengthening Family Engagement

## 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.

### ***Support for Identified Schools***

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

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

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

# Engaging Educational Partners

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

CVC is inclusive and welcoming of input from staff, students, parents, and the community to build a strong LCAP plan for student success. Parent and staff groups meet regularly, and input is collected regarding school programs within meetings and through surveys with our Leadership Team, School Site Council, ELAC, PTG, LCAP Surveys, School Climate Survey, and the College and Career Survey. These events are calendared and sent out to families via various communication platforms.

CVC Coffee Chats (held on every last Thursday and CVC 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)

CVC ELAC Meetings (held 5-6 times each year)

CVC PTG Meetings (held monthly)

LIM Parent MRA (Measurement Results Assessment) Given in March of each year

LIM Student MRA (Measurement Results Assessment) Given in March of each year

Panorama Survey Given in January/February of each year

PSUSD Thought Exchange

CVC LCAP Survey Given from December-April of each year

At each of our Coffee Chats and ELAC meetings, our stakeholders have the opportunity to share feedback regarding our instructional program. We also have students present to the community the diverse programs/activities that students lead here at CVC. Parents were also given the ability to complete the survey via paper/pencil for those that do not have access to technology or may not be comfortable with it.

A summary of the feedback provided by specific educational partners.

CVC has created a system that encourages stakeholder participation and has seen great success in this. At a wide variety of school based activities where our stakeholders can share crucial feedback regarding our instructional program. This structure allowed for parent, student, and staff feedback through a wide array of opportunity.

Evidence from this direct feedback, shaped the development of our plan. The goals around student achievement, safe and healthy learning environments, and meaningful partnerships continue to be priorities for all stakeholders. Parents shared the need for more SEL in the classroom; they identified the need for increasing student motivation- for this reason an action was created on the plan to hire an additional school counselor. In addition, parents would like more opportunities to learn English so that they can connect more effectively to the school system. And, parents would like additional parent workshops at CVC in the area of college and career readiness and leadership.

Students would like more exposure to college and career opportunities. Also, students would like to learn more about self-care and meet individually with our school counselor. Students would also like to improved teacher-student relationships after a year of COVID. Teachers would like more Instructional planning time, training in engagement strategies and SEL and Self-Care workshops.

Below is the feedback that was provided by our educational partners:

Parents:

- \*More college field trips to interest their child in higher education at a younger age
- \*More leadership opportunities for kids, such as the institute that Student Council attends at Disneyland each year
- \*Continue to implement a program to support students with issues related to substance abuse
- \*Continue to implement healthy relationship program at required grade levels
- \*Provide a Tier II mathematics intervention program
- \*Start an after-school Math Club
- \*Create opportunities for students to be engaged in helping the staff create a strong school culture. This includes developing activities that support children, staff, and community, taking pride in their school and feeling connected to their community.
- \*Implement an educational program that informs parents about strategies and supports for children with social-emotional needs.
- \*Provide additional Tier II mathematics intervention programs for identified students in 6th-8th grade.
- \*Create a school-wide volunteer network of families, community members, and organizations.
- \*Enhance the school's College and Career Readiness (CCR) efforts, hold a school-wide College and Career Day
- \*Continue the partnership with the District Attorney's educational division to teach kids about a wide variety of topics
- \*Provide robotics after school
- \*Have black sweatshirts available
- \*Have uniforms accessible on campus for loaners
- \*washer/dryer to clean student's uniforms

Students:

- Continue intramurals in the middle school grades
- Elementary Esports
- Elementary clubs
- More college field trips
- Lunchtime activities
- Better classroom seating
- More collaborative, friendly spaces on campus
- Continue Art mentoring

Teachers:

Data Analysis & planning release day  
Tier 3 interventions continued  
PD in writing

Principal:

More collaborative spaces for students  
Library Transformation

Other School Personnel:

Parenting classes  
More PD on restorative practices  
Additional School Security  
More supervision in the hallways and on campus  
More support in K-3  
Extra hands in the office  
Have uniforms on hand and sweatshirts

Planning Timeline:

September-November Implementation of current LCAP  
Monitor and discuss progress with educational partners

December-February  
Share dashboard data with educational partners  
Implementation of current LCAP  
Monitor and discuss progress with educational partners  
Collect input for Local Indicators

March-May  
Continue educational partner input  
Develop new/revised goals in partnership with educational partners  
Share draft LCAP with all parent advisory groups and DELAC  
Submit draft to RCOE for feedback

June-August  
Complete final revisions based on Fastpass feedback

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

As indicated in previous surveys, administered throughout the course of the 2022-23 School Year, and referenced within the LCAP document, student learning loss and social-emotional wellness are top priorities for students, staff, and parents. With only 65% of our student group survey respondents indicating students feel safe at school, prioritizing and fostering the physical and emotional safety of all CVC students through community and relationship-building practices will be a top priority addressed through LCAP goals and actions addressing school climate over the next three years. Social emotional lessons will be taught each day to our TK-8 students. We have designated the first 20 minutes of instruction to be for Social Emotional Learning.

The feedback from the educational partners is influencing a focus on identified actions during the 2022/23 school year:

Action 1.6-Hire additional Assistant principal to increase academic achievement and student check ins

Action 2.2 Hire additional Spanish teacher to grow our current program

Action 3.5-Hire an additional full-time security guard

Action 3.6 Add additional cameras to hot spots on campus

Action 3.3 - Provide classes that help students with their feelings and how to express them

Action 4.1 - Implement an educational program that informs parents about strategies and supports for children with social-emotional needs.

Action 1.4 – Continue to provide a Tier II mathematics intervention program and HIRE an additional 2 math intervention teachers

Action 1.1 - Create and implement a system for ensuring all students have access to high-quality, engaging instruction. This includes the implementation of Academic conversation and research-based, effective instructional practices.

Action 4.2 - Implement the Extended Learning Opportunities Grant, which includes an expanded extra-curricular program

Action 4.2 - Create opportunities for students to be engaged in helping staff create a strong school culture. This includes developing activities that support children, staff, and community taking pride in their school and feeling connected to their community.

Action 3.3 - Implement a program to support students with issues related to substance abuse.

Action 1.3- Offer training to all staff around empathy, cultural responsiveness, and bias.

Action 4.1 - Implement support programs that establish foundations of trust, build positive relationships between home and school, and engage families as partners in their students' academic success.



# Goals and Actions

## Goal

| Goal # | Description  |
|--------|--|
| 1      | Academic Achievement: All students will have access to rigorous instruction that is aligned to the CA state standards, delivered by highly qualified credentialed staff, that will lead to demonstrated growth towards meeting and improving grade level skills and content knowledge in all core content areas. |

An explanation of why the LEA has developed this goal.

All students will have access to rigorous instruction that is aligned to the CA state standards, delivered by highly qualified credentialed staff, that will lead to demonstrated growth towards meeting and improving grade level skills and content knowledge in all core content areas. This goal has been developed to ensure all students at Cielo Vista Charter School have access to the curriculum and are provided with multiple opportunities to succeed academically.

The actions in this goal address the following state priorities: Priority 4 - Pupil Achievement Priority 8 - Other Pupil Outcomes

The combined actions included in this goal are centered on academic performance as this is an attribute of successful schools. The metrics associated with this goal are regularly reviewed to monitor progress.

## Measuring and Reporting Results

| Metric                                  | Baseline  | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome | Desired Outcome for 2023–24  |
|---|---|--|--|----------------|--|
| CALSAS report Highly Qualified teachers | 2020-21 100% of our staff holds a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching | 2021-22 All CVC staff authorized as highly qualified teachers. | 2022-23 93% CVC staff authorized as highly qualified teachers. |                | 100% of teachers will continue to hold a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching |



| Metric   | Baseline   | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome | Desired Outcome for 2023–24   |
|--|--|--|--|----------------|---|
|  | Credentialing and Every Student Success Act (ESSA) promoting equitable access to highly qualified teachers. Teaching Credential with appropriate English Learner authorization |  |  |                | Credentialing and Every Student Success Act (ESSA) promoting equitable access to highly qualified teachers.<br><br>There will be a 3% increase each year in meeting and exceeding standards, and 85% of students will continue to grow in ELA claims and Math |
| Williams Report<br>Access to aligned instructional materials               | 100% of students access to textbooks and instructional materials   | 100% of students access to textbooks and instructional materials   | 100% of students access to textbooks and instructional materials   |                | Williams Report: 100% of students access to textbooks and instructional materials   |
| Renaissance STAR assessment<br>Teacher created ELA SBAC aligned assessment | ELA STAR & SBAC aligned assessment<br>59% of students met or exceeded standards  | ELA STAR & SBAC aligned assessment project that 61% of students met or exceeded standards on CAASPP aligned assessments. 28% of students nearly meet standards on these assessments. | ELA STAR & SBAC aligned assessment project that 58% of students met or exceeded standards on CAASPP aligned assessments. 31% of students nearly meet standards on these assessments. |                | ELA Smarter Balanced Summative Assessments<br>60% of students met or exceeded standards   |

| Metric  | Baseline  | Year 1 Outcome  | Year 2 Outcome   | Year 3 Outcome | Desired Outcome for 2023–24   |
|---|---|---|--|----------------|---|
|   |   |   | Actual CAASPP results were:<br>54.77% Met or Exceeded<br>25.62 Nearly Met or exceeded  |                |   |
| Renaissance STAR assessment<br>Teacher created Math SBAC aligned assessment | Math STAR & SBAC aligned assessment<br>41% of students met or exceeded standards  | Math STAR & SBAC aligned assessment projects 45% of students met or exceeded standards on CAASPP aligned assessments. 32% of students nearly meet standards on these assessments. | Math STAR & SBAC aligned assessment projects 40% of students met or exceeded standards on CAASPP aligned assessments. 32% of students nearly meet standards on these assessments.<br>Actual CAASPP results were:<br>31.86% Met or Exceeded<br>31.86 Nearly Met or exceeded |                | Math Smarter Balanced Summative Assessments<br>42% of students met or exceeded standards                                    |
| Data Quest  | ELPAC annual assessment<br>5% of our current student population reclassifies each year.<br>6.38<br><br>ELPAC assessment | ELPAC annual assessment<br>6.38% of our current student population reclassified this year.<br><br>ELPAC assessment<br>Level 4 - Well Developed - 9.9%                             | ELPAC annual assessment<br>19.4% of our current student population reclassified this year.<br><br>ELPAC assessment<br>Level 4 - Well Developed - 15.57%  |                | ELPAC annual assessment<br>24.4% of our current student population will be reclassified in 2023-24.<br><br>ELPAC assessment |

| Metric                       | Baseline  | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome | Desired Outcome for 2023–24   |
|------------------------------|---|---|---|----------------|---|
|                              | Level 4 - Well Developed - 51%<br>Level 3 - Moderately Developed - 33.9%<br>Level 2 - Somewhat Developed - 12.7%<br>Level 1 - Beginning Stage - 2.4%  | Level 3 - Moderately Developed - 42.8%<br>Level 2 - Somewhat Developed - 33.8%<br>Level 1 - Beginning Stage - 13.5%   | Level 3 - Moderately Developed - 35.23%<br>Level 2 - Somewhat Developed - 30.73%<br>Level 1 - Beginning Stage - 18.47%  |                | Level 4 - Well Developed - 21.57%<br>Level 3 - Moderately Developed - 40.23%<br>Level 2 - Somewhat Developed - 35.73%<br>Level 1 - Beginning Stage - 23.47%   |
| Facilities Inspection Report | 100% in all 8 areas   | 100% in all 8 areas   | 100% in all 8 areas   |                | Maintain 100% on Facilities Inspection Report   |
| ELPAC annual assessment      | To maintain English Learners receiving at minimum of 30 minutes a day of designated English Language Development and access to integrated English Language Development standards.<br><br>100% of English Learners receive ELD each day for 30 minutes | To maintain English Learners receiving at minimum of 30 minutes a day of designated English Language Development and access to integrated English Language Development standards.<br><br>100% of English Learners receive ELD each day for 30 minutes | To maintain English Learners receiving at minimum of 30 minutes a day of designated English Language Development and access to integrated English Language Development standards.<br><br>100% of English Learners receive ELD each day for 30 minutes |                | To maintain English Learners receiving at minimum of 30 minutes a day of designated English Language Development and access to integrated English Language Development standards.<br><br>100% of English Learners receive ELD each day for 30 minutes |
| School Attendance rate       | 98% of Daily Attendance rate  | 96.5%of Daily Attendance rate   | 95.04 %of Daily Attendance rate   |                | 98% or higher daily attendance rate.  |

# Actions

| Action # | Title                    | Description   | Total Funds | Contributing |
|----------|--------------------------|---|-------------|--------------|
| 1.1      | Professional Development | <p>Provide professional development to enhance the best, first instruction of California State Standards that meet the specific learning needs of all student groups.</p> <p>Attend conferences/professional development that support the implementation of the CCSS, NGSS, standards based instruction, as well as ELD, GATE, technology and PBL instructional strategies. Provide stipends and travel expenses as needed for teachers to attend. Provide all teaching staff professional development on integrated and designated ELD strategies and scaffolds to increase access to core content for all learners.</p> <p>Provide professional development on Tier 1 and 2 interventions, including: small group instruction, shared reading groups, one-on-one conferencing, and other intervention strategies as needed.</p> <p>Continue to provide 2 full-time Literacy Coach for instructional support and reading intervention specifically focusing on developing early literacy skills.</p> <p>Contract with outside consultants for staff development on the alignment of research based instructional/learning strategies.</p> <p>Hire an additional assistant principal to work closely in analyzing data and increasing student achievement in our ELL student group and SPED students</p> <p>Personnel and services to support the base program for all students:<br/>           * Appropriately credentialed and assigned teachers<br/>           * Guest teachers to cover instructional program as needed<br/>           * Sufficient adopted materials for all courses including student Chromebooks and educational software will be provided to all ELL students, and adopted online text to ensure 1:1 access<br/>           Hotspots will also be provided for those in need</p> | \$85,000.00 | Yes          |

| Action # | Title   | Description   | Total Funds  | Contributing |
|----------|---|---|--------------|--------------|
| 1.2      | Instructional coaches   | <p>Strengthen capacity of instructional support through Instructional Coaches that support the teachers and administrators in content, pedagogy and reflective practice. Provide two Literacy Coaches for instructional support and reading intervention specifically focusing on developing early literacy skills.</p> <p>Using our needs assessment, continue to revise and implement a coherent and aligned professional learning structure which includes a multi-tiered approach to support the following:</p> <ul style="list-style-type: none"> <li>*Professional learning communities</li> <li>*Site-embedded coaching, observations</li> <li>*Opportunities for feedback</li> <li>*Subject matter expert professional learning design and implementation</li> </ul> <p>Curriculum and supplemental materials aligned to the rigor of the CCSS</p> <p>Provide standards-based, data driven instruction to all students.</p> <p>Contract with outside consultants for staff development on the alignment of research based instructional/learning strategies</p> | \$398,000.00 | Yes          |
| 1.3      | Provide access to standards aligned instructional materials and clear evidence of | Grade level and vertical teams will collaborate to identify best practices and the appropriate alignment of instructional materials/curriculum and  | \$298,255.00 | Yes          |

| Action # | Title   | Description  | Total Funds  | Contributing |
|----------|---|--|--------------|--------------|
|          | a Multi-Tiered System of Support for all students as outlined in our charter petition         | <p>research-based strategies. Instruction will incorporate targeted growth areas identified through collaborative analysis of SBAC aligned SMART goals and Benchmark assessments, and CAASSP assessments.</p> <p>Provide additional instructional aides to support tier 2 interventions for ALL TK-3 grade students.</p> <p>All classrooms will provide Tier 1 interventions based on checks for understandings in the gradual release of responsibility instructional method.</p> <p>All classrooms will provide an opportunity for Tier 2 interventions to address individual student needs.</p> <p>Tier 3 Reading intervention classes during school hours for students who are missing foundational skills to progress in reading comprehension.</p> |              |              |
| 1.4      | Math intervention   | <p>Tier 3 Math intervention classes for grades 2-5, to enhance conceptual and procedural understanding of standards. Hire a paraprofessional to assist with small group tier 3 intervention.</p> <p>Freckle Math subscription</p> <p>Hire an additional 2 Math intervention teachers.</p>  | \$494,572.00 | Yes          |
| 1.5      | Provide release days for grades TK-8 three times per year for data analysis and learning labs | <p>Instruction will incorporate targeted growth areas identified through collaborative analysis of SBAC aligned SMART goals and Benchmark assessments, and CAASSP assessments</p> <p>Grade level and vertical teams will collaborate to identify best practices and the appropriate alignment of instructional materials/curriculum and research-based strategies</p>  | \$118,000.00 | Yes          |

| Action # | Title | Description  | Total Funds | Contributing |
|----------|-------|--|-------------|--------------|
|          |       | School business subs will be utilized to cover the classrooms providing each teacher release time throughout the year. |             |              |

## Goal Analysis [2022-23]

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

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

CVC was able to implement all actions and services included in Goal 1 in the 2022-23 academic year. All actions were focused on improving the academic achievement of our students, specifically our low income (LI), English learner (EL), and foster youth (FY) students. Adjustments were made to actions throughout the year to meet the changing learning recovery needs of students who exhibit learning gaps from online learning.

Two site based literacy coaches focused on building elementary teacher capacity in ELA. Professional development efforts focused on Universal Design for Learning, elementary ELA and math instructional strategies. Paraprofessional positions were funded, all focused on improving educational opportunities for LI, EL, and FY students. Additional teacher collaboration time continued to be provided through the 2-1-2 schedule, as well as a professional development day and one additional student instructional day. We provided release time to the teachers to look at their instructional plans and make changes as needed based on student data. The technology budget remained focused on providing access to technology for LI, EL, and FY students through 1:1 device program and the integration of technology into instruction. Home wireless access was also provided through hotspot distribution, allowing students access to online learning resources. E-sports programs were extended into elementary. The Multi-tiered systems of support (MTSS) for academics in 2022-23 was implemented and a lot of extra effort was put into combining all systems into one to get our greatest student outcomes. These actions were designed to provide layered support structures for LI, EL, and FY students in learning recovery from pandemic-related school closures and distance learning. We continued our Scholastic Rise to Reading program along with implementing the Jen Jones early phonics program, providing timely intervention for both early literacy skills and reading comprehension development for LI, EL, and FY students. A similar support was provided for mathematics in the middle school grades, where mathematics intervention teachers provided Tier II intervention supports in the middle school. The Star 360 assessment system was implemented, providing teachers with a universal screener and diagnostic results used to inform instructional planning and target student needs. Students in various programs were served with additional supports aligned to student group needs and supporting program completion. EL students were supported by an additional math intervention class taught by a different math teacher than their own homeroom math teacher who provided various supports including support sessions, family interactions, and providing access to academic resources.

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

A 9.6% increase in combined salary and benefits for all staff added cost to personnel expenditures in all action areas. CVC continued to spend funding from COVID-relief legislation during the year, such as ESSER III and CARES funds. Some action expenditures that were initially budgeted for LCAP funding were redirected to relief funding sources, where the use of funding was appropriate and in compliance. This allowed for designated LCAP funds to be redistributed to areas of needed support for LI, EL, and FY students. Actions in other goals which created these funding shifts allowed us to further expand resources in other actions. As an example, resources were allocated to expand the initial purchase of the Star 360 assessment system and provide additional materials resources for providing academic intervention support to LI, EL, and FY students (Action 1.3). We added Freckle to grades 3-8 to closely align instructional plans for each child based on the Star 360 screener.

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

California dashboard reported that 54.77% of all students in grades 3-8 scored met standard or exceeded standard on the 2022 CAASPP ELA exam. 25.62% of students nearly met standards. Our socioeconomically disadvantaged student group scored 54.36 meeting or exceeding standards and 25.85% of students nearly met standards, whereas our English Learners showed 26.26% of students meeting or exceeding standards and 30.30% of students nearly met the standard. Our homeless students scored 33.33% meeting or exceeding standards and 50% of them scored nearly met standards. California dashboard reported that 31.86% of all students in grades 3-8 scored met standard or exceeded standard on the 2022 CAASPP Mathematics exam. 31.86% of students nearly met standards. Our socioeconomically disadvantaged student group scored 31.61% meeting or exceeding standards and 31.79% of students nearly met standards, whereas our English Learners showed 10.20% of students meeting or exceeding standards and 30.61% of students nearly met the standard. Our homeless students scored 25.00% meeting or exceeding standards and 41.67% of them scored nearly met standards.

The school is well aware of the effects that school closure had on all students, we will continue closing the learning gaps. Related actions that are expected to impact similar metrics are grouped together in this evaluation in order to increase transparency regarding the related systems created by multiple actions working together to improve academic outcomes for LI, EL, and FY students. Actions related to Professional Development (Action 1.1), Instructional Coaches (Action 1.2), MTSS (Action 1.3), Math intervention (Action 1.4), and Additional Collaboration Time & Instructional Time (Action 1.5) are designed to create a cohesive system of professional learning and coaching support for teachers and paraprofessionals in instructional strategies that are shown to improve academic outcomes for LI, EL, and FY students with time to collaborate around implementation and practice. Local Star test results note improved outcomes across all grades in the 2022-23 mid-year screening period as compared to the beginning of the academic year in both reading and mathematics. Although projected rates of



CAASPP proficiency from these scores indicate a decline from pre-pandemic levels, the increase in score results during the year is attributed in part to continuing work in providing professional development and support in ELA and mathematics instructional strategies.

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

The current version of the CVC LCAP was designed as a three-year plan. Actions were intended to be implemented over this timeframe, evaluated and adjusted to meet the changing needs of LI, EL, and FY students. Metrics and desired outcomes remain unchanged from the previous version of the LCAP. Specific changes made to Goal 1 for the 2023-24 academic year are aligned to continuous improvement in academic achievement and integrated into current action titles. Instructional aides are being added to all K-3 classrooms. The paraprofessionals will allow the Rise to Reading program to benefit our unduplicated students and also increase access and services to LI, EL, and FY students who are struggling with early literacy and reading skills. Freckle Math, an online mathematics program designed to support learning at the instructional level of each individual student. Two additional math intervention teachers will be added to Action 1.4. These positions will be funded by LCFF dollars. Our elementary teacher will only focus on unduplicated students. Also, an assistant principal will be added to Action 1.1 to work closely with teachers ensuring first best instruction is happening each day in the classrooms.

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

# Goals and Actions

## Goal

| Goal # | Description   |
|--------|---|
| 2      | College and Career Readiness: All students will engage in rigorous, relevant and differentiated learning that develops the 21st century skills and increases school connectedness for each child. |

An explanation of why the LEA has developed this goal.

The increase number of students who were chronically absent in 2020-2021 prompted a need for school connectedness. The need to maintain the rigor and relevance of our curriculum and instructional strategies to ensure all CVC eagles are properly prepared for finding life-long, sustainable passion in their educational journey at CVC. Outside research also supports the case for high quality, culturally responsive curriculum to enhance programming and student engagement. Our students need diverse opportunities to keep them connected to school. We also realize the extent to which academic barriers prevent students from setting and achieving goals and that barrier removal is essential to increase ADA, retention, and graduation rates for our students when they transition to our local PSUSD high schools. Lastly, CVC recognizes the changing digital landscape and the importance of staying current with instructional technology as a means of increasing student achievement. The future career opportunities will demand that our students be prepared with 21st century skills along with strong academic presence. The evidence of being well rounded which includes public speaking and the ability to proficiently write for a multiple of occasions.

The rationale behind this goal is clearly supported by our Panorama data. We need 100% of our students connected to our school. The more we provide personalized educational experiences to our students, the school connectedness rate will increase. Research shows us clearly that kids must feel connected to the school building and the adults for them to rise to their maximum potential.

### School Connectedness

- Elementary
- Overall 78% (down from 78%)
- SED 77%
- Non SED 80%
- EL Initial 81%, Level 2 73%, Level 3 82%, RFEP 80%
- Non EL 76%
- Filipino 82%
- Hisp 61%
- Wh 84%
- SWD 82%,
- Non SWD 77%

Secondary  
 Overall 63% (Down from 66%)  
 SED 62%  
 Non SED 71%  
 EL Level 2 42%, Level 3 72%, Level 4 78%, RFEP 62%  
 Non EL 62%  
 AA 44%  
 Filipino 82%  
 Hisp 61%  
 Wh 65%  
 SWD 61%  
 Non SWD 62%

## Measuring and Reporting Results

| Metric                      | Baseline   | Year 1 Outcome   | Year 2 Outcome  | Year 3 Outcome | Desired Outcome for 2023–24   |
|-----------------------------|--|--|---|----------------|---|
| Data Quest                  | 2018-19 0.4%   | 2020-21<br>4.9% of our student population is chronically absent      | 2022-23<br>11.2% of students have been absent 10 percent or more of the instructional days that they were enrolled. |                | We will have less than 5% of our students chronically absent.   |
| Panorama Survey             | 2021 100% of our student were not feeling connected at school. | 2022 76 % of all students feel connected to school                   | 2023 71% of all students feel connected to school   |                | 100% of students will feel school connectedness and show at grade level achievement on high stakes testing. |
| Renaissance STAR assessment | 2021 ELA SBAC aligned assessment 59% of students met           | 2022 ELA STAR & SBAC aligned assessment project that 61% of students | 2023 ELA STAR & SBAC aligned assessment project that 58% of   |                | ELA Smarter Balanced Summative Assessments  |

| Metric   | Baseline  | Year 1 Outcome   | Year 2 Outcome  | Year 3 Outcome | Desired Outcome for 2023–24  |
|--|---|--|---|----------------|--|
| Teacher created ELA SBAC aligned assessment  | <p>or exceeded standards</p> <p>2019 58.6% of ELL students made progress towards English Language Proficiency in 2019</p>   | <p>met or exceeded standards on CAASPP aligned assessments. 28% of students nearly meet standards on these assessments.</p>  | <p>students met or exceeded standards on CAASPP aligned assessments. 31% of students nearly meet standards on these assessments.</p> <p>Actual CAASPP results were:<br/>54.77% Met or Exceeded<br/>25.62 Nearly Met or exceeded</p> <p>52.6% of ELL students made progress towards English Language Proficiency in 2022</p> |                | <p>60% of students met or exceeded standards</p>   |
| <p>Renaissance STAR assessment</p> <p>Teacher created Math SBAC aligned assessment</p> | <p>2021 Math STAR &amp; SBAC aligned assessment projects 45% of students met or exceeded standards on CAASPP aligned assessments. 32% of students nearly meet standards on these assessments.</p> | <p>2022 Math SBAC aligned assessment projects 45% of students met or exceeded standards on CAASPP aligned assessments. 32% of students nearly meet standards on these assessments.</p> | <p>Math STAR &amp; SBAC aligned assessment projects 40% of students met or exceeded standards on CAASPP aligned assessments. 32% of students nearly meet standards on these assessments.</p> <p>Actual CAASPP results were:<br/>31.86% Met or Exceeded</p>  |                | <p>Math Smarter Balanced Summative Assessments 42% of students met or exceeded standards</p> |

| Metric          | Baseline   | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome | Desired Outcome for 2023–24  |
|-----------------|--|---|---|----------------|--|
|                 |  |   | 31.86 Nearly Met or exceeded  |                |  |
| Panorama Survey | <p>School Safety 2021</p> <p>Elementary<br/>Overall 81%<br/>SED 82%, non SED 79%<br/>EL 83%, non EL 76%<br/>Filipino 84% ,<br/>Hisp 83%, White 70%<br/>SWD 81%, non SWD 81%</p> <p>Secondary<br/>Overall 58%<br/>SED 59%, non SED 58%<br/>EL 62%, non EL 55%<br/>AA 49%, Filipino 67%<br/>Hisp 61%,<br/>White 46%<br/>SWD 61%, non SWD 58%</p> | <p>School Safety 2022</p> <p>Elementary<br/>Overall 69% (Down from 81%)<br/>SED 63%,<br/>Non SED 70%<br/>EL Level Initial 76%,<br/>Level 2 62%, Level 3 78%, RFEP 75%<br/>Non EL 65%<br/>Filipino 62% ,<br/>Hisp 70%,<br/>White 65%<br/>SWD 81%<br/>Non SWD 81%</p> <p>Secondary<br/>Overall 66% (Up from 58%)<br/>EL Level 2 65%, Level 3 72%, Level 4 68%,<br/>RFEP 70%<br/>Non EL 61%<br/>AA 61%,<br/>Filipino 67%<br/>Hisp 69%,<br/>White 57%<br/>SED 66%,<br/>Non SED 54%<br/>SWD 63 %</p> | <p>School Safety 2023</p> <p>Elementary<br/>Overall 66% (Down from 69%)<br/>SED 63%,<br/>Non SED 70%<br/>EL Level Initial 76%,<br/>Level 2 62%, Level 3 78%, RFEP 74%<br/>Non EL 65%<br/>Filipino 60% ,<br/>Hisp 67%,<br/>White 61%<br/>SWD 81%<br/>Non SWD 81%</p> <p>Secondary<br/>Overall 66% (Up from 58%)<br/>EL Level 2 67%, Level 3 72%, Level 4 68%,<br/>RFEP 70%<br/>Non EL 64%<br/>AA 61%,<br/>Filipino 67%<br/>Hisp 69%,<br/>White 57%<br/>SED 67%,<br/>Non SED 64%<br/>SWD 63 %</p> |                | <p>Overall percentages will improve by 3% each year.<br/>All student groups will be at 80% or above.</p> |

| Metric          | Baseline   | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome | Desired Outcome for 2023–24  |
|-----------------|--|---|---|----------------|--|
|                 |  | Non SWD 60 %  | Non SWD 66 %  |                |  |
| Panorama Survey | <p>School Connectedness 2021</p> <p>Student Relationships (37% Favorable Ratings) Elementary</p> <p>Overall 42 %<br/>SED 43%, non SED 41%<br/>EL 43%, non EL 43%<br/>Filipino 36%,<br/>Hisp 44%, Wh 38%<br/>SWD 36%, non SWD 43%</p> <p>Secondary</p> <p>Overall 32%<br/>SED 30.5%, non SED 31%<br/>EL 32%, non EL 32%<br/>AA 30%, Filipino 30%,<br/>Hisp 34%,<br/>Wh 22%<br/>SWD 44%, non</p> | <p>School Connectedness 2022</p> <p>Elementary<br/>Overall 85% (Up from 83%)<br/>SED 84%<br/>Non SED 85%<br/>EL Initial 86%, Level 2 77%, Level 3 85%,<br/>RFEP 82%<br/>Non EL 86%<br/>Filipino 92%<br/>Hisp 84%<br/>Wh 84%<br/>SWD 38%,<br/>Non SWD 45%</p> <p>Secondary<br/>Overall 66% (Down from 67%)<br/>SED 71%<br/>Non SED 66%<br/>EL Level 2 62%, Level 3 58%, Level 4 88%,<br/>RFEP 69%<br/>Non EL 63%<br/>AA 44%<br/>Filipino 72%</p> | <p>School Connectedness 2023</p> <p>Elementary<br/>Overall 78% (down from 85%)<br/>SED 77%<br/>Non SED 80%<br/>EL Initial 81%, Level 2 73%, Level 3 82%,<br/>RFEP 80%<br/>Non EL 76%<br/>Filipino 82%<br/>Hisp 61%<br/>Wh 84%<br/>SWD 82%,<br/>Non SWD 77%</p> <p>Secondary<br/>Overall 63% (Down from 66%)<br/>SED 62%<br/>Non SED 71%<br/>EL Level 2 42%, Level 3 72%, Level 4 78%,<br/>RFEP 62%<br/>Non EL 62%<br/>AA 44%<br/>Filipino 82%</p> |                | <p>Overall percentages will improve by 3% each year.<br/>All student groups will be at 90% or above.</p> |

| Metric                                    | Baseline                           | Year 1 Outcome                                   | Year 2 Outcome                                   | Year 3 Outcome | Desired Outcome for 2023–24                      |
|---|------------------------------------|--|--|----------------|--|
|   | SWD 32%                            | Hisp 67%<br>Wh 66%<br>SWD 44%<br>Non SWD 32%     | Hisp 61%<br>Wh 65%<br>SWD 61%<br>Non SWD 62%     |                |  |
| Data Quest                                | 2019 0.1%                          | 2021 0.00%                                       | 2023 0.00  |                | expulsions will maintain                         |
| Data Quest                                | 2019 2.4%                          | 2021 1.2%  | 2023 0.6%  |                | suspensions will decline 10% each year           |
| Language Acquisition 8th grade assessment | did not administer due to COVID 19 | 81% of students demonstrate language proficiency | 79% of students demonstrate language proficiency |                | 82% of students demonstrate language proficiency |
| Data Quest                                | 0% drop out rate                   | 0% drop out rate                                 | 0% drop out rate                                 |                | Maintain a 0% dropout rate                       |

## Actions

| Action # | Title            | Description   | Total Funds  | Contributing |
|----------|------------------|---|--------------|--------------|
| 2.1      | CVC Green School | <p>Students in grades 6-8 will be provided direct instruction and application of cross-content literacy through an integrated PBL approach as they study:</p> <p>Science and Engineering practices with strategies that include: analysis of non-fiction texts, experiential learning, hands-on learning, the gathering and analysis of data and integration of real-world connections and skills/experience that are cross-content related.</p> <p>Reduce environmental impact and costs</p> | \$321,009.00 | Yes          |

| Action # | Title   | Description   | Total Funds  | Contributing |
|----------|---|---|--------------|--------------|
|          |   | <p>Health and Wellness focus for all stakeholders</p> <p>Provide students the opportunity to explore Science, Technology, Engineering and Mathematics (STEM) standards in relation to 21st century skills.</p> <p>Grades 6 will be given the opportunity to explore STEM standards through a trimester long exploratory elective. This will be an introductory course in helping students identify if this is an area of interest they would like to pursue in the future.</p> <p>Grades 7 &amp; 8 will be given the opportunity to explore STEM standards through a year long elective. This course will focus on critical thinking &amp; collaboration skills via engineering and robotic standards that utilize science and math skills in real world application.</p> <p>2023: Maintain Elementary STEAM teacher to provide STEAM lessons to all students in grades TK-5.</p> <p>Our English language learners have STEAM opportunities each week throughout the school day, and after school. We most recently added e-sports to the elementary levels to establish a connectedness to school.</p> |              |              |
| 2.2      | World Language cultural and linguistic development that is developmentally appropriate and prepares students for college readiness: | <p>Grade 7 students have the option of enrolling in an A-G approved Spanish course that will provide comprehensive instruction in reading, writing, listening, speaking and cultural awareness in preparation for further study in High School as an elective.</p> <p>Grade 8 students will be enrolled in an A-G approved Spanish courses that will provide comprehensive instruction in reading, writing, listening,</p>  | \$299,000.00 | Yes          |



| Action #   | Title   | Description  | Total Funds  | Contributing |
|------------|---|--|--------------|--------------|
|            |   | <p>speaking and cultural awareness in preparation for further study in High School.</p> <p>Hire an Additional Spanish teacher to provide instruction in grades 3-5 and offer Introduction to Culture in grade 6 as an elective.</p>  |              |              |
| <b>2.3</b> | <p>Provide fine art experiences through the development of community partnerships and educational programs that develop student abilities in a variety of areas, to include:</p>            | <p>Employ a full-time art teacher to develop student abilities and appreciation of visual arts in grades K-3 and 6-8.</p> <p>Purchase of art materials for student visual arts</p> <p>3rd grade will partner with Palm Springs Art Museum for art lessons and a visit to the museum.</p> <p>Our at-promised students will also participate in Art mentoring during the instructional day each month for a 1-hour session. These sessions also will connect to Leader in Me.</p>  | \$175,000.00 | Yes          |
| <b>2.4</b> | <p>Provide a music appreciation/education program that includes vocal and instrumental skill development that is developmentally appropriate as students progress through grade levels.</p> | <p>Grades K-3 will develop music appreciation that reflects foundational skills that will prepare them for future vocal or instrumental skill development. Grades 4-5 will choose a vocal or instrumental path based on student interests. These classes will develop the specific foundational skills for their focus area.</p> <p>Grades 6-8 will be provided an afterschool club that will focus on beginning and intermediate levels of vocal and instrumental skill development.</p> <p>Provide PD for music teachers to continue the development of the music program.</p> | \$126,000.00 | Yes          |

| Action # | Title  | Description  | Total Funds  | Contributing |
|----------|--|--|--------------|--------------|
|          |  | Cover the cost of renting facilities, transportation and additional costs related to student performances.   |              |              |
| 2.5      | Implementing and maintaining instructional technology in each classroom: | <p>Purchase and maintain laptops, chrome books, iPads and all other technology as tools to support instruction.</p> <p>Use software programs to enhance instruction the Math, English Language Arts, ELL, social studies, and science.</p> <p>Continue to provide wifi access for economically disadvantaged students during off school hours for instructional purposes.</p>  | \$119,000.00 | Yes          |
| 2.6      | Kid Grit (English Learner focused)                                       | It is a holistic approach to creating a well-rounded student. The curriculum is focused and committed to a developmental approach promoting the nourishment of a child's intellect, emotion, and intuition, along with conditioning his/her body through delicious nutrient-dense food, movement, and breathing. In this way, we can holistically impact the whole child. By developing the mind through mindfulness and mindset, strengthening the body through nutrition and exercise, fueling connectivity through community involvement and teamwork, and nurturing skills around social media and technology usage, we will increase students' awareness, connection to others, and commitment to the mental, physical, emotional, and communal aspects of their growth. Kid-Grit's concepts and activities will help students build their personal resilience and grit to become positive and productive contributors in their personal and professional lives. All of these elements are integrated to create a holistic model for today's youth. Students will build necessary life skills in the following areas: stress- | \$25,000.00  | Yes          |

| Action # | Title                    | Description  | Total Funds | Contributing |
|----------|--------------------------|--|-------------|--------------|
|          |                          | management, self-control, increased productivity, and improved attention span in academic classes, sports, and the arts. They will develop a stronger sense of self and a 'groundedness' - all resulting in increased school attendance, higher academic performance, and a more thoughtful and intentional young person.  |             |              |
| 2.7      | English Learner Supports | School administrators and teachers provide English learners with additional supports through annual screening, progress monitoring, and an individualized plan for those close to becoming or identified as a long-term English learner (English learners in US schools for five years or more who have not made adequate progress in language proficiency).<br>College Trips<br>School connectedness<br>Mentoring | \$75,000.00 | Yes          |

## Goal Analysis [2022-23]

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

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

The majority of the CVC actions and services designed to make progress in achieving the goals within Goal 2 were fully implemented during the 2022-23 academic year. With the exception of the Kid Grit program. It was not implemented due to a few factors. Action 2.1 has empowered many of our unduplicated students to have a direct connection to school. They have joined our Ecology electives and have become Eco-Heroes. This connection has led to better grades in all of their academic courses. This will soon transfer to all academic state tests. Action 2.2 World Language, A-G course offering has challenged our students to understand the importance of AP offerings in high school. Technology implementation (Action 2.5) continues to be effective as noted in student access rates and positive educational partner feedback. All LI, EL, and FY students have access to 1:1 devices, with devices serviced and repaired as needed to allow for continued access to online learning programs and resources. Significant work has been done to expand home wireless access to those LI, EL, and FY students through the use of hotspots, allowing students to continue to connect with online resources for learning.

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.

Due to the fact that the majority of the actions and services in Goal 2 were fully implemented, few material differences existed between budgeted and actual expenditures.

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

All of our actions in Goal 2 do in fact expose our students to 21st century skills. They also build school connectedness in our unduplicated student groups. Project based learning and a wide variety of clubs and intramurals have helped our students with their mental health as well. Our students have a strong desire of CVC becoming a Green School in 2027. We are putting the systems in place in making that happen now (Action 2.1). Action 2.2 has allowed our middle schools students in preparing for future AP classes. The challenge of taking an A-G course by 8th grade has made them feel accomplished. Our Arts program has allowed them to design our art work that gets showcased around the school and has also built a sense of pride on campus. The Art mentoring program will include ceramics this upcoming school year. Unfortunately, this is not an A-G opportunity as they only view Foreign Language and Accelerated Math in the middle school grades as A-G. Our music department has embedded musical theatre and put on there very first production: Shrek Jr. It was a grand success. Action 2.5 continues to be very effective allowing kids to be life-long learners and having a positive connection to school.

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

The current version of the CVC LCAP was designed as a three-year plan. Actions were intended to be implemented over this timeframe, evaluated and adjusted to meet the changing needs of LI, EL, and FY students. Metrics and desired outcomes remain unchanged from the previous version of the LCAP. Based on the implementation progress, educational partner input, and the evaluation of effectiveness of implemented actions and services, specific changes and modifications will be made in Goal 2 for the 2022-23 school year. Action 2.2, we will hire an additional Spanish teacher to work with our students in grades 3-5. The stakeholder feedback highly expressed this need for their students. Parents were afraid that their students would eventually not be able to communicate with them as they would lose their native language. There also was a strong desire of our ELL students to be exposed to different geographical areas that normally they would not be due to the fear their parents face in leaving the Coachella Valley. We will be budgeting funds for college trips and ensuring our ELL's attend these field trips.

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

# Goals and Actions

## Goal

| Goal # | Description   |
|--------|---|
| 3      | Social Emotional Learning: As a learning community, all students will continue to develop skills in social, emotional and physical well-being that will support the development of the whole child in preparation for overall college and career readiness. |

An explanation of why the LEA has developed this goal.

At CVC we value a strong focus on ensuring safe school spaces and maintaining a positive culture. We strive to consistently model a solution focused approach. We value our students and know that they need us as adults to be our very best each day. This is a strength of CVC and we will continue to be intentional in building positive experiences throughout the day. Each classroom will demonstrate a growth mindset philosophy, a safe space will be ensured for students to work on skills acceleration in meeting their individual pathways to success. We are committed to removing any societal barriers that have been placed on our students as a great majority are unduplicated. We will continue to support our students to build CASEL competencies so that they can serve their communities in a multiple of ways. Panorama data, student feedback, teacher surveys, all conclude that maintaining a positive learning environment is crucial; in the development of students.

## Measuring and Reporting Results

| Metric                  | Baseline  | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome | Desired Outcome for 2023–24  |
|-------------------------|---|---|---|----------------|--|
| Data Quest              | Chronic absentee rate (2018-19 0.4%   | 2021-22 2020-21 4.9% of our student population is chronically absent                      | 2023-23 11.2% of our student population is chronically absent                             |                | Chronic absentee rate will decrease by 5% each year  |
| School-wide Safety Plan | Schoolwide safety plan in place along with an active committee that meets 4 times a year. | Schoolwide safety plan in place along with an active committee that meets 4 times a year. | Schoolwide safety plan in place along with an active committee that meets 4 times a year. |                | Continue Schoolwide safety plan in place along with an active committee that meets 4 times a year. |

| Metric   | Baseline  | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome | Desired Outcome for 2023–24  |
|--|---|--|--|----------------|--|
| Status of site safety plans and maintenance of physical campus | Our most recent visit we received 100%  | Our most recent visit we received 100%   | Our most recent visit we received 100%   |                | Maintain 100% on our facilities inspection report                  |
| Safety drills  | Due to school closures, we did not meet all of the safety drill requirements  | We did meet all of the safety drill requirements   | We did meet all of the safety drill requirements, a safety drill is conducted each month.  |                | Participate and meet requirement for all safety drill requirement. |
| Panorama Survey  | Panorama Survey<br>Elementary Student Survey (Climate)<br>Climate of Support for Academic Learning: 90%<br>Knowledge and Fairness of Discipline, Rules, and Norms: 89%<br>Safety: 76%<br>Sense of Belonging(School Connectedness): 85%<br>Elementary Student Survey (Social Emotional Learning)<br>Grit:73%<br>Growth mindset: 80%<br>Self-Efficacy: 69%<br>Self-Management: 76%<br>Social Awareness: 78% | Elementary Student Survey (Climate)<br>Climate of Support for Academic Learning: 91%<br>Knowledge and Fairness of Discipline, Rules, and Norms: 84%<br>Safety: 69%<br>Sense of Belonging(School Connectedness): 85%<br>Elementary Student Survey (Social Emotional Learning)<br>Grit:63%<br>Growth mindset: 69%<br>Self-Efficacy: 62%<br>Self-Management: 70%<br>Social Awareness: 69% | Elementary Student Survey (Climate)<br>Climate of Support for Academic Learning: 89%<br>Knowledge and Fairness of Discipline, Rules, and Norms: 82%<br>Safety: 66%<br>Sense of Belonging(School Connectedness): 78%<br>Elementary Student Survey (Social Emotional Learning)<br>Grit:59%<br>Growth mindset: 71%<br>Self-Efficacy: 60%<br>Self-Management: 63%<br>Social Awareness: 64% |                | Each area as reflected in the baseline will increase 3% each year. |

| Metric          | Baseline  | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome | Desired Outcome for 2023–24        |
|-----------------|---|---|---|----------------|------------------------------------|
|                 | <p>Secondary Student Survey (Climate)<br/>Climate of Support for Academic Learning: 80%</p> <p>Knowledge and Fairness of Discipline, Rules, and Norms: 81%</p> <p>Safety: 57%</p> <p>Sense of Belonging(School Connectedness): 63%</p> <p>Secondary Student Survey (Social Emotional Learning)<br/>Grit:62%</p> <p>Growth mindset: 69%</p> <p>Self-Efficacy: 50%</p> <p>Self-Management: 64%</p> <p>Social Awareness: 64%</p> | <p>Secondary Student Survey (Climate)<br/>Climate of Support for Academic Learning: 79%</p> <p>Knowledge and Fairness of Discipline, Rules, and Norms: 76%</p> <p>Safety: 66%</p> <p>Sense of Belonging(School Connectedness): 66%</p> <p>Secondary Student Survey (Social Emotional Learning)<br/>Grit:50%</p> <p>Growth mindset: 63%</p> <p>Self-Efficacy: 49%</p> <p>Self-Management: 62%</p> <p>Social Awareness: 64%</p> | <p>Secondary Student Survey (Climate)<br/>The climate of Support for Academic Learning: 78%</p> <p>Knowledge and Fairness of Discipline, Rules, and Norms: 81%</p> <p>Safety: 64%</p> <p>Sense of Belonging(School Connectedness): 63%</p> <p>Secondary Student Survey (Social Emotional Learning)<br/>Grit:52%</p> <p>Growth mindset: 67%</p> <p>Self-Efficacy: 52%</p> <p>Self-Management: 60%</p> <p>Social Awareness: 64%</p> |                |                                    |
| Panorama Survey | 83% of students responded favorably<br>Sense of Belonging (School Connectedness) Elementary   | Sense of Belonging(School Connectedness): 85%   | Sense of Belonging(School Connectedness): 78%   |                | 100% of students respond favorably |
| Panorama Survey | 81% of students responded favorably<br>Safety Elementary  | 69% of students responded favorably   | 66% of students responded favorably   |                | 100% of students respond favorably |

| Metric          | Baseline   | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome | Desired Outcome for 2023–24                                |
|-----------------|--|---|---|----------------|--|
| Panorama Survey | 67% of students responded favorably (School Connectedness) Middle School | Sense of Belonging(School Connectedness): 66% 66% of students responded favorably | Sense of Belonging(School Connectedness): 63% of students responded favorably |                | 100% of students respond favorably                         |
| Panorama Survey | 58% of students responded favorably Safety Middle School                 | 66% of students responded favorably   | 64% of students responded favorably   |                | 100% of students respond favorably                         |
| Panorama Survey | 97% of our families responded favorably                                  | 98% of our families responded favorably   | 98% of our families responded favorably                                       |                | 100% of families respond favorably                         |
| Data Quest      | 2018-19 21 suspensions   | 2020-21 5 suspensions   | 2022-23 11 suspensions  |                | Suspension rate will decline by 2-3 suspensions each year. |

## Actions

| Action # | Title  | Description   | Total Funds  | Contributing |
|----------|--|---|--------------|--------------|
| 3.1      | Maintain and enhance a sense of community on campus, within classroom, grade level and school community. | <p>Community and parent volunteers will be invited to assist and help teachers with target students (Near Standards and Below Standards) to close the achievement gap.</p> <p>Administration will promote community partners. Our partners will be included in activities relating to academics and enrichment.</p> <p>Cielo Vista Charter will use the Leader in Me as a school-wide process to develop the whole child and prepare each child to become life-ready leaders.</p> | \$212,000.00 | Yes          |



| Action # | Title   | Description   | Total Funds  | Contributing |
|----------|---|---|--------------|--------------|
|          |   | <p>Cielo Vista Charter will use the Character Counts, restorative justice, and no excuse philosophy as a school-wide character and discipline program.</p> <p>Provide opportunities for 6-8 grade students to participate in after-school clubs and activities.</p> <p>Hire an additional security guard in the 2023-24 school year</p> <p>Upgrade cameras on campus for more visibility and to increase student safety</p>   |              |              |
| 3.2      | Provide a PE/Nutrition program designed to promote healthy choices through structured physical movement and unstructured, self-directed play that are able to be transferred from school to home. | <p>Grades TK-5 participate in weekly nutrition lessons that focus on healthier food options that impact overall health.</p> <p>Grades TK-6 participation in additional PE instruction beyond the 200 minutes/two weeks</p> <p>Maintenance and replacement of PE equipment to enhance the educational program and accessibility</p> <p>Provide release time for track meet duties, grant writing and award applications.</p> <p>School-wide implementation of the Game On structured recess K-8 including full-time recess coach, program development assistance and equipment necessary for the program.</p> <p>Opportunities to attend PD that will enhance their physical education program and meet the needs of our students.</p> | \$505,000.00 | Yes          |

| Action # | Title  | Description  | Total Funds  | Contributing |
|----------|--|--|--------------|--------------|
| 3.3      | Employ two full-time School Counselor and a Mental Health Therapist that will perform a variety of duties. | <p>Develop identified social/emotional needs of target students</p> <p>Monitor and assist in academic achievement of target students receiving assistance for social/emotional concerns.</p> <p>Educate the school community on A-G requirements and pathway programs to promote college and career readiness</p> <p>Attend PD opportunities that will enhance the counseling program and meet the needs of individual/groups of students</p> <p>Facilitate SST meeting and serve as the SST coordinator</p> <p>Increase mental health services for individual and small groups who demonstrate at-risk behaviors by contracting 3 additional days of full-time counselor through PSUSD mental health.</p> <p>In 2022 we will Increase mental health services for individual and small groups who demonstrate at-risk behaviors by contracting 2 additional days of full-time counselor through PSUSD mental health.</p> | \$416,250.00 | Yes          |

| Action # | Title  | Description  | Total Funds  | Contributing |
|----------|--|--|--------------|--------------|
| 3.4      | Employ 6 Supervision Aides as mentors to our students during their lunchtime | <p>We will hire 5 supervision aides to ensure the safety of our students during their recess and lunch times.</p> <p>Hire 1 additional Lunch supervision aides to help with school safety as a result of the Panorama results.</p> <p>Hire an additional supervision aide to monitor the hallways during passing periods</p> | \$101,000.00 | Yes          |

## Goal Analysis [2022-23]

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

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

Action 3.1-Action 3.4 were fully implemented and there were no substantive differences in planned actions and actual implementation of these actions.

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

No material differences between Budgeted Expenditures and Estimated Actual Expenditures

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

The SEL needs of our students came into even sharper focus as we returned to in-person school in August of 2021 and carried into August of 2022. The effects of the pandemic have presented students, families, and staff with significant challenges due to prolonged school closure, as well as changing family dynamics. We have designated Action 3.1 as an opportunity for our unduplicated students to receive leadership opportunities, and we have added additional offerings in school clubs and intramurals. Our PE program allows the students to have a coach in the building and help guide them through their middle school years. The additional PE teacher has lowered class sizes allowing the smaller groups to be mentored by their coach. The students also participate in our intramurals. They have the option to choose between: football,

track, basketball, volleyball, and soccer. We also fund our recess coach through our LCAP. This coach mentors our elementary kids and helps guide them. The kids rave about these opportunities. We now have a fully staffed mental health team. Our school has a mental health therapist on campus each day and 2 counselors as well. We have supervision aides out and about throughout the day. Next year, we will have 2 of them join us from bell to bell. This will allow the students to have an adult they can confide in and be available to them as well in addition to the teachers and other staff members. These actions have contributed to the decrease in risk assessments, and the overall mental health of our students.

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

For this upcoming school year, we will hire an additional security guard because of our safe school's committee feedback and the need for more supervision during middle school passing periods. Also, we will add additional surveillance cameras to keep campus safe.

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

# Goals and Actions

## Goal

| Goal # | Description  |
|--------|--|
| 4      | Parent and Community Partnerships will increase each year creating inclusive environments that support personal and academic growth of each child. |

An explanation of why the LEA has developed this goal.

We will increase stakeholder engagement to support excellence in each student’s success through parent education and leadership training to enhance home/school partnerships, with topics such as Restorative Practices, parent/child communication, college and career readiness, and healthy relationships. We will monitor our data to ensure we are meeting our stakeholders needs in developing and refining internal and external communication systems to increase engagement of students, parents, staff and other stakeholders within our school.

This goal has been developed to ensure all students at Cielo Vista Charter School and their families are engaged in learning.

The actions in this goal address the following state priorities:

- Priority 3 - Parental Involvement
- Priority 5 - Pupil Engagement
- Priority 6 - School Climate

The combined actions included in this goal are centered on academic engagement as this is an attribute of successful schools. The metrics associated with this goal are regularly reviewed to monitor progress.

## Measuring and Reporting Results

| Metric                               | Baseline   | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome | Desired Outcome for 2023–24  |
|--------------------------------------|--|--|--|----------------|--|
| Panorama Survey Parent Participation | 2020-21<br>100% of district governance groups are compliant and solicit parent input | 2021-22<br>100% of district governance groups are compliant and solicit parent input | 2022-23<br>100% of district governance groups are compliant and solicit parent input |                | 2023-24<br>100% of district governance groups are compliant and solicit parent input |

| Metric                               | Baseline   | Year 1 Outcome  | Year 2 Outcome   | Year 3 Outcome | Desired Outcome for 2023–24  |
|--------------------------------------|--|---|--|----------------|--|
| Panorama Survey Parent Participation | Baseline 2020-21<br>Promotion of parent participation in programs for unduplicated pupils (EL, SED, FY)<br>314 parent or guardians participated in school-related activities<br>Overall 36%<br>EL - 28%<br>FY - 2%<br>SED - 83%<br>AA - 1%<br>LAT - 70%<br>Homeless - 1% | Baseline 2<br>Promotion of parent participation in programs for unduplicated pupils (EL, SED, FY)021-22<br>587 parent or guardians participated in school-related activities<br>Overall 41%<br>EL - 31%<br>FY - 0%<br>SED - 87%<br>AA - 20%<br>LAT - 71%<br>Homeless - 5% | Year 2 parent participation in programs for unduplicated pupils (EL, SED, FY)22-23<br>611 parent or guardians participated in school-related activities<br>Overall 49%<br>EL - 41%<br>FY - 0%<br>SED - 87%<br>AA - 40%<br>LAT - 77%<br>Homeless - 9% |                | 2023-24 Parent participation numbers 15% above baseline<br><br>Overall 51% |

## Actions

| Action # | Title  | Description  | Total Funds | Contributing |
|----------|--|--|-------------|--------------|
| 4.1      | Parent engagement, involvement, and leadership | We will hire a parent/family liaison that will promote parent involvement and engagement and implement the parent/family plan; in addition:<br><br>*Offer parent education to enhance home and school partnerships as well as cater to parental interests<br>*Provide education on: Restorative Practices; Trauma-Sensitive Schools; learning and behavior; U.S. school system; and other topics selected by parents and families (i.e., from parent meetings, surveys and LCAP Forums)<br>*Provide translation as needed for all events | \$72,000.00 | Yes          |

| Action # | Title              | Description  | Total Funds  | Contributing |
|----------|--------------------|--|--------------|--------------|
|          |                    | <p>Leader in Me Book Club<br/>Health habits of Successful Families Participation</p> <p>Host Back-to School night, open house, and student-led conference events to welcome parents and engage in dialogue regarding needs and expectations from school personnel, students, and families</p> <p>*Ensure parent transportation is readily available to those who need it in order to take advantage of the opportunities being presented</p>                                 |              |              |
| 4.2      | Student engagement | <p>Build a Culturally Responsive Library</p> <p>Provide many opportunities for students to be recognized (beyond academics)</p> <p>Continue the upgrade Library to a modern Media Center</p> <p>Classroom furniture that lends itself to student collaboration (desks/chairs and small group tables)</p> <p>Whiteboards that can be anchored around the classrooms to align with a thinking classroom</p> <p>Install speakers in the ceiling for classroom presentations</p> | \$243,023.80 | Yes          |

## Goal Analysis [2022-23]

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

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

All planned actuals were fully implemented.

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.

No material differences.

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

Our library has now transformed into a learning den for all students. Students hang out in there during their lunches, and before and after school. Our Face specialist does an excellent job connecting our parents to community resources. She also reaches out to our unduplicated student populations for immediate feedback regarding barriers their child may be experiencing and hindering their academic success. We coordinate weekly food pick up as we partner with FOOD NOW.

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.

No changes are being made, the actions have yielded the results we are looking for. Our families feel connected to school.

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



# Goals and Actions

## Goal

| Goal # | Description |
|--------|-------------|
| 5      |             |

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|-----------------------------|
|        |          |                |                |                |                             |

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|          |       |             |             |              |

## Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.  
 A description of any substantive differences in planned actions and actual implementation of these actions.

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.

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

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.

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

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

|   |  |
|---|--|
| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
| \$3,899,882   | 524,031  |

## 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 |
|---|-----------------------------|-------------------------|---|
| 54.70%  | 0.59%                       | \$39,491.85             | 55.29%  |

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.

Our actions are overall being provided on a school wide basis however through our foundational processes of data analysis, collaboration and developing instruction to meet the specific targeted needs of all students, actions will be implemented and adjusted in order to increase or improve the achievement levels of all unduplicated pupils.

Schoolwide actions that will be adapted and implemented to meet unduplicated needs of individual students within the group as appropriately identified:

Needs, Conditions, Circumstances:

Action 1.1

As we closely looked at the results of our surveys, our staff would like professional development in student engagement. As we close the opportunity gaps that our unduplicated student groups exhibit, we determined the need for professional development in the area of mental health services. Our teachers need to be equipped with strategies to help our students deal with the trauma that the pandemic instilled into them. The Panorama survey showed a dire need of mental health support and our teachers are the frontlines in ensuring our student's needs are met. We know that when kids mental health needs are met they can focused on their academics and learning will improve for them as well.

We also identified that CAASPP scores consistently improve each year for LI, EL, and FY student groups, but not at 100% proficiency. Due to the opportunity gap between these students groups and the all-student group, best first instruction is imperative. Increasing teacher capacity will directly impact student achievement for our unduplicated groups. Building our teacher's capacity is at the forefront of closing the opportunity gaps that exist. Teachers have self-reported that due to the effects of COVID and school closures, additional strategies and professional development is necessary for them to meet the diverse needs of their classrooms. The social media world has left an imprint on all students wanting instant gratification. Teachers must keep up with this in the classrooms and receive training on how to gamify the information presented in a way that students are 100% engaged. This engagement will lead to increased learning.

Targeted Unduplicated group: All

LI=Low Income

EL=English Learner

FY=Foster Youth

Staff Professional Development

This is a continuing action with some content modifications. These opportunities will be researched based strategies to enhance first best instruction. Provide all teaching staff professional development on integrated and designated ELD strategies and scaffolds to increase access to core content for all learners. PD in the area of Tier 1 and 2 interventions, including: small group instruction, shared reading groups, one-on-one conferencing, and other intervention strategies as needed.

Expected Outcomes

We expect an increase in ELA and Mathematics results on the 2023 dashboard due building teacher efficacy each year. Professional development allows them to grow in areas they have identified a need. The opportunity gap will slowly close, and eventually, it will not exist. Evidence of strategies in the classroom, and positive feedback from teachers regarding the learning that takes place during these sessions.

## Needs, Conditions, Circumstances:

### Action 1.2

An achievement gap exists between our unduplicated students and other student groups. Professional development in the area of best first instruction will remedy this deficit. Instructional coaching will also build teacher capacity in literacy and mathematics instruction. We also identified that CAASPP scores are consistently improving each year for LI, EL, and FY student groups, but not at 100% proficiency. There is an opportunity gap between these students groups and the all student group. Math performance for LI, EL, and FY student groups show a gap in opportunity in comparison with the all student group. FY reported no performance level on the Fall 2019 due to having less than 30 students in this group. This school year (2021-22) we did not have any student that was foster youth. Whereas EL and LI reported in the Yellow performance indicator. LI, EL, SWD, and Foster Youth student groups perform lower on state and local assessments than our overall student group.

Targeted Unduplicated group: All

LI=Low Income

EL=English Learner

FY=Foster Youth

Instructional Coaches: This is a continuing action with an emphasis on early Literacy development. Continue to employ 2 Literacy Coaches for instructional support and reading intervention specifically focusing on developing early literacy skills, also with the instructional support in Mathematics.

Strengthen capacity of instructional support through Instructional Coaches that support the teachers and administrators in content, pedagogy and reflective practice. Continue to employ two Literacy Coaches for instructional pedagogy and reflective practice. Provide two Literacy Coaches for instructional support and reading intervention specifically focusing on developing early literacy skills.

### Expected Outcomes

Running records will increase each year where students are reading at or above grade level and show a solid reading foundation. Increases in ELA and Mathematics results on the 2023-24 dashboard. The opportunity gap will slowly close and eventually it will not exist. In grades 3rd-5th grade literary scores we show a significant improvement in the percentage of students reading above or at grade level.

Needs, Conditions, Circumstances:

### Action 1.3

After our needs assessment, it is determined that all classrooms will provide Tier 1 interventions based on checks for understandings in the gradual release of responsibility instructional method. These frequent checks for understanding will ensure the success of our unduplicated students. We have identified that our unduplicated students need intensive support so we have added a paraprofessional in each classroom in grades TK-3. These individuals assist bell to bell in running Tier 2 interventions.

Targeted Unduplicated group: All

LI=Low Income

EL=English Learner

FY=Foster Youth

### Additional Instructional Aides

All classrooms will provide Tier 1 interventions based on checks for understandings in the gradual release of responsibility instructional method. All classrooms will provide an opportunity for Tier 2 interventions to address individual student needs.

### Expected Outcomes

Provide standards-based, data driven instruction to all students.

Curriculum and supplemental materials aligned to the rigor of the CCSS and students showing greater mastery of their material. Moving away from DOK 1 to consistently DOK 3/4.

Strengthening of gradual release of instruction will increase the achievement in all students.

Needs, Conditions, and Circumstances:

Action 1.4 Tier 3 Math Intervention classes

Needs, Conditions, and Circumstances:

During our analysis of data and the feedback from our educational partners, we have concluded that in Math STAR & SBAC-aligned assessment projects, 45% of students met or exceeded standards on CAASPP-aligned assessments. 32% of students nearly meet standards on these assessments. Our data shows a lack of conceptual understanding of mathematics. Students who are LI, EL, SWD, and FY in grades 2-5 will receive Tier 3 math intervention, to enhance conceptual and procedural understanding of standards. There is a misconception that our elementary kids feel that they are not good at mathematics. This self-fulfilling prophecy shows up in their math collaborative discussions. Real-world math tasks will be used to spark authentic student engagement, reflected on the dashboard in higher math achievement and individualized social-emotional levels. The dashboard showed 31.86% of students met or exceeded standards in mathematics. 31.86 nearly met the standards, and 36.28 did not meet the standard. Due to this opportunity gap, we have hired two additional math intervention specialists.

Targeted Unduplicated group: All

LI=Low Income

EL=English Learner

FY=Foster Youth

Expected Outcomes

Math intervention classes will lead to an increase in Mathematics results on the 2023 dashboard. The opportunity gap will slowly close, and eventually, it will not exist. Authentic student engagement in the area of mathematics increases each year and shows through our Panorama survey results. This is also stated in conversations with parents.

Needs, Conditions, Circumstances:

#### Action 4.2

Our academic achievement data showed that our LI and student performance in ELA and math. This indicates a need for additional support and sense of belonging for all students. Students and parents would like to see the classroom renovated to mirror 21st century learning dens. We will create more collaborative spaces for students to work together. Also, our CVC library will continue building its resources for students to use during their lunchtime.

Targeted Unduplicated group: All

LI=Low Income

EL=English Learner

FY=Foster Youth

Giving students a place where they feel safe and comfortable to participate in Socratic circles will build life long skills that will lead to ultimate success in the future.

#### Expected Outcomes

The increased opportunities for students to collaborate over best practices will have a direct impact on their individualized outcomes for LI, EL, and FY students. The opportunity gap that exists will close. The students will also feel a sense of community as they work closely with their peers. The increase of 21st century skills will also be evident in each child. These skills include: clear communication, creativity, the ability to collaborate, and the ability to think critically.



### Needs, Conditions, Circumstances:

After a close analysis of our running records, tier 3 intervention will be administered to our LI, EL, SWD, and Foster Youth we concluded that there is a dire need for building a solid literacy foundation in our student groups. We will implement the Jen Jones Phonics Guided Reading system in grades K-2. Trimester 2 all students in second grade will graduate out of the phonics program due to showing mastery both in encoding and decoding.

Targeted Unduplicated group: All

LI=Low Income

EL=English Learner

FY=Foster Youth

Tier 3 Reading intervention classes

Expected Outcomes

As a result of this intervention, foundational skills will be strengthened and comprehension will also be reinforced.

Students will develop a life-long connection to literacy.

The opportunity gap that exists will close.

### Needs, Conditions, Circumstances:

Action 1.5

Our academic achievement data showed that our LI and student performance in ELA and math. This indicates a need for additional support, requiring some additional planning time for our teachers to collaborate around the implementation of research based strategies to bridge the opportunity gap that exists between this student group and the overall group.

Targeted Unduplicated group: All

LI=Low Income

EL=English Learner

FY=Foster Youth

Data Analysis/Planning PLC

Additional Collaboration and Instructional Time

Collaboration and instructional time is a continuing action. Implementation of PLC practices and professional development topics has led to improved student academic performance in both local and state level assessment results. Collaboration and instructional time has allowed for coaching, training, and collaborative planning for teachers. Additional teacher collaboration time will be provided through a 2-1-2 schedule model, an additional PD day, and student instructional day with a focus on collaborative learning and instructional planning related to evidence-based strategies effective for LI, EL, and FY student groups.

Expected Outcomes

The increased opportunities for teachers to collaborate over best practices will have a direct impact on student outcomes for LI, EL, and FY students. The opportunity gap that exists will close.

Needs, Conditions, Circumstances:

LI, EL, and FY student performance in ELA and math indicate a need for additional support, requiring additional time for teachers to collaborate around the implementation of strategies beneficial to these groups.

Action 3.2

Targeted Unduplicated group: All

LI=Low Income

EL=English Learner

FY=Foster Youth

## Arts Education and Enrichment

Enhanced elementary learning opportunities are continuing actions from the prior LCAP. Collaboration and instructional time has allowed for coaching, training, and collaborative planning for teachers, leading to improved academic outcomes for students. Local Indicator Priority 7 data indicates this additional level of learning opportunities provides LI, EL, and FY elementary students with access to a broad course of study.

Continue to employ a music teacher allows all LI, EL, and FY elementary students to receive music instruction once a week by a certificated music teacher.

Continue to employ 3 physical education teachers provides 240 minutes of physical education by a certificated P.E. teacher to all LI and EL elementary students every 10 days. This will have a direct impact on student achievement. As our panorama survey showed that students were lacking self esteem and confidence in their abilities. Our PE program will serve as a mentoring program for these students.

## Expected Outcomes

The increased opportunities for teachers to collaborate on best practices and instructional delivery will lead to improved student outcomes for LI, EL, and FY students..

Local Indicator Priority 7 results reporting continues to show equitable access to music and physical education in the elementary school setting for LI, EL, and FY student groups.

Students will self report more confidence and a boost in their self-esteem, these results will also show up in their Panorama survey results.

Needs, Conditions, Circumstances:

### Action 2.1

Continuous feedback from a wide variety of stakeholders indicates that students need multiple outlets to demonstrate their learning. Science is the application of learning. We will continue to fund our makerspace labs in both elementary and middle school grades. These experiences have been reported by our students a very beneficial and the reason that they attend school. If we were to lose these opportunities, our chronic absenteeism rate would increase drastically. The students and parents have reported that our CVC Green School vision has lit an excitement in their children.

### Actions

LI=Low Income

EL=English Learner

FY=Foster Youth

Provide students the opportunity to explore Science, Technology, Engineering and Mathematics (STEM) standards in relation to 21st century skills. These actions will drive students towards careers in the STEM fields. Early exposure will increase the success for these students. Our unduplicated students have to have a sense of purpose each day and when they do learning will be maximized.

### Expected Outcomes

These authentic connections to school will lead to improved student outcomes as students will engage in relevant connect and make connections to the real world. These connections will show an increase on our dashboard data in both ELA and mathematics.

Needs, Conditions, Circumstances:

## Action 2.7

Stakeholders shared their desire in wanting their children to pursue a Seal of Biliteracy in high school and increase their skill set in their native language. Students who take one AP course in high school are more likely to take additional courses. When students take one AP class, the chances of them taking more than one increases. We would like to see our unduplicated students taking Spanish 2R their 8th grade year.

### Actions

LI=Low Income

EL=English Learner

FY=Foster Youth

A-G approved Spanish course

Employ a fulltime Spanish instructor

### Expected Outcomes

These authentic connections to school will lead to improved student outcomes as students will engage in relevant connect and make connections to the real world. Students will have a deeper understanding of the language and a desire to enroll in an AP course their freshman year in high school.

Needs, Conditions, Circumstances:

## Action 2.5

Stakeholder feedback indicates the need for additional technological devises to support student learning. We will also expand technology to ensure equitable access with a focus on our LI, EL and FY student groups.

### Actions

LI=Low Income

EL=English Learner

FY=Foster Youth

### Technology Implementation

Technology implementation is a continuing action with modifications. Stakeholder input continues to be positive regarding the district's efforts in providing and supporting instructional technology, including supporting distance learning. Modifications are needed to on-board new technologies and support continued use of current hardware and applications.

Home wireless access is provided through hotspot devices.

Parent devices available for parent workshops/training.

Use software programs to enhance instruction the Math, English Language Arts, ELL, social studies, and science.

### Expected Outcomes

Full implementation of 1:1 program with support for home wireless access.

Continued positive stakeholder feedback regarding access to technology.

Increases in ELA and Math results for the Academic Indicator for LI, EL, and FY continue to increase at rates to close gaps with the all student group.

Needs, Conditions, Circumstances:

### Action 3.2

Elementary SEL and School Connectedness levels declined during COVID-19 related school closures and distance learning, indicating a need to reconnect students through various interactions at school. Our most recent data still shows that our middle school students struggle with school connectedness. The lack of connectedness resulted in continuing to employ our GameOn Coach. This coach serves as a mentor on the playground to all students including our unduplicated students. She check in individually with them on a weekly basis as well.

Targeted Unduplicated group: All

LI=Low Income

EL=English Learner

FY=Foster Youth

Game On! Organized Recess

Game On! is a continuing action. When fully implemented prior to school closures, suspension rates were declining at participating school sites for LI, EL, and FY student groups.

The Game On! Organized Recess Program and Supervision Aides will continue to facilitate and implement a structured recess program for LI, EL, and FY elementary school students.

This program promotes inclusion, students being physically active, and the development of social-emotional skills.

Expected Outcomes

Suspension rates will continue to decline for LI, EL, and FY student groups at all elementary sites.

SEL reporting through Panorama surveys will show positive improvement at the elementary level, especially for LI, EL, and FY students as they return in 2023-24

Needs, Conditions, Circumstances:

Action 3.3

SEL survey results reported significant declines for the LI, FY, and EL student groups from prior year levels, due in part to COVID-19 related school closures. We still see this in our Panorama data.

Targeted Unduplicated group: All

LI=Low Income

EL=English Learner

FY=Foster Youth

Hire Additional Counselor

Counseling support is a continued need based on stakeholder input. SEL data indicates students being supported in various areas, with continued need to support in school climate topics. A-G completion rates continue to increase due in part to academic counseling efforts at the middle school level.

Continue to employ 2 full-time counselors to support LI, EL, and FY students with academic and behavioral counseling services. The additional counselor will allow for added 1:1 counseling sessions, MTSS services, and social-emotional needs at the elementary grade spans for these student groups.

Facilitate SST meeting and serve as the SST coordinator

Expected Outcomes

Student ratings of their SEL levels will improve for LI, EL, and FY to pre-pandemic levels per reporting through annual Panorama surveys. The data will show the school connectedness for our unduplicated pupils.

Needs, Conditions, Circumstances:

Action 3.3 Increase Mental Health Therapist



SEL survey results reported significant declines for the LI, Foster Youth, and EL student groups from prior year levels, due in part to COVID-19 related school closures. We still see this in our Panorama data.

LCAP stakeholder feedback regarding additional mental health services has been a consistent request over the last few years from LI, EL, and Foster Youth parents/guardians.

Targeted Unduplicated group: All

LI=Low Income

EL=English Learner

FY=Foster Youth

#### Mental Health Support

Mental health support is a continuing action with modifications. Mental health was identified as a priority area for this plan in stakeholder feedback along with positive ratings of current offerings. The number of students served has increased on an annual basis, including increased diversification of tiered offerings due to changes in student support needs.

#### Expected Outcomes

Student self-rating of SEL levels, specifically regarding topics of Social Awareness and Self-Efficacy, will improve for the LI, EL, and Foster Youth student groups to pre-pandemic levels through annual Panorama surveys.

Needs, Conditions, Circumstances:

#### Action 3.1

Continuous feedback from a wide variety of stakeholders indicates that students need multiple outlets to demonstrate leadership while learning. We will continue to build leadership skills into all unduplicated student groups by utilizing Leader in Me foundation. This includes the

need for additional Student Lighthouse Teams. These teams serve as a place where students can voice concerns and or share school successes. It allows them to freely use their voice and advocate what they would like to see in our school building.

#### Actions

LI=Low Income

EL=English Learner

FY=Foster Youth

Leader in Me is a continuing action as a school-wide process to develop the whole child and prepare each child to become life-ready leaders.

#### Expected Outcomes

Student ratings of their SEL levels will improve for LI, EL, and FY to pre-pandemic levels per reporting through annual Panorama surveys.

Student ratings of their connectedness to school will significantly increase when they are leading their educational pathway based on their interests.

#### Needs, Conditions, Circumstances:

##### Action 4.1

Continuous feedback from a wide variety of stakeholders indicates that students need culturally relevant materials to access an education that will result in a positive outlet for students, especially our most vulnerable populations. When students feel connected to their schools, parental engagement will also increase.

Targeted Unduplicated group: All

LI=Low Income

EL=English Learner

FY=Foster Youth

We will continue to employ a parent/family liaison that will promote parent involvement and engagement and implement the parent/family plan; in addition:

Offer parent education to enhance home and school partnerships as well as cater to parental interests

Provide education on: Restorative Practices; Trauma-Sensitive Schools; learning and behavior; U.S. school system; and other topics selected by parents and families (i.e., from parent meetings, surveys and LCAP Forums)

Provide many opportunities for students to be recognized (beyond academics)

Continue to upgrade Library to a modern Media Center

Expected Outcomes

These authentic connections to school will lead to improved student outcomes as students will engage in relevant connect and make connections to the real world. Both family and student engagement will increase academic achievement on the dashboard. When students and their families invest in the educational system their child is in we see higher levels of learning. The dashboard data will represent this as well, as well as educational partner feedback.

Needs, Conditions, Circumstances:

Action 3.4

After intensive needs assessment stakeholder feedback suggested that students needed more opportunities to connect with adults on campus. During their lunch time is when we know kids like to converse with adults. We value the importance of building solid relationships. If we build these meaningful relationships, we know that our student academic achievement will also increase. We will hire an additional 2 supervision aides to ensure the safety of our students during their recess and lunch times.

Targeted Unduplicated group: All

LI=Low Income

EL=English Learner

FY=Foster Youth

Expected Outcomes

These authentic connections to school will lead to improved student outcomes as students will engage in relevant connect and make connections to the real world.

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

The California dashboard reported, 59.26% of students in 8th grade at CVC did not meet standard in 2021-22, reporting in the low status level. LI, EL, and FY students reported in the low status levels for the year. 2019 dashboard data showed 46.30% of students did not meet the standard. After a close analysis and feedback from a wide variety of stakeholder data additional supports are needed in small group instruction and a multi tiered system of support. School-wide SEL results for LI, EL, and FY students continue to suggest additional targeted supports are required. CASEL competencies are not fully developed in our students.

Action 1.3 - Multi-Tiered Systems of Support (MTSS) - SEL MTSS actions related to SEL supports are continuing actions with a few changes. A wide variety of data points such as our 2023 Panorama Data, chronic absenteeism rates, and educational partner input that clearly identify the need for additional supports. We will continue to fund two full-time counselors, and one full-time mental health therapists to target the specific needs of LI, EL, and FY students in the school setting. Tier 1 support for LI, EL, and FY students within the model continues to include social emotional support programs which teach skills related to mindfulness and trauma informed practices. Through these tiers of supports our LI, EL, and FY students will receive intensive math intervention with an emphasis on financial literacy to close the gaps that exist. Leader in Me will continue to be provided to support SEL and leadership within the MTSS model. These include surveys to measure SEL and leadership ratings of LI, EL, and FY students, Tier 1 support for mentoring and counseling support, and monitoring systems for mathematics support for LI, EL, and FY students.

Math rates for LI, EL, and FY student groups will increase more significantly or equal to the “all students” group as part of gap closure

leading to increased amounts of learning. SEL reporting through Panorama surveys will increase for LI, EL, and FY student groups to ensure school connectedness is part of each students' lives. The data will increase more significantly than the "all students" group as we close this gap. School climate results will significantly improve for LI, EL, and FY students.

Foster Youth: Continue to receive supports from district Foster Youth Liaison to provide individualized supports to CVC's Foster Youth as they enroll- coupled with the scope of the needs of this student group. Responsibilities will include provision/coordination of additional counseling and academic supports, site visits to group homes, collaboration with community agencies and foster youth organizations, and personalized attendance, emotional support, and behavior plans for all CVC foster youth.

English Learner Students: Continue to employ 2 full-time academic coaches, and a math intervention teacher. All grades TK-3 will have a 1:1 paraprofessional to provide academic support to our English Learners and Students from Socioeconomically Disadvantaged Households. Kid-Grit will also be utilized by our unduplicated students. It is a holistic approach to creating a well-rounded student. The curriculum is focused and committed to a developmental approach promoting the nourishment of a child's intellect, emotion, and intuition, along with conditioning his/her body through delicious nutrient-dense food, movement, and breathing. In this way, we can holistically impact the whole child. By developing the mind through mindfulness and mindset, strengthening the body through nutrition and exercise, fueling connectivity through community involvement and teamwork, and nurturing skills around social media and technology usage, we will increase students' awareness, connection to others, and commitment to the mental, physical, emotional, and communal aspects of their growth. Kid-Grit's concepts and activities will help students build their personal resilience and grit to become positive and productive contributors in their personal and professional lives. All of these elements are integrated to create a holistic model for today's youth. Students will build necessary life skills in the following areas: stress-management, self-control, increased productivity, and improved attention span in academic classes, sports, and the arts. They will develop a stronger sense of self all resulting in increased school attendance, higher academic performance, and a more thoughtful and intentional young person. Elevate will also be utilized in small group instruction to ensure the success in all 4 areas of language acquisition.

Foster Youth, Homeless Youth, Socioeconomically Disadvantaged Youth and English Learners: Provide Professional Development (PD) specific to Professional Learning Communities (PLC) for TK-8 teachers (equity & cultural proficiency focus) Provide ongoing professional development on Professional Learning Communities (PLC) for TK-8 teams to increase focus on issues of equity, cultural competence, and student achievement. This work will occur over a three-year span, with all teachers participating each year. Additional supports include Imagine Math which provided live teacher support for our students. Scholastic Literacy PRO enables students to read from a digital platform that is linked to their individual preferences. Listen Wise also will be utilized to develop auditory listening comprehension.

In addition to the actions called out specifically in the LCAP, CVC provides the following increased or improved services for our English learners, foster youth, and low-income students:

\*Spanish provided to students in grades 3-5 (ELL focused)

- English Language Acquisition classes

- After school intervention classes for Long-Term English learners
  - Rosetta Stone resources for newcomers
  - Bilingual para-educators
- Latino Literacy provided to families
- Foster youth advocates to help students navigate the IEP process
  - Summer feeding program
  - Coordination of a Back-to-School Resource Fair that includes information about all the resources available to families in the local community

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.

CVC will fund the Elementary STEAM teacher, continue the number of days that our mental health therapist is on campus which is five days. We will also be hiring two additional math intervention teachers, a Spanish teacher for our elementary students, continue funding a paraprofessional in every K-3 classroom all day long. These paraprofessionals will provide pre-teaching to our unduplicated students focusing on our ELL students. An additional school administrator will be hired to work directly with our ELL student population and families. This administrator will ensure best first instruction is happening bell to bell in all classrooms. We will hire an additional security guard to increase the sense of security on campus at all times. Also, this person will serve as a mentor to our foster youth and ELL student groups.

| <b>Staff-to-student ratios by type of school and concentration of unduplicated students</b> | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|--|---|
| Staff-to-student ratio of classified staff providing direct services to students            | N/A  | Elementary: 16:1 Middle 4:1                                     |
| Staff-to-student ratio of certificated staff providing direct services to students          | N/A  | Elementary: 29:1 Middle 21:1                                    |

## 2023-24 Total Expenditures Table

| Totals | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    | Total Personnel | Total Non-personnel |
|--------|----------------|-------------------|-------------|---------------|----------------|-----------------|---------------------|
| Totals | \$3,898,537.80 |                   |             | \$184,572.00  | \$4,083,109.80 | \$2,490,537.00  | \$1,592,572.80      |

| Goal | Action # | Action Title  | Student Group(s)                               | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  |
|------|----------|---|--|--------------|-------------------|-------------|---------------|--------------|
| 1    | 1.1      | Professional Development  | English Learners<br>Foster Youth<br>Low Income | \$85,000.00  |                   |             |               | \$85,000.00  |
| 1    | 1.2      | Instructional coaches   | English Learners<br>Foster Youth<br>Low Income | \$398,000.00 |                   |             |               | \$398,000.00 |
| 1    | 1.3      | Provide access to standards aligned instructional materials and clear evidence of a Multi-Tiered System of Support for all students as outlined in our charter petition | English Learners<br>Foster Youth<br>Low Income | \$298,255.00 |                   |             |               | \$298,255.00 |
| 1    | 1.4      | Math intervention   | English Learners<br>Foster Youth<br>Low Income | \$310,000.00 |                   |             | \$184,572.00  | \$494,572.00 |
| 1    | 1.5      | Provide release days for grades TK-8 three times per year for data analysis and learning labs   | English Learners<br>Foster Youth<br>Low Income | \$118,000.00 |                   |             |               | \$118,000.00 |
| 2    | 2.1      | CVC Green School  | English Learners<br>Foster Youth<br>Low Income | \$321,009.00 |                   |             |               | \$321,009.00 |
| 2    | 2.2      | World Language cultural and linguistic development that is developmentally appropriate and  | English Learners<br>Foster Youth<br>Low Income | \$299,000.00 |                   |             |               | \$299,000.00 |

| Goal | Action # | Action Title   | Student Group(s)                               | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  |
|------|----------|--|--|--------------|-------------------|-------------|---------------|--------------|
|      |          | prepares students for college readiness:   |  |              |                   |             |               |              |
| 2    | 2.3      | Provide fine art experiences through the development of community partnerships and educational programs that develop student abilities in a variety of areas, to include:            | English Learners<br>Foster Youth<br>Low Income | \$175,000.00 |                   |             |               | \$175,000.00 |
| 2    | 2.4      | Provide a music appreciation/education program that includes vocal and instrumental skill development that is developmentally appropriate as students progress through grade levels. | English Learners<br>Foster Youth<br>Low Income | \$126,000.00 |                   |             |               | \$126,000.00 |
| 2    | 2.5      | Implementing and maintaining instructional technology in each classroom:   | English Learners<br>Foster Youth<br>Low Income | \$119,000.00 |                   |             |               | \$119,000.00 |
| 2    | 2.6      | Kid Grit (English Learner focused)   | English Learners<br>Foster Youth<br>Low Income | \$25,000.00  |                   |             |               | \$25,000.00  |
| 2    | 2.7      | English Learner Supports   | English Learners                               | \$75,000.00  |                   |             |               | \$75,000.00  |
| 3    | 3.1      | Maintain and enhance a sense of community on campus, within classroom, grade level and school community.   |  | \$212,000.00 |                   |             |               | \$212,000.00 |
| 3    | 3.2      | Provide a PE/Nutrition program designed to promote healthy choices   | English Learners<br>Foster Youth<br>Low Income | \$505,000.00 |                   |             |               | \$505,000.00 |



| Goal | Action # | Action Title   | Student Group(s)                               | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  |
|------|----------|--|--|--------------|-------------------|-------------|---------------|--------------|
|      |          | through structured physical movement and unstructured, self-directed play that are able to be transferred from school to home. |  |              |                   |             |               |              |
| 3    | 3.3      | Employ two full-time School Counselor and a Mental Health Therapist that will perform a variety of duties.                     | English Learners<br>Foster Youth<br>Low Income | \$416,250.00 |                   |             |               | \$416,250.00 |
| 3    | 3.4      | Employ 6 Supervision Aides as mentors to our students during their lunchtime   | English Learners<br>Foster Youth<br>Low Income | \$101,000.00 |                   |             |               | \$101,000.00 |
| 4    | 4.1      | Parent engagement, involvement, and leadership   | English Learners<br>Foster Youth<br>Low Income | \$72,000.00  |                   |             |               | \$72,000.00  |
| 4    | 4.2      | Student engagement   | English Learners<br>Foster Youth<br>Low Income | \$243,023.80 |                   |             |               | \$243,023.80 |

## 2023-24 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type           | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$7,129,458                  | \$3,899,882  | 54.70%  | 0.59%  | 55.29%  | \$3,898,537.80  | 0.00%  | 54.68 %  | <b>Total:</b>            | \$3,898,537.80   |
|                              |  |   |  |   |   |  |  | <b>LEA-wide Total:</b>   | \$3,482,282.80   |
|                              |  |   |  |   |   |  |  | <b>Limited Total:</b>    | \$416,255.00     |
|                              |  |   |  |   |   |  |  | <b>Schoolwide Total:</b> | \$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      | Professional Development  | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income |          | \$85,000.00  |   |
| 1    | 1.2      | Instructional coaches   | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income |          | \$398,000.00   |   |
| 1    | 1.3      | Provide access to standards aligned instructional materials and clear evidence of a Multi-Tiered System of Support for all students as outlined in our charter petition | Yes   | Limited to Unduplicated Student Group(s) | English Learners<br>Foster Youth<br>Low Income |          | \$298,255.00   |   |
| 1    | 1.4      | Math intervention   | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income |          | \$310,000.00   |   |
| 1    | 1.5      | Provide release days for grades TK-8 three times per  | Yes   | Limited to Unduplicated Student Group(s) | English Learners<br>Foster Youth<br>Low Income |          | \$118,000.00   |   |

| Goal | Action # | Action Title   | Contributing to Increased or Improved Services? | Scope    | Unduplicated Student Group(s)                  | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|----------|--|----------|--|---|
|      |          | year for data analysis and learning labs   |   |          |  |          |  |   |
| 2    | 2.1      | CVC Green School   | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income |          | \$321,009.00   |   |
| 2    | 2.2      | World Language cultural and linguistic development that is developmentally appropriate and prepares students for college readiness:  | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income |          | \$299,000.00   |   |
| 2    | 2.3      | Provide fine art experiences through the development of community partnerships and educational programs that develop student abilities in a variety of areas, to include:            | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income |          | \$175,000.00   |   |
| 2    | 2.4      | Provide a music appreciation/education program that includes vocal and instrumental skill development that is developmentally appropriate as students progress through grade levels. | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income |          | \$126,000.00   |   |
| 2    | 2.5      | Implementing and maintaining instructional technology in each classroom:   | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income |          | \$119,000.00   |   |
| 2    | 2.6      | Kid Grit (English Learner focused)   | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income |          | \$25,000.00  |   |
| 2    | 2.7      | English Learner Supports   | Yes   | LEA-wide | English Learners                               |          | \$75,000.00  |   |
| 3    | 3.1      | Maintain and enhance a sense of community on campus, within classroom,   | Yes   | LEA-wide |  |          | \$212,000.00   |   |

| Goal | Action # | Action Title  | Contributing to Increased or Improved Services? | Scope    | Unduplicated Student Group(s)                  | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---|---|----------|--|----------|--|---|
|      |          | grade level and school community.   |   |          |  |          |  |   |
| 3    | 3.2      | Provide a PE/Nutrition program designed to promote healthy choices through structured physical movement and unstructured, self-directed play that are able to be transferred from school to home. | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income |          | \$505,000.00   |   |
| 3    | 3.3      | Employ two full-time School Counselor and a Mental Health Therapist that will perform a variety of duties.  | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income |          | \$416,250.00   |   |
| 3    | 3.4      | Employ 6 Supervision Aides as mentors to our students during their lunchtime  | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income |          | \$101,000.00   |   |
| 4    | 4.1      | Parent engagement, involvement, and leadership  | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income |          | \$72,000.00  |   |
| 4    | 4.2      | Student engagement  | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income |          | \$243,023.80   |   |

## 2022-23 Annual Update Table

| Totals        | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---------------|--|--|
| <b>Totals</b> | \$4,579,296.60                                       | \$4,446,283.75                             |

| 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                  | Implement base instructional program  | Yes  | \$155,000.00                                   | \$154,211   |
| 1                  | 1.2                  | Instructional coaches for subject-matter expertise and capacity building  | Yes  | \$489,000.00                                   | \$505,000   |
| 1                  | 1.3                  | Provide access to standards aligned instructional materials and clear evidence of a Multi-Tiered System of Support for all students as outlined in our charter petition | Yes  | \$555,000.00                                   | \$538,000.00                                      |
| 1                  | 1.4                  | Math intervention   | Yes  | \$184,572.00                                   | \$222,515   |
| 1                  | 1.5                  | Provide release days for grades TK-8 three times per year for data analysis and learning labs   | Yes  | \$250,000.00                                   | \$197,524.00                                      |
| 2                  | 2.1                  | CVC Green School  | Yes  | \$596,109.00                                   | \$576,199.00                                      |
| 2                  | 2.2                  | World Language cultural and linguistic development that is developmentally appropriate and prepares students for college readiness:                                     | Yes  | \$155,000.00                                   | \$162,000.00                                      |
| 2                  | 2.3                  | Provide fine art experiences through the development of community partnerships and educational programs that develop  | Yes  | \$270,000.00                                   | \$237,248.00                                      |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title  | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
|                    |                      | student abilities in a variety of areas, to include:  |  |  |   |
| 2                  | 2.4                  | Provide a music appreciation/education program that includes vocal and instrumental skill development that is developmentally appropriate as students progress through grade levels.              | Yes  | \$129,000.00                                   | \$131,452   |
| 2                  | 2.5                  | Implementing and maintaining instructional technology in each classroom:  | Yes  | \$210,000.00                                   | \$198,523   |
| 2                  | 2.6                  | Kid Grit (English Learner focused)  | Yes  | \$25,000.00                                    | 0   |
| 2                  | 2.7                  | English Learner Supports  | Yes  | \$75,000.00                                    | 72,000  |
| 3                  | 3.1                  | Maintain and enhance a sense of community on campus, within classroom, grade level and school community.  | Yes  | \$170,000.00                                   | \$168,581   |
| 3                  | 3.2                  | Provide a PE/Nutrition program designed to promote healthy choices through structured physical movement and unstructured, self-directed play that are able to be transferred from school to home. | Yes  | \$505,000.00                                   | \$501,425   |
| 3                  | 3.3                  | Employ two full-time School Counselor and a Mental Health Therapist that will perform a variety of duties.  | Yes  | \$416,250.00                                   | \$418,751   |
| 3                  | 3.4                  | Employ 5 Supervision Aides as mentors to our students during their lunchtime  | Yes  | \$89,341.80                                    | \$85,514.75                                       |
| 4                  | 4.1                  | Parent engagement, involvement, and leadership  | Yes  | \$62,000.00                                    | \$58,587  |
| 4                  | 4.2                  | Student engagement  | Yes  | \$243,023.80                                   | \$218,753   |

| 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) |
|--------------------|----------------------|----------------------------|--|--|---|
|                    |                      |                            |  |  |   |

**2022-23 Contributing Actions Annual Update Table**

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| 3,374,715.60   | \$3,376,724.60  | \$3,335,223.75  | \$41,500.85  | 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                  | Implement base instructional program  | Yes   | \$85,000.00  | \$86,211  |   |   |
| 1                  | 1.2                  | Instructional coaches for subject-matter expertise and capacity building  | Yes   | \$489,000.00   | \$477,545   |   |   |
| 1                  | 1.3                  | Provide access to standards aligned instructional materials and clear evidence of a Multi-Tiered System of Support for all students as outlined in our charter petition | Yes   |  |   |   |   |
| 1                  | 1.4                  | Math intervention   | Yes   |  |   |   |   |
| 1                  | 1.5                  | Provide release days for grades TK-8 three times per year for data analysis and learning labs   | Yes   | \$118,000.00   | \$116,524.00  |   |   |
| 2                  | 2.1                  | CVC Green School  | Yes   | \$451,109.00   | \$435,109.00  |   |   |
| 2                  | 2.2                  | World Language cultural and linguistic development that is developmentally appropriate and prepares students for college readiness:                                     | Yes   | \$155,000.00   | \$162,000.00  |   |   |



| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title  | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|---|--|---|---|---|
| 2                  | 2.3                  | Provide fine art experiences through the development of community partnerships and educational programs that develop student abilities in a variety of areas, to include:                         | Yes   | \$205,000.00   | \$204,248.00  |   |   |
| 2                  | 2.4                  | Provide a music appreciation/education program that includes vocal and instrumental skill development that is developmentally appropriate as students progress through grade levels.              | Yes   | \$129,000.00   | \$131,452   |   |   |
| 2                  | 2.5                  | Implementing and maintaining instructional technology in each classroom:  | Yes   | \$159,000.00   | \$198,523   |   |   |
| 2                  | 2.6                  | Kid Grit (English Learner focused)  | Yes   | \$25,000.00  | 0   |   |   |
| 2                  | 2.7                  | English Learner Supports  | Yes   | \$75,000.00  | \$72,000  |   |   |
| 3                  | 3.1                  | Maintain and enhance a sense of community on campus, within classroom, grade level and school community.  | Yes   | \$170,000.00   | \$168,581   |   |   |
| 3                  | 3.2                  | Provide a PE/Nutrition program designed to promote healthy choices through structured physical movement and unstructured, self-directed play that are able to be transferred from school to home. | Yes   | \$505,000.00   | \$501,425   |   |   |
| 3                  | 3.3                  | Employ two full-time School Counselor and a Mental Health Therapist that will perform a variety of duties.  | Yes   | \$416,250.00   | \$418,751   |   |   |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title   | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|--|---|--|---|---|---|
| 3                  | 3.4                  | Employ 5 Supervision Aides as mentors to our students during their lunchtime | Yes   | \$89,341.80  | \$85,514.75   |   |   |
| 4                  | 4.1                  | Parent engagement, involvement, and leadership                               | Yes   | \$62,000.00  | \$58,587  |   |   |
| 4                  | 4.2                  | Student engagement   | Yes   | \$243,023.80   | \$218,753   |   |   |

**2022-23 LCFF Carryover Table**

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| \$6,690,544   | 3,374,715.60  | 0.00%  | 50.44%  | \$3,335,223.75   | 0.00%   | 49.85%   | \$39,491.85  | 0.59%   |

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

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

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

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

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

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

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

## **Plan Summary**

### **Purpose**

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

## Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

## Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

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

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions



- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

## **Focus Goal(s)**

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

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## **Broad Goal**

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

## **Maintenance of Progress Goal**

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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

## **Required Goals**

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

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

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

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

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

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

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

Complete the table as follows:

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

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

| Metric  | Baseline  | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for Year 3 (2023–24)   |
|---|---|---|---|---|--|
| Enter information in this box when completing the LCAP for <b>2021–22</b> . | Enter information in this box when completing the LCAP for <b>2021–22</b> . | Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2021–22</b> 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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