CHINO VALLEY
UNIFIED SCHOOL DISTRICT

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

2026-2027

Local Control and Accountability Plan (LCAP)

BOARD OF EDUCATION
John Cervantes
Andrew Cruz
James Na
Sonja Shaw
Shaun Smith

SUPERINTENDENT
Norm Enfield, Ed.D.

13461 Ramona Avenue • Chino, California 91710
909.628.1201 • www.chino.k12.ca.us

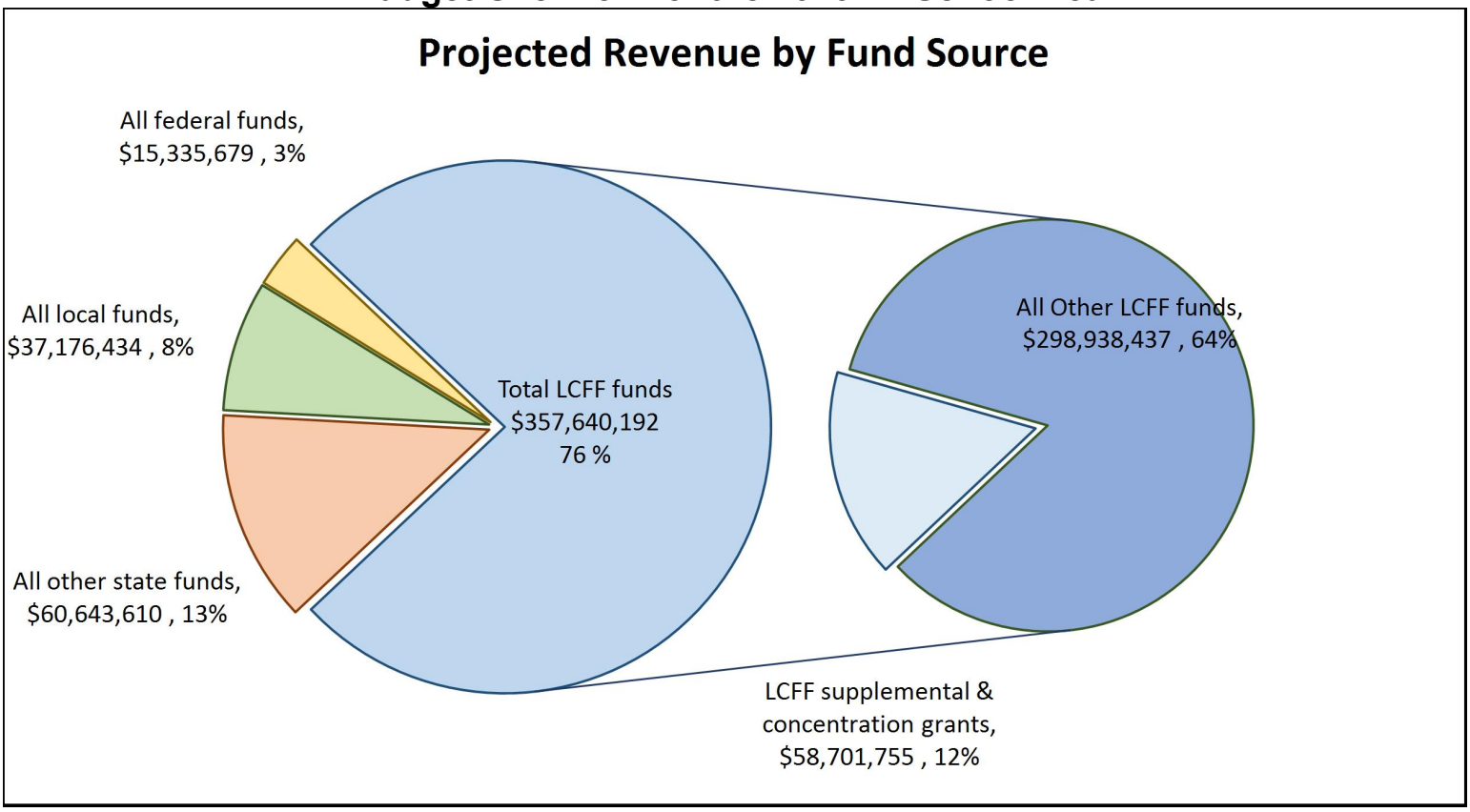
Adopted June 18, 2026

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Chino Valley Unified School District
CDS Code: 36676780000000
School Year: 2026-27
LEA contact information:
Norm Enfield, Ed.D.
Superintendent
norm_enfield@chino.k12.ca.us
909-628-1201

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 2026-27 School Year

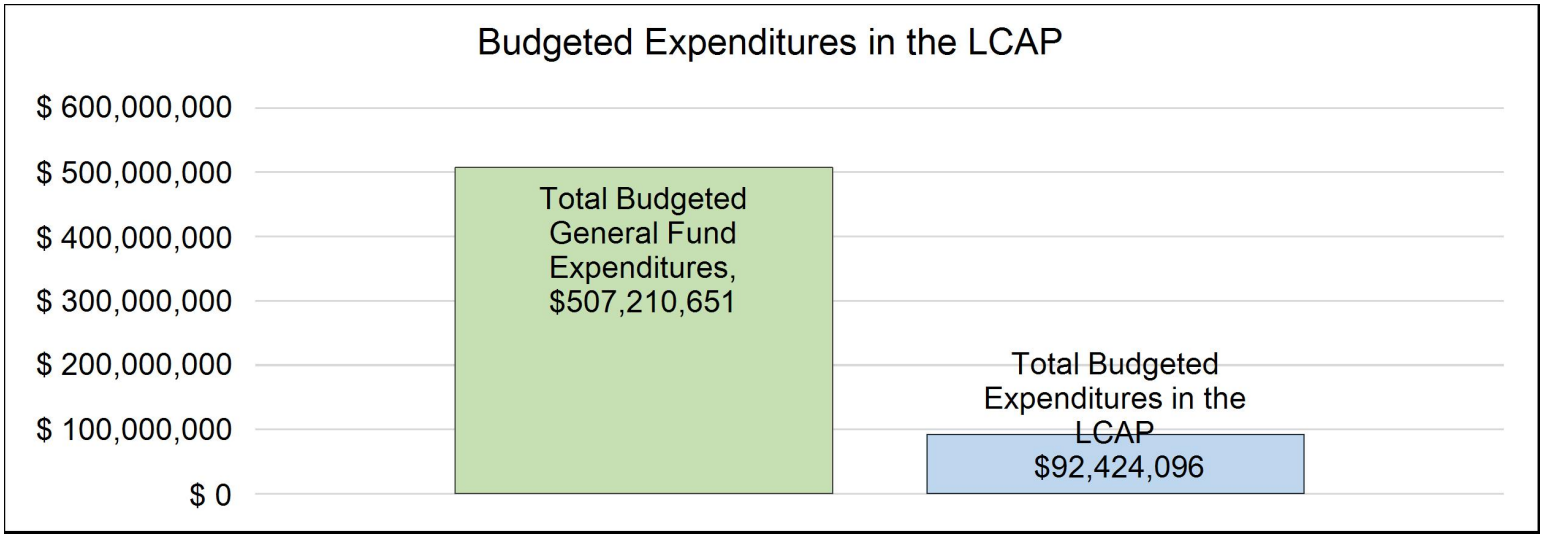


This chart shows the total general purpose revenue Chino Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Chino Valley Unified School District is $470,795,915, of which $357,640,192 is Local Control Funding Formula (LCFF), $60,643,610 is other state funds, $37,176,434 is local funds, and $15,335,679 is federal funds. Of the $357,640,192 in LCFF Funds, $58,701,755 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 Chino Valley Unified School District plans to spend for 2026-27. 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: Chino Valley Unified School District plans to spend $507,210,651 for the 2026-27 school year. Of that amount, $92,424,096 is tied to actions/services in the LCAP and $414,786,555 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

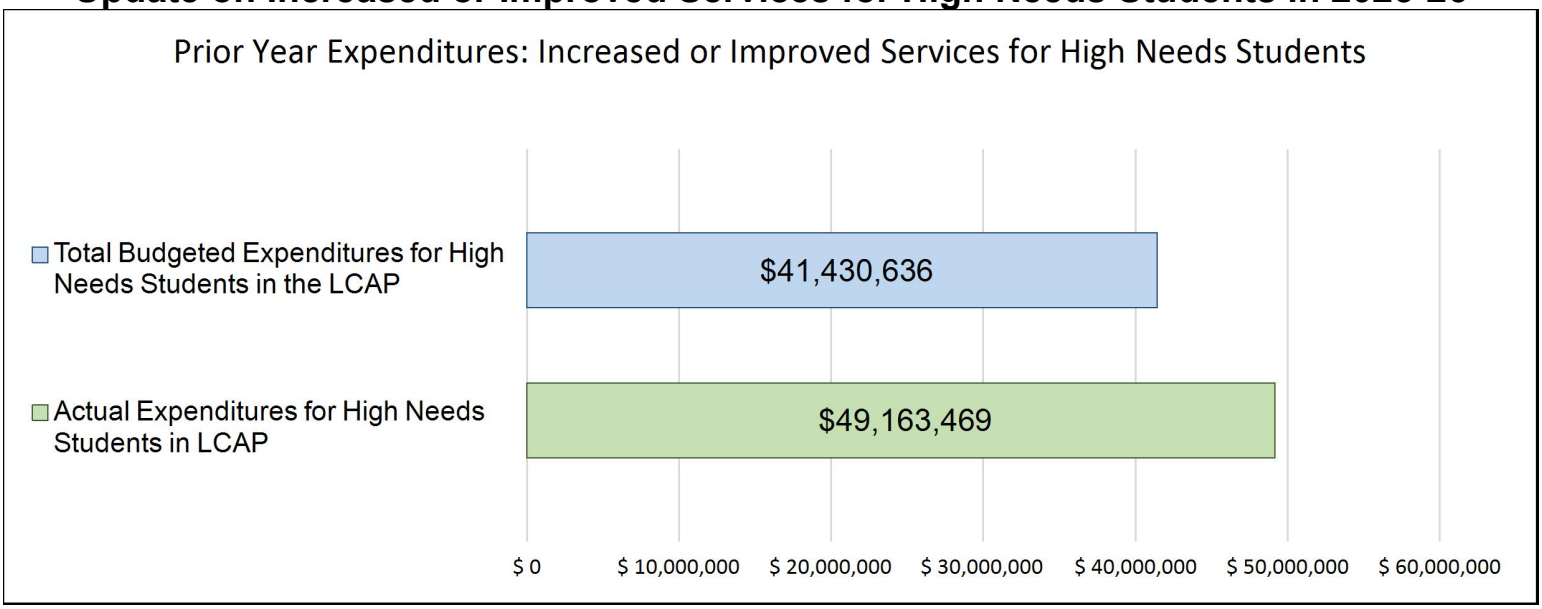
All Special Education program expenditures, some regular education teachers and aides salaries and benefits, site principals and support staff salaries and benefits, supplies, operational and capital expenditures, other Federal/State/Local restricted expenditures

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Chino Valley Unified School District is projecting it will receive $58,701,755 based on the enrollment of Foster Youth, English learner, and low-income students. Chino Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Chino Valley Unified School District plans to spend $73,704,560 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 2025-26



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

The text description of the above chart is as follows: In 2025-26, Chino Valley Unified School District's LCAP budgeted $41,430,636 for planned actions to increase or improve services for high needs students. Chino Valley Unified School District actually spent $49,163,469 for actions to increase or improve services for high needs students in 2025-26.

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
Chino Valley Unified School District	Norm Enfield, Ed.D. Superintendent	norm_enfield@chino.k12.ca.us 909-628-1201

Plan Summary [2026-27]

General Information

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

Chino Valley Unified School District (CVUSD) offers premier educational opportunities for approximately 25,579 students, from transitional kindergarten through 12th grade. Nestled in the region known as the Four Corners, on the boundaries of Los Angeles, Orange, and Riverside Counties, and located within San Bernardino County, the District services the communities of Chino, Chino Hills, and parts of South Ontario. There are 20 elementary schools, three (3) K-8 schools, five (5) junior high schools, four (4) comprehensive high schools, one (1) community day school, one (1) continuation high school, and one (1) adult school. We have three (3) sites that qualify for Equity Multiplier funding due to having over 25% nonstability rate and greater than 70% socioeconomically disadvantaged student population. They are Chino Valley Learning Academy, Buena Vista, and Boys Republic.

The District has an unduplicated count of 65.83% students that are comprised of 11.3% English Learners (EL), 0.4% Foster Youth (FY), and 63.6% Socioeconomically Disadvantaged (SED). There are 13.12% Students with Disabilities (SWD). The racial/ethnic diversity of the school community reflect the following: African American (AA) 3.9%, American Indian (AI) 0.1%, Asian (A) 22.8%, Filipino (F) 4.7%, Hispanic (H) 53.7%, Pacific Islander (PI) 0.2%, White (Wh) 10.3%, Two or More Races (2/more) 3.1%, and 1.2% Not Reported.

CVUSD is a distinguished district with various accolades, including being one of only two Model PLC Districts in the state of California. CVUSD is home to 21 California Distinguished Schools, a California Gold Ribbon School, National Blue Ribbon School, and Title I Academic Achieving Schools and California Honor Roll Schools. CVUSD has received recognitions for Positive Behavioral Intervention and Support (PBIS) Coalition Medal Award Winning Schools, California Department of Education Service-Learning Leaders School, Schools to Watch, California Pivotal Practice Award Program Schools, Educational Results Partnership (ERP) Honor Roll school, and the Golden Bell Award for

outstanding schools and career academies. The district is one of 547 school districts in the U.S. and Canada that has been honored by the College Board as an AP District Honor Roll for enhancing AP course accessibility and student success as measured by maintaining or increasing the percentage of students earning a score of 3 or higher on AP exams. Known for exceptional test scores, CVUSD excels in academics, traditionally remain at the top of schools throughout the County of San Bernardino and the state. Students in the district are recognized with the Golden State Seal and the Seal of Biliteracy by the State for achieving proficiency in two or more languages. In addition to stellar academic performance, CVUSD is set apart by its thriving performing arts and athletic programs as well as state and nationally recognized marching bands, color guards, robotics, and Odyssey of the Mind creative challenge teams.

CVUSD has been recognized four times as a Model School Attendance Review Board (SARB) District for its efforts in improving attendance and reducing dropout rates. The SARB process supports students facing challenges beyond the ordinary and offers resources to help families address issues contributing to truancy. The district is committed to meeting the diverse needs of its students and families through various programs, including before and after school care at select sites. HOPE Family Resource Centers provide support such as food, clothing, counseling, housing information, tutoring referrals, and more. Additionally, the Health Clinic and its satellite center offer services like physical exams, illness care, MediCal assistance, and immunizations, including flu shots. Furthermore, parenting forums organized by the District and law enforcement partners inform parents about educational trends and strategies to ensure their children's safety.

The district allocates resources to address the diverse needs of all students, with specific focus on supporting English learners, socioeconomically disadvantaged, and foster youth students. CVUSD remains committed to aiding the community through partnerships with the Family Engagement Center (FEC), the HOPE Center, and the Health Clinic, which provide essential services and support.

Key:
African American - AA
American Indian - AI
Asian - A
English Learners - EL
Filipino - F
Foster Youth - FY
Hispanic - H
Homeless Youth - HY
Pacific Islander - PI
Students with Disabilities - SWD
Socioeconomically Disadvantaged - SED
Two or More Races - 2/more
White - WH

Reflections: Annual Performance

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

Chino Valley Unified School District takes great pride in our commitment to accelerate student achievement by focusing on essential standards, aiming to equip students with a strong foundation of knowledge and skills that will benefit them in their academic and career

pursuits. The District remains steadfast in its pursuit of continuous improvement, striving to cultivate a high-quality learning environment for all students. To maintain and build upon its successes, the District will continue providing structured Professional Learning Communities (PLC) release time and comprehensive training opportunities while continuing to increase student engagement by providing collaborative communication professional development sessions facilitated through structured PLC release time. The District strives to enhance student success in the 21st century by fostering heightened teacher engagement with the Areas of Emphasis, ensuring students are equipped with the focus and clarity needed for success in a unified manner.

Significant progress has been made in advancing the LCAP goals based on an analysis of performance across state and local indicators included in the California School Dashboard. Valuable insight is gained through the use of local self-assessment tools in collaboration with the California Assessment of Student Performance and Progress (CAASPP). CVUSD is committed to our investment in the prioritization of essential standards, professional learning communities, student engagement, and the implementation of a Multi-Tiered System of Support for Academics (MTSS-A) and Behavior (MTSS-B) to ensure positive educational outcomes for all students.

The District remains steadfast in its commitment to the Areas of Emphasis. Through a focused approach, the District has effectively supported students in sustaining academic advancement and attaining their educational objectives year after year. Through a collaboration of strong leadership, effective teachers, and dedicated support staff, Chino Valley School District consistently delivers an exceptional educational organization for all. This dedication is underscored by the district's notable achievements showcased on the 2025 California School Dashboard:

A review of 2025 Dashboard and local data shows that CVUSD made progress in several districtwide outcomes while continuing to experience persistent gaps for specific student groups and schools. Districtwide performance improved in English language arts, increasing from 26.0 points above standard in 2024 to 30.3 points above standard in 2025, and mathematics improved from 7.0 points below standard to 2.8 points below standard. Science performance also increased from the 2022–23 baseline of 37.18% met or exceeded to 42.40% in 2024–25. These results suggest that the district’s continued emphasis on essential standards, professional learning communities, instructional coaching, and MTSS-A supports is contributing to improved academic outcomes.

Although districtwide academic outcomes improved, student group data show that additional support remains necessary. In ELA, English learners and foster youth remain below standard, and students with disabilities continue to show significant gaps across multiple schools. In mathematics, English learners, foster youth, socioeconomically disadvantaged students, and students with disabilities remain below standard, with targeted school-level needs continuing at Chino High School, Buena Vista, Chino Hills High School, Newman, Magnolia, and several school-level SWD groups. These findings support the continuation and refinement of academic interventions in Goal 3, including MTSS-A support, intervention staffing, after-school tutoring, and targeted instructional support for English learners and students with disabilities.

College and career readiness data show both progress and areas requiring additional attention. The district’s College and Career Indicator increased from 49.7% prepared at baseline to 61.1% prepared in 2024–25, and CTE completion increased from 9.1% to 17.0%. However, some student groups and schools continue to demonstrate lower levels of college/career readiness, including foster youth, English learners, students with disabilities, Buena Vista, and Boys Republic. In addition, the percentage of seniors earning college credit declined from 6.6% at baseline to 2.0% in 2024–25, indicating a need to examine access, enrollment, and completion barriers in dual enrollment and college credit opportunities. In response, the district will continue Goal 3 actions related to college/career awareness, AVID, career centers, AP access,

CTE/ROP, and college credit, while also monitoring whether these actions are improving outcomes for the student groups with the greatest need.

Engagement and school climate data also show mixed results. Chronic absenteeism declined from 19.5% at baseline to 12.5% in 2024–25, with decreases for English learners, foster youth, and socioeconomically disadvantaged students. Suspension rates also declined districtwide from 2.8% to 2.4%, with decreases for English learners, foster youth, and socioeconomically disadvantaged students. These improvements indicate that the district's attendance, health, mental health, family engagement, MTSS-B, and student support actions are helping reduce barriers to school participation. However, targeted suspension and chronic absenteeism data continue to show elevated rates for some student groups and school sites, including students with disabilities, African American students, American Indian students, homeless youth, and specific school-level student groups identified on the 2023 Dashboard. These areas continue to inform Goal 2 actions related to MTSS-B counselors, intensive behavior support, chronic absenteeism supports, school-based health services, transportation, foster youth support, and family engagement.

Graduation data also show the need for targeted support. The districtwide graduation rate increased to 95.5%; however, English learners and foster youth remain below the districtwide rate, and foster youth remain below baseline. Boys Republic continues to experience significant graduation challenges due to short-term enrollment and student transiency, with 2024–25 graduation outcomes remaining below the 2022–23 baseline for all students, foster youth, and socioeconomically disadvantaged students. These results support continued Goal 2 and Goal 4 actions focused on supplemental education, intervention counseling, foster youth support, academic monitoring, and graduation awareness at Boys Republic.

English learner outcomes continue to be an area of focus. The percentage of English learners making progress toward English proficiency declined slightly from 52.0% at baseline to 50.0% in 2024–25, and the reclassification rate declined from 20.7% to 16.7%. While the district saw growth in Seal of Biliteracy attainment for English learners, EL progress and reclassification data indicate the need to strengthen designated and integrated ELD implementation, monitor LTEL progress, and continue professional learning for teachers and administrators. These needs are addressed through Goal 3 actions related to professional development for English learners and LTELs, Access and Equity staffing, English learner support and language acquisition, and multilingual program supports.

Overall, the annual review indicates that CVUSD is making districtwide progress in academic achievement, chronic absenteeism, suspension, CTE completion, AP outcomes, Seal of Biliteracy, and college/career readiness. At the same time, the data show persistent and, in some cases, widening gaps for specific student groups and schools. The 2026–27 LCAP maintains and refines actions that are producing positive districtwide trends while continuing to target the needs of English learners, foster youth, socioeconomically disadvantaged students, students with disabilities, homeless youth, and student groups/schools identified with the lowest performance level on the 2023 Dashboard. The district will monitor these needs through the metrics identified in Goals 2, 3, and 4 and adjust supports based on implementation and outcome data.

The District displays a continued emphasis on professional learning communities which employ collaborative team actions, developing team norms, writing SMART (Specific, Measurable, Achievable, Realistic, Timely) goals, monitoring progress, and deconstructing the 10 to 12 essential standards into learning targets. The Professional Learning Community questions focus on:
1. What do we want all students to learn?
2. How do we know if the students are learning it?

3. What will we do if the students are not learning it?
4. What will we do when students have learned it?

Student Groups: In addition, the District has focused on personalized learning experiences for all students, specifically Foster Youth, Students with Disabilities, and English Learners for academic growth. The progress was made possible through the individualized attention of a school counselor who was solely dedicated to Foster Youth and free tutoring offered to the students; collaborative model for students with disabilities; co-plan/co-teach for students with disabilities and English Learners. The District will continue to provide individualized attention of a school counselor through the Foster Youth counselor who acts as a liaison between Foster Youth students and the school to maintain these successes. In addition, the District is continuing to offer free tutoring for Foster Youth students and professional development to teachers for building collaborative models for students with disabilities and English Learners.

2023 California School Dashboard:
-Schools with lowest performance level on one or more indicator
-Any student group with the lowest performance level on one or more indicator
-Any student group within a school with the lowest performance level on one or more indicator

English Language Arts:
English Learners
-Dickson: -77.0
-Newman: -72.5
-Walnut: -86.3
-Magnolia: -97.6
-Ramona: -70.8
Students with Disabilities
-District: -79.7
-Borba: -98.6
-Cattle: -113.1
-Cortez: -108.7
-Dickey: -113.9
-Glenmeade: -78.4
-Liberty: -88.1
-Walnut: -139.4
-Cal Aero: -75.4
-Magnolia: -134.1
-Ramona: -165.1
-Woodcrest: -75.0
-Chino: -111.8

Mathematics:
All

-Chino High: -116.8
-Buena Vista: -176.8
African American
-Chino Hills: -127.4
English Learners
-Newman: -99.6
-Magnolia: -141.5
Hispanic
-Buena Vista: -188.0
Socioeconomically Disadvantaged
-Buena Vista: -179.1
Students with Disabilities
-District: -113.3
-Cattle: -136.9
-Cortez: -119.5
-Dickson: -159.7
-Liberty: -108.5
-Oak Ridge: -99.9
-Walnut: -136.0
-Cal Aero: -101.0
-Canyon Hills: -106.4
-Townsend: -129.9
-Woodcrest: -103.1

Chronic Absenteeism:
African American
-Liberty: 41.9%
English Learners
-Chaparral: 22.4%
-Cortez: 31.7%
-Marshall: 24.8%
-Newman: 36.4%
-Magnolia: 42.9%
Foster Youth
-District: 32.3%
Homeless Youth
-Dickson: 42.2%
-Walnut: 36.2%
-Cal Aero: 45.2%
-Magnolia: 50.0%

Socioeconomically Disadvantaged
-Eagle Canyon: 24.4%
-Cal Aero: 31.8%
Students with Disabilities
-Eagle Canyon: 34.2%
Two or More Races
-Eagle Canyon: 29.2%
White
-Newman: 37.5%
-Magnolia: 25.4%
-Ramona: 39.4%

Graduation Rate:
All
-Boys Republic: 54.3%
Foster Youth
-District: 64.9%
-Boys Republic: 54.8%
Socioeconomically Disadvantaged
-Boys Republic: 54.3%

Suspension Rate:
African American
-Liberty: 9.4%
-Chino: 11.5%
American Indian
-District: 10.0%
English Learners
-Chino: 10.5%
Foster Youth
-District: 10.1%
Homeless Youth
-Dickson: 6.2%
-Chino: 12.1%
-Chino Hills: 12.2%
-Don Lugo: 11.3%
Socioeconomically Disadvantaged
-Liberty: 3.5%
Students with Disabilities
-Magnolia: 12.6%

-Townsend: 15.4%
-Chino: 11.7%
White
-Ramona: 18.2%

College/Career:
All
-Boy's Republic: 0.0%
-Buena Vista: 4.0%
English Learners
-Chino: 7.9%
Foster Youth
-District: 5.6%
-Boys Republic: 0.0%
Hispanic
-Buena Vista: 4.6%
Socioeconomically Disadvantaged
-Boys Republic: 0.0%
-Buena Vista: 4.3%
Students with Disabilities
-Chino: 7.8%
-Chino Hills: 9.3%

English Learner Progress:
-Borba: 31.5%
-Chaparral: 29.5%
-Dickson: 29.2%
-Magnolia: 37.8%

As of July 1, 2026, the District will have $9,000,000 of unspent LREBG funds. The District plans to expend these funds through the following goals and actions:
Goal 2, Action 10
Goal 2, Action 15
Goal 2, Action 24
Goal 3, Action 2

The District will have unexpended (additional proposed) LREBG funds, which will be allocated towards maintaining these actions through the 2027/2028 school year, or until funds are fully expended.

These actions directly align with LREBG's allowable use of Accelerating Learning Progress by providing students with more targeted and intensive academic interventions. The District comprehensive needs assessment, which consisted of state and local assessments, surveys, observation data analysis, and educational partner feedback, indicates that these identified actions support the metrics related to ELA and Math CAASPP scores, Chronic Absenteeism rates, and Suspension rates. With the integration of intervention counselors, we are providing the education, prevention, and early intervention to support students social emotional needs (Williams-White and Kelly, 2011), which directly supports Actions 10 and 24 in Goal 2. Students benefit from additional school based health services that are readily available to increase their attendance at school. According to the World Health Organization (2021), studies have found evidence of the benefit of comprehensive health services to reduce absenteeism and is supported by Goal 2, Action 15. Through additional supports, at risk students can participate in strategic programs to help them make progress towards meeting behavioral expectations. Fuchs and Vaughn (2014) expressly note that students who do not adequately benefit from Tier 1 and Tier 2 services need intense Tier 3 services that provide data based individualization involving highly trained personnel for students to accelerate learning academically and behaviorally. Goal 3, Action 2 supports this research.

Reflections: Technical Assistance

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

No longer eligible for differentiated assistance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	Each high school selected students to attend LCAP engagement meetings at their school site, including sites receiving the equity multiplier funding. Students were presented with information on the overall LCAP, each goal, and all actions. Students were provided with the opportunity to discuss meaningful actions and services, and provide feedback for new and improved services. These meetings occurred on the following dates: Superintendent's Student Advisory Council: January 20, 2026 (full LCAP review with Superintendent Q&A) Ayala HS: January 7, 2026 (full LCAP review) CVLA: January 13, 2026 (full LCAP review) Chino HS: January 16, 2026 (full LCAP review) Buena Vista HS: January 21, 2026 (full LCAP review) Don Lugo HS: February 10, 2026 (full LCAP review) Chino Hills HS: February 19, 2026 (full LCAP review) Boys Republic HS: March 10, 2026 (full LCAP review) The Superintendent provided written response on May 28, 2026.
LCAP Advisory Committee	LCAP advisory committee, which is comprised of parents (majority of participants), principals, district administration, SELPA administrator and/or designees, teachers, and counselors, as well as educational partners from sites receiving equity multiplier funding, attended several meetings throughout the year to receive information on the LCAP, goals, and actions. During the advisory committee meetings,

Educational Partner(s)	Process for Engagement
	the SELPA administrator was consulted and provided feedback on priority actions. All committee members provided valuable feedback in person, via online surveys, and through activities conducted at the meetings. LCAP Advisory Committee meetings occurred on the following dates: September 16, 2025 October 28, 2025 December 9, 2025 March 10, 2026 April 21, 2026 (full LCAP review with Superintendent Q&A) The Superintendent provided written response on May 8, 2026.
School Site Community	Principals led the LCAP presentation at each school site, including sites receiving the equity multiplier funding, and focused on reviewing the implementation of the actions/services across the District and specifically at their school site. For our equity multiplier schools, an emphasis was placed on Goal 4 showing how each action directly impacted these students using specific examples that they experienced day to day. Educational partners had the opportunity to provide feedback specific to Goal 4. With members representative of parents of English learners, foster youth, homeless, low income, and students with disabilities, the variety of educational partners provided their input on feedback forms with written comments and suggestions about the goals, actions, and services. These meetings occurred on the following dates: • Elementary School Date / Time • Borba • January 15, 2026 / 2:40 PM • Butterfield Ranch • February 12, 2026 / 3:00 PM • Cattle • February 4, 2026 / 5:30 PM • Chaparral • February 12, 2026 / 8:30 AM • Cortez • February 10, 2026 / 5:00 PM • Country Springs • February 10, 2026 / 8:15 AM • Dickey • January 22, 2026 / 4:00 PM • Dickson • January 28, 2026 / 7:50 AM • Eagle Canyon • January 20, 2026 / 2:40 PM and February 4, 2026 / 5:30 PM

Educational Partner(s)	Process for Engagement
	• Glenmeade • February 13, 2026 / 8:30 AM • Hidden Trails • February 6, 2026 / 8:30 AM • Liberty • January 27, 2026 / 11:30 AM • Litel • February 2, 2026 / 10:00 AM • Marshall • January 14, 2026 / 10:30 AM and January 28, 2026 / 1:30 PM • Newman • January 21, 2026 / 2:40 PM and February 17, 2026 / 10:30 AM • Oak Ridge • February 4, 2026 / 4:00 PM • Rhodes • January 20, 2026 / 8:00 AM • Rolling Ridge • January 15, 2026 / 2:45 PM • Walnut • February 17, 2026 / 9:00 AM and February 18, 2026 / 8:30 AM • Wickman • February 13, 2026 / 8:30 AM • K to 8 School Date / Time • Briggs • January 28, 2026 / 2:00 PM • Cal Aero Preserve • January 21, 2026 / 3:00 PM • Legacy • February 17, 2026 / 8:30 AM • Junior High School Date / Time • Canyon Hills • February 5, 2026 / 8:30 AM • Magnolia • February 3, 2026 / 5:30 PM • Ramona • January 23, 2026 / 9:00 AM • Townsend • February 27, 2026 / 9:30 AM • Woodcrest • January 29, 2026 / 8:30 AM • High School Date / Time • Ayala • January 28, 2026 / 4:00 PM • Chino • February 25, 2026 / 4:30 PM • Chino Hills • January 28, 2026 / 5:00 PM • Don Lugo • January 14, 2026 / 9:00 AM and January 28, 2026 / 7:30 AM • Equity Multiplier School Date / Time • Buena Vista • January 27, 2026 / 3:00 PM • Boys Republic • January 26, 2026 / 1:05 PM

Educational Partner(s)	Process for Engagement
	• CVLA • January 13, 2026 / 12:30 PM
Associated Chino Teachers (ACT)	Association educational partners, including those at sites receiving the equity multiplier funding, provided input on their priorities to better address the actions and services aligned to conditions of learning, engagement, and student outcomes. The online survey for certificated unit members, which include teachers, ran from January 26-February 11, 2026.
California School Employees Association (CSEA)	Association educational partners, including those at sites receiving the equity multiplier funding, provided input on their priorities to better address the actions and services aligned to conditions of learning, engagement, and student outcomes. The online survey for classified unit members ran from February 24-March 12, 2026.
District Staff	• The Superintendent's Cabinet held weekly meetings to discuss and review the development and the progress of LCAP goals • Discussion on the progress and the input on the LCAP development with the Division of Curriculum, Instruction, Innovation, and Support was agendized from August 2025 through June 2026 • Administration meetings to include school site (principals and assistant principals, including those at sites receiving equity multiplier funding) and District administrators were agendized on January 2026 to discuss the progress of the LCAP development • Administration input gathered from school and District administrators on the LCAP development were held in January and February 2026
School Board Meetings and Presentations	• January 15, 2026 (LCAP Mid-Year Monitoring Report Part 1 to the Board of Education covering State Priorities 1 and 7, implementation level of actions, expenditures to date, and mid-year outcome data to date) • February 19, 2026 (LCAP Mid-Year Monitoring Report Part 2 to the Board of Education, implementation level of actions, expenditures to date, and mid-year outcome data to date) • April 16, 2026 (Annual Update Part 2: State Priority 3 and Priority 6) • May 7, 2026 (Annual Update Part 3: State Priority 2)

Educational Partner(s)	Process for Engagement
	• June 4, 2026 (LCAP Public Hearing and notify members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the LCAP. No comments received therefore no Superintendent written response was needed.) • June 18, 2026 (LCAP Adoption & Local Indicators Report) These meetings meet compliance with the instructions for Engaging Educational Partners for this section d) Held at least one public hearing in accordance with EC section 52062(b)(1) and e) Adopted the LCAP in a public meeting in accordance with EC section 52062(b)(2) or 52068(b)(2) and in accordance with EC section 52062(b)(1) 52068(a)(3).
Surveys	Two (2) surveys were administered with more than 19,851 comments received from educational partners. The K-12 School Quality Survey was administered from January 20, 2026 - February 20, 2026 and the Teaching and Learning Task Force Survey was administered from December 1, 2025 - December 12, 2025 and for Track C staff, from January 5, 2026 - January 13, 2026. The electronic survey results are listed below by constituency group: • Parents: 3,506 • Staff: 1,147 • Students: 10,812 in grades 6-12 Survey results from school level input sessions: • Parents: 463 • Administrators, including principals: 1,380 • Members of ACT, including teachers/CSEA: 1,720 • Students: 567 • LCAP/DELAC Advisory Committee: 256
District English Learners Advisory Committee (DELAC)	DELAC, which is comprised of parent representatives from each school site, as well as educational partners from sites receiving equity multiplier funding, attended several meetings throughout the year to receive information on the LCAP, goals, and actions. They provided valuable feedback in person, via online surveys, and through activities conducted at the meetings. DELAC meetings occurred on the following dates:

Educational Partner(s)	Process for Engagement
	October 7, 2025 January 6, 2026 February 17, 2026 April 14, 2026 April 21, 2026 (full LCAP review with Superintendent Q&A) The Superintendent provided written response on May 28, 2026.

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

Discussions and feedback from meetings and survey information were taken into consideration in the development of this plan. In addition to the in-person meetings, parents and students were asked to complete the district's annual survey to determine which areas educational partners believed CVUSD should focus on. Open response comments were compiled and revealed similar key themes as indicated in the previous year.

Educational Partners specifically discussed priorities for each LCAP goal , and there were themes that emerged across groups. In goal 1, 2026 survey results indicated supporting teacher efficacy through the new teacher induction program and providing all teachers and administrators with ongoing professional development were identified as continued areas of importance for CSEA, District Administration, Principals, Assistant Principals, Students, Community, and DELAC. Additionally, 2026 educational partner comments expressed the continued need to acquire technology tools to support instructional programs. In 2026, students particularly continued to recognize the importance of equipping teachers with high leverage strategies to promote greater engagement in the classroom to propel their learning. With similar priorities as the previous school year, the District continues to focus on these areas.

In goal 2, 2026 educational partner comments identified a need to continue to support students physical and mental health within a positive learning environment through the continuation of existing programs. Additionally, students identified a need to continue health services programs and increase awareness of existing programs and resources. Other top priority areas identified in 2026 were bilingual translation services and intervention counselors.

Continued academic support and interventions through a tiered instructional approach was a reoccurring theme for educational partners, including ACT, Principals, Assistant Principals, Community, DELAC, and LCAP advisory committee in goal 3 through the 2026 survey. Ensuring mastery of essential learning through first best instruction, while providing additional time and supports during the instructional day was a continued priority in 2026 for all groups. Additionally, the continuation of subsidized Advanced Placement (AP) exams for eligible students and access to Career Technical Education (CTE) classes and dual enrollment courses were identified as continued areas of need through the 2026 survey results to ensure that students are college and career ready.

In goal 4, which supports schools designated to receive equity multiplier funds, educational partners generally recognized the importance of students being connected to their school community. Educational Partners, including students, LCAP advisory committee, ACT, CSEA,

Principals, Assistant Principals, District admin and DELAC, identified a need for continued college and career awareness to ensure student success after graduation. As a result, these schools will continue to provide rich opportunities for students to be exposed to college and career options. Another top priority for educational partners, including students, community, ACT, District Admin, Principals, and Assistant Principals, was ensuring students are connected to their school by removing barriers through counseling supports. These actions are supporting the District's identified red student groups on the 2025 dashboard at our equity multiplier sites. This includes: Buena Vista Continuation High School for college/career (All, SED, Hispanic) and Chino Valley Learning Academy for suspension (All). Boys Republic High School did not report any student groups in the red.

Upon the review of all educational partner groups, the following recommendations resulted in additions and modifications:

LCAP Goal 1: Action 7 - Substantial increased funding from $550,000 to $1,126,000 to provide enhanced professional development for staff

LCAP Goal 2: Action 10 - Continue to provide MTSS-B supports for students to ensure students social-emotional well-being
Action 21 - Continue to provide mental health supports through Care Solace - mental health care coordination for wrap-around services for families in need

LCAP Goal 3: Action 2 - Substantial increased funding from $4,637,632 to $26,297,192 to increase academic support and interventions for students
Action 14 - Increased funding from $135,000 to $168,000 to continue to subsidize AP exam fees for students in need

LCAP Goal 4: This is a goal for Buena Vista Continuation High School (BV), Chino Valley Learning Academy, and Boys Republic High School who will be receiving equity multiplier funding.
Action 1 - Provide transportation to BV students to promote career exploration through the Baldy View ROP program.
Action 3 - Increase awareness of staff of available career pathways
Action 5 - Promote college and career awareness through field trips

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students are provided a high-quality teaching and learning environment	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

LCAP goal 1, metrics, and actions/services are aligned to the Chino Valley Unified School District's strategic plan and will remain a continued area of focus during the 2024-2027 LCAP cycle.

The District, along with the District's educational partners, looked at a variety of data/information to develop this goal. This goal focuses on recruiting and retaining highly qualified credentialed teachers despite a growing shortage of teachers. As such, core instructional materials have been deemed prerequisites for learning. Common core state standards and newly acquired textbooks require support for teachers through targeted professional development coaching. Educational partner input has suggested an emphasis on a broad course of study for students, which includes GATE, CTE, music, and additional activities for students. There is a need to continue to support new teachers through the CVUSD induction program and to continue to offer professional development for all teachers and administrators to support high quality instruction. Educational partners also expressed the need to expand the District's infrastructure along with updated technology tools and emphasized the need to continue to maintain and upgrade facilities.

In addition to surveys given to the District's students, staff, and parents, staff also looked at the State Reflection Tool for Implementation of SBE (State Board of Education) Adopted Standards. On the State's self-implementation tool, the District is at full implementation and sustainability in professional development that relates to ELA, ELD (English Language Development), and Math and full implementation in Science, and History-Social Science. The District's Annual Survey (2023) revealed that District schools have high learning standards with 86% parents, 93% staff, and 80% students rating agree or strongly agree.

This goal was created to deliver high quality instruction in a safe learning environment. These actions and metrics grouped together will build teacher capacity and ensure students are well equipped with capabilities needed to become productive citizens, hold sustainable careers/employment, and enhance individual well-being in a safe environment. Monitoring tools for Goal 1 include: Fully Credentialed and Appropriately Assigned Teachers, Access to Standards–Aligned Instructional Materials, Percentage of teachers who participate in professional development in the California Content Standards and Curriculum Frameworks, Percentage or number of Program participation in a broad course of study and student access and enrollment in all required areas of study and student outcomes including programs and

services developed to unduplicated students and students with exceptional needs, School Facilities in “Good” Repair, and Technology inventories.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of Fully Credentialed Teachers (State Priority 1) Source: DataQuest - Teacher Assignment Monitoring Outcomes by Full-Time Equivalent	2021-2022 District: 91.7% clear or Above state and county averages EL: 91.7% clear SED: 90.4% clear	2022-2023 District: 92.3% clear or Above state and county averages EL: 92.3% clear SED: 89.06% clear	2023-2024 District: 91.3% clear or Above state and county averages EL: 91.3% clear SED: 88.4% clear	2024-2025 District: 92.0% clear or Above state and county averages EL: 92.0% SED: 91.0%	District: -0.4% difference EL: -0.4% difference SED: -2.0% difference
1.2	% of Access to Standards–Aligned Instructional Materials (State Priority 1) Source: Board Resolution Regarding Sufficiency of Instructional Materials	2023-2024 District: 100% access EL: 100% FY: 100% SED: 100%	2024-2025 District: 100% access EL: 100% FY: 100% SED: 100%	2025-2026 District: 100% access EL: 100% FY: 100% SED: 100%	2026-2027 District: 100% access EL: 100% FY: 100% SED: 100%	District: 0% difference EL: 0% difference FY: 0% difference SED: 0% difference
1.3	% of Areas that are Ranked at level 4 (full implementation) or 5 (full implementation with sustainability) with the Implementation of Academic Content Standards and Performance Source: State Reflection Tool for Priority 2	2023-2024 District: 100% of all content standards at Level 4 or 5 ELD: Level 5	2024-2025 District: 100% of all content standards at Level 4 or 5 ELD: Level 5	2025-2026 District: 100% of all content standards at Level 4 or 5 ELD: Level 5	2026-2027 District: 100% of all content standards at Level 4 or 5 ELD: at least Level 4-Full Implementation	District: No difference ELD: No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Course Access: GATE Programs Program participation in a broad course of study and student access and enrollment in all required areas of study and student outcomes including programs and services developed to unduplicated students and students with exceptional needs (P 7&8) % participation Source: District GATE and music report	1. % GATE identification through Universal Screening 2023-2024: 17.98% identified GATE EL - 10.15%	1. % GATE identification through Universal Screening 2024-2025: 21.34% identified GATE EL - 15.17%	1. % GATE identification through Universal Screening 2025-2026: 16.17% identified GATE EL - 15.78%	1. Gate identification through Universal Screening 2026-2027: greater or equal to than 10% identified GATE annually EL - greater than 6%	District: -1.81% difference EL: 5.63% difference
1.5	Course Access: Music Programs Program participation in a broad course of study and student access and enrollment in all required areas of study and student outcomes including programs and services developed to unduplicated students and students with exceptional needs (P 7&8) % participation	% District participation in elementary music program in grades 2-6 2023-2024: 100% participation EL: 100% FY: 100% SED: 100%	% District participation in elementary music program in grades 2-6 2024-2025: 100% participation EL: 100% FY: 100% SED: 100%	% District participation in elementary music program in grades 2-6 2025-2026: 100% participation EL: 100% FY: 100% SED: 100%	% District participation in elementary music program in grades 2-6 2026-2027: 100% participation EL: 100% FY: 100% SED: 100%	District: 0% difference EL: 0% difference FY: 0% difference SED: 0% difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: District GATE and music report					
1.6	Course Access: Required Areas of Study Program participation in a broad course of study and student access and enrollment in all required areas of study and student outcomes including programs and services developed to unduplicated students and students with exceptional needs (P 7&8) % access and enrollment Source: Self-Reflection Tool for Priority 7- Course Access	% Student access and enrollment in required areas of study 2023-2024: 100% student access and enrollment EL: 100% FY: 100% SED: 100% SWD: 100%	% Student access and enrollment in required areas of study 2024-2025: 100% student access and enrollment EL: 100% FY: 100% SED: 100% SWD: 100%	% Student access and enrollment in required areas of study 2025-2026: 100% student access and enrollment EL: 100% FY: 100% SED: 100% SWD: 100%	Student access and enrollment in required areas of study 2026-2027: 100% student access and enrollment EL - 100% FY- 100% SED - 100% SWD -100%	District: 0% difference EL: 0% difference FY: 0% difference SED: 0% difference SWD: 0% difference
1.7	Course Access: CTE Pathways Program participation in a broad course of study and student access and enrollment in all required areas of study and student outcomes including programs and services developed to unduplicated students and students with exceptional needs (P 7&8)	% Participation in at Least One Course in CTE Pathway 2023-2024 EL: 21% SED: 34%	% Participation in at Least One Course in CTE Pathway 2024-2025 EL: 23% SED: 34%	% Participation in at Least One Course in CTE Pathway 2025-2026 EL: 20% SED: 32%	% Participation in at Least One Course in CTE Pathway 2026-2027 EL: 25% SED: 35%	% Participation in at Least One Course in CTE Pathway EL: -1% difference SED: -2% difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% participation Source: AERIES report for course enrollment and CTE Participation (grades 9-12)					
1.8	% of teachers and students with access to technology that is four years or newer Source: Technology Inventory	2023-2024 District: 100% of teachers and students have access to upgraded technology and access to district approved digital access to instructional tools as measured by District Technology inventory EL - 100% FY- 100% SED - 100%	2024-2025 District: 100% of teachers and students have access to upgraded technology and access to district approved digital access to instructional tools as measured by District Technology inventory EL - 100% FY- 100% SED - 100%	2025-2026 District: 100% of teachers and students have access to upgraded technology and access to district approved digital access to instructional tools as measured by District Technology inventory EL - 100% FY- 100% SED - 100%	2026-2027 District: 100% of teachers and students have access to upgraded technology and access to district approved digital access to instructional tools as measured by District Technology inventory EL - 100% FY- 100% SED - 100%	District - 0% difference EL - 0% difference FY- 0% difference SED - 0% difference
1.9	% of School Facilities in “Good” Repair (State Priority 1) Source: Facility Inspection Tool (FIT) Overall Rating	2023-2024 District: 100% of facilities have a good or higher rating with minimal deficiencies	2024-2025 District: 100% of facilities have a good or higher rating with minimal deficiencies	2025-2026 District: 100% of facilities have a good or higher rating with minimal deficiencies	2026-2027 District: 100% of facilities have a good or higher rating with minimal deficiencies	District: 0% difference

Goal Analysis [2025-26]

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

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

Chino Valley Unified School District (CVUSD) made progress in implementing the actions and services in LCAP Goal 1. All actions were implemented as planned. There were no substantive differences in the actual implementation of these actions. Due to the successful implementation of all planned actions in the 2025-26 school year, the District maintains the same course of action. The District continues to hold Recruitment Fairs. Additionally, the District is continuing its implementation of 1:1 student to computer ratio where all students from transitional kindergarten (TK) through twelfth (12th) grade have been issued devices. All students in fourth (4th) through twelfth (12th) grades can take their devices home. The District continues to follow its already established standard refresh cycle across the student devices, with students receiving new devices in TK/K, fifth and 9th grades. The plan also includes replacing all teacher devices on a four-year rotation. Approximately 120 teachers received new devices this year.

In addition, the District continues to be at full implementation and sustainability in professional development that relates to ELA, ELD, and Math and full implementation in Science and History-Social Science. Instructional coaches have provided professional development and support to all teachers in advancing professional learning communities. Instructional coaches have also supported teachers with increasing student engagement in all classrooms. The Techsploration Committee explored engagement platform tools and STEM (Science, Technology, Engineering and Math) materials to enhance learning and engage students. For the 2026-2027 school year, NGSS professional development will continue to support teachers with the use of the adopted instructional materials.

Through the deferred maintenance program, staff addressed major upgrades to some school facilities such as schoolwide re-roofing, asphalt repairs, exterior painting, and track resurfacing.

Successes:

The District has invested in materials for dual language immersion in Mandarin and Spanish. The use of the materials that support dual language learning is essential for ensuring that students have access to appropriate resources that help them develop their language skills and increase their cultural competencies. For music, 1st through 4th grade students participate in music and 5th and 6th grade students have access to participate in Band and/or Choir at each of the elementary schools. Teacher recruitment has seen success due to the efforts of District collaboration with the universities creating programs to meet District needs and going above and beyond to staff hard-to-fill positions. The university staff has been extremely communicative and has worked collaboratively with schools to ensure that the recruitment process runs smoothly. They have worked collaboratively with schools to ensure that they have access to a pool of qualified candidates and that the hiring process runs smoothly; this has helped to streamline the recruitment process and has resulted in more efficient hiring of teachers. The District's instructional coaches provided professional development in the area of NGSS for K-8 teachers with 3 sessions and 102 attendees. Feedback from the training attendees was extremely positive and indicated a need to continue with more professional development. The District has responded by increasing sessions offered by 33% for the following school year. Regarding alternative education, the online instructional materials are the online platform for elementary school. The funding has provided a high quality of curriculum for the virtual students in the District’s elementary program.

Challenges:

Although positions such as Dual Language Immersion (DLI) and Moderate-Severe Special Education teachers present a staffing challenge, the District continues to successfully fill these roles. The District's Induction Program is continuing to recruit new mentors for the 2026-27 school year to lower the ratio of Induction candidates to mentor teachers. The planned implementation of these actions weren't affected by these challenges.

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

There are no material differences between the Budgeted Expenditures and Estimated Actual Expenditures.

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

Based on metrics, the District concludes the actions in Goal 1 are effectively impacting the District's progress in offering a high-quality teaching and learning environment. The following is the District's progress toward Goal 1:

Metric 1: Actions 1 and 2 have been effective in supporting the District's goal of increasing and maintaining the percentage of fully credentialed teachers, as measured by the Teacher Assignment Monitoring Outcomes report in Dataquest. Current data indicates the District remains near its target of 92% fully credentialed teachers, demonstrating continued progress toward ensuring students have access to appropriately credentialed and qualified educators. While Metric 1.1 reflects a slight decrease of 0.4% from the baseline, the District recognizes that staffing vacancies in specialized credential areas can impact annual percentages. As a result, the District will continue implementing these actions and maintaining the 92% target to support long-term stability in credentialed staffing. In addition, the District Induction Program continues to positively support teacher retention and professional growth outcomes. The program currently serves 141 induction candidates and 59 mentors, with a 92% retention rate among participating candidates. These outcomes indicate that the actions associated with recruitment, support, and induction are effectively contributing to teacher retention, credential completion, and the District's overall goal of maintaining a highly qualified instructional workforce.

Metric 2: Action 3 has been effective in supporting the District's goal of ensuring all students have access to high-quality, standards-aligned instructional materials. As reported to the Board through the Sufficiency of Instructional Materials report, 100% of students have access to standards-aligned curriculum and instructional materials. This outcome demonstrates that the District is successfully meeting the intended goal of providing all students with the necessary resources to support academic achievement and access to grade-level standards. The continued implementation of this action is effectively contributing to progress toward the District's articulated goal and desired educational outcomes.

Metric 3: Actions 4, 5, 6, and 7 have been effective in supporting the District's implementation of State Adopted Standards through ongoing professional development and instructional coaching support at school sites. These actions are designed to strengthen instructional practices, increase staff capacity, and ensure consistent implementation of standards-based curriculum across content areas. Implementation data from the District's reflection tool indicates strong progress toward these outcomes. Staff reported a rating of 5, representing full implementation and sustainability, in English Language Arts (ELA), Mathematics, and English Language Development

(ELD). Staff also reported a rating of 4, indicating full implementation, in History/Social Science and Next Generation Science Standards (NGSS). These outcomes demonstrate that professional development and coaching supports are positively impacting instructional implementation and staff readiness. Additionally, the District's 2026 Annual Survey results reflect positive perceptions of academic expectations and learning standards across educational partner groups. Eighty-nine percent of parents, 95% of staff, and 85% of students reported that schools maintain high learning standards, responding with "agree" or "strongly agree." These survey outcomes further demonstrate that the actions are effectively contributing to the District's goal of maintaining rigorous, standards-aligned instruction and improving teaching and learning outcomes for all students. Based on the positive progress demonstrated through implementation data and educational partner feedback, the District will continue to build upon and strengthen these outcomes.

Metrics 4, 5, 6, and 7: Actions 8, 9, 10, and 11 have been effective in supporting the District's goal of providing all students with equitable access to a broad course of study and enrichment opportunities that support college, career, and academic readiness. These actions continue to expand student participation in programs and courses designed to meet diverse learning needs and interests across grade levels. The District has maintained access to required areas of study while continuing to expand enrichment and specialized program opportunities. Gifted and Talented Education (GATE) services and enrichment activities are currently provided for 2,526 identified students, representing 16.17% of students identified through the District's universal screening process. In addition, music education opportunities are available at all 23 elementary school sites, ensuring that 100% of elementary students have access to music instruction and enrichment. The District currently offers 51 CTE courses across 12 industry sectors, with participation among English Learners from 21% to 20% and socioeconomically disadvantaged students from 34% to 32%. This indicates a slight decrease in participation in career preparation opportunities for unduplicated student groups. While these changes represent a slight decline, they do not reflect a reduction in access or program availability. Rather, participation rates can fluctuate from year to year based on changes in student enrollment, student interest, and the demographic composition of the overall student population. The District continues to provide open access to CTE pathways and will continue to monitor participation trends while strengthening outreach, student advising, and course awareness to ensure that English Learners and socioeconomically disadvantaged students continue to access high quality college and career pathways. Additionally, preschool inclusion programs are provided at five school sites, supporting inclusive learning environments and access for young learners with diverse needs. Collectively, these outcomes demonstrate that the actions are effectively supporting the District's articulated goal of ensuring equitable access to comprehensive educational programs, enrichment opportunities, and pathways that promote student engagement and success.

Metric 8: Actions 12, 13, and 15 have been effective in supporting the District's goal of ensuring equitable access to technology and digital learning resources for both students and teachers. Through the continued implementation of these actions, 100% of teachers and students have access to upgraded technology and instructional devices that support teaching, learning, communication, and access to digital curriculum resources. These outcomes demonstrate the District's continued commitment to maintaining a technology infrastructure that supports high-quality instruction, student engagement, and access to learning opportunities across all school sites. By ensuring universal access to updated technology, the District is effectively advancing progress toward its articulated goal and desired outcomes related to instructional access, digital learning, and educational equity. Action 12 is also measured by metrics 3.1 and 3.3, both which have shown increases in ELA (+5.6 from baseline) and Math (+11.0 from baseline) scores, demonstrating the effectiveness of online interventions and digital curriculum.

Metric 9: Action 14 has been effective in supporting the District's goal of maintaining safe, clean, and well-maintained learning environments for all students and staff. According to the Facilities Inspection Tool (FIT) report, 100% of District facilities received a rating of "Good" or

higher, demonstrating that school sites continue to meet standards for facility quality, safety, and operational conditions. These outcomes indicate that the District's ongoing maintenance and facilities efforts are successfully supporting positive learning environments that promote student engagement, well-being, and access to quality educational settings. The continued implementation of this action is effectively contributing to progress toward the District's articulated goal and desired outcomes related to safe and supportive school facilities.

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

Action 1: Action description was revised to include recruitment of classified staff.
Action 3: Proposed budget amount changed to account for changes in salary.
Action 4: Proposed budget amount changed to account for increase in the purchase of core instructional materials.
Action 6: Proposed budget amount changed to account for changes in salary.
Action 7: Proposed budget amount changed to account for additional professional development specifically in the areas of PLC, Math, and NGSS.
Action 9: Proposed budget amount changed to account for changes in salary.
Action 10: Proposed budget amount changed to account for changes in salary.
Action 11: Proposed budget amount changed to account for changes in salary.
Although some of the targeted outcomes for metrics 1 and 2 were met in Year 1 and Year 2, the District has elected to maintain the same target for subsequent years to ensure consistency and stability in performance. Sustaining this level of achievement across student groups remains a priority, and maintaining the current target allows the District to monitor for potential declines while continuing to close any remaining equity gaps.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Recruitment Fairs	The Division of Human Resources will attend and host recruitment fairs to hire appropriately credentialed teachers and classified staff for the District to fill vacancies created by attrition, relocation, and retirement.	$15,000.00	No
1.2	New Teacher Induction	The Division of Human Resources will oversee the Coordinator of Teacher Support for beginning teachers through the District sponsored CVUSD Induction Program to improve teacher retention and quality of instruction principally to improve outcomes for unduplicated student groups-EL and SED as measured by metric 1.1	$500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Library and Media Support	The Division of Human Resources will maintain high school teacher librarian(s) and provide library support with media technicians at the elementary and secondary school sites principally directed to Foster Youth, English Learners, and Low-Income student groups (hereafter referred to as unduplicated student groups) to increase accessibility to instructional resources during school hours as measured by metric 1.2.	$1,824,070.00	Yes
1.4	Common Core Materials	The Departments of Elementary, Secondary Curriculum, Access and Equity, and Alternative Education will pilot and adopt instructional materials aligned to current framework and state standards as determined by the adoption cycle and/or District need.	$1,511,000.00	No
1.5	Common Core Supplemental Supports	The Department of Special Education will provide supplemental Common Core materials, assessments, and training aligned to state standards to improve quality of instruction and support to students with disabilities.	$35,000.00	No
1.6	Instructional Support	The Division of Curriculum, Instruction, Innovation, and Support (CIIS) will maintain 19 FTE Instructional Coaches to support staff development and build teacher capacity to improve outcomes in academic content areas for the unduplicated student groups as measured by metric 1.3.	$2,994,279.00	Yes
1.7	Professional Development	The Division of CIIS will provide professional development and support for teachers and/or administrators to support staff's pedagogical needs to increase student achievement (e.g., Professional Learning Community (PLC), Co Plan/Co-Teach/ Universal Design for Learning, English Language Development), Leadership Development, Multi-Tiered Systems of Supports-Behavior (MTSS-B), AVID, common core materials, fare/sustenance, and site based professional development.	$1,126,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	GATE	The Department of Elementary Curriculum will support Gifted and Talented Education (GATE) differentiation/enrichment opportunities to meet the unique needs for unduplicated student groups. In addition, GATE screening is offered and principally directed for the unduplicated student group-EL which includes 2nd grade, to provide equitable access and opportunity to participate in the GATE program as measured by metric 1.4.	$200,000.00	Yes
1.9	VAPA	The Department of Access and Equity will oversee the District elementary music programs and enhance music operations at schools to continue enrichment opportunities for unduplicated student groups-EL, FY, and SED as measured by metrics 1.5 and 1.6.	$1,881,780.00	Yes
1.10	Career Pathways and Options	The Department of Secondary Curriculum will support sites in increasing the overall percentage of unduplicated student groups participating in and completing at least one CTE Pathway in the District. Towards this end, CTE teachers will be provided professional learning. Systemwide, schools will reach out via counseling departments and career centers to make sure unduplicated student groups-EL and SED are aware of programs and that the recruitment and maintenance into CTE programs is strategic and supported by data as measured by metric 1.7.	$917,337.00	Yes
1.11	Preschool Inclusion Program	The Department of Special Education will maintain on an ongoing basis preschool inclusion programs (PREP) according to student needs as determined by the Special Education State Performance Indicator Report for students with disabilities and to promote success in language, pre-academics and social development for both typically developing students to students with special needs.	$1,193,682.00	No
1.12	Student Technology	The Department of Technology will maintain student devices to ensure equitable access to technology tools as measured by metric 1.8. The Department of Technology will provide targeted technology tools and support services principally directed for English learners, socioeconomically disadvantaged students, and foster youth. These tools	$3,400,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and services will increase access to instructional software, online interventions, and digital curriculum aligned to the needs of unduplicated student groups, thereby improving their academic engagement and outcomes, as measured by metrics 3.1 and 3.3.		
1.13	Instructional Technology	The Department of Assessment and Instructional Technology as well as the Department of Technology will explore instructional technology tools to improve and enhance engagement [via the Techsploration Committee] in order to increase learning outcomes for unduplicated student groups as measured by metric 1.8.	$20,000.00	Yes
1.14	Facilities	The Department of Maintenance and Operations and school sites will maintain school facilities, so they are in good repair and safe for students and staff (Deferred Maintenance).	$5,965,000.00	No
1.15	Teacher Technology	The Department of Technology will upgrade and replace teacher computers and acquire technology tools to support instructional programs for all students.	$600,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students, parents, families, and staff are connected and engaged to their school to ensure student success	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

LCAP goal 2, metrics, and actions/services are aligned to the Chino Valley Unified School District's strategic plan and will remain a continued area of focus during the 2024-2027 LCAP cycle. The metrics included in the LCAP include all of the indicators required by the state, as well as indicators that reflect our local community priorities.

The goal was developed due to the continued need to promote students' request to feel safe and connected to school campuses. Increased family partnerships continue to be of interest so parents/guardians can actively participate in students' educational experiences. Data indicates a need to address equity gaps in student outcomes in suspension and graduation.

After reviewing the data regarding school connectedness such as chronic absenteeism and suspension rate, the District, along with educational partner groups, concluded that the current actions implemented will need to be sustained to continue for strong academic success. Analysis of the District Annual Survey indicated that 71% of students felt safe at school and 74% of 5th grade students indicated they felt connected to school. Educational partner input has suggested a need to advertise existing programs for students and families to increase awareness of the resources available to them. In addition, educational partners expressed increasing mental health services and social emotional supports, along with staff to support student physical and mental health within a positive learning environment. Furthermore, educational partners have emphasized the necessity to provide supplemental education to help students stay connected to school and improve academic outcomes.

Engagement is crucial to student well-being, including providing a sense of empathy, consideration, and support for social-emotional learning. A school community is essential to a strong school environment, and it is important to inform families so that they can support student success.

The actions and metrics grouped together will ensure connectedness with the school community resulting in positive academic outcomes, including strong achievement and academic persistence. Utilizing actions targeted to address these needs, the District will increase the percentage of students who feel safe and connected to school. Monitoring tools for Goal 2 include: Percentage of respondents indicating positive results for school safety and connectedness, Graduation Rate, Targeted - Graduation Rate, Attendance Rate, Chronic Absenteeism

Rate, Targeted - Chronic Absenteeism Rate, Suspension Rate, Targeted - Suspension Rate, Expulsion Rate, and Dropout Rate for Junior High and High School.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Self-Reflection Tool for Parent Involvement and Family Engagement (Priority 3) % of areas that are at ranked level 4 (full implementation) or 5 (full implementation with sustainability)	2023-2024 100% of areas are ranked level 4 or 5	2024-2025 100% of areas are ranked level 4 or 5	2025-2026 100% of areas are ranked level 4 or 5	2026-2027 100% of areas are ranked level 4 or 5	No difference
2.2	% of respondents indicating positive results for school safety and connectedness (State Priority 6) Source: K-12 School Quality Survey - Department of Equity and Access	2023-2024 Safety Students: 69% feel safe Families: 86% feel safe Staff: 90% feel safe Connectedness Students: 86% feel connected Families: 85% feel connected Staff: 97% feel connected	2024-2025 Safety Students: 76% feel safe Families: 90% feel safe Staff: 92% feel safe Connectedness Students: 87% feel connected Families: 88% feel connected Staff: 97% feel connected	2025-2026 Safety Students: 82% feel safe Families: 93% feel safe Staff: 94% feel safe Connectedness Students: 88% feel connected Families: 90% feel connected Staff: 98% feel connected	2026-2027 Safety Students: 72% feel safe Families: 86% feel safe Staff: 90% feel safe Connectedness Students: 88% feel connected Families: 87% feel connected Staff: 97% feel connected	Students: 13% difference Families: 7% difference Staff: 4% difference Connectedness Students: 2% difference Families: 5% difference Staff: 1% difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	% of Graduation Rate (State Priority 5) California School Dashboard - Graduation Rate	2022-2023 District: 94.7% graduation rate EL: 88.4% graduation rate FY: 64.9% graduation rate SED: 93.1% graduation rate	2023-2024 District: 94.4% graduation rate EL: 86.7% graduation rate FY: 54.1% graduation rate SED: 92.5% graduation rate	2024-2025 District: 95.5% graduation rate EL: 86.1% graduation rate FY: 57.1% graduation rate SED: 94.6% graduation rate	2025-2026 District: 95% graduation rate EL: 91.4% graduation rate FY: 69.9% graduation rate SED: 95% graduation rate	District: 0.8% difference EL: -2.3% difference FY: -7.8% difference SED: 1.5% difference
2.4	Targeted - % of Graduation Rate (State Priority 5) California School Dashboard - Graduation Rate	2022-2023 All Boys Republic: 54.3% graduation rate FY District: 64.9% graduation rate Boys Republic: 54.8% graduation rate SED Boys Republic: 54.3% graduation rate	2023-2024 All Boys Republic: 31.6% graduation rate FY District: 54.1% graduation rate Boys Republic: 35.3% graduation rate SED Boys Republic: 31.6% graduation rate	2024-2025 All Boys Republic: 40.7% graduation rate FY District: 57.1% graduation rate Boys Republic: 36.0% graduation rate SED Boys Republic: 40.7% graduation rate	2025-2026 All Boys Republic: 59.3% graduation rate FY District: 67.9% graduation rate Boys Republic: 59.8% graduation rate SED Boys Republic: 59.3% graduation rate	All Boys Republic: -13.6% difference FY District: -7.8% difference Boys Republic: -18.8% difference SED Boys Republic: -13.6% difference
2.5	% of Attendance Rate (State Priority 5) Source: Department of Fiscal Services	2022-2023 District: 92.75% attendance rate	2023-2024 District: 94.0% attendance rate	2024-2025 District: 94.0% attendance rate	2025-2026 District: 93.00% attendance rate	District: 1.25% difference
2.6	% of Chronic Absenteeism Rate (State Priority 5)	2022-2023	2023-2024	2024-2025	2025-2026	District: -7.0% difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: California School Dashboard Chronic Absenteeism	District: 19.5% chronic absenteeism rate EL: 19.7% chronic absenteeism rate FY: 32.3% chronic absenteeism rate SED: 26.7% chronic absenteeism rate	District: 14.2% chronic absenteeism rate EL: 14.0% chronic absenteeism rate FY: 28.1% chronic absenteeism rate SED: 19.7% chronic absenteeism rate	District: 12.5% chronic absenteeism rate EL: 9.9% chronic absenteeism rate FY: 21.5% chronic absenteeism rate SED: 15.8% chronic absenteeism rate	District: 16.5% chronic absenteeism rate EL: 16.7% chronic absenteeism rate FY: 27.6% chronic absenteeism rate SED: 18.7% chronic absenteeism rate	EL: -9.8% difference FY: -10.8% difference SED: -10.9% difference
2.7	Targeted - % of Chronic Absenteeism Rate (State Priority 5) Source: California School Dashboard Chronic Absenteeism	2022-2023 AA Liberty: 41.9% chronic absenteeism rate EL Chaparral: 22.4% chronic absenteeism rate Cortez: 31.7% chronic absenteeism rate Marshall: 24.8% chronic absenteeism rate Newman: 36.4% chronic absenteeism rate Magnolia: 42.9% chronic absenteeism rate FY District: 32.3% chronic absenteeism rate HY	2023-2024 AA Liberty: 39.3% chronic absenteeism rate EL Chaparral: 15.7% chronic absenteeism rate Cortez: 16.1% chronic absenteeism rate Marshall: 22.9% chronic absenteeism rate Newman: 34.9% chronic absenteeism rate Magnolia: 29.6% chronic absenteeism rate FY	2024-2025 AA Liberty: 33.3% chronic absenteeism rate EL Chaparral: 6.8% chronic absenteeism rate Cortez: 16.0% chronic absenteeism rate Marshall: 14.8% chronic absenteeism rate Newman: 28.6% chronic absenteeism rate Magnolia: 7.8% chronic absenteeism rate FY	2025-2026 AA Liberty: 38.9% chronic absenteeism rate EL Chaparral: 19.4% chronic absenteeism rate Cortez: 27.7% chronic absenteeism rate Marshall: 20.8% chronic absenteeism rate Newman: 33.4% chronic absenteeism rate Magnolia: 37.9% chronic absenteeism rate FY	AA Liberty: -8.6% difference EL Chaparral: -15.6% difference Cortez: -15.7% difference Marshall: -10.0% difference Newman: -7.8% difference Magnolia: -35.1% difference FY District: -10.8% difference HY Dickson: -25.5% difference Walnut: 2.1% difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dickson: 42.2% chronic absenteeism rate Walnut: 36.2% chronic absenteeism rate Cal Aero: 45.2% chronic absenteeism rate Magnolia: 50.0% chronic absenteeism rate SED Eagle Canyon: 24.4% chronic absenteeism rate Cal Aero: 31.8% chronic absenteeism rate SWD Eagle Canyon: 34.2% chronic absenteeism rate Two or More Races Eagle Canyon: 29.2% chronic absenteeism rate WH Newman: 37.5% chronic absenteeism rate Magnolia: 25.4% chronic absenteeism rate	District: 28.1% chronic absenteeism rate HY Dickson: 28.3% chronic absenteeism rate Walnut: 46.5% chronic absenteeism rate Cal Aero: 37.0% chronic absenteeism rate Magnolia: 29.8% chronic absenteeism rate SED Eagle Canyon: 11.3% chronic absenteeism rate Cal Aero: 28.0% chronic absenteeism rate SWD Eagle Canyon: 22.9% chronic absenteeism rate Two or More Races Eagle Canyon: 16.7% chronic absenteeism rate	District: 21.5% chronic absenteeism rate HY Dickson: 16.7% chronic absenteeism rate Walnut: 38.3% chronic absenteeism rate Cal Aero: 23.7% chronic absenteeism rate Magnolia: 28.9% chronic absenteeism rate SED Eagle Canyon: 8.2% chronic absenteeism rate Cal Aero: 15.0% chronic absenteeism rate SWD Eagle Canyon: 19.8% chronic absenteeism rate Two or More Races Eagle Canyon: 13.6% chronic absenteeism rate	District: 27.6% chronic absenteeism rate HY Dickson: 38.2% chronic absenteeism rate Walnut: 33.2% chronic absenteeism rate Cal Aero: 40.2% chronic absenteeism rate Magnolia: 46.0% chronic absenteeism rate SED Eagle Canyon: 21.4% chronic absenteeism rate Cal Aero: 26.8% chronic absenteeism rate SWD Eagle Canyon: 29.2% chronic absenteeism rate Two or More Races Eagle Canyon: 26.2% chronic absenteeism rate	Cal Aero: -21.5% difference Magnolia: -21.1% difference SED Eagle Canyon: -16.2% difference Cal Aero: -16.8% difference SWD Eagle Canyon: -14.4% difference Two or More Races Eagle Canyon: -15.6% difference WH Newman: -7.8% difference Magnolia: -13.2% difference Ramona: -14.4% difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Ramona: 39.4% chronic absenteeism rate	WH Newman: 34.1% chronic absenteeism rate Magnolia: 33.0% chronic absenteeism rate Ramona: 28.9% chronic absenteeism rate	WH Newman: 29.7% chronic absenteeism rate Magnolia: 12.2% chronic absenteeism rate Ramona: 25.0% chronic absenteeism rate	WH Newman: 33.5% chronic absenteeism rate Magnolia: 22.4% chronic absenteeism rate Ramona: 34.4% chronic absenteeism rate	
2.8	% of Dropout Rate for Junior High and High School Source: CalPads - Department of Technology and Information Services	2022-2023 Junior High: 0% dropout rate High School: 5.3% dropout rate	2023-2024 Junior High: 0% dropout rate High School: 2.97% dropout rate	2024-2025 Junior High: 0% dropout rate High School: 2.15% dropout rate	2025-2026 Junior High: 0% dropout rate High School: 5% dropout rate	Junior High: 0% difference High School: -3.15% difference
2.9	% of Suspension Rate (State Priority 6) Source: California School Dashboard - Suspension Rate	2022-2023 District 2.8% suspension rate EL: 2.7% suspension rate FY: 10.1% suspension rate SED: 3.8% suspension rate	2023-2024 District 2.8% suspension rate EL: 2.5% suspension rate FY: 7.2% suspension rate SED: 3.7% suspension rate	2024-2025 District 2.4% suspension rate EL: 1.6% suspension rate FY: 5.9% suspension rate SED: 3.0% suspension rate	2025-2026 District 1.8% suspension rate EL: 1.7% suspension rate FY: 8.1% suspension rate SED: 2.8% suspension rate	District -0.4% difference EL: -1.1% difference FY: -4.2% difference SED: -0.8% difference
2.10	Targeted - % of Suspension Rate (State Priority 6) Source: California School Dashboard - Suspension Rate	2022-2023 AA Liberty: 9.4% suspension rate Chino: 11.5% suspension rate	2023-2024 AA Liberty: 3.0% suspension rate Chino: 3.2% suspension rate	2024-2025 AA Liberty: 6.5% suspension rate Chino: 7.2% suspension rate	2025-2026 AA Liberty: 8.4% suspension rate Chino: 9.5% suspension rate	AA Liberty: -2.9% difference Chino: -4.3% difference AI

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AI District: 10.0% suspension rate EL Chino: 10.5% suspension rate FY District: 10.1% suspension rate HY Dickson: 6.2% suspension rate Chino: 12.1% suspension rate Chino Hills: 12.2% suspension rate Don Lugo: 11.3% suspension rate SED Liberty: 3.5% suspension rate SWD Magnolia: 12.6% suspension rate Townsend: 15.4% suspension rate Chino: 11.7% suspension rate WH Ramona: 18.2% suspension rate	AI District: 6.3% suspension rate EL Chino: 7.0% suspension rate FY District: 7.2% suspension rate HY Dickson: 1.7% suspension rate Chino: 6.5% suspension rate Chino Hills: 5.5% suspension rate Don Lugo: 7.6% suspension rate SED Liberty: 1.2% suspension rate SWD Magnolia: 22.0% suspension rate Townsend: 16.1% suspension rate Chino: 4.1% suspension rate WH Ramona: 9.1% suspension rate	AI District: 10.7% suspension rate EL Chino: 1.6% suspension rate FY District: 5.9% suspension rate HY Dickson: 3.7% suspension rate Chino: 4.4% suspension rate Chino Hills: 0.8% suspension rate Don Lugo: 6.2% suspension rate SED Liberty: 2.0% suspension rate SWD Magnolia: 15.5% suspension rate Townsend: 12.1% suspension rate Chino: 6.8% suspension rate WH Ramona: 13.8% suspension rate	AI District: 9.0% suspension rate EL Chino: 8.5% suspension rate FY District: 8.1% suspension rate HY Dickson: 5.2% suspension rate Chino: 9.1% suspension rate Chino Hills: 9.2% suspension rate Don Lugo: 8.3% suspension rate SED Liberty: 2.0% suspension rate SWD Magnolia: 10.6% suspension rate Townsend: 11.4% suspension rate Chino: 10.7% suspension rate WH Ramona: 16.2% suspension rate	District: 0.7% difference EL Chino: -8.9% difference FY District: -4.2% difference HY Dickson: -2.5% difference Chino: -7.7% difference Chino Hills: -11.4% difference Don Lugo: -5.1% difference SED Liberty: -1.5% difference SWD Magnolia: 2.9% difference Townsend: -3.3% difference Chino: -4.9% difference WH Ramona: -4.4% difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	% of Expulsion Rate (State Priority 6) Source: DataQuest - Expulsion Rate	2022-2023 District: 0.1% expulsion rate	2023-2024 District: 0.1% expulsion rate	2024-2025 District: 0.2% expulsion rate	2025-2026 District: 0.1% expulsion rate	District: 0.1% difference

Goal Analysis [2025-26]

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

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

Chino Valley Unified School District (CVUSD) made progress in implementing the actions and services in LCAP Goal 2. All actions were implemented as planned. There were not any substantive differences in the planned actions. Due to the successful implementation of all planned actions in the 2025-26 school year, the District maintains the same course of action. Intervention Counselors continue to increase social-emotional support to students, achieving success in strengthening PBIS across all school sites. Addressing the social-emotional concerns of students continue to remain a top priority. Nurses and health technicians provide support to all school sites by providing medication administration training and monitoring of student health issues. The Family Engagement Center continued to provide training virtually and in-person at the site and District level. They host at least 4 parent engagement events per week. The HOPE Program has successfully provided over 2,414 connections of various supports including assistance with Medi-Cal, CalWORKs & CalFresh applications, mental health support, food/ pantry resources, rental/utilities assistance, educational resources, and basic needs to CVUSD students and their families including those identified homeless and/or facing socio-economic challenges. New immigrant families continue to move to the area which allowed staff and programs to learn more about their needs and how best to support them. The Health Center in particular has worked with multiple new immigrant families and provided the necessary healthcare to ensure successful transition to the school setting. Another continued support to increase awareness of District mental health supports and services for students and families are our One Stop Shop website and Mental Health Supports Brochure.

Successes:

While there is not one specific action that has garnered this improvement, understanding the holistic needs of families which include access to transportation, individual counseling, and access to other types of counseling supports attribute to this progress. Other means of correction continues to support students to remain on school sites, and the District’s behavior intervention staff continue to support students at the sites to reengage in school. Aligning all school level plans to also reflect the need to address students' attendance at school has allowed the entire District to focus on the importance of attending school which is reflected in the decreased chronic absenteeism rates. Additionally, our school sites, in partnership with our School Community Liaisons, Foster Youth Liaison, HOPE center staff, nurses, Student Support Services staff, and Family Engagement Center staff, provide families with information, resources, workshops and professional learning opportunities to increase family involvement and support student learning at home.

An MTSS-B counselor at each school site supports PBIS implementation and provides support to students, families, and staff, increasing connectedness and student success. Our MTSS-B counselors continue to increase awareness of District mental health supports and services for students and families (One Stop Shop, Mental Health Supports Brochure).

Supplemental Education has provided credit recovery for summer school and four terms of credit recovery during the school year. In addition, the program works to replace the D and F grades, which is a major contributor for helping students meet college requirements.

Challenges:

Transiency at Boys Republic, our court appointed high school, poses a challenge to provide ample time for students to meet graduation requirements (-13.6% from baseline) in spite of the supports. Although the transiency challenge did not change the planned implementation of any actions, it is something that needed to be considered in the launch of the supports and services to target students needs in a timely manner.

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

Action 18: Previously, the District did not reflect all transportation costs in its budgeted expenditures, however, it was seen in the actual expenditures. The District has revised its budgeted expenditures for 2026-27 to reflect total transportation funding.

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

Based on the metrics, the District concludes that the actions in Goal 2 are positively impacting the organization's progress for students, parents, families, and staff to feel connected and engaged to their school.

Metrics 2.1 and 2.2: Actions 1, 2, 3, 4, 5, 6, 7, and 8 promote parent involvement and family engagement with all areas on the self reflection tool at (5) full implementation and sustainability. There was an increase in respondents indicating positive results for school safety and connectedness. The District's Annual Survey (2026) revealed that students, families, and staff feel safe at their schools with 93% parents, 94% staff, and 82% students rating agree or strongly agree. 83% of English learner students indicated they felt safe at school, and 83% of foster youth students indicated they felt safe at school. The District's Annual Survey (2026) revealed that students, families, and staff feel connected to their schools with 90% parents, 98% staff, and 88% students rating agree or strongly agree. 87% of English learner students indicated they felt connected to their school, and 85% of foster youth students indicated they felt connected to their school. As a result, Parents/Guardians responded most favorably on the School Quality Survey to items in the Family Involvement dimension. For example, 96% of parents strongly agreed or agreed that families are encouraged to attend school-sponsored activities and 91% strongly agreed or agreed their school informs families about school-sponsored activities. These actions are effectively supporting the achievement towards meeting the articulated goal.

Metrics 2.3 and 2.4: Actions 5, 9, 10, 11, 14, and 20 are supporting the District's graduation rate. CVUSD's current graduation rate is 95.5%. Current graduation rates for Boys Republic is 40.7%, Foster Youth is 57.1%, Boys Republic Foster Youth is 36.0%, and Boys Republic SED is 40.7%. Each student at Boys Republic is assigned there on a court order, which means the population is constantly changing. Because of the transiency, the graduation rate will fluctuate from year to year. Graduation rates for unduplicated student groups are as follows: EL 88.4%

to 86.1%, FY 64.9% to 57.1%, and SED 93.1% to 94.6%. Supplemental Education, Saturday school, high school intervention counselors, and MTSS-B intervention counselors are a part of the successful overall increase of graduation rate over the last three to five years. Counselors have been impactful in ensuring students' academic and behavioral needs are met. As a result, the District graduation rate is 94.2% to 99.1% success rate at the District comprehensive high school programs. The graduation rates show mixed results and identify the continued need for EL, FY, and Boys Republic graduation support.

Metrics 2.5, 2.6, and 2.7: Actions 5, 10, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, and 25 continue to support the District's goal. Chronic absenteeism rates for all students and specifically for our unduplicated students showed significant decreases and should be celebrated! We are also making progress with more students attending school with the actions in place to support students. Students have been provided with access to mental health supports through licensed therapists, contracted mental health services, and MTSS-B counselors which have strengthened students' connection to their school community. Additionally, health services staff (nurses and case managers) have reduced barriers in attending school by providing health care services and other wrap-around supports. The District's year end attendance rate in the 2024-25 school year is recorded at 94%, which is consistent with the previous year. However, the District's attendance rate remains higher than the State average of 93%. Chronic absenteeism decreased from 14.2% to 12.5% and unduplicated student groups showed a decrease as well: ELs 19.7% to 9.9%, FY 32.3% to 21.5%, and SED 26.7% to 15.8%. Overall our targeted schools align with the District trend with the exception of Walnut ES Homeless Youth showing an increase in chronic absenteeism from baseline of 36.2% to 38.3% however there is a decrease from Year 1 to Year 2. These actions are effectively supporting the achievement towards meeting the articulated goal.

Metrics 2.8, 2.9, 2.10, and 2.11: Actions 9, 10, 19, 23, 24 and 25 serve as foundation to support students to remain at school. The drop-out rate for junior high school remains at 0%. High school dropped from 2.97% to 2.15%. The drop-out rate for high school trajectory is moving in a positive direction. The District suspension rate decreased from 2.8% to 2.4% due to Student Support Services staff playing an instrumental role in guiding and supporting school sites to implement other means of correction. The expulsion rate showed a slight increase from 0.1% to 0.2%. In addition our unduplicated student groups showed a decrease in suspension rates: ELs 1.6%, FY 5.9%, SED 3.0%. These actions are overall effectively supporting the achievement towards meeting the articulated goal with the exception of American Indian suspension rate increased from baseline of 10.0% to 10.7%. In addition, students with disabilities at Magnolia JHS increased from baseline of12.6% to 15.5%.

Metrics 3.1 and 3.3: Actions 1 and 25 focus on supporting achievement for unduplicated students through parent and family engagement to meet students' academic needs. ELA CAASPP scores for District and unduplicated student groups changed as follows: District +5.6 difference, ELs +0.1 difference, FY -0.1 difference, and SED +17.4 difference. Math CAASPP scores improved across the board for District and unduplicated student groups: District +11.0 difference, ELs +10.6 difference, FY +4.3 difference, and SED +24.0 difference. The support provided by families to their students through parent trainings that have increased partnerships between home and school has been impactful in increasing student connectedness and learning which is showcased through the improvement in CAASPP scores. This action is effectively supporting achievement towards the articulated goal.

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

Action 1: Proposed budget amount changed to account for changes in salary. No longer funded through LREBG.

Action 2: Proposed budget amount changed to account for changes in materials.
Action 3: Action description was revised to account for updated position count. Proposed budget amount changed to account for changes in salary.
Action 7: Action description was revised to reflect current programs and departments involved.
Action 9: Action description revised for position clarity. Proposed budget amount changed to account for changes in salary.
Action 10: Action title revised to encompass all grade spans. Proposed budget amount changed to account for changes in salary and additional LREBG funds.
Action 11: Proposed budget amount changed to account for changes in salary and materials.
Action 12: Proposed budget amount changed to account for changes in salary and materials.
Action 13: Proposed budget amount changed to account for changes in salary.
Action 14: Proposed budget amount changed to account for changes in salary.
Action 15: Proposed budget amount changed to account for changes in salary and additional LREBG funds.
Action 16: Proposed budget amount changed to account for changes in salary.
Action 17: Proposed budget amount changed to account for salary and materials.
Action 18: Proposed budget amount changed to account for all transportation costs.
Action 19: Proposed budget amount changed to account for changes in salary.
Action 20: Proposed budget amount changed to account for changes in salary.
Action 21: Proposed budget amount changed to account for changes in vendor contract.
Action 22: Proposed budget amount changed to account for changes in salary. No longer funded through LREBG.
Action 24: Action description was revised to reflect current programs. Proposed budget amount changed to account for changes in salary and additional LREBG funds.
Action 25: Proposed budget amount changed to account for changes in salary.
Although some of the targeted outcomes for metrics 2, 5, and 8 were met in Year 1 and Year 2, the District has elected to maintain the same target for subsequent years to ensure consistency and stability in performance. Sustaining this level of achievement across student groups remains a priority, and maintaining the current target allows the District to monitor for potential declines while continuing to close any remaining equity gaps.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Family Engagement	The Department of Access and Equity will maintain the Coordinator of Parent and Family Engagement and personnel for the Family Engagement Center, to provide trainings to parents and staff during the school year principally directed to support achievement for unduplicated student groups-ELs, FY, and SED, through increasing partnerships between Home and School as measured by metrics 2.1, 3.1 and 3.3.	$313,377.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	School Governance	The Department of Access and Equity will promote family participation for unduplicated student groups through school governance by school sites holding at least four (4) meetings each for the School Site Council (SSC), the English Learner Advisory Committee (ELAC), and the District English Learner Advisory Committee (DELAC) every year to provide site support in training, outreach, child care, and translation for parent/student participation in the required school governance meetings. In addition, the District will host meetings (e.g., Local Control and Accountability Plan (LCAP) Advisory Committee, Superintendent's Student Advisory Committee (SAC), the Special Education Committee known as the District Parents as Partners Advisory Committee (DPPAC), and the Gifted and Talented Education (GATE) Advisory Committee to provide information and receive feedback from educational partners as measured by metric 2.1.	$30,000.00	No
2.3	Bilingual Translation Services	The Division of Human Resources and Access and Equity will utilize bilingual translation services to ensure the understanding of District communications and provide 28 positions of classified bilingual clerks for schools whose non-English designated language is greater than or equal to 14% to ensure an increase in parent communication and school engagement with regards to school programs, policies, and practices for English Learners and their families as measured by metrics 2.1 and 2.2.	$789,058.00	Yes
2.4	Parent/Guardian Information Forum	The Department of Communications will host parent/guardian forums for schools to provide information regarding social trends of school age students as measured by metric 2.1.	$5,000.00	No
2.5	Multi-Tiered Systems of Support-Behavior (MTSS-B) Materials	The Department of Health Services supports the implementation and maintenance of the Multi-Tiered Systems of Support for Behavior (MTSS-B) to improve the achievement of individualized behavior/social-emotional goals in all tiered intervention services, providing materials, training, and	$161,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		measurement tools for PBIS/MTSS-B principally directed for unduplicated student groups as measured by metrics 2.2, 2.3, 2.4, 2.6, 2.7.		
2.6	Suicide Prevention Training	The Department of Special Education will provide suicide prevention training on a yearly basis to school staff to heighten awareness of risk factors in youth suicide.	$10,000.00	No
2.7	Safe Schools	The Department of Health Services will maintain an anti-bullying prevention program (e.g., Second Steps, Restorative Practices) in order to reduce occurrences of bullying on CVUSD campuses for students.	$44,000.00	No
2.8	School Quality Survey	The Department of Access and Equity will administer an annual school quality survey to measure student, parent and family connectedness and engagement with their school.	$30,000.00	No
2.9	High School Intervention Counselors	The District will maintain (4) high school intervention counselors to support Multi-Tiered Systems of Support for Academics (MTSS-A) and Behavior (MTSS-B), ensure engagement, and monitor social-emotional well-being of unduplicated students as measured by metrics 2.3, 2.4, 2.9, 2.10	$669,767.00	Yes
2.10	Multi-Tiered Systems of Support-Behavior (MTSS-B) Intervention Counselors	The Department of Health Services will maintain 37.5 intervention counselors for K-12 to support Multi-Tiered Systems of Support for Behavior (MTSS-B), ensuring and monitoring social-emotional well-being of unduplicated students as measured by metrics 2.6, 2.7, 2.9, 2.10. $412,325 allocated from LREBG funds.	$5,457,650.00	Yes
2.11	Supplemental Education for K-12	The Departments of Elementary, Secondary Curriculum, and Alternative Education will provide supplemental education for unduplicated students who need additional supports to engage in school through academic supports [e.g., credit recovery, intervention, summer school, after school] to meet graduation requirements as measured by metric 2.3.	$819,522.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.12	Case Management for Families with Need	The Department of Health Services will provide case management and clinical support for unduplicated students-SED youth and families to reduce barriers and improve attendance and family engagement as measured by metrics 2.6 and 2.7.	$254,995.00	Yes
2.13	Mental Health Services (Licensed Therapists)	The Departments of Health Services and Special Education offer mental health services through licensed therapists to Medi-Cal eligible students and students with disabilities to improve individual student mental wellness and to provide educationally related mental health services (ERMHS) on an on- going basis.	$1,790,794.00	No
2.14	Saturday School	The Department of Alternative Education will provide Saturday Day School opportunities for students to receive academic support as they recoup loss of instructional time, credits, and attendance for unduplicated students groups as measured by metrics 2.3, 2.6, and 2.7.	$90,816.00	Yes
2.15	School Based Health Services	The Division of Human Resources and the Department of Health Services will maintain 22.84 full-time equivalent (FTE) school nurses and 22.84 FTE health technicians and materials principally directed for unduplicated student groups to support and monitor health-related issues and reduce chronic absenteeism as measured by metric 2.6 and 2.7. $327,640 allocated from LREBG funds.	$5,307,693.00	Yes
2.16	CVUSD Health Center	The Department of Health Services will oversee the CVUSD Health Center that provides direct medical care, including immunizations principally directed for unduplicated student groups, to increase access to health care services and ensure regular school attendance as measured by metrics 2.6 and 2.7.	$440,606.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.17	HOPE Resource Center	The Department of Health Services will oversee the HOPE Resource Center that provides additional supports (i.e., school supplies, hygiene items, clothing, case management, etc.) for unduplicated student groups, to reduce barriers and increase student-school engagement as measured by metric 2.6 and 2.7.	$761,132.00	Yes
2.18	Transportation	The Department of Transportation will continue to subsidize home to school transportation costs principally directed for eligible low-income students in order to facilitate decreased chronic absenteeism as measured by metrics 2.6 and 2.7.	$9,763,703.00	Yes
2.19	Community Day School	The Department of Alternative Education will support the Community Day School (CVLA) in its mission to serve unduplicated student groups by providing a positive and inclusive learning environment aimed at improving graduation rates, increasing attendance rates, and reducing suspension rates, as measured by metrics 2.3, 2.5, 2.6, 2.9 and 2.10.	$741,083.00	No
2.20	Foster Youth Counselor and Clerk	The Department of Student Support Services will oversee a Foster Youth Counselor and clerk to provide student and family support for Foster Youth Intake to improve absenteeism and graduation rates for foster youth as measured by metrics 2.3, 2.4, 2.6, and 2.7.	$254,892.00	Yes
2.21	Contracted Mental Health Services	The Department of Health Services will provide individual counseling services through Chino Human Services and other contracted providers, including Care Solace, to support students' social emotional development principally directed for K-12 unduplicated student groups in order to improve student connectedness as measured by metrics 2.6 and 2.7.	$182,097.00	Yes
2.22	Chronic Absenteeism Supports	The Department of Student Support Services will partner with contracted and community service provider(s) to work collaboratively and support school sites to monitor unduplicated student groups who display chronic	$996,704.00	Yes

Action #	Title	Description	Total Funds	Contributing
		absenteeism; the group will work with families to ensure continuity of enrollment as measured by metrics 2.6 and 2.7.		
2.23	“Other Means of Correction”	The Department of Student Support Services will provide yearly professional development to school site administrators on “Other Means of Correction” to mitigate suspension and expulsion rates for students as measured by metrics 2.9 and 2.10.	$0.00	No
2.24	Intensive Student Support	The District will maintain 4 Behavior Intervention Specialists and 5.25 FTE Behavior Aides for intensive behavior training principally directed to provide support for FY and SED student groups, requiring intensive behavioral support to improve student engagement as measured by metrics 2.9 and 2.10. $1,119,761 allocated from LREBG funds.	$2,344,890.00	Yes
2.25	Student Support Services Staff/School Sites	The Department of Student Support Services with 4 FTE will coordinate services and appropriate program placement in order to address academic and behavioral needs for unduplicated students as measured by metrics 2.6, 2.9, 3.1, and 3.3. School sites will monitor students with chronic absenteeism and work with families to ensure continuity of student enrollment.	$420,307.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students are prepared for college and career beyond graduation	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

LCAP goal 3, metrics, and actions/services are aligned to the Chino Valley Unified School District's strategic plan and will remain a continued area of focus during the 2024-2027 LCAP cycle. The metrics included in the LCAP include all of the indicators required by the state, as well as indicators that reflect our local community priorities.

The District, along with educational partner groups, looked at a variety of data/information to create this goal. An analysis of the District's local benchmark assessments indicates an achievement gap in English Language Arts and Math in the performance of unduplicated populations. Achievement gaps need to be systematically addressed through a multi-tiered system of support framework in academics and behavior to allow all students to demonstrate improved learning outcomes. This need is evident in broader learning experiences that will allow underrepresented students increased access to success in college and career pathways. In addition to surveys given to students, staff, and parents, the District reviewed the graduation rate and the College/Career Readiness Indicator. The District Annual Survey found that 80% of students agree or strongly agree that school has high learning standards for all students and 70% receive the support they need to prepare for the next grade level/life after high school.

After reviewing all the necessary data and educational partner input, this goal was developed to ensure students graduate from high school and are prepared to enter and succeed in postsecondary opportunities—whether college or career—without need for remediation. For students, college acceptance and attendance affect their future careers and livelihoods; they are looking for the support needed to prepare for future classes at the college/university level and, furthermore, tools for life readiness. Educational partner input suggests a need to continue to grow college and career awareness programs across all schools, including the continued growth of AVID and Career Centers. To assist students in achieving success, educational partners recommended that the District look to continue to provide mental health support, grow intervention programs, and college credit courses. Educational partners also suggested that the District increase multilingual programs available to students and consider increasing English learner supports.

The following actions and services provide a well-ordered, multi-tiered system of support and will measure progress towards the District's goal using the metrics identified below. The metrics include: Percentage of students in the combined four- and five-year graduation rate who met the A-G (UC/CSU) Requirements, Percentage of students in the combined four- and five-year graduation rate who completed both A-G (UC/CSU) requirements and CTE pathway, Percentage of students in the combined four- and five-year graduation rate who completed both

A-G (UC/CSU) requirements and CTE pathway, Early Assessment Program percentage of students prepared for college, Percentage of students who have passed an Advanced Placement examination with a score of 3 or higher, Percentage of students who have passed an Advanced Placement examination with a score of 3 or higher, Percentage of students making progress towards English language proficiency, Targeted - Percentage of students making progress towards English language proficiency, and Percentage of English learners reclassified as Fluent English Proficient since last census.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAASPP: English Language Arts and California Alternative Assessment (Gr. 3-8, and 11) Average Distance from Standard (DFS) (State Priority 4) Source: California School Dashboard - English Language Arts	2022-2023 District: +24.7 DFS EL: -20.4 DFS FY: -49.0 DFS SED: -9.6 DFS	2023-2024 District: +26.0 DFS EL: -23.6 DFS FY: -53.6 DFS SED: -4.5 DFS	2024-2025 District: +30.3 DFS EL: -20.3 DFS FY: -49.1 DFS SED: +7.8 DFS	2025-2026 District: +32.7 DFS EL: -11.4 DFS FY: -39.0 DFS SED: -1.1 DFS	District: +5.6 difference EL: +0.1 difference FY: -0.1 difference SED: +17.4 difference
3.2	Targeted - CAASPP: English Language Arts Smarter Balanced Summative Assessment and California Alternative Assessment (Gr. 3-8, and 11) Average Distance from Standard (State Priority 4)	2022-2023 EL Dickson: -77.0 DFS Newman: -72.5 DFS Walnut: -86.3 DFS Magnolia: -97.6 DFS Ramona: -70.8 DFS SWD District: -79.7 DFS Borba: -98.6 DFS Cattle: -113.1 DFS	2023-2024 EL Dickson: -72.4 DFS Newman: -78.6 DFS Walnut: -101.5 DFS Magnolia: -118.4 DFS Ramona: -77.8 DFS	2024-2025 EL Dickson: -53.5 DFS Newman: -98.4 DFS Walnut: -77.5 DFS Magnolia: -92.2 DFS Ramona: -91.4 DFS	2025-2026 EL Dickson: -69.0 DFS Newman: -64.5 DFS Walnut: -78.3 DFS Magnolia: -89.6 DFS Ramona: -62.8 DFS	EL Dickson: +23.5 difference Newman: -25.9 difference Walnut: +8.8 difference Magnolia: +5.4 difference Ramona: -20.6 difference SWD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: California School Dashboard - English Language Arts	Cortez: -108.7 DFS Dickey: -113.9 DFS Glenmeade: -78.4 DFS Liberty: -88.1 DFS Walnut: -139.4 DFS Cal Aero: -75.4 DFS Magnolia: -134.1 DFS Ramona: -165.1 DFS Woodcrest: -75.0 DFS Chino: -111.8 DFS	SWD District: -77.7 DFS Borba: -97.0 DFS Cattle: -94.2 DFS Cortez: -88.8 DFS Dickey: -94.8 DFS Glenmeade: -60.6 DFS Liberty: -94.8 DFS Walnut: -144.2 DFS Cal Aero: -70.6 DFS Magnolia: -147.2 DFS Ramona: -146.2 DFS Woodcrest: -75.6 DFS Chino: -108.2 DFS	SWD District: -75.0 DFS Borba: -64.5 DFS Cattle: -92.6 DFS Cortez: -110.4 DFS Dickey: -96.0 DFS Glenmeade: -95.3 DFS Liberty: -62.0 DFS Walnut: -157.9 DFS Cal Aero: -51.2 DFS Magnolia: -123.8 DFS Ramona: -150.2 DFS Woodcrest: -83.4 DFS Chino: -108.6 DFS	SWD District: -71.7 DFS Borba: -90.6 DFS Cattle: -105.1 DFS Cortez: -100.7 DFS Dickey: -105.9 DFS Glenmeade: -70.4 DFS Liberty: -80.1 DFS Walnut: -133.4 DFS Cal Aero: -67.4 DFS Magnolia: -126.1 DFS Ramona: -157.1 DFS Woodcrest: -67.0 DFS Chino: -103.8 DFS	District: +4.7 difference Borba: +34.1 difference Cattle: +20.5 difference Cortez: -1.7 difference Dickey: +17.9 difference Glenmeade: -16.9 difference Liberty: +26.1 difference Walnut: -18.5 difference Cal Aero: +24.2 difference Magnolia: +10.3 difference Ramona: +14.9 difference Woodcrest: -8.4 difference Chino: +3.2 difference
3.3	CAASPP: Math Smarter Balanced Summative Assessment and California Alternative Assessment (Gr. 3-8, and 11) Average Distance from Standard (DFS) (State Priority 4)	2022-2023 District: -13.8 DFS EL: -38.2 DFS FY: -92.2 DFS SED: -51.8 DFS	2023-2024 District: -7.0 DFS EL: -35.8 DFS FY: -73.9 DFS SED: -41.8 DFS	2024-2025 District: -2.8 DFS EL: -27.6 DFS FY: -87.9 DFS SED: -27.8 DFS	2025-2026 District: -5.8 DFS EL: -29.2 DFS FY: -82.2 DFS SED: -42.8 DFS	District: +11.0 difference EL: +10.6 difference FY: +4.3 difference SED: +24.0 difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: California School Dashboard - Mathematics					
3.4	Targeted - CAASPP: Math Smarter Balanced Summative Assessment and California Alternative Assessment (Gr. 3-8, and 11) Average Distance from Standard (State Priority 4) Source: California School Dashboard - Mathematics	2022-2023 All Chino: -116.8 DFS Buena Vista: -176.8 DFS AA Chino Hills: -127.4 DFS EL Newman: -99.6 DFS Magnolia: -141.5 DFS Hispanic Buena Vista: -188.0 DFS SED Buena Vista: -179.1 DFS SWD District: -113.3 DFS Cattle: -136.9 DFS Cortez: -119.5 DFS Dickson: -159.7 DFS Liberty: -108.5 DFS Oak Ridge: -99.9 DFS Walnut: -136.0 DFS Cal Aero: -101.0 DFS Canyon Hills: -106.4 DFS Townsend: -129.9 DFS	2023-2024 All Chino: -111.2 DFS Buena Vista: -189.7 DFS AA Chino Hills: -118.8 DFS EL Newman: -99.8 DFS Magnolia: -150.4 DFS Hispanic Buena Vista: -185.1 DFS SED Buena Vista: >10 Students SWD District: -108.4 DFS Cattle: -132.4 DFS Cortez: -103.3 DFS Dickson: -127.8 DFS Liberty: -107.4	2024-2025 All Chino: -92.5 DFS Buena Vista: -194.6 DFS AA Chino Hills: -70.4 DFS EL Newman: -109.2 DFS Magnolia: -123.6 DFS Hispanic Buena Vista: -195.6 DFS SED Buena Vista: -193.9 DFS SWD District: -107.8 DFS Cattle: -113.6 DFS Cortez: -127.1 DFS Dickson: -130.7 DFS Liberty: -64 DFS	2025-2026 All Chino: -108.8 DFS Buena Vista: -168.8 DFS AA Chino Hills: -119.4 DFS EL Newman: -91.6 DFS Magnolia: -133.5 DFS Hispanic Buena Vista: -188.0 DFS SED Buena Vista: -171.1 DFS SWD District: -105.3 DFS Cattle: -128.9 DFS Cortez: -111.5 DFS Dickson: -151.7 DFS	All Chino: +24.3 difference Buena Vista: -17.8 difference AA Chino Hills: +57 difference EL Newman: -9.6 difference Magnolia: +17.9 difference Hispanic Buena Vista: -7.6 difference SED Buena Vista: -14.8 difference SWD District: +5.5 difference Cattle: +23.3 difference Cortez: -7.6 difference Dickson: +29.0 difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Woodcrest: -103.1 DFS	DFS Oak Ridge: -84.4 DFS Walnut: -152.9 DFS Cal Aero: -94.8 DFS Canyon Hills: -122.0 DFS Townsend: -124.7 DFS Woodcrest: -103.1 DFS	Oak Ridge: -75.9 DFS Walnut: -164.8 DFS Cal Aero: -69.9 DFS Canyon Hills: -114.2 DFS Townsend: -130.7 DFS Woodcrest: -123.3 DFS	Liberty: -100.5 DFS Oak Ridge: -91.9 DFS Walnut: -128.0 DFS Cal Aero: -93.0 DFS Canyon Hills: -98.4 DFS Townsend: -121.9 DFS Woodcrest: -95.1 DFS	Liberty: +44.5 difference Oak Ridge: +24 difference Walnut: -28.8 difference Cal Aero: +31.1 difference Canyon Hills: -7.8 difference Townsend: -0.8 difference Woodcrest: -20.2 difference
3.5	California Science Test (CAST): Grades 5, 8, and High School % Met or Exceeded (M or E) (State Priority 4) Source: CAASPP	2022-2023 District: 37.18% Met or Exceeded EL: 4.43% M or E FY: 11.54% M or E SED: 23.91% M or E	2023-2024 District: 40.43% Met or Exceeded EL: 7.02% M or E FY: 8.00% M or E SED: 29.29% M or E	2024-2025 District: 42.40% Met or Exceeded EL: 6.63% M or E FY: 3.33% M or E SED: 33.79% M or E	2025-2026 District: 39.0% Met or Exceeded EL: 7% M or E FY: 13% M or E SED: 26% M or E	District: 5.22% difference EL: 2.20% difference FY: -8.21% difference SED: 9.88% difference
3.6	% of students in the combined four- and five-year graduation rate who met the A-G (UC/CSU) Requirements (State Priority 4) Source: DataQuest - Met UC/CSU Requirements and CTE Pathway Completion Report	2022-2023 District: 57.2% of students in the combined four- and five-year graduation rate who met the A-G (UC/CSU) Requirements EL: 44.2% FY: 8.1% SED: 43.87%	2023-2024 District: 56.7% of students in the combined four- and five-year graduation rate who met the A-G (UC/CSU) Requirements EL: 38.2% FY: 8.1% SED: 48.4%	2024-2025 District: 60.2% of students in the combined four- and five-year graduation rate who met the A-G (UC/CSU) Requirements EL: 38.8% FY: 19.0% SED: 53.5%	2025-2026 District: 59.0% of students in the combined four- and five-year graduation rate who met the A-G (UC/CSU) Requirements EL: 45.0% FY: 9.0% SED: 45.0%	District: 3.0% difference EL: -5.4% difference FY: 10.9% difference SED: 9.63% difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	% of students who have successfully completed CTE sequences/programs (State Priority 4) Source: DataQuest - Met UC/CSU Requirements and CTE Pathway Completion Report	2022-2023 District: 9.1% of students who have successfully completed CTE sequences/programs EL: 5.3% FY: 0.0% SED: 8.6%	2023-2024 District: 13.3% of students who have successfully completed CTE sequences/programs EL: 10.4% FY: 5.4% SED: 14.6%	2024-2025 District: 17.0% of students who have successfully completed CTE sequences/programs EL: 16.4% FY: 4.8% SED: 16.9%	2025-2026 District: 10.0% of students who have successfully completed CTE sequences/programs EL: 6.0% FY: 1.0% SED: 10.0%	District: 7.9% difference EL: 11.1% difference FY: 4.8% difference SED: 8.3% difference
3.8	% of students in the combined four- and five-year graduation rate who completed both A-G (UC/CSU) requirements and CTE pathway (State Priority 4) Source: DataQuest - Met UC/CSU Requirements and CTE Pathway Completion Report	2022-2023 District: 5.0% EL: 3.2% FY: 0.0% SED: 3.5%	2023-2024 District: 7.1% EL: 2.3% FY: 2.7% SED: 6.9%	2024-2025 District: 11.0% EL: 9.5% FY: 0.0% SED: 9.8%	2025-2026 District: 6.0% EL: 4.0% FY: 1.0% SED: 5.0%	District: 6.0% difference EL: 6.3% difference FY: 0% difference SED: 6.3% difference
3.9	% of students making progress towards English language proficiency (State Priority 4) Source: California School Dashboard - English Learner Progress (ELPI)	2022-2023 District: 52% of students making progress towards English language proficiency	2023-2024 District: 50.7% of students making progress towards English language proficiency	2024-2025 District: 50.0% of students making progress towards English language proficiency	2025-2026 District: 55% of students making progress towards English language proficiency	District: -2.0% difference
3.10	Targeted - % of students making progress towards English	2022-2023	2023-2024	2024-2025	2025-2026	Borba: -5.9% difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	language proficiency (State Priority 4) Source: California School Dashboard - English Learner Progress (ELPI)	Borba: 31.5% of students making progress towards English language proficiency Chaparral: 29.5% of students making progress towards English language proficiency Dickson: 29.2% of students making progress towards English language proficiency Magnolia: 37.8% of students making progress towards English language proficiency	Borba: 47.7% of students making progress towards English language proficiency Chaparral: 34.4% of students making progress towards English language proficiency Dickson: 59.6% of students making progress towards English language proficiency Magnolia: 69.4% of students making progress towards English language proficiency	Borba: 25.6% of students making progress towards English language proficiency Chaparral: 60.6% of students making progress towards English language proficiency Dickson: 41.7% of students making progress towards English language proficiency Magnolia: 66.7% of students making progress towards English language proficiency	Borba: 35.0% of students making progress towards English language proficiency Chaparral: 33.0% of students making progress towards English language proficiency Dickson: 32.0% of students making progress towards English language proficiency Magnolia: 41.0% of students making progress towards English language proficiency	Chaparral: 31.1% difference Dickson: 12.5% difference Magnolia: 28.9% difference
3.11	% of English learners reclassified as Fluent English Proficient since last census (State Priority 4) Source: CALPADS EOY report 2.16	2022-2023 District: 20.7% of English learners reclassified as Fluent English Proficient since last census	2023-2024 District: 20.2% of English learners reclassified as Fluent English Proficient since last census	2024-2025 District: 16.7% of English learners reclassified as Fluent English Proficient since last census	2025-2026 District: 24.0% of English learners reclassified as Fluent English Proficient since last census	District: -4.0% difference
3.12	% of students who have passed an Advanced Placement examination	2022-2023 District: 33.4% of students who have	2023-2024 District: 34.3% of students who have	2024-2025 District: 38.7% of students who have	2025-2026 District: 35.0% of students who have	District: 5.3% difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	with a score of 3 or higher (State Priority 4) Source: CollegeBoard - Equity and Excellence Report	passed an Advanced Placement examination with a score of 3 or higher	passed an Advanced Placement examination with a score of 3 or higher	passed an Advanced Placement examination with a score of 3 or higher	passed an Advanced Placement examination with a score of 3 or higher	
3.13	% of fee reduction exams with a passed Advanced Placement examination score of 3 or higher Source: College Board Report-Summary by Student Demographics, Aggregated for Districts (Totals by Fee Reduction)	2022-2023 District: 33.4% SED: 61.5%	2023-2024 District: 34.3% SED: 65.3%	2024-2025 District: 38.7% SED: 71.1%	2025-2026 District: 38.0% SED: 62.0%	District: 5.3% difference SED: 9.6% difference
3.14	% of students earning the Seal of Biliteracy at Graduation (State Priority 7) Source: DataQuest	2022-2023 District: 19.5% of students earning the Seal of Biliteracy at Graduation EL: 13.9%	2023-2024 District: 21.9% of students earning the Seal of Biliteracy at Graduation EL: 30.2%	2024-2025 District: 24.6% of students earning the Seal of Biliteracy at Graduation EL: 31.0%	2025-2026 District: 20.0% of students earning the Seal of Biliteracy at Graduation EL: 15.0%	District: 5.1% difference EL: 17.1% difference
3.15	% of seniors who earn college credit with at least one semester (State Priority 4 and 8) Source: CA School Dashboard	2022-2023 District: 6.6% earning college credit EL: 7.0% FY: 0% SED: 8.8%	2023-2024 District: 8.8% earning college credit EL: 1.6% FY: 0% SED: 10.0%	2024-2025 District: 2.0% earning college credit EL: 0% FY: 0% SED: 1.7%	2025-2026 District: 2.0% earning college credit EL: 7.0% or higher FY: 1%	District: -4.6% difference EL: -7.0% difference FY: 0% difference SED: -7.1% difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					SED: 9.0% or higher	
3.16	% Participation Rate at Each Grade Span on the 3rd Essential Standards Assessment (ESA) (State Priority 4 and 8) Source: ESA Report from the Office of Assessment and Instructional Technology	2022-2023 District ELA at 3rd ESA Administration K-2: 97.4% 3-6: 98.3% 7-8: 97.1% 9-12: 89.7% District Math at 3rd ESA Administration K-2: 97.7% 3-6: 98.2% 7-8: 97.5% HS IM1-3: 94.0%	2023-2024 District ELA at 3rd ESA Administration K-2: 99.3% 3-6: 98.3% 7-8: 99.0% 9-12: 93.3% District Math at 3rd ESA Administration K-2: 99.0% 3-6: 98.5% 7-8: 99.1% HS IM1-3: 95.6%	2024-2025 District ELA at 3rd ESA Administration K-2: 99.4% 3-6: 99.1% 7-8: 99.3% 9-12: 97.5% District Math at 3rd ESA Administration K-2: 99.3% 3-6: 99.5% 7-8: 99.3% HS IM1-3: 99.7%	2025-2026 District: District ELA at 3rd ESA Administration K-2: 95.0% or higher 3-6: 95.0% or higher 7-8: 95.0% or higher 9-12: 95.0% or higher District Math at 3rd ESA Administration K-2: 95.0% or higher 3-6: 95.0% or higher 7-8: 95.0% or higher HS IM1-3: 95.0% or higher	District ELA at 3rd ESA Administration K-2: 2.0% 3-6: 0.8% 7-8: 2.2% 9-12: 7.8% District Math at 3rd ESA Administration K-2: 1.6% 3-6: 1.3% 7-8: 1.8% HS IM1-3: 5.7%
3.17	% of students prepared on the College and Career Indicator (CCI) Source: California School Dashboard – CCI	2022-2023 District: 49.7% prepared (medium) FY: 5.6% prepared (very low) EL: 30.3% prepared (low)	2023-2024 District: 54.6% prepared (green) FY: 8.3% prepared (orange) EL: 45.1% prepared (green)	2024-2025 District: 61.1% prepared (green) FY: 20.0% prepared (yellow) EL: 39.2% prepared (yellow)	2025-2026 District: 50.0% prepared (medium) FY: 10.0% prepared (low) EL: 48.0% prepared (medium)	District: 11.4% difference FY: 14.4% difference EL: 8.9% difference SED: 15.0% difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 39.9% prepared (medium)	SED: 47.7% prepared (green)	SED: 54.9% prepared (green)	SED: 48.0% prepared (medium)	
3.18	Targeted -% of students prepared on the College and Career Indicator (CCI) Source: California School Dashboard – CCI	2022-2023 EL Chino High School: 7.9% (very low) SWD Chino High School: 7.8% (very low) Chino Hills High School: 9.3% (very low)	2023-2024 EL Chino High School: 25.0% (yellow) SWD Chino High School: 13.5% (yellow) Chino Hills High School: 23.7% (yellow)	2024-2025 EL Chino High School: 18.0% (orange) SWD Chino High School: 12.2% (orange) Chino Hills High School: 16.7% (orange)	2025-2026 EL Chino High School: 10.0% (low) SWD Chino High School: 10.0% (low) Chino Hills High School: 10.5% (low)	EL Chino High School: 10.1% difference SWD Chino High School: 4.4% difference Chino Hills High School: 7.4% difference
3.19	CAASPP: English Language Arts and California Alternative Assessment (Gr. 3-8, and 11) % Met or Exceeded (M or E) (State Priority 4) Source: Dataquest - CAASPP Test Results	2022-2023 District: 60.44% M or E EL: 19.82% M or E FY: 34.38% M or E SED: 47.24% M or E	2023-2024 District: 60.64% M or E EL: 17.58% M or E FY: 25.54% M or E SED: 49.34% M or E	2024-2025 District: 62.12% M or E EL: 20.67% M or E FY: 29.79% M or E SED: 53.94% M or E	2025-2026 District: 62% M or E EL: 23% M or E FY: 38% M or E SED: 50% M or E	District: 1.68% difference EL: 0.85% difference FY: -4.59% difference SED: 6.7% difference
3.20	CAASPP: Math Smarter Balanced Summative Assessment and California Alternative Assessment (Gr. 3-8, and 11) % Met or Exceeded (M or E) (State Priority 4)	2022-2023 District: 46.58% M or E EL: 22.29% M or E FY: 15.63% M or E SED: 32.06% M or E	2023-2024 District: 48.64% M or E EL: 25.61% M or E FY: 19.15% M or E SED: 35.62% M or E	2024-2025 District: 49.79% M or E EL: 28.84% M or E FY: 17.03% M or E SED: 41.08% M or E	2025-2026 District: 48% M or E EL: 24% M or E FY: 18% M or E SED: 35% M or E	District: 3.21% difference EL: 6.55% difference FY: 1.40% difference SED: 9.02% difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Dataquest - CAASPP Test Results					
3.21	Early Assessment Program - CAASPP: English Language Arts and Math % Met or Exceeded for Grade 11 Source: Dataquest - CAASPP Test Results	2022-2023 ELA: 63.82% Math: 34.28%	2023-2024 ELA: 65.51% Math: 38.79%	2024-2025 ELA: 65.46% Math: 37.1%	2025-2026 ELA: 66.82% Math: 37.28%	ELA: 1.64% difference Math: 2.82% difference

Goal Analysis [2025-26]

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

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

Chino Valley Unified School District was successful in implementing the actions and services identified to ensure that all students are prepared for college and career beyond graduation. All actions were implemented as planned. There were not any substantive differences in the planned actions. Due to the successful implementation of all planned actions in the 2025-26 school year, the District maintains the same course of action.

The annual District-wide College Fair event included representatives from California's two state university systems, Cal State University and the University of California, along with community colleges, private universities and other postsecondary options from across the region, state, and nation. In-person career-related events also occurred at Junior High School sites, mostly in the form of "Career Days."

AVID continues to thrive at the District's four elementary schools, five junior high schools, and at each of the four comprehensive high schools. AVID high school students use a recruiting program by travelling to junior high schools and sharing their experiences with incoming 9th graders in the hopes of continuing or beginning their AVID experiences. AVID elementary school principals have implemented AVID walks at all four campuses to calibrate the effectiveness of AVID implementation. The Advanced Placement program continues to expand with the District offering up to 32 different AP courses in grades 9-12, including the prestigious and coveted AP Capstone program where students undertake two years of concentrated research and study.

English Language Development (ELD) instructional coaches continue to support school sites with 1:1 coaching, co-teaching, co-planning, and staff professional development focusing on Designated English Language Development (DELD) and Integrated English Language Development (IELD) for teachers in all content areas. Teachers are also supported with instructional strategies and lesson planning to assist in increasing student engagement.

Successes:

The District has shown marked efforts in increasing access to rigorous academic opportunities to all students by expanding AP courses and eliminating barriers with the cost of taking exams through subsidized fees. We have continued to grow our multilingual programs each year with Mandarin Dual Immersion at Hidden Trails and Spanish Dual Immersion at Borba by adding additional grade levels.

As a result of AVID implementation at our elementary schools, one school, Levi Dickey ES, is the first in the County to be recognized as an AVID National Demonstration School for their fidelity in the use of AVID strategies.

Professional Development to Support English Learners: The District has four ELD Coaches to support the elementary and secondary teachers to support the English Learners and the designated and integrated instruction. All Access and Equity staff is in place to monitor the LCAP and support the English learners in the District. The annual “Road Shows” as well as regular collaboration among High School counseling staff has created a system of reciprocal accountability geared towards increasing more students to be prepared for both college and career beyond graduation.

Challenges:

There were no challenges with implementing any of the actions as planned.

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

There are no material differences between the Budgeted Expenditures and Estimated Actual Expenditures.

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

Based on the metrics, the District concludes the actions in Goal 3 are effectively impacting progress towards students being college and career ready.

Metrics 1, 2, 3, 4, 5, 16, 19, 20, and 21: Actions 1, 2, 3, 5, 6, 8, 10, and 11 Math achievement has increased on the CAASPP: from -13.8 DFS down to -2.8 DFS overall with most unduplicated groups getting closer to standard as well (EL: -38.2 DFS to -27.6 DFS, FY: -92.2 DFS to -87.9 DFS, SED: -51.8 DFS to -27.8 DFS). There was a 3.21% increase in students meeting or exceeding standards on the CAASPP in math and unduplicated student groups showed an increase as well (EL: 6.55%, FY: 1.40%, SED: 9.02%). In science there was an increase of 5.22% of students meeting or exceeding standards on the CAST Districtwide and unduplicated student groups showed the following change (EL: 2.20%, FY: -8.21%, SED: 9.88%). ELA scores improved districtwide by 5.6 above DFS and some unduplicated student groups showed an increase as well (EL: 0.1 DFS, FY: -0.1 DFS, SED: 17.4 DFS). The District continues to have percentage rates for student groups who are not meeting or exceeding standards on the Essential Standards Assessment (ESA). This correlates with student groups that are not meeting the expected outcome for meeting Distance from Standard on the CAASPP for ELA and Math. The academic interventions and supports outlined in these actions are leading to positive outcomes as demonstrated by the CAASPP data. While student groups are showing positive

outcomes, with the exception of FY with ELA, these actions are effectively supporting the achievement towards meeting the articulated goal and desired outcome. FY is an area the District will continue to show targeted support towards throughout the District.

Metrics 6, 7, 8, 15, 17, and 18: Actions 3, 4, 5, 6, 7, 8, 9, 10, 11, 15, 18, and 19 The percent of students who met A-G requirements increased from 57.2% to 60.2% and unduplicated student groups showed the following change (EL: 44.2% to 38.8%, FY: 8.1% to 19.0%, and SED: 43.87% to 53.50%), and the percent of students successfully completing CTE sequences/programs went from 9.1% to 17.0% and unduplicated student groups showed increases as well (EL: 5.3% to 16.4%, FY: 0.0% to 4.8%, and SED: 8.6% to 16.9%). The percent of students who met A-G requirements and completed a CTE sequence/program increased from 5.0% to 11.0% and unduplicated student groups showed the following changes (EL: 3.2% to 9.5%, FY: remains at 0.0%, SED: 3.5% to 9.8%). Seniors earning college credit decreased from 6.6% to 2.0% and unduplicated student groups showed the same changes (EL: 7.0% to 0.0%, FY: remains at 0.0%, and SED: 8.8% to 1.7%). There was significant success with our students showing increases on the College and Career Indicator (CCI): English learners demonstrated an improvement as indicative of the 8.9% increase in the past two years, foster youth showed an increase of 14.4%, and SED showed an increase of 15.0%; most unduplicated student groups showed increases in meeting a-g requirements; and all unduplicated student groups showed increases in passing AP exams with a 3 or higher. College and Career Road shows conducted at all high schools was effective in creating awareness and collaborating on student progress which has continued to increase students' progress on the CCI. The percent of students prepared on the CCI increased from 49.7% to 61.1%. Overall, these actions are effectively supporting progress toward the articulated goal and desired outcome, particularly in A-G completion, CTE completion, A-G/CTE completion, and CCI; however, the decline in college credit completion indicates a continued area for monitoring and improvement.

Metrics 9, 10, 11, and 14: Actions 11, 12, 13, 16, 17 The percent of students earning the State Seal of Biliteracy increased from 19.5% to 24.6% and English learners increased from 13.9% to 31.0%. Slight decreases occurred in the percent of students making progress toward English language proficiency from 52% to 50% as well English learners being reclassified from 20.7% to 16.7%. While the actions supported gains in the State Seal of Biliteracy attainment, slight declines were observed in English learner progress toward proficiency and reclassification rates. The District recognizes the need to refine or enhance support strategies for English learners to address this slight decrease in outcomes by providing additional professional learning to support Designated English Language Development and Integrated English Language Development instruction.

Metrics 12 and 13: Actions 14 and 15 In support for advanced learning for all students but specifically for unduplicated populations, there were increases in the percent of students scoring a 3+ on AP exams. The percent of students who passed an AP exam with a score of 3 or higher increased from 33.4% to 38.7%. Students who received a fee reduction (SED) for the AP exam and passed with a score of 3 or higher also increased from 61.5% to 71.1%. The District continues to expand AP course offerings and provide ongoing opportunities for professional learning to teachers who teach the AP courses. These actions are effectively impacting more students being prepared for college and career.

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

The following changes are being made based on reflections of the District’s prior practices:

Action 1: Proposed budget amount changed to account for changes in vendor contracts.

Action 2: Action description was revised. Added assistant principals to the description. Proposed budget amount changed to account for changes in salary and additional LREBG funds.
Action 3: Proposed budget amount changed to account for changes in salary.
Action 10: Proposed budget amount changed to account for changes in salary.
Action 12: Proposed budget amount changed to account for changes in salary.
Action 14: Proposed budget amount changed to account for increase in number of students taking AP exams who qualify for fee assistance.
Action 16: Proposed budget amount changed to account for changes in salary.
Although some of the targeted outcomes for metrics 5, 7, 8, 14, 17, and 20 were met in Year 1 and Year 2, the District has elected to maintain the same target for subsequent years to ensure consistency and stability in performance. Sustaining this level of achievement across student groups remains a priority, and maintaining the current target allows the District to monitor for potential declines while continuing to close any remaining equity gaps.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Multi-Tiered Systems of Support: Academic (MTSS-A) Support	The Department of Elementary Curriculum and Instruction will provide specific ELA interventions and support through instructional materials to close the achievement gap for the unduplicated student population designed to improve student outcomes as measured by metrics 3.1, 3.2, and 3.19.	$233,000.00	Yes
3.2	Multi-Tiered Systems of Support	The Department of Elementary and Secondary Curriculum will provide support through assistant principals, teachers and intervention teachers at elementary schools, and intervention counselors at the junior high schools, to close the achievement gap for the unduplicated student population designed to improve student outcomes as measured by metrics 3.1, 3.2, 3.3, 3.4, 3.5, 3.19, and 3.20. $1,055,777 allocated from LREBG funds.	$26,297,192.00	Yes
3.3	Alternative Education Support	The Department of Alternative Education will maintain a counselor to create and monitor academic plans principally directed for unduplicated students to ensure academic success in an alternative educational program as measured by metrics 3.6, 3.17, 3.18, and 3.21.	$174,330.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	College Entrance and Readiness	The Departments of Secondary Curriculum and Assessment and Instructional Technology will maintain the California College Guidance Initiative (CCGI) to increase and give students/parents, especially those in unduplicated groups, access to “a-g” information and the application process for post-secondary institutions to increase college matriculation rates.	$0.00	No
3.5	After School Tutoring	The Department of Student Support Services and Health Services will provide academic tutoring services for foster youth and low-income students to increase academic achievement and increase proficiency as measured by metrics 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.19, and 3.20.	$100,000.00	Yes
3.6	College Awareness	The Department of Secondary Curriculum will support Jr. High and High School College Nights to increase college awareness and provide opportunities to participate in college tours principally directed for unduplicated student groups as measured by metrics 3.6, 3.17, 3.18, and 3.21.	$29,000.00	Yes
3.7	A-G Promotion	The Department of Secondary Curriculum will provide secondary administrators and counselors training in tools to monitor CSU/UC eligibility, continued alignment of current new a-g courses with UC/CSU criteria, and a-g progress monitoring, and monitor on-track a- g progress bi-annually using the UC Eligibility Report and CSU Eligibility Report in AERIES SIS.	$0.00	No
3.8	AVID	The Departments of Elementary and Secondary Curriculum will provide the AVID program principally directed for unduplicated student support who are primarily first-time college goers to encourage and increase college and career readiness and success as measured by metrics 3.6, 3.17, 3.18, and 3.21.	$411,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.9	HS Transcript Audits	The Department of Secondary Curriculum will oversee high school counselors who perform transcript audits at the end of each semester and provide additional monitoring of students not “on track status” in order for students to graduate in four years.	$0.00	No
3.10	Career Centers	The Department of Secondary Curriculum will support Career Centers at all high schools to improve and provide equitable access and information to college and career courses and opportunities principally directed for unduplicated student groups as measured by metrics 3.7, 3.8, 3.17, 3.18, and 3.21.	$283,719.00	Yes
3.11	Professional Development to Support English Learners and Long Term English Learners (LTELs)	The Department of Access & Equity will support professional development by ELD instructional coaches to administrators, teachers, and instructional support staff to improve and ensure all English Learners and LTELs attain English Language proficiency and are provided language acquisition support across content areas.	$235,000.00	No
3.12	Access & Equity	The Department of Access and Equity will maintain 3 FTE staff to support with LCAP implementation to support unduplicated student groups, assist with analyzing and monitoring English Learner (EL) progress in academics and English Language proficiency, and ensure that ELs have access to a broad course of study as determined by assessments and appropriate program placement (e.g., ELD standards, full curriculum, rigorous coursework, quality standards-based instruction) as measured by metrics 3.9 and 3.10.	$639,887.00	Yes
3.13	English Learner Support and Language Acquisition	The Department of Access and Equity will oversee site administration in monitoring and reviewing master schedules to ensure ELs and LTELs are provided access to the full curriculum through Structured English Immersion, along with the provision of EL and LTEL supports and services through daily Designated and Integrated ELD.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.14	Advanced Placement Exam Access	The Departments of Secondary Curriculum and Assessment and Instructional Technology will subsidize advanced placement fees principally directed for unduplicated student groups in order to provide access for low-income students to take the AP exams as measured by metric 3.13.	$168,000.00	Yes
3.15	Increased Access to Advanced Placement (AP) Programs	The Department of Secondary Curriculum will continue to expand access to Advanced Placement programs and equitable preparation for unduplicated students as measured by metrics 3.12, 3.13, and 3.17.	$166,000.00	Yes
3.16	Promotion of Multilingual Programs	The Department of Access and Equity will provide targeted oversight and support to site administrators in monitoring the implementation of Dual Language Immersion and Biliteracy Pathway programs, with a focus on serving unduplicated students. This action is principally directed toward and effective in meeting the needs of unduplicated students by supporting the fidelity of programs designed to develop biliteracy and academic achievement in two languages. Implementation progress and student outcomes will be measured by metric 3.14.	$2,597,992.00	Yes
3.17	Multilingual Program Support	The Department of Access and Equity and the Department of Assessment and Instructional Technology will oversee various training and costs of bilingual assessments to support the translation of assessment materials for the dual language immersion programs and to determine students' multilingual abilities in reading, writing, listening, and speaking principally directed for English learners as measured by metric 3.14.	$11,000.00	Yes
3.18	College Credit	The Department of Alternative Education will offer college credit courses (dual enrollment) at all high schools to increase equitable access and information to college and career courses and opportunities principally directed for unduplicated student groups as measured by metrics 3.15, 3.17, 3.18, and 3.21.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.19	Regional Occupational Program	The Department of Secondary Curriculum will support sites in increasing the overall percentage of unduplicated student groups participating in and completing Regional Occupational Program (ROP) courses in partnership with Baldy View ROP to increase career readiness. Systemwide, schools will reach out via counseling departments and career centers to make sure unduplicated student groups are aware of programs as measured by metric 3.7.	$3,191,620.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	During the 2024-2027 LCAP cycle, Chino Valley School District is committed to increasing the college and career readiness of students at Buena Vista (BV), Chino Valley Learning Academy (CVLA), and Boys Republic High School (BR). This commitment is reflected in a targeted emphasis on improving Graduation Rates, Suspension Rates, Mathematics proficiency, school connectedness, and performance on the College and Career Indicator. The goal is designed to benefit every student, with a targeted focus on providing Foster Youth, Hispanic students, and those facing Socioeconomic challenges with additional support tailored to their needs.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Buena Vista Continuation High School (BV), Chino Valley Learning Academy (CVLA), and Boys Republic High School (BR) are eligible for Equity Multiplier Funding, because the student non-stability rate at the schools is greater than 25% and the socioeconomically disadvantaged pupil rate is greater than 70%. As a result, targeted actions have been created to support students' academic and social emotional needs with additional resources so they can be better prepared for college and career beyond graduation.

The District along with educational partner groups examined multiple data/information to establish targeted actions for these schools.

Buena Vista Continuation High School: An analysis of the student outcomes for all students and specifically for students who are economically disadvantaged (SED) or Hispanic at Buena Vista Continuation High School reveal an achievement gap in Math and are not demonstrating college or career readiness. Achievement gaps need to be systematically addressed through a multi-tiered system framework in academics and behavior to allow students who have not been successful at comprehensive high schools to demonstrate improved learning outcomes. Data from student focus groups and surveys indicate a high interest in career exploration. To ensure students are able to make up deficient credits, there are limited options for career exploration through CTE classes on campus. To address this need, all students will have the opportunity to enroll in classes at BVROP located in Ontario to take CTE courses to be better prepared for high school and beyond.

Chino Valley Learning Academy (CVLA): CVLA's Suspension Rate on the California Dashboard is in the lowest performance level for All Students, Hispanic, and SED; similar to last year, information from educational partners indicate a strong need to support students' social emotional needs through increased counseling if they are able to improve learning outcomes. CVLA is a temporary placement for students to

continue their education as a consequence from being expelled. CVLA will provide tiered counseling support to learn new behaviors and coping strategies, it is our goal for students to be able to return back to their home schools and be successful. These efforts will be measured through increased positive outcomes for students' individualized access for mental health support on the K-12 Insight School Survey.

Boys Republic High School: Students who reside at BR are 100% foster youth and 100% SED. Students come from schools all throughout California and have been placed by the court system, because they are in need of highly structured supervision. As a placement by the court, students' enrollment are considered short term, typically ranging from a few weeks up to a few months. Short term enrollment presents a great challenge to help students earn a high school graduation when they arrive with deficient high school credits. To address this challenge, targeted support through increased knowledge of graduation requirements for foster youth and collaboration of student progress will be initiated. Additionally, through smaller class sizes, students will receive intensive support to help students graduate.

Chino Valley Unified School District believes that the specific metrics, and actions included in this goal will help achieve the outcomes during the 2024-2027 LCAP cycle, to increase College and Career Readiness for students at BV and BR, math achievement at BV, graduation rate at BR, and social emotional well being for students at CVLA and BR.

All three Equity Multiplier schools (Buena Vista High School, Chino Valley Learning Academy, and Boys Republic High School) provide alternative education programs exclusively for at-promise students who experience similar barriers to consistent enrollment, school engagement, credit completion, graduation, and successful transition to college or career. Because enrollment and student-group counts are small at these sites, multiple Dashboard indicators are not reportable; therefore, the District considered available 2025 Dashboard results together with local attendance, suspension, credit-accrual, graduation, and college and career readiness data. The 2025 Dashboard identified red performance for the College/Career Indicator at Buena Vista for All Students, Hispanic students, and socioeconomically disadvantaged students, and for suspension at Chino Valley Learning Academy for All Students. Although the reportable indicators differ by site, the District determined that they reflect common underlying needs related to student engagement, school connectedness, academic progress, and preparation for postsecondary success. Accordingly, the three schools are included in one focus goal, with school-specific actions, metrics, and targets used to address and monitor the distinct needs identified at each site.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of Students Accessing Transportation to BVROP Source: Transportation Access Report	2024-2025 100% access to BVROP for students who need transportation	2024-2025 100% access to BVROP for students who need transportation	2025-2026 100% access to BVROP for students who need transportation	2026-2027 100% access to BVROP for students who need transportation	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Distance from Standard (DFS) for CAASPP Results for Math CAASPP Results in Math Source: CA School Dashboard	2022-2023 Buena Vista Continuation High School All: -176.8 points from Distance from Standard in Math SED: -179.1 points from Distance from Standard in Math Hispanic: -188.0 points from Distance from Standard in Math	2023-2024 Buena Vista Continuation High School All: -189.7 points from Distance from Standard in Math (>30 Students) SED: (>10 Students) points from Distance from Standard in Math Hispanic: -181.1 points from Distance from Standard in Math (>30 Students)	2024-2025 Buena Vista Continuation High School All: -194.6 points from Distance from Standard in Math SED: -193.9 points from Distance from Standard in Math Hispanic: -195.6 points from Distance from Standard in Math (>30 Students)	2025-2026 Buena Vista Continuation High School High School All: -165.8 points from Distance from Standard in Math SED: -170.1 points from Distance from Standard in Math Hispanic: -179.0 points from Distance from Standard in Math	Buena Vista Continuation High School All: -17.8 difference SED: -14.8 difference Hispanic: -7.6 difference
4.3	% Prepared on the College and Career Indicator Source: CA School Dashboard	2022-2023 District: 49.7% (medium) Buena Vista Continuation High School All: 4.2% (very low) SED: 4.3% (very low) Hispanic: 4.6% (very low) Boys Republic High School	2023-2024 District: 54.6% (green) Buena Vista Continuation High School All: 10.2% (yellow) SED: 10.3% (yellow) Hispanic: 9.6% (orange) Boys Republic High School	2024-2025 District: 61.1% (green) Buena Vista Continuation High School All: 1.4% (red) SED: 1.5% (red) Hispanic: 1.8% (red) Boys Republic High School	2025-2026 District: 50.0% prepared (medium) Buena Vista Continuation High School All: 10.0% (low) SED: 10.0% (low) Hispanic: 10.0% (low) Boys Republic High School	District: 11.4% difference Buena Vista Continuation High School All: -2.8% difference SED: -2.8% difference Hispanic: -2.8% difference Boys Republic High School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2022-2023 All: 0% prepared (no performance indicator) FY: 0% prepared (no performance indicator) SED: 0% prepared (no performance indicator)	2023-2024 All: 0% prepared (no performance indicator) FY: 0% prepared (no performance indicator) SED: 0% prepared (no performance indicator)	2024-2025 All: 0% prepared (no performance indicator) FY: 0% prepared (no performance indicator) SED: 0% prepared (no performance indicator)	2025-2026 All: 1% prepared (very low) FY: 1% prepared (very low) SED: 1% prepared (very low)	All: 0% difference FY: 0% difference SED: 0% difference
4.4	% of Students Indicating Positive Results for Connectedness (P6) Source: K-12 Insight School Quality Survey	2023-2024 Buena Vista Continuation High School 89% of students who perceive they receive support that addresses their individual social-emotional needs. CVLA 57% of students who perceive they receive support that addresses their individual social-emotional needs.	2024-2025 Buena Vista Continuation High School 91% of students who perceive they receive support that addresses their individual social-emotional needs. CVLA 40% of students who perceive they receive support that addresses their individual social-emotional needs.	2025-2026 Buena Vista Continuation High School 85% of students who perceive they receive support that addresses their individual social-emotional needs. CVLA 66.67% of students who perceive they receive support that addresses their individual social-emotional needs.	2026-2027 Buena Vista Continuation High School Greater than or equal to 90% of students who perceive they receive support that addresses their individual social-emotional needs. CVLA 60% of students who perceive they receive support that addresses their individual social-emotional needs.	Buena Vista Continuation High School -4.0% difference CVLA 9.67% difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.5	% Graduating High School (P5) Source: CA School Dashboard	2022-2023 Graduation Rate at Boys' Republic HS All: 54.3% graduation rate FY: 54.8% graduation rate SED: 54.3% graduation rate	2023-2024 Graduation Rate at Boys' Republic HS All: 31.6% graduation rate FY: 35.3% graduation rate SED: 31.6% graduation rate	2024-2025 Graduation Rate at Boys' Republic HS All: 40.7% graduation rate FY: 36.0% graduation rate SED: 40.7% graduation rate	2025-2026 Graduation Rate at Boys' Republic HS All: 55.0% graduation rate FY: 55.0% graduation rate SED: 55.0% graduation rate	All: -13.6% difference FY: -18.8% difference SED: -13.6% difference
4.6	% of Suspension Rate (P6) Source: CA School Dashboard	2023-2024 Suspension Rate at CVLA All: 22.7% suspension rate Hispanic: 21.7% suspension rate SED: 26.8% suspension rate	2023-2024 Suspension Rate at CVLA All: 22.7% suspension rate Hispanic: 21.7% suspension rate SED: 26.8% suspension rate	2024-2025 Suspension Rate at CVLA All: 24.6% suspension rate Hispanic: 19.1% suspension rate SED: 25.9% suspension rate	2025-2026 Suspension Rate at CVLA All: 22.0% suspension rate Hispanic: 21.0% suspension rate SED: 26.0% suspension rate	All: 1.9% difference Hispanic: -2.6% difference SED: -0.9% difference

Goal Analysis [2025-26]

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

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

Chino Valley Unified School District was successful in implementing all actions and services identified to support students at schools targeted for assistance, including Boys Republic, Buena Vista Continuation High School, and Chino Valley Learning Academy to be prepared for college and career beyond graduation through a clear system of support. All actions were implemented as planned. There were not any substantive differences in the planned actions. Due to the successful implementation of all planned actions in the 2025-26 school year, the District maintains the same course of action.

CVUSD provides an educational program at Boys Republic School which allows students the opportunity to change their lives by becoming productive and contributing members of the community through educational achievement.

The District continues to offer Transportation to the Baldy View ROP (BVROP) campus for Buena Vista students to receive trade-specific training. Teaching staff and instructional aide supports are in place for the infant/toddler program at Buena Vista to improve student connectedness with school principally directed for unduplicated students. At Buena Vista and CVLA, student connectedness continues to be a focus by providing mental health counseling supports. Likewise, CVUSD continues to augment teaching staff beyond Buena Vista's and Boys Republic's base school allocation to increase academic support principally directed for unduplicated students.

Career and College Nights specifically for unduplicated student groups, are available at each school to increase career and community college awareness and provide opportunities for them to participate in academic field trips, as well as career exploration programs. Sites have expanded course offerings, increasing student efficacy in career exploration opportunities, provide training, and resources for career exploration.

Successes:
Teachers and instructional aide supports are in place and fully staffed to support our students at Buena Vista. There was a 21.3% increase in participation for the BVROP program, with over half of Buena Vista students participating in at least one ROP course.

Challenges:
Providing resources and support to our students at Boys Republic poses a challenge due to not remaining at the school for an ample period of time.

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

There are no material differences between the Budgeted Expenditures and Estimated Actual Expenditures.

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

Based on the metrics, the District concludes the actions in Goal 4 need to continue for these three schools to support the students to be college and career ready.

Metric 1: Action 1 provides access to students who desire to take ROP courses at the BVROP facility. 53% of students participated in an ROP course, which is an increase from 21.3% last school year. 100% of students have access to this transportation. This has increased student connectedness by removing a barrier for students to participate in a trade of interest through ROP courses. This action is effectively supporting the achievement towards meeting the articulated goal and desired outcome.

Metric 2: Action 2 provides math supports for students on the CAASPP for Buena Vista students. A decrease occurred from -176.8 DFS to -194.6 DFS for all students, from -179.1 DFS to -193.9 for SED students, and from -188.0 DFS to -195.6 DFS for Hispanic students. The data shows the supports provided are not currently effective. To improve effectiveness, teachers will continue to receive additional "Math PLC at Work" training to focus on math essential standards and pedagogical practices that will provide students more opportunities to learn at higher

levels. Training will also provide teachers with strategies and supports to identify student learning gaps so teachers can respond to specific skill deficits.

Metric 3: Actions 3, 4, and 5 give students the opportunity to receive more awareness regarding college, community college, and/or career. The percent of students prepared on the CCI changed districtwide from 49.7% to 61.1% and at Buena Vista from 4.2% to 1.4% for all students, from 4.6% to 1.8% for Hispanic students, and from 4.3% to 1.5% for SED students. Boys Republic, which is a court appointed school, remained at 0%. The data shows the supports provided are not currently effective at Buena Vista and Boys Republic. To improve effectiveness, both schools will continue to increase college and career awareness and offer additional college and career nights along with field trips to experience in-the-moment learning.

Metric 4: Actions 6 and 7 The percent of students who perceive they receive support that addresses their individual social emotional needs was mixed between sites with CVLA from 57% to 66.67% and at Buena Vista from 89% to 85%. Buena Vista experienced a midyear transition in school site administration which may have impacted student connectedness. This data shows that supports related to smaller settings and student connectedness are effective at CVLA, but may not be addressing all needs for Buena Vista students. To address the decrease at Buena Vista, tiered counseling supports (action 4.6) will be provided in a greater capacity to students to meet their social/emotional needs.

Metric 5: Actions 4 and 8 support students graduating from Boys Republic. Boys Republic graduating students (SED) decreased from 54.3% to 40.7%. This is due to the challenges with monitoring the long-term progress of the students when they are enrolled in the program for only a short period of time. Transiency at Boys Republic is outside of the District's control due to students at this site being court-appointed for a specific timeframe. During the timeframe that students are present, staff will make concerted efforts to quickly review academic records to ensure they are placed in appropriate courses to prepare them to meet graduation requirements. Effectiveness of these actions will continue to fluctuate due to the ongoing challenge of transiency at Boys Republic.

Metric 6: Action 6 supports student connectedness at CVLA. While the overall suspension rate for CVLA increased slightly (22.7% to 24.6%), Hispanic students and SED students showed a decrease: Hispanic (21.7% to 19.1%) and SED (26.8% to 25.9%). While specific student groups show a decrease in suspension, the overall suspension rate at CVLA has slightly increased. To improve effectiveness for all students, tiered counseling will continue to support student connectedness for all student groups.

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

The following changes are being made based on reflections of the District's prior practices:

Action 4: Action description revised. Added Metric 4.5. Proposed budget amount changed to account for changes in salary.
Action 5: Action description revised.
Action 6: Proposed budget amount changed to account for changes in salary.
Action 7: Proposed budget amount changed to account for changes in salary.
Although some of the targeted outcomes for metrics 3 and 4 were met in Year 1 and Year 2, the District has elected to maintain the same target for subsequent years to ensure consistency and stability in performance. Sustaining this level of achievement across student groups

remains a priority, and maintaining the current target allows the District to monitor for potential declines while continuing to close any remaining equity gaps.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	BVROP Transportation	Students at Buena Vista Continuation High School will be provided transportation to access to expanded CTE programs available at BVROP as measured by metric 4.1.	$20,000.00	No
4.2	Math PLC	All math teachers at Buena Vista High School to participate in "Math PLC at Work" training to increase efficacy in math instruction and monitoring of student learning as measured by metric 4.2.	$3,000.00	No
4.3	College and Career Awareness	Division of CIIS will collaborate with Buena Vista High School and Boys Republic High School to increase their awareness and pathways for meeting the College and Career Indicator and students' progress toward meeting the goal as measured by metric 4.3.	$0.00	No
4.4	Increased Academic Support within Smaller Settings at Buena Vista and Boys Republic	Buena Vista Continuation High School and Boys Republic High School will be allocated with additional staffing beyond the staffing ratio which is determined by the teacher contract and HR staffing formula to ensure FY and SED student groups have access to courses to prepare them for graduation and beyond as measured by metrics 4.3 and 4.5.	$3,839,309.00	Yes
4.5	Career and Community College Awareness	Buena Vista Continuation High School and Boys Republic High School will promote College and Career readiness with increased career and community college awareness through participation in academic field trips as measured by metric 4.3.	$4,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.6	Student Connectedness	Buena Vista Continuation High School and Chino Valley Learning Academy will receive increased mental health counseling support. Progress of student connectedness will be measured by metric 4.4 and 4.6.	$52,230.00	No
4.7	Buena Vista Infant Toddler Center	Parenting students will have access to an infant/toddler program at Buena Vista Continuation High School to be able to fully participate in their education experience as measured by metric 4.4.	$105,583.00	No
4.8	Graduation Awareness	Division of CIIS will collaborate with Boys Republic High School to increase their awareness of the graduation rate indicator and students' progress toward meeting the goal as measured by metric 4.5.	$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$58,701,755	$4,649,907

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
19.810%	0.000%	$0.00	19.810%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** New Teacher Induction **Need:** When comparing unduplicated student groups' performance to the LEA's performance for all students in ELA and Math, there are noticeable achievement gaps. The overall student population is at 24.7 Distance from Standard (DFS) in ELA and -13.8 DFS in Math. Our unduplicated student groups lag	New teacher induction is needed to provide all new hires with support to continue their learning with all student populations with an emphasis on English learners (EL) and Socioeconomically Disadvantaged (SED) youth and to be able to retain staff. With teachers and students who transfer between school locations, it is important that all newly hired teachers throughout the district are equipped with the strategies to teach all students. Without strong mentorship and support, research shows that new teachers leave the	1.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	behind with achievement levels as follows: EL (-20.4 DFS in ELA and -38.2 DFS in Math) and SED (-9.6 DFS in ELA and -51.8 DFS in Math). As a result, a New Teacher Induction program is needed to support new teachers with the assistance of a mentor to develop a plan to support the unique needs of ELs and SED students who have significant achievement gaps. The New Teacher Induction Program was a top priority indicated by ACT, teachers, district administration, community members as a service to continue to improve learning outcomes for ELs and SED youth while being to support new teachers. **Scope:** LEA-wide	profession within five years. The district finds teacher attrition, relocation, and retirement continuously affecting the need to hire at least 100 new teachers every school year. As a result, in order to attract and retain new teachers, the new teacher induction program is a well research based practice that meets the criteria for "evidence-base" as outlined by the Every Student Success Act (ESSA) as both an effective and principally directed action to support improved outcomes for unduplicated students and will be measured by the Teacher Assignment Monitoring Outcomes by Full-Time Equivalent (DataQuest).	
1.3	**Action:** Library and Media Support **Need:** When comparing unduplicated student groups to the LEA's performance for all students in ELA and Math, there are noticeable achievement gaps. The overall student population is at 24.7 Distance from Standard (DFS) in ELA and -13.8 DFS in Math. Our unduplicated student groups lag behind with achievement levels as follows: EL (-20.4 DFS in ELA and -38.2 DFS in Math); FY(-49.0 DFS in ELA and in -92.2 DFS in Math); and SED (-9.6 DFS in ELA and -51.8 DFS in Math). After assessing their needs, conditions, and circumstances, the District determined that	This action is principally directed toward EL, FY, and SED students and will be provided on an LEA-wide basis to ensure these student groups have access to instructional materials and resources during the school day as identified by educational partner feedback. Increasing library and media support is a well researched practice that meets the criteria for "evidence-based" as outlined by the ESSA, as both an effective and principally directed action to support improved outcomes for unduplicated student groups. Building on the value from the Association of College Research (2017), this action is being provided on an LEA-wide basis to ensure all student student groups readily have access to instructional materials and resources during the school day to allow them to have greater engagement with their learning.	1.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	unduplicated students need more supports to access materials during the school day than the general population. Feedback from our DELAC Committee indicate that having access to resources during the day is a top priority for improving outcomes for our unduplicated student groups. **Scope:** LEA-wide		
1.6	**Action:** Instructional Support **Need:** English Learners, Foster Youth, and SED are well-below the Distance from Standard (DFS) in both ELA (-10 to -49 points below) and Math (-38 to -92 points below) on the CAASPP. Teachers who have underachieving students who are ELs, FY, or SED will need support with the pedagogical skills or efficacy to close the achievement gaps for these student groups as measured by State Reflection Tool for Priority 2. Through engaging educational partner data collection, Principals. Assistant Principals, and District Administration indicated that this was a top priority area to continue. **Scope:** LEA-wide	This action is principally directed toward ELs, FY, and SED student groups including ELs that are under achieving as identified by educational partner feedback. As these students are represented at every school, this action is being provided on an LEA-wide basis to ensure all teachers receive coaching support to equip them with the knowledge and strategies to address students' needs through the differentiation of instruction. Researchers have found that when professional development is infrequent or decontextualized, training resulted in the implementation of less than 20% of new practices being transferred in the classroom setting. Conversely, job imbedded ongoing coaching led to 80-90% of implementation of new practices (Joyce and Showers, 1982). Offering coaching support is a well research based practice that is effective and principally directed at supporting improved learning outcomes for unduplicated student groups.	1.3
1.8	**Action:** GATE	With ELs student groups represented at schools across the district, there is a need to universally	1.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: There is a need to appropriately identify gifted students across all student groups at all schools and provide support for differentiated instruction for identified students as measured the District GATE Report. When screening is left up to individual nomination processes, biases can affect which students get screened for testing. During the 2023-24 school year 17.98% of the student population were identified as GATE with 10.15% of ELs identified. As this is a significant increase from the district's previous screening method which relied on a nomination process for testing, there is a continued need for an equity based action to ensure all students, including ELs are captured so they benefit from differentiated instruction. This was a top priority indicated by CSEA to continue. **Scope:** Schoolwide	screen all students in grade 2 and provide referral opportunities for students in grades 3-8 to ensure all students have equal access to be appropriately identified as delineated by educational partner feedback. Kaplan and Mora-Flores (2020) discuss that students who are bilingual or who reside in urban contexts have decreased opportunities from accessing and experiencing differentiated and challenging curriculum. The research points to the needs of properly identifying students and as a result this action is being provided on an LEA wide-basis as an equity action to ensure these student groups can benefit from challenging instruction. Additionally, there is a need to ensure all teachers are equipped with the knowledge and strategies to address the needs of gifted students. Through a screening effort that is offered and principally directed for unduplicated student groups LEA-wide, we can ensure there is equitable access and opportunity for these groups to participate in the GATE program.	
1.9	**Action:** VAPA **Need:** EL, FY, and SED students who are at all schools may have limited opportunities and access to quality music instruction. When we look at our CAASPP math scores for these student groups, there is an achievement gap when compared to "all student groups": All students (-13.8 DFS in Math); EL (-38.2 DFS in Math); FY (-92.2 DFS in Math); and SED (-	This action is principally directed toward ELs, FY, and SED students and will meet their needs for quality music instruction as identified by educational partner feedback. However, it will be provided on an LEA-wide basis to allow students to participate in a well-rounded education and benefit from a weekly music education program that research has shown to be linked to improved student outcomes in math. This program has dedicated credentialed music teachers to ensure student receive quality music instruction. This equity based action ensures that our unduplicated	1.5., 1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	51.8 DFS in Math). Based on the need to improve student outcomes in math, the District knows from research that a focus in music benefits student performance in math when compared to students who have not received music education (Johnson, 2006). In the 2023-24 school year, 100% of EL, FY, and SED students are able to participate in this equity based action. Overtime, the District would like to see the positive effects of music instruction close the achievement gap in math. This was a top priority expressed by teachers, ACT, and CSEA as an area to continue to support our unduplicated student groups. **Scope:** Schoolwide	student groups are not overlooked and have access to a broad course of experiences to accelerate their learning in math.	
1.10	**Action:** Career Pathways and Options **Need:** There is a need to increase the amount of unduplicated student groups participating in and completing at least one of the 20 CTE pathways in the district. There are 4.8% of ELs and 55.7% of SED students who completed pathways as measured by District report of CTE offerings; there are 21% of ELs and 34% of SED students who are participating in at least one CTE course. In order to increase their readiness for college and career beyond graduation, there is a need to ensure more students are participating in rigorous and high interest CTE courses. Through engaging educational partner data collection, students,	This action is principally directed toward ELs and SED student groups via academic counselors sharing information during the school year and will allow them to be better prepared for College and Career success. The programs are taught by CTE teachers who receive ongoing professional learning to ensure they are current with the most up-to-date knowledge for their CTE courses to continue to improve the quality of the CTE pathways. This action was identified as a top priority by educational partner feedback. However, it is being provided on an LEA-wide basis to ensure students can participate in increased CTE offerings district-wide and at every school no matter the school of residence to promote equity, ensure resource efficiency, and better prepare all students for successful careers. Building from the Advance CTE reports (2021), bridging learning	1.6 and 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	teachers, ACT, and CSEA indicated that this was a top priority area to continue. **Scope:** Schoolwide	and career and post secondary education, greatly prepares students to be successful beyond high school. CTE pathways is a well-research based practice that meets the criteria for "Evidence-base" as outlined by ESSA, as both an effective and principally directed action to support improved outcomes for unduplicated student groups.	
1.12	**Action:** Student Technology **Need:** On the California School Dashboard (2022-23), the overall student population is at 24.7 DFS in ELA and -13.8 DFS in Math. Our unduplicated student groups lag behind with achievement levels as follows: EL (-20.4 DFS in ELA and -38.2 DFS in Math); FY(-49.0 DFS in ELA and in -92.2 DFS in Math); and SED (-9.6 DFS in ELA and -51.8 DFS in Math). Teachers who have underachieving students who are ELs, FY, or SED have limited exposure to technology and as a result need access to current technology to ensure students are provided 21st-century learning opportunities. This will enhance academic achievement for students by providing more engaging and personalized learning experiences. Through engaging educational partner data collection, students and the community indicated this was a top priority area to continue. **Scope:** LEA-wide	This action is principally directed toward English learners (ELs), foster youth (FY), and socioeconomically disadvantaged (SED) students, who continue to experience achievement gaps and digital access barriers across the district. To address these needs, this action ensures all students are equipped with up-to-date technology that supports 21st-century learning skills, including collaboration, critical thinking, and digital assessment readiness. Because unduplicated students are represented at every school, this action is provided LEA-wide to ensure equitable access across the system. Research supports this approach: Harris, Al-Bataineh, and Al-Bataineh (2016) found that student achievement was significantly higher for students with consistent access to technology-integrated instruction.	1.8, 3.1, and 3.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.13	**Action:** Instructional Technology **Need:** On the California School Dashboard (2022-23), the overall student population is at 24.7 DFS in ELA and -13.8 DFS in Math. Our unduplicated student groups lag behind with achievement levels as follows: EL (-20.4 DFS in ELA and -38.2 DFS in Math); FY(-49.0 DFS in ELA and in -92.2 DFS in Math); and SED (-9.6 DFS in ELA and -51.8 DFS in Math). To address this gap, there is a need to explore various tools to improve and enhance engagement (via the Techsploration Committee) in order to increase learning outcomes for unduplicated student groups as measured by the Technology Inventory. EL, FY, rand SED students who are at all schools have limited exposure with technology tools and would benefit from having appropriate technology that aids in connecting them with learning. Through engaging educational partner data collection, the community and DELAC indicated that this was a top priority area to continue. **Scope:** LEA-wide	This principally directed action for ELs, FY, and SED students is being provided as a continued pilot on an LEA-wide basis. The exploration of the program allows the district to make determinations on which technology tools to purchase that will enhance engagement for our unduplicated student population that are at all schools and in every classroom. According to the research of Cappola (2020), low income students and students in urban contexts have limited exposure to technology tools creating a digital divide which in turn has affects deeper engagement with learning. To level the playing field, providing technology tools on an LEA-wide basis decreases the digital divide, because we ensure that all students regardless of their background have access and therefore effectively engage with tools to help them be more connected with their learning. With adequate technology tools, our unduplicated student groups will benefit from equal opportunities for effective educational experiences.	1.8
2.1	**Action:** Family Engagement **Need:** When comparing all unduplicated student groups to the LEA's CAASPP for "all students"	This action is principally directed toward ELs, FY, and SED student groups to promote greater family involvement by offering participation in committees such as the LCAP, DELAC, SSC, and DPPAC, in an effort to improve student learning outcomes. This is being provided on an LEA-wide basis to	2.1, 3.1, 3.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	in ELA and Math, there is a clear achievement gap. The overall student population is at 24.7 DFS in ELA and -13.8 DFS in Math. Our unduplicated student groups lag behind with achievement levels as follows: EL (-20.4 DFS in ELA and -38.2 DFS in Math); FY (-49.0 DFS in ELA and in -92.2 DFS in Math); and SED (-9.6 DFS in ELA and -51.8 DFS in Math). The achievement gap reveals the need for the district to promote greater engagement with families to narrow this gap. Offering a variety of family engagement supports for families of unduplicated student groups was a top priority for our students, community DELAC, and LCAP Advisory committees. **Scope:** LEA-wide	ensure all families, with an emphasis on families with unduplicated student groups, feel welcome and connected to their schools so they can acquire the knowledge and tools to access the programs and services that are available for ELs, FY, and SED and as a result improve learning outcomes. According to Mapp's (2013) research, family engagement efforts are linked to student achievement and school improvement. Based on the Dual Capacity Framework, CVUSD plans to support unduplicated families with deeper connections to school to improve student learning outcomes. The plan to support unduplicated families includes trainings and workshops by qualified personnel that are relevant to parents and school staff. The research points to that families must be part of the solution in closing the achievement gap and reflects the importance of the feedback from our engagement partners with the supports that are necessary to be the important link with student achievement.	
2.5	**Action:** Multi-Tiered Systems of Support-Behavior (MTSS-B) Materials **Need:** The graduation rate for all students is at 94.7%, while unduplicated student groups trail behind: EL (88.4%); FY (64.9%); and SED (93.1%). Similarly, while the chronic absenteeism rate for all students is at 19.5%, unduplicated student groups have the following rate: EL (19.7%); FY (32.3%); and SED (26.7%). Multi-Tiered Systems of Support-Behavior (MTSS-B) materials are needed to implement Positive Behavior	While this action is principally directed toward ELs, FY, and SED students, this action is being provided on an LEA-wide basis as a continued need to support a positive school climate that propels academic achievement. Embedded systems of support is needed across all schools and in every classroom to ensure all students benefit by learning in one coherent system. The District expects that all students with social-emotional behavior challenges will benefit through the implementation of PBIS practices and strategies to support school climate as identified by educational partner feedback. Through embedded systems that are well integrated across all classrooms, students will benefit which we will	2.2, 2.3, 2.4, 2.6, 2.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Interventions and Supports (PBIS) at all school sites so students can be better connected at school. The District found that there is an increase of counseling referrals from school staff and parents for unduplicated student groups in comparison to the general population. Based on the number of referrals, unduplicated student groups need readily available mental health services at no cost to students. More time is needed to see positive trends. Through engaging educational partner data collection, students, teachers, ACT, District Administrators, Principals, and Assistant Principals indicated that this was a top priority area to continue. **Scope:** Schoolwide	ultimately see in improved graduation rates and decreases in chronic absenteeism rates for our unduplicated student groups district wide.	
2.9	**Action:** High School Intervention Counselors **Need:** The graduation rate for all students is at 94.7%, while unduplicated student groups trail behind: EL (88.4%); FY (64.9%); and SED (93.1%). Similarly, the gap is evident with chronic absenteeism rates: all student groups (19.5%); EL (19.7%); FY (32.3%); and SED (26.7%). High School Intervention Counselors are needed to support implementation of Multi-tiered Systems of Support for academics and behavior to decrease suspension and increase graduation rate as measured by the CA Dashboard. Research by Williams-White and Kelly (2011) review guidelines for how school	With ELs, FY, and SED student groups represented at every high school, this action is being provided on an LEA-wide basis as identified by educational partner feedback. Research points to the benefit students who have greater learning needs or at higher risk from having easily accessible wrap around support through High School Intervention Counselors that are well integrated as part of the regular schooling (Williams-White and Kelly, 2011). This access and support when integrated as part of their school life provide the education, prevention, and intervention to support students' social emotional needs. As a result, we anticipate this the system of support will enhance a greater positive learning environment to improve the climate, attendance, and graduation rates for students districtwide.	2.3, 2.4, 2.9, 2.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	counselors can deliver empirically supported strategies to address barriers as part of their comprehensive guidance programs. Through engaging educational partner data collection, students, teachers, ACT, District Administrators, Principals, and Assistant Principals indicated that having high school intervention counselors was a top priority for our unduplicated student groups. **Scope:** Schoolwide		
2.10	**Action:** Multi-Tiered Systems of Support-Behavior (MTSS-B) Intervention Counselors **Need:** The suspension rate for all students is 2.9% with our unduplicated student groups at EL (2.7%); FY (10.1%); and SED (3.8%). Similarly the gap is evident with chronic absenteeism rates: all students (19.5%); EL (19.7%); FY (32.3%); and SED (26.7%). There is a need to create a positive learning environment through early support of PBIS practices and strategies to decrease chronic absenteeism and suspension rates district wide. Research points to the efficacy of early intervention through a continuum of evidence-based practices which can promote expected behavior and prevent problem behaviors. Intervention Counselors (K-8) are needed to support implementation of Multi-tiered Systems of Support for behavior (MTSS-B) to decrease suspension and chronic	While this action is principally directed toward ELs, FY, and SED students groups, this action is being provided on an LEA-wide basis to support students' early success within a MTSS-B framework as indicated as a continued need by our educational partners. Through explicit instruction of expected behavior that is integrated within the entire school population, all students benefit from learning expected behavioral expectations that promote academic success. With the integration of Intervention Counselors that are part of a school based program ensures we are providing the education, prevention, and early intervention to support students' social emotional needs (Williams-White and Kelly, 2011). This level of early intervention meets the criteria for “evidence-based” as outlined by the ESSA to support improved outcomes for unduplicated student groups to be able to decrease suspension and absenteeism rates so that they can attain academic success.	2.6, 2.7, 2.9, 2.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	absenteeism rates. Through the engaging educational partner data collection, District Administration, Principals, Assistant Principals, and the LCAP Advisory Committee indicated that this was a top priority area to continue. **Scope:** Schoolwide		
2.11	**Action:** Supplemental Education for K-12 **Need:** The graduation rate for all students is at 94.7%, while unduplicated student groups trail behind: EL (88.4%); FY (64.9%); and SED (93.1%). There is a need to provide additional opportunities for unduplicated students to access academic supports in order to fulfill graduation requirements. Through engaging educational partner data collection, District administration indicated this was a top priority area to continue. **Scope:** LEA-wide	This action is principally directed toward English learners (ELs), foster youth (FY), and socioeconomically disadvantaged (SED) students, who continue to be overrepresented among students needing credit recovery due to course failure or impacted schedules. Similarly, educational partner feedback consistently identified a need for additional academic supports to ensure students stay on track to graduate. To address these needs, this action provides credit recovery options at secondary schools and academic support sessions (K-12), which are offered on an LEA-wide basis to ensure equitable access at all schools. Because EL, FY, and SED students are enrolled at every school, and disproportionately affected by credit loss, a systemwide approach allows for scale, consistency, and flexibility across sites. Research has shown that students who miss or fail academic courses are at significantly greater risk of dropping out than their peers (Dynarski et al., 2008). Interventions like credit recovery help re-engage students and improve academic performance (Schargel & Smink, 2001).	2.3
2.14	**Action:** Saturday School	This action is principally directed toward English learners (ELs), foster youth (FY), and	2.3, 2.6, and 2.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Chronic absenteeism and lower graduation rates disproportionately affect unduplicated student groups. While the overall district graduation rate is 94.7%, the rates for English learners (88.4%), foster youth (64.9%), and socioeconomically disadvantaged students (93.1%) reveal persistent gaps. Similarly, chronic absenteeism among all students is 19.5%, but rises to 19.7% for ELs, 32.3% for FY, and 26.7% for SED students. Through the engaging educational partner data collection, students indicated that improving chronic absenteeism was a top priority area to continue. Students expressed a desire for more flexible academic support options, such as Saturday School, to stay on track toward graduation, especially for those who are chronically absent. The data demonstrates a continued need to reduce instructional time loss for unduplicated students. **Scope:** LEA-wide	socioeconomically disadvantaged (SED) students, who are disproportionately impacted by chronic absenteeism. Absences place students at risk of academic failure and delayed graduation. Saturday School provides a structured opportunity for students to make up missed instructional time in a supportive environment. It helps students stay on track academically and reduces the risk of falling behind due to absences. By offering this support on weekends, the district removes barriers when students are unable to attend school during regular hours. This action is aligned with research showing that targeted attendance recovery programs can improve student engagement and academic outcomes. Because unduplicated students are present at every school, this action is offered LEA-wide to ensure equitable access to this intervention across all sites. Research supports targeted attendance recovery programs as effective strategies for improving student engagement, academic performance, and graduation rates (e.g., Balfanz & Byrnes, 2012).	
2.15	**Action:** School Based Health Services **Need:** After assessing the needs, conditions, and circumstances of EL, FY, and SED students, the district data shows that there is a gap in chronic absenteeism rates: all students (19.5%); EL (19.7%); FY (32.3%); and SED (26.7%). As a result, there is a need to help	This action is being provided on an LEA-wide basis to promote equity and ensure resource efficiency for all students, regardless of individual circumstances. School nurses will provide support through school based health services decreasing chronic absenteeism rates. Acknowledging the barriers that prevent access to health care for unduplicated students through LEA wide services is the first step towards improving regular school attendance. As a result, unduplicated students can	2.6, 2.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	support EL, FY and SED students with additional school-based health services to minimize the barriers that will allow them to attend school regularly. We know that unduplicated students have challenges in accessing in complications with health insurance and a distrust of health care providers (National Institute of Health). Through the engaging educational partner data collection, teachers, ACT, Principals, and the LCAP Advisory committee indicated that this was a top priority area to continue. **Scope:** LEA-wide	benefit from additional school-based health services that are readily available to increase their attendance at school. According to the World Health Organization (2021), studies have found evidence of the benefit of comprehensive heath services to reduce absenteeism. Offering school-based health services for unduplicated students is to qualitatively enhance and improve the challenges that these students may face that are causes for chronic absenteeism. This level of support meets the criteria for “evidence-based” as outlined by the ESSA, as both an effective and principally directed action to support improved outcomes for unduplicated student groups.	
2.16	**Action:** CVUSD Health Center **Need:** After assessing the needs, conditions, and circumstances of EL, FY and SED students, the district data shows that there is a gap in chronic absenteeism rates: all students (19.5%); EL (19.7%); FY (32.3%); and SED (26.7%). As a result, EL, FY, and SED students can benefit from additional health services that are readily available to increase their attendance at school. According to the World Health Organization (2021), studies have found evidence of the benefit of comprehensive health services to reduce absenteeism. Offering school based health services for unduplicated students is to qualitatively enhance and improve the challenges that these students may face that	This action is principally directed toward EL, FY and SED students and will meet their needs by providing direct medical care, including immunizations, to students as identified specific needs by educational partner feedback. However, it will be provided on an LEA-wide basis to allow all students to have access to services that will qualitatively enhance and improve the challenges that students may face that are causes for chronic absenteeism. Acknowledging the barriers that prevent access to health care for unduplicated students through LEA wide services is the first step towards improving regular school attendance. According to the World Health Organization (2021), studies have found evidence of the benefit of comprehensive health services to reduce absenteeism. In addition, Educational partners have shared that providing health centers where all students may have access to direct medical care is a top priority for all students.	2.6 and 2.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	are causes for chronic absenteeism. This level of support meets the criteria for “evidence-based” as outlined by the ESSA, as both an effective and principally directed action to support improved outcomes for unduplicated student groups. CVUSD Health Center provides access to health services throughout the community to increase student attendance rates as measured by decreases in chronic absenteeism rates for unduplicated students. CSEA has indicated this as a top priority for unduplicated students to be able to fully participate at school. **Scope:** LEA-wide		
2.17	**Action:** HOPE Resource Center **Need:** After assessing the needs, conditions, and circumstances of EL, FY, and SED students, the district data shows that there is a gap in chronic absenteeism rates: all students (19.5%); EL (19.7%); FY (32.3%); and SED (26.7%). As a result, EL, FY, and SED students and their families can benefit from additional resources and services that are readily available to increase their attendance at school. According to the World Health Organization (2021), studies have found evidence of the benefit of comprehensive health services to reduce absenteeism. Offering and connecting available community	This action is being provided on an LEA-wide basis to ensure greater access for EL, FY, and SED student groups and their families with health supports to address some of the major challenges that they face in being able to fully participate at school. CVUSD HOPE Resource Center provides necessary resources and support throughout the community to increase student connectedness to improve attendance rates and decrease chronic absenteeism rates. Increasing access to these services and supports directly impacts student overall attendance and access to their education regardless of the schools they attend. This promotes equity and ensures resource efficiency for all student regardless of individual circumstances. As revealed in the National Library of Medicine, high risk students which include these student groups have greater challenges in access	2.6 and 2.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	support for unduplicated students and their families is to qualitatively enhance and improve the challenges that these students may face that are causes for chronic absenteeism. Through the engaging educational partner data collection, teachers/ACT, District Administration, and Assistant Principals indicated that improving attendance was a top priority area to continue. **Scope:** LEA-wide	healthcare and other basic needs. If families can access wrap around services at an organization they trust, there is a greater likelihood we can reduce the barriers that are attributed to chronic absenteeism (California School Based Health Alliance). This level of support meets the criteria for “evidence-based” as outlined by the ESSA, as both an effective and principally directed action to support the decrease in chronic absenteeism rates outcomes for unduplicated student groups.	
2.18	**Action:** Transportation **Need:** After assessing the needs, conditions, and circumstances of SED students, the district data shows that there is a gap in chronic absenteeism rates: all students (19.5%) and SED (26.7%). As a result, there is a strong need to reduce barriers with home school transportation for SED students who may not have the financial means for home to school transportation. According to Jordan (2020) and Attendance Works, research shows that bus riders have a 2% point lower likelihood of being chronically absent. Transportation for SED students meets the criteria for “evidence-based” as outlined by the ESSA, as both an effective and principally directed action to support improved outcomes for unduplicated student groups. Students have inserted that this is a top priority area for the LEA to continue.	This action is being provided on an LEA-wide basis to ensure all SED student groups who are represented throughout the boundaries of the district have support through free and subsidized fees to allow them to attend school. By making this an LEA-wide action, the District is able to promote equity and ensure resource efficiency for all student regardless of individual circumstances. As an action that was expressed as priority by our students; we know that removing barriers, such as financial obligations, to access transportation will make it easier for SED students to attend school, therefore we are able to decrease chronic absenteeism and further support students' academic success and mental health. Offering transportation supports district-wide ensures all students have reliable access to school, fostering equity and reducing absenteeism. This inclusivity benefits the entire student body by promoting consistent attendance and academic success. It also simplifies logistics and ensures efficient use of resources. More than ever, it is critical that we are able to provide students help in getting to	2.6 and 2.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	school after isolation and learning disruption caused by COVID-19.	
2.21	**Action:** Contracted Mental Health Services **Need:** After assessing the needs, conditions, circumstances of unduplicated students, the district data shows that there is a gap in chronic absenteeism rates: all students (19.5%); EL (19.7%); FY (32.3%); and SED (26.7%). As a result, these student groups and their families can benefit from additional resources and services that are readily available to increase their attendance at school. According to the World Health Organization (2021), studies have found evidence of the benefit of comprehensive health services to reduce absenteeism. Offering and connecting available health based support for the unduplicated student groups and their families is to qualitatively enhance and improve the challenges that these students may face that are causes for chronic absenteeism. Through the engaging educational partner data collection, teachers/ACT, District Administration, and Assistant Principals indicated that improving attendance was a top priority area to continue. **Scope:** LEA-wide	This action is principally directed toward English learners (ELs), foster youth (FY), and socioeconomically disadvantaged (SED) students, who experience disproportionately high rates of chronic absenteeism. Chronic absenteeism negatively impacts academic performance and long-term educational outcomes, particularly for foster youth. To address these needs, the district provides LEA-wide coordination of student services to ensure appropriate program placement that supports both academic and behavioral needs. This includes targeted case management, progress monitoring, and collaborative interventions with school teams. Because unduplicated students are enrolled at every school, the action is implemented LEA-wide to promote consistent access to supports and improve equity.	2.6 and 2.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.22	**Action:** Chronic Absenteeism Supports **Need:** After assessing the needs, conditions, circumstances of unduplicated students, the district data shows that there is a gap in chronic absenteeism rates: all students (19.5%); EL (19.7%); FY (32.3%); and SED (26.7%). There is a need specifically for unduplicated students to be able to regularly attend school in order to reduce chronic absenteeism rates as measured by the CA Dashboard. According to Jordan (2020) and Attendance Works research, positive approaches to working with students and families to determine the barriers for attendance will reduce absenteeism. Through the engaging educational partner data collection, teachers/ACT, District Administration, and Assistant Principals indicated that this was a top priority area to continue. **Scope:** LEA-wide	This action is principally directed toward English learners (ELs), foster youth (FY), and socioeconomically disadvantaged (SED) students, who experience disproportionately high rates of chronic absenteeism. Chronic absenteeism contributes to lower academic performance, disengagement, and reduced graduation rates. To address these needs, the district provides LEA-wide coordination of services that match students to appropriate academic and behavioral supports based on individual needs. This includes case management, intervention team meetings, and referrals to health, counseling, or alternative education services. Because EL, FY, and SED students are enrolled at every school, delivering this action on an LEA-wide basis promotes equity and ensures consistent access to support structures that can reduce chronic absenteeism and improve long-term student outcomes.	2.6 and 2.7
2.24	**Action:** Intensive Student Support **Need:** After assessing the needs, conditions, circumstances of unduplicated students, FY and SED students are suspended at higher rates compared to the "all student group: All (2.8%); FY (10.1%); and SED (3.8%). There is	This action is being provided on an LEA-wide basis to support all students who are at promise, even if principally directed to foster and SED students who are at promise, to ensure that every student facing significant behavioral challenges has the opportunity to succeed academically and personally. This inclusive approach promotes equity, recognizing that students from various backgrounds may need additional assistance to	2.9 and 2.10

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	a need to provide behavioral supports by specially trained staff for students who present significant behavioral challenges to decrease suspension rates at school as measured by the CA School Dashboard. A short-term setting through intensive support will help high needs students shape and modify behaviors and achieve the desired behavioral expectations to be successful in a general education setting. Through the engaging educational partner data collection, CSEA indicated that this was a top priority area to continue. **Scope:** LEA-wide	re-learn behavioral expectations and that will help them succeed at school and in the future. These students who need this intervention reside throughout the district and will benefit from access to a structured setting with wrap around learning support services as part of their school day. A larger, comprehensive setting does not allow for a variety of services and intense progress monitoring to observe for triggers and the modification of the instructional setting. This action is provided through additional resources which include behavioral intervention plans, specialists, and aides to support regardless of their school of origin. Fuchs and Vaughn (2014) expressly note that students who not adequately benefit from Tier I and Tier 2 services need intense Tier 3 services that provide data based individualization involving highly trained personnel for students to accelerate learning academically and behaviorally. Through the BRIEF academy, at risk students can participate in a strategic program to help them make progress toward meeting behavioral expectations. The research for these intensive supports meets the criteria for “evidence-based” as outlined by the ESSA, as both an effective and principally directed action to support improved outcomes for unduplicated student groups.	
2.25	**Action:** Student Support Services Staff/School Sites **Need:** After assessing the needs, conditions, circumstances of unduplicated students, the district data shows that there is a gap in chronic absenteeism rates: all students (19.5%); EL (19.7%); FY (32.3%); and SED	This action is designed to address the elevated rates of chronic absenteeism among English learners (ELs), foster youth (FY), and socioeconomically disadvantaged (SED) students, which are strongly linked to lower academic achievement and decreased graduation rates. This action provides targeted support through dedicated staff who monitor attendance data and identify students at risk of chronic absenteeism,	2.6, 2.9, 3.1, and 3.3

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	(26.7%). There is a need specifically for unduplicated students to be able to regularly attend school in order to reduce chronic absenteeism rates as measured by the CA Dashboard. When comparing all unduplicated student groups to the LEA's CAASPP for "all students" in ELA and Math, there is a clear achievement gap. The overall student population is at 24.7 DFS in ELA and -13.8 DFS in Math. Our unduplicated student groups lag behind with achievement levels as follows: EL (-20.4 DFS in ELA and -38.2 DFS in Math); FY (-49.0 DFS in ELA and in -92.2 DFS in Math); and SED (-9.6 DFS in ELA and -51.8 DFS in Math). **Scope:** LEA-wide	coordinate with school sites and families to develop individualized support plans, facilitate referrals to community resources and internal district supports (e.g., HOPE Center, Health Services, MTSS-B), and ensure appropriate academic and behavioral interventions are in place by proactively addressing chronic absenteeism. This action supports improved attendance and academic achievement for unduplicated students. Because EL, FY, and SED students are enrolled across all schools, implementing this action on an LEA-wide basis ensures that every site has access to trained staff and consistent reengagement systems. This systemwide approach promotes equity by ensuring that the students most in need of support receive it regardless of school assignment. Attendance Works (2019) highlights that early intervention systems—where school staff monitor chronic absence patterns and partner with families to address root causes—are essential to improving attendance. Additionally, Balfanz and Byrnes (2012) found that coordinated, multi-tiered interventions targeting chronically absent students were associated with improved academic outcomes, especially when supports were sustained and personalized.	
3.1	**Action:** Multi-Tiered Systems of Support: Academic (MTSS-A) Support **Need:** When comparing all unduplicated student groups to the LEA's CAASPP for "all students" in ELA , there is an achievement gap. The overall student population is at 24.7 DFS in ELA. Our unduplicated student groups	While this action is principally targeted toward underachieving EL, FY, and SED students, this action is being provided on an LEA-wide basis to allow all students who reside on every campus to utilize targeted instructional materials to support their learning as indicated as a top priority by educational partner feedback. According to John Hattie's research on Visible Learning, there is a 1.29 effect size for using the Response to Intervention (RtI) framework to accelerate learning.	3.1, 3.2, and 3.19

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	lag behind with ELA achievement levels as follows: EL (-20.4 DFS); FY (-49.0 DFS); and SED (-9.6 DFS). The achievement gap shows that these student groups need additional access to resources to bridge and accelerate their learning during their school day. Through the engaging educational partner data collection, Principals and Assistant Principals indicated that this was a top priority area to continue. **Scope:** Schoolwide	This is possible when students have access to appropriate instructional material within a flexible RtI framework that can be utilized to target their instructional gaps. This ongoing process of targeting instructional gaps is done on a daily basis throughout the school year. Teachers use evidence-based teaching strategies and regular assessments to monitor all students' progress. For students who need additional help, targeted interventions are provided in small groups, focusing on specific skills or areas where they struggle. For those requiring even more intensive support, customized instruction using research based intervention materials will occur. Throughout the process, data is continually collected and analyzed to ensure each student is receiving the appropriate level of support to help them succeed academically.	
3.2	**Action:** Multi-Tiered Systems of Support **Need:** When comparing all unduplicated student groups to the LEA's CAASPP and CAST for "all students" in ELA, Math, and Science there is an achievement gap. The overall student population is at 24.7 DFS in ELA, -13.8 DFS in Math, and 37.18% Met or Exceeded in Science. Our unduplicated student groups lag behind with achievement levels as follows: EL (-20.4 DFS in ELA , -38.2 DFS in Math, and 4.43% Met or Exceeded in Science); FY (-49.0 DFS in ELA, -92.2 DFS in Math, and 11.54% Met or Exceeded in Science); and SED (-9.6 DFS in ELA, -51.8 DFS in Math, and 23.91%	Although the action is principally directed to EL, FY, and SED students, the action is being provided on an LEA-wide basis because the District finds there is a need for Tier 2 and Tier 3 support for all students in order to accelerate student learning during the school day. When there are targeted interventions that are by invitation and not required, not all students will benefit. As a result, consistent with the priorities expressed by our educational partners, systematic intervention facilitated by assistant principals and provided by teachers, intervention teachers and intervention counselors need to be available as part of the school day for all students, LEA wide. There has been an increase in staff to support student academic needs. Assistant principals,	3.1, 3.2, 3.3, 3.4, 3.5, 3.19, and 3.20

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	Met or Exceeded in Science). There is a need for highly qualified teachers who can provide early intervention through systematic instruction and intervention in ELA within a Response to Intervention (RtI) model. Also within the RTI framework, Junior High intervention counselors are needed to support EL, FY, and SED students who are in a larger setting than elementary through a collaboration with multiple teachers to ensure students are participating and benefiting within a multitiered system of interventions. Through the engaging educational partner data collection, Principals, Assistant Principals, teachers, ACT, CSEA, and LCAP Advisory Committee indicated that this was a top priority area to continue. **Scope:** Schoolwide	teachers, intervention teachers, and at the elementary level will provide early intervention with Tier 2 and Tier 3 support through systematic instruction and intervention to close the achievement gaps identified in ELA. Junior High intervention counselors will work closely with teachers to ensure students collaborate with teachers and parents on early identification and intervention of children's academic and social/emotional needs, which is essential in removing barriers to learning and developing skills and behaviors critical for academic achievement. Assistant principals will monitor implementation and effectiveness of interventions and meet with families to review and discuss student academic progress. According to the American School Counselor Association, middle school students attending schools with strong counseling programs reported a higher level of academic achievement. Support through RtI and counseling programs by Junior High Intervention Counselors meet the criteria for "evidence-based" as outlined by the ESSA, as both an effective and principally directed action to support improved outcomes for unduplicated student groups.	
3.3	**Action:** Alternative Education Support **Need:** After assessing the needs, conditions, circumstances of unduplicated students, there is a gap in the percentage of the "all student group" meeting a-g (UC/CSU) in the combined four- and five-year graduation rate compared to the performance of the unduplicated student groups: All (57.2%); EL (44.2%); FY (8.1%);	While this action is principally targeted toward ELs, FY, and SED students, this action is being provided on an LEA-wide basis to promote equity and ensure resource efficiency as students across the district access the Alternative Education Center (AEC). There is a need for an academic counselor to provide support for approximately 700 students from different grade levels who require alternative pathways to learning as measured by the percentage of students in the combined four- and five-year graduation rate who meet the A-G	3.6, 3.17, 3.18, and 3.21

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	and SED (43.87%). Educational partner feedback determined that academic counselors are needed to provide targeted support to unduplicated students to close the disparities found. **Scope:** LEA-wide	(UC/CSU) requirements. The AEC provides students alternative options for reaching academic success. With students accessing the AEC across the district, having a dedicated counselor to provide case management and collaborate with all schools is essential in ensuring students are meeting the demands of school and district requirements. In the research by Williams-White and Kelly (2011), the authors review how school counselors can deliver empirically supported strategies to address academic barriers as part of their comprehensive guidance programs. By ensuring a collaborative culture between the AEC counselor and schools, we expect increased academic success and students graduating minimally meeting the A-G requirements to be eligible to attend any UC or CSU school. This level of support meets the criteria for “evidence-based” as outlined by the ESSA, as both an effective and principally directed action to support improved outcomes for unduplicated student groups.	
3.6	**Action:** College Awareness **Need:** After assessing the needs, conditions, circumstances of unduplicated students, there is a need to increase college awareness and provide opportunities for students to participate in college tours so students commit beyond high school and attend higher education as measured by the CA School Dashboard (% of Students Meeting UC/CSU Requirements). District: 57.2% EL 44.2%, FY 8.1%, SED 43.87%. Through the engaging educational partner data collection, students	While this action is principally targeted toward ELs, FY, and SED students, this action is being provided on an LEA-wide basis to ensure all student groups benefit of having access to college related resources and information as part of their regular school program. EL, FY, and SED students have limited exposure to information about college/university due to barriers associated with language and unique challenges of poverty and greater mobility. These barriers can be removed when these student groups are afforded college related experiences as part of the school curriculum. In the research by Corwin and Tierney (2007) one overarching conclusion is that students are best served by schools that exhibit a strong	3.6, 3.17, 3.18, 3.21

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	and the community indicated that this was a top priority area to continue. **Scope:** Schoolwide	"college culture." By creating a college awareness campaign that is grounded in research, meets the criteria for “evidence-based” as outlined by the ESSA, as both an effective and principally directed action to support improved outcomes for unduplicated student groups. College awareness campaigns at school sites include college fairs, school-sponsored college tours, and on-campus college experiences. This equity based action as indicated as a priority by our educational partners increases students' awareness of higher education possibilities to improve their success beyond high school.	
3.8	**Action:** AVID **Need:** There is a need to increase college and career readiness with an emphasis on first-time college goers as measured by achievement gaps on the CA School Dashboard (% of Students Meeting UC/CSU Requirements): District: 57.2% EL: 44.2%, FY 8.1%, SED 43.87%. AVID data shows that 76% of graduating seniors are from low income families and 86% are underrepresented students, yet they outperform their peers on national metrics when participating in AVID. This suggests that promoting college awareness through the AVID program is a high need for our unduplicated student groups for success beyond high school. As such, there a great need to expose these student groups with the road map for attaining a higher education degree. Through the engaging educational partner data collection, Assistant	While this action is principally directed toward ELs, FY, and SED students, this action is being provided on an LEA-wide basis with a focus on these student groups who may be the first in their family to attend college. Having access to the AVID program as part of their school program ensures students with access and greater preparation for admission to higher education. In light of mitigating factors that may limit these student groups from having support with preparation for college; this equity driven action bridges the opportunity gaps by preparing our students with the knowledge and skills to navigate toward higher education and career success. We know through the Public Policy Institute of California, earning a college degree reaps benefits that include greater financial stability and security over time. As the district knows from research, students who would be primarily first-generation college goers are less likely to access resources preparing them for post secondary resources. These student groups will benefit from AVID	3.6, 3.17, 3.18, and 3.21

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	Principals. District Administration, teachers, ACT, and CSEA indicated that this was a top priority area to continue. **Scope:** LEA-wide	school wide strategies as well as the opportunity to participate in AVID electives to better prepare them. Through academic counseling, students whom AVID is geared towards are provided with information on the program and steps to enroll. The AVID program is grounded in research and meets the criteria for “evidence-based” as outlined by the ESSA, as both an effective and principally directed action to support improved outcomes for unduplicated student groups.	
3.10	**Action:** Career Centers **Need:** After assessing the needs, conditions, and circumstances of EL, FY, and SED students, there is a need to provide equitable access and information to college and career courses and opportunities as measured by DataQuest (% of Students Meeting UC/CSU Requirements and CTE Pathway Completion): District: 5%, EL 3.2%, FY 0%, and SED 3.5%. Students who have language barriers and/or have mitigating circumstances associated with poverty and greater mobility face disadvantages, specifically in their understanding of pathways that lead to college and career success (Perkins, 2022). This suggests that schools must be the hubs for this information if we are to make progress toward ensuring equitable outcomes of higher education and carrier success for our students. Through the engaging educational partner data collection, the community, DELAC, and CSEA indicated that this was a top priority area to continue.	While this action is principally directed toward ELs, FY, and SED student groups, this action is being provided on an LEA-wide basis to ensure these students attain information about college courses and career opportunities at school. With mitigating circumstances that are associated with student groups who have language barriers and/or poverty and greater mobility, the controllable variable in their lives is the access of information that can be available through the career centers located at their schools. As such, there is a greater need to provide this action on an LEA-wide basis. In the research by Corwin and Tierney (2007), one overarching conclusion is that students are best served by schools that exhibit a strong "college culture." With career centers at every high school, students can readily have information and guidance to assist them toward making higher education and career success a greater reality. These career centers are accessible before and after school, during lunch, and by appointment during the school day.	3.7, 3.8, 3.17, 3.18, and 3.21

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	Scope: LEA-wide		
3.15	**Action:** Increased Access to Advanced Placement (AP) Programs **Need:** After assessing the needs, conditions, and circumstances of EL, FY, and SED students, there is a need to provide equitable access to AP courses. When comparing the CCI for all high schools (49.7% - medium), unduplicated student groups trail behind: FY (5.6% - very low), EL (30.3% - low), and SED (39.9% - medium). These disparities highlight a clear need to expand equitable access to AP courses and provide the necessary supports to ensure success. Increasing AP participation and success is a key strategy to improve college readiness and performance on the CCI. Through the engaging educational partner data collection, students, parents, and DELAC consistently emphasized the importance of increasing access to rigorous coursework, such as Advanced Placement (AP) classes, as a strategy to promote college readiness for all students. **Scope:** Schoolwide	This action is designed to address persistent gaps in college and career readiness among English learners (ELs), foster youth (FY), and socioeconomically disadvantaged (SED) students by expanding access to Advanced Placement (AP) coursework. Increasing AP offerings, improving guidance and outreach, and providing academic supports directly target the barriers that have historically limited participation and success for these student groups. Because EL, FY, and SED students are enrolled at all district high schools, this action is implemented on an LEA-wide basis to ensure consistent access to rigorous academic opportunities across sites. A districtwide approach allows for equitable program expansion, coordination of supports, and alignment of systems that promote readiness and success in AP courses for all unduplicated students. Research confirms that increasing AP access improves postsecondary success, particularly when access is intentionally expanded and barriers to participation are addressed (Klopfenstein & Thomas, 2009; The College Board, 2021).	3.12, 3.13, and 3.17
3.16	**Action:** Promotion of Multilingual Programs	This action supports continued implementation and enhancement of the district's Dual Language	3.14

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Only 21.9% (2024) of graduates earned the State Seal of Biliteracy. While this reflects a need for districtwide improvement, internal data show that English learners and socioeconomically disadvantaged (SED) students are underrepresented among those earning the Seal. Through the engaging educational partner data collection, students indicated that multilingual programs were a top priority area to continue. This indicates a need to both expand and sustain access to programs that promote biliteracy for unduplicated student groups. **Scope:** LEA-wide	Immersion (DLI) programs in Mandarin and Spanish. These programs are designed to develop academic proficiency in two languages, promote cross-cultural competencies, and increase the likelihood that students, particularly English learners, will earn the State Seal of Biliteracy. According to the Bay Area Council Economic Institute (2023), multilingual students often meet or exceed peers in academic subjects like math and reading and develop stronger problem-solving and communication skills. Because English learners, foster youth, and SED students are enrolled across multiple schools, this action is provided on an LEA-wide basis to ensure equitable access to high-quality multilingual programs. A districtwide approach allows the District to maintain consistency in program quality, alignment of curriculum, and targeted outreach to underrepresented students at all sites.	
3.19	**Action:** Regional Occupational Program **Need:** There are 0% of FY, 4.8% of ELs, and 55.7% of SED students who completed pathways as measured by District report of CTE offerings. To promote greater participation and completion of CTE pathways, there is a need to support sites with CTE offerings that may not be available with current staffing through Regional Occupational Program (ROP). As of 2022-23, staff with limited credentials does not allow our unduplicated student groups to participate in diverse CTE pathways that may be of interest and need. By engaging with our	While this action is principally directed toward ELs, FY, and SED students, this action is being provided on an LEA-wide basis to allow all students with full access to diverse CTE course offerings as identified by educational partner feedback. Staff supported through ROP have specialized credentials that allow students to access courses otherwise not offered on their school campus. Students seeking career pathways are provided with information on ROP through their academic counselors. According to the California Department of Education, ROPs provide "rigorous and high quality programs which contribute to students' academic and career achievement" and help close the achievement gap by motivating students to learn both academic and	3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	educational partners, we know this is a high priority expressed by students, teachers, ACT, and CSEA. **Scope:** Schoolwide	occupational skills for future success in a career of their choice. Another benefit of ROP programs is their partnership with local businesses and industries that will better prepare all students to be successful beyond graduation.	
4.4	**Action:** Increased Academic Support within Smaller Settings at Buena Vista and Boys Republic **Need:** When comparing the CCI indicator for all high schools (49.7%-medium), with BV and BR, there is a clear achievement gap: BV all students-4.2% prepared (very low); SED-4.3% prepared (very low); BR all students (0%); FY (0%); and SED (0%). To address the needs of students at BV who arrive credit deficient and BR, an educational facility for court appointed delinquent youth, there are immense needs to address gaps to support students' academics in order to demonstrate college and career readiness as measured by the CCI. Research by Christle, Jolivette, and Nelson (2010) identified that schoolwide behavior management with low teacher to student ratio with an effort on strong relationship building help minimize youth delinquency. Offering a reduction in the teacher to student ratio with an effort of strong relationship building meets the criteria for “evidence-based” as outlined by the ESSA, as both an effective and principally directed action to support improved outcomes for unduplicated student groups. By engaging with our educational partners, we know this is	While this action is targeted toward FY and SED student groups at BV and BR, this action is being provided on a school wide basis to also support other student groups such as Hispanic students (4.6% prepared, very low). 100% of the students at both schools represent one of the unduplicated student groups. As such, the students come to school with significant needs associated with language barriers, poverty, and/or greater levels of mobility. And with these circumstances, 100% of the students arrive at both schools credit deficient. Additional staffing is needed over and beyond the base allocation determined by the teacher contract and HR staffing formula for the schools in order to accelerate learning for students who have significant academic and behavioral gaps. As delineated in research, students at continuation high schools and in alternative programs such as Boys Republic are more likely to drop out because they are in high school and lack significant amount of credits to graduate (EdSource, 2008). With smaller class sizes, schools can effectively utilize the RtI framework to quickly identify and implement systems of support to address students' needs. In a smaller environment, behavioral management strategies can also be effectively taught, monitored, with strategic feedback for students to relearn strategies for them to be successful as students.	4.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	a high priority expressed by students at BV and BR. **Scope:** Schoolwide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.3	**Action:** Bilingual Translation Services **Need:** EL achievement (-20.4 DFS in ELA and -38.2 DFS in Math) lags compared to all student group performance (24.7 DFS in ELA and -13.8 DFS in Math). The District is aware that more English-speaking families access engagement activities at school, and language gaps may impede families from being able to fully participate at school. Research shows that we unequivocally need parents to engage in their children's education. When parents are active, students are almost always more successful in their educational careers. Having a translator for parents who are non-English speaking gives them a chance to be regularly engaged in this vital portion of their children's lives. Through the engaging educational	Understanding that ELs are at every school throughout the district, it is important that translation be provided to all EL families on an LEA-wide basis. The District offers these services at sites where 14% of the student population speak a primary language other than English. Ensuring translation allows families to fully participate in the school programs which in turn will allow them to better advocate for the needs of their students as measured by the increased positive outcomes on the self-reflection tool for parent involvement and family engagement. As indicative of the results from the district's school quality survey, efforts in ensuring parents and families feel welcome by alleviating language barriers has shown positive outcomes in parents and families feeling welcome at their schools.	2.1 and 2.2

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	partner data collection, District administration, principals, assistant principals, and students indicated that this was a top priority area to continue. **Scope:** Limited to Unduplicated Student Group(s)		
2.12	**Action:** Case Management for Families with Need **Need:** After assessing the needs, conditions, and circumstances of SED students, the district data shows that there is a gap in chronic absenteeism rates: all students (19.5%) and SED (26.7%). SED students are impacted by socioeconomic barriers that impact school attendance as evidenced by the chronic absenteeism rates on the CA School Dashboard. There is a high need to support SED students and families whose circumstances affect school engagement and attendance. According to the National Library of Medicine socioeconomic disadvantage has a negative impact on educational outcomes for students with consequences that affect their engagement with school. As a result, through case management and support, SED students can be supported to attain more equitable outcomes by attending school regulars. Through the engaging educational partner data collection, teachers/ACT, District Administration, and Assistant Principals indicated that improving attendance was a top priority area to continue.	This action is limited to SED students and their families with case management to help reduce barriers that exist to help students' attendance and connectedness at school. The research from the Adult Adolescent Parenting Inventory tells us that SED parents have limited knowledge of the community resources available to support their children. In order to address this condition of chronic absenteeism for SED families, there is a need for case management for families to support them with resources that are available for their students to be able to fully participate at school. Reducing these barriers with assistance will enable students to improve attendance and connectedness with school.	2.6, 2.7

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
2.20	**Action:** Foster Youth Counselor and Clerk **Need:** After assessing the needs, conditions, circumstances of unduplicated students, the FY graduation rate (64.9%) is lower and higher in chronic absenteeism rate (32.3%) than the "all student group" (94.7% graduation rate and 19.5% chronic absenteeism rate). The data reveals that FY have lower academic outcomes as a result of challenges associated with trauma and higher rates of school mobility. To support FY academic continuity, there is a need to have dedicated staff to that can harness their attention solely on FY student so they can benefit from additional services and resources to decrease chronic absenteeism and increase graduation rates. Through the engaging educational partner data collection, teachers/ACT, District Administration, and Assistant Principals indicated that improving attendance was a top priority area to continue. **Scope:** Limited to Unduplicated Student Group(s)	This action is limited to FY. As revealed in Learning Policy Institute, FY face a range of challenges to their educational success, including an increased likelihood of having experienced trauma, higher rates of suspension and absenteeism, and higher rates of school mobility. They also face a double challenge of adjusting to new schools and a new home life. As a consequence, they typically experience lower academic outcomes and graduation and college-going rates. Having a counselor and staff dedicated to foster youth maximizes greater attention to their specific needs to increase greater connection with school to improve absenteeism and meeting graduation requirements. Additionally, case management will help increase students' sense of belonging and level of engagement at school to support their stability at school.	2.3, 2.4, 2.6, and 2.7
3.5	**Action:** After School Tutoring **Need:**	This action is limited to FY and SED students. Having access to tutoring will allow underachieving FY and SED student groups receive the necessary academic support to accelerate their learning as	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.19, and 3.20

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	When comparing all unduplicated student groups to the LEA's CAASPP and CAST for "all students" in ELA, Math, and Science there is an achievement gap. The overall student population is at 24.7 DFS in ELA, -13.8 DFS in Math, and 37.18 Met or Exceeded in Science. Our unduplicated student groups lag behind with achievement levels as follows: FY (-49.0 DFS in ELA, -92.2 DFS in Math, and 11.54% Met or Exceeded in Science) and SED (-9.6 DFS in ELA, -51.8 DFS in Math, and 23.91% Met or Exceeded in Science). Similarly, there is an achievement gap when comparing the percentage of the "all student group" meeting a-g (UC/CSU) in the combined four- and five-year graduation rate compared to the performance of the unduplicated student groups: All (57.2%); FY (8.1%); and SED (43.87%). Studies on the effects of tutoring on student success demonstrate a significant trend: the more academic support students receive, the more likely they are to pass their courses and stay enrolled. With significant achievement gaps, there is a need for FY and SED students to have additional support through individualized tutoring to help bridge academic achievement gaps. Through the engaging educational partner data collection, teachers, ACT, CSEA, and the community indicated that this was a top priority area to continue. **Scope:** Limited to Unduplicated Student Group(s)	measured by improved learning outcomes on state assessments and meeting a-g (UC/CSU) requirements at graduation. With mitigating circumstances such as greater mobility and poverty, associated with these student groups have limited resources to accelerate learning. In looking at research, individualized tutoring allows for intensified diagnosis of students' needs which allow for customization in addressing learning gaps. With tutoring, FY and SED student groups can receive personalized and additional stable academic support to have greater success at school and beyond.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.12	**Action:** Access & Equity **Need:** There is a need for Access & Equity staff to support English Learners throughout the district as measured by the CA School Dashboard ELPI which has the District at 52% of EL students making progress on the 2023 Dashboard, a decrease of 4.1% from the 2022 Dashboard. In addition, there is 5.3% of our EL population that are Long-Term ELs (LTELs). Through the engaging educational partner data collection, students indicated that multilingual support was a top priority area to continue. **Scope:** Limited to Unduplicated Student Group(s)	This action is being provided to ensure all ELs and LTELs receive the necessary support with appropriate program placement to progress toward English proficiency and to decrease LTELs district wide. John Hattie shows that when colleagues work together with a positive belief to impact student achievement, there is an effect size of 1.57 collective teacher efficacy. The strong support of the Access and Equity staff will support the teacher efficacy practices to positively impact student achievement for English learners by ensuring all data pertaining to ELs are accurate, all students are in a broad course of study to benefit from receive differentiated instruction, and progress toward proficiency and achievement is closely monitored. The US Department of Education accentuates the importance of the LEA having rigorous monitoring systems that include periodic benchmarks to monitor ELs' progress over time, determine when students are not making appropriate progress, and provide additional support to enable ELs to reach English proficiency and gain grade level content knowledge. With district level coordination, monitoring, and analysis of student progress, there is built in assurance to help improve student outcomes for ELs. Additionally, with district level monitoring and analysis of EL progress, we are able to identify patterns and trends with EL progress and/or placement to greater support schools with additional services as needed.	3.9 and 3.10
3.14	**Action:** Advanced Placement Exam Access **Need:**	This action is being provided on an limited basis for the SED student group to enable them to take AP exams at subsidized costs for AP exams without any limitation in order to be better prepare them for college and beyond. Our SED student	3.13

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	SED students have financial barriers that may discourage students from taking rigorous AP courses and exams. With this financial barrier that has been removed from our SED student group, the district has found great success with 61.5% SED student population with a fee waiver score a passing score on the AP exam. Through the engaging educational partner data collection, District Administration and students indicated that this was a top priority area to continue. **Scope:** Limited to Unduplicated Student Group(s)	group has demonstrated great success with this action as measured by the percentage passing the exam with a three or higher on the AP exam. According to College Board, research supports that students who take AP courses and exams are more likely than their peers to attend college and graduate on time. Additionally, research shows that when students are given access to advanced coursework opportunities, they work harder and engage more in school, leading to fewer absences and suspensions and higher graduation rates. As a result, when these opportunities are afforded to SED students, we provide them with the opportunity to thrive. Having access to rigorous AP courses is grounded in research and meets the criteria for “evidence-based” as outlined by the ESSA, as both an effective and principally directed action to support improved outcomes for SED youth and remains a continued priority by our educational partners.	
3.17	**Action:** Multilingual Program Support **Need:** CVUSD has a growing population of ELs with a 10% district average. In 2022-2023, there were 22 schools that had an EL percentage higher than the 10% district average compared to only 14 schools in 2020. With the establishment of the dual language immersion programs in Spanish and Mandarin, there is a high interest and need in monitoring the growth of the students in a language other than English to increase the number of students receiving the State Seal of Biliteracy.	This action is to ensure that ELs have full access to support their progress at every school. The Departments of Access and Equity with Assessment and Instructional Technology will oversee various trainings and the costs of bilingual assessments to support the dual language immersion programs to determine students' multilingual abilities in reading, writing, listening, and speaking principally directed for English learners. Providing and promoting access to multilingual pathways enable students to obtain fluency in another language increasing greater opportunities beyond graduation.	3.14

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	While 19.5% of the students in the district at large are earning a State Seal of Biliteracy at graduation, only 13.9% of English learners are earning the State Seal of Biliteracy demonstrating a gap. Consequently, there is a need to promote and support multilingualism for English learners as demonstrated by the percentage of students earning the State Seal of Biliteracy at graduation if we are to promote success beyond high school graduation. Through the engaging educational partner data collection, students indicated that multilingual support was a top priority area to continue. **Scope:** Limited to Unduplicated Student Group(s)		

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

N/A

Additional Concentration Grant Funding

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

The Chino Valley Unified School District received additional concentration grant funding to provide more direct services to unduplicated students at schools with greater than 55% unduplicated pupil enrollment. During the 2025–26 LCAP engagement process, educational partners, including students, parents, school and district administrators, teachers, and the LCAP Advisory Committee, consistently identified academic supports and interventions for students as a top priority. In response, the District is using the additional funds to expand support through Goal 3, Action 2: Multi-Tiered Systems of Support. This action supports academic intervention through various staff including

teachers, intervention teachers, intervention counselors at the junior high schools, and assistant principals. These staff members support and/or provide school-based academic intervention and support services, enabling more frequent and individualized interventions. This action would not be possible without the additional concentration grant add-on and is expected to improve outcomes in ELA, Math, and Science for foster youth, English learners, and low-income students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:43	1:44
Staff-to-student ratio of certificated staff providing direct services to students	1:18	1:21

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	296318809	58,701,755	19.810%	0.000%	19.810%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$83,176,484.00	$7,302,872.00	$0.00	$1,944,740.00	$92,424,096.00	$72,157,649.00	$20,266,447.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Recruitment Fairs	All	No			All Schools	2026-2027	$0.00	$15,000.00	$15,000.00				$15,000.00	
1	1.2	New Teacher Induction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2026-2027	$450,745.00	$49,255.00	$500,000.00				$500,000.00	
1	1.3	Library and Media Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$1,824,070.00	$0.00	$1,765,100.00			$58,970.00	$1,824,070.00	
1	1.4	Common Core Materials	All	No			All Schools	2026-2027	$0.00	$1,511,000.00	$1,431,000.00	$80,000.00			$1,511,000.00	
1	1.5	Common Core Supplemental Supports	Students with Disabilities	No			All Schools	2026-2027	$0.00	$35,000.00		$35,000.00			$35,000.00	
1	1.6	Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$2,994,279.00	$0.00	$2,994,279.00				$2,994,279.00	
1	1.7	Professional Development	All	No			All Schools	2026-2027	$710,000.00	$416,000.00		$576,000.00		$550,000.00	$1,126,000.00	
1	1.8	GATE	English Learners	Yes	Schoolwide	English Learners	2-8	2026-2027	$7,624.00	$192,376.00	$200,000.00				$200,000.00	
1	1.9	VAPA	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	K-6	2026-2027	$1,776,055.00	$105,725.00	$1,881,780.00				$1,881,780.00	
1	1.10	Career Pathways and Options	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	9-12	2026-2027	$617,337.00	$300,000.00	$767,337.00			$150,000.00	$917,337.00	
1	1.11	Preschool Inclusion Program	Students with Disabilities	No			Specific Schools: Chaparral Elementary, Glenmead	2026-2027	$1,193,682.00	$0.00	$596,841.00	$596,841.00			$1,193,682.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							e Elementary, Oak Ridge Elementary, Liberty Elementary, and Marshall Elementary Schools									
1	1.12	Student Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$3,400,000.00	$3,400,000.00				$3,400,000.00	
1	1.13	Instructional Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$20,000.00	$20,000.00				$20,000.00	
1	1.14	Facilities	All	No			All Schools	2026-2027	$0.00	$5,965,000.00	$5,965,000.00				$5,965,000.00	
1	1.15	Teacher Technology	All	No			All Schools	2026-2027	$0.00	$600,000.00	$600,000.00				$600,000.00	
2	2.1	Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$293,377.00	$20,000.00	$313,377.00				$313,377.00	
2	2.2	School Governance	All	No			All Schools	2026-2027	$0.00	$30,000.00	$30,000.00				$30,000.00	
2	2.3	Bilingual Translation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Borba ES, Butterfield Ranch ES, Chaparral ES, Cortez ES, Country Springs ES, Dickey ES, Dickson ES, Eagle Canyon ES, Glenmeade ES, Hidden Trails ES, Liberty ES, Litel ES, Marshall ES, Newman	2026-2027	$729,058.00	$60,000.00	$789,058.00				$789,058.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							ES, Oak Ridge ES, Rhodes ES, Rolling Ridge ES, Walnut ES, Wickman ES, Briggs K-8, Canyon Hills JHS, Magnolia JHS, Ramona JHS, Woodcrest JHS, Ayala HS, Buena Vista HS, Chino HS, Don Lugo HS									
2	**2.4**	Parent/Guardian Information Forum	All	No			All Schools	2026-2027	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	**2.5**	Multi-Tiered Systems of Support-Behavior (MTSS-B) Materials	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	K-8	2026-2027	$17,727.00	$143,273.00	$161,000.00				$161,000.00	
2	**2.6**	Suicide Prevention Training	All	No			7-8	2026-2027	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	**2.7**	Safe Schools	All	No			All Schools	2026-2027	$0.00	$44,000.00	$44,000.00				$44,000.00	
2	**2.8**	School Quality Survey	All	No			All Schools	2026-2027	$0.00	$30,000.00	$30,000.00				$30,000.00	
2	**2.9**	High School Intervention Counselors	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	9-12	2026-2027	$669,767.00	$0.00	$669,767.00				$669,767.00	
2	**2.10**	Multi-Tiered Systems of Support-Behavior (MTSS-B) Intervention Counselors	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2026-2027	$5,457,650.00	$0.00	$5,045,325.00	$412,325.00			$5,457,650.00	
2	**2.11**	Supplemental Education for K-12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$803,522.00	$16,000.00	$819,522.00				$819,522.00	
2	**2.12**	Case Management for Families with Need	Low Income	Yes	Limited to Unduplicated	Low Income	All Schools	2026-2027	$254,995.00	$0.00	$82,638.00			$172,357.00	$254,995.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Student Group(s)											
2	2.13	Mental Health Services (Licensed Therapists)	All	No			All Schools	2026-2027	$1,750,794.00	$40,000.00		$1,466,165.00		$324,629.00	$1,790,794.00	
2	2.14	Saturday School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$90,816.00	$0.00	$90,816.00				$90,816.00	
2	2.15	School Based Health Services	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2026-2027	$5,299,693.00	$8,000.00	$4,744,623.00	$563,070.00			$5,307,693.00	
2	2.16	CVUSD Health Center	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2026-2027	$410,606.00	$30,000.00	$440,606.00				$440,606.00	
2	2.17	HOPE Resource Center	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2026-2027	$230,554.00	$530,578.00	$500,000.00	$261,132.00			$761,132.00	
2	2.18	Transportation	Low Income	Yes	LEA-wide	Low Income	All Schools	2026-2027	$7,556,033.00	$2,207,670.00	$9,763,703.00				$9,763,703.00	
2	2.19	Community Day School	All	No			Specific Schools: Chino Valley Learning Academy	2026-2027	$708,206.00	$32,877.00	$741,083.00				$741,083.00	
2	2.20	Foster Youth Counselor and Clerk	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2026-2027	$242,892.00	$12,000.00	$254,892.00				$254,892.00	
2	2.21	Contracted Mental Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$182,097.00	$182,097.00				$182,097.00	
2	2.22	Chronic Absenteeism Supports	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2026-2027	$909,834.00	$86,870.00	$996,704.00				$996,704.00	
2	2.23	“Other Means of Correction”	All	No			All Schools	2026-2027	$0.00	$0.00	$0.00				$0.00	
2	2.24	Intensive Student Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2026-2027	$2,344,890.00	$0.00	$631,879.00	$1,713,011.00			$2,344,890.00	
2	2.25	Student Support Services Staff/School Sites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$403,746.00	$16,561.00	$420,307.00				$420,307.00	
3	3.1	Multi-Tiered Systems of Support: Academic (MTSS-A) Support	English Learners Foster Youth	Yes	Schoolwide	English Learners Foster Youth	K-6	2026-2027	$0.00	$233,000.00	$233,000.00				$233,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
3	3.2	Multi-Tiered Systems of Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	K-8	2026-2027	$26,297,192.00	$0.00	$25,241,415.00	$1,055,777.00			$26,297,192.00	
3	3.3	Alternative Education Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$174,330.00	$0.00	$174,330.00				$174,330.00	
3	3.4	College Entrance and Readiness	All	No			All Schools	2026-2027	$0.00	$0.00	$0.00				$0.00	
3	3.5	After School Tutoring	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	2026-2027	$0.00	$100,000.00	$100,000.00				$100,000.00	
3	3.6	College Awareness	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	7-12	2026-2027	$0.00	$29,000.00	$29,000.00				$29,000.00	
3	3.7	A-G Promotion	All	No			All Schools	2026-2027	$0.00	$0.00	$0.00				$0.00	
3	3.8	AVID	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$292,038.00	$118,962.00	$411,000.00				$411,000.00	
3	3.9	HS Transcript Audits	All	No			All Schools	2026-2027	$0.00	$0.00	$0.00				$0.00	
3	3.10	Career Centers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$283,719.00	$0.00	$283,719.00				$283,719.00	
3	3.11	Professional Development to Support English Learners and Long Term English Learners (LTELs)	All	No			All Schools	2026-2027	$235,000.00	$0.00				$235,000.00	$235,000.00	
3	3.12	Access & Equity	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-2027	$639,887.00	$0.00	$223,103.00			$416,784.00	$639,887.00	
3	3.13	English Learner Support and Language Acquisition	All	No			All Schools	2026-2027	$0.00	$0.00	$0.00				$0.00	
3	3.14	Advanced Placement Exam Access	Low Income	Yes	Limited to	Low Income	9-12	2026-2027	$0.00	$168,000.00	$168,000.00				$168,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Unduplicated Student Group(s)											
3	3.15	Increased Access to Advanced Placement (AP) Programs	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	9-12	2026-2027	$0.00	$166,000.00	$132,000.00			$34,000.00	$166,000.00	
3	3.16	Promotion of Multilingual Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$2,592,992.00	$5,000.00	$2,597,992.00				$2,597,992.00	
3	3.17	Multilingual Program Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Borba ES and Hidden Trails ES	2026-2027	$0.00	$11,000.00	$11,000.00				$11,000.00	
3	3.18	College Credit	All	No			9-12	2026-2027	$0.00	$0.00	$0.00				$0.00	0
3	3.19	Regional Occupational Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	9-12	2026-2027	$0.00	$3,191,620.00	$3,191,620.00				$3,191,620.00	
4	4.1	BVROP Transportation	Foster Youth and Low Income	No			Specific Schools: Buena Vista Continuation High School 9-12	2026-2027	$0.00	$20,000.00		$20,000.00			$20,000.00	
4	4.2	Math PLC	English Learners and Low Income	No			Specific Schools: Buena Vista Continuation High School 9-12	2026-2027	$3,000.00	$0.00				$3,000.00	$3,000.00	
4	4.3	College and Career Awareness	English Learners, Foster Youth, and Low Income	No			Specific Schools: Buena Vista Continuation High School and Boys Republic High School	2026-2027	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.4	Increased Academic Support within Smaller Settings at Buena Vista and Boys Republic	Foster Youth Low Income	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Buena Vista Continuation High School and Boys Republic High School 9-12	2026-2027	$3,839,309.00	$0.00	$3,473,571.00	$365,738.00			$3,839,309.00	
4	4.5	Career and Community College Awareness	English Learners, Foster Youth, Low Income	No			Specific Schools: Buena Vista Continuation High School and Boys Republic High School 9-12	2026-2027	$0.00	$4,000.00	$4,000.00				$4,000.00	
4	4.6	Student Connectedness	English Learners, Foster Youth, Low Income	No			Specific Schools: Buena Vista Continuation High School and Chino Valley Learning Academy 9-12	2026-2027	$52,230.00	$0.00		$52,230.00			$52,230.00	
4	4.7	Buena Vista Infant Toddler Center	English Learners and Low Income	No			Specific Schools: Buena Vista Continuation High School 9-12	2026-2027	$0.00	$105,583.00		$105,583.00			$105,583.00	
4	4.8	Graduation Awareness	Foster Youth and Low Income	No			Specific Schools: Boys Republic High School 9-12	2026-2027	$0.00	$0.00	$0.00				$0.00	

2026-27 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
296318809	58,701,755	19.810%	0.000%	19.810%	$73,704,560.00	0.000%	24.873 %	**Total:**	$73,704,560.00
								LEA-wide Total:	$31,050,054.00
								Limited Total:	$1,628,691.00
								Schoolwide Total:	$41,025,815.00

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	1.2	New Teacher Induction	Yes	LEA-wide	English Learners Low Income	All Schools	$500,000.00	
1	1.3	Library and Media Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,765,100.00	
1	1.6	Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,994,279.00	
1	1.8	GATE	Yes	Schoolwide	English Learners	2-8	$200,000.00	
1	1.9	VAPA	Yes	Schoolwide	English Learners Foster Youth Low Income	K-6	$1,881,780.00	
1	1.10	Career Pathways and Options	Yes	Schoolwide	English Learners Low Income	9-12	$767,337.00	
1	1.12	Student Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,400,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.13	Instructional Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
2	2.1	Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$313,377.00	
2	2.3	Bilingual Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Borba ES, Butterfield Ranch ES, Chaparral ES, Cortez ES, Country Springs ES, Dickey ES, Dickson ES, Eagle Canyon ES, Glenmeade ES, Hidden Trails ES, Liberty ES, Litel ES, Marshall ES, Newman ES, Oak Ridge ES, Rhodes ES, Rolling Ridge ES, Walnut ES, Wickman ES, Briggs K-8, Canyon Hills JHS, Magnolia JHS, Ramona JHS, Woodcrest JHS, Ayala HS, Buena Vista HS, Chino HS, Don Lugo HS	$789,058.00	
2	2.5	Multi-Tiered Systems of Support-Behavior (MTSS-B) Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	K-8	$161,000.00	
2	2.9	High School Intervention Counselors	Yes	Schoolwide	English Learners Foster Youth Low Income	9-12	$669,767.00	
2	2.10	Multi-Tiered Systems of Support-Behavior (MTSS-B) Intervention Counselors	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$5,045,325.00	

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 (%)
2	2.11	Supplemental Education for K-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$819,522.00	
2	2.12	Case Management for Families with Need	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$82,638.00	
2	2.14	Saturday School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,816.00	
2	2.15	School Based Health Services	Yes	LEA-wide	Foster Youth Low Income	All Schools	$4,744,623.00	
2	2.16	CVUSD Health Center	Yes	LEA-wide	Foster Youth Low Income	All Schools	$440,606.00	
2	2.17	HOPE Resource Center	Yes	LEA-wide	Foster Youth Low Income	All Schools	$500,000.00	
2	2.18	Transportation	Yes	LEA-wide	Low Income	All Schools	$9,763,703.00	
2	2.20	Foster Youth Counselor and Clerk	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$254,892.00	
2	2.21	Contracted Mental Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$182,097.00	
2	2.22	Chronic Absenteeism Supports	Yes	LEA-wide	Foster Youth Low Income	All Schools	$996,704.00	
2	2.24	Intensive Student Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	$631,879.00	
2	2.25	Student Support Services Staff/School Sites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$420,307.00	
3	3.1	Multi-Tiered Systems of Support: Academic (MTSS-A) Support	Yes	Schoolwide	English Learners Foster Youth Low Income	K-6	$233,000.00	
3	3.2	Multi-Tiered Systems of Support	Yes	Schoolwide	English Learners Foster Youth Low Income	K-8	$25,241,415.00	
3	3.3	Alternative Education Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$174,330.00	

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 (%)
3	3.5	After School Tutoring	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$100,000.00	
3	3.6	College Awareness	Yes	Schoolwide	English Learners Foster Youth Low Income	7-12	$29,000.00	
3	3.8	AVID	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$411,000.00	
3	3.10	Career Centers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$283,719.00	
3	3.12	Access & Equity	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$223,103.00	
3	3.14	Advanced Placement Exam Access	Yes	Limited to Unduplicated Student Group(s)	Low Income	9-12	$168,000.00	
3	3.15	Increased Access to Advanced Placement (AP) Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	9-12	$132,000.00	
3	3.16	Promotion of Multilingual Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,597,992.00	
3	3.17	Multilingual Program Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Borba ES and Hidden Trails ES	$11,000.00	
3	3.19	Regional Occupational Program	Yes	Schoolwide	English Learners Foster Youth Low Income	9-12	$3,191,620.00	
4	4.4	Increased Academic Support within Smaller Settings at Buena Vista and Boys Republic	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Buena Vista Continuation High School and Boys Republic High School 9-12	$3,473,571.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$60,379,278.00	$68,112,111.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Recruitment Fairs	No	$15,000.00	15,000
1	**1.2**	New Teacher Induction	Yes	$500,000.00	500,000
1	**1.3**	Library and Media Support	Yes	$1,769,984.00	1,769,984
1	**1.4**	Common Core Materials	No	$1,446,000.00	1,446,000
1	**1.5**	Common Core Supplemental Supports	No	$35,000.00	35,000
1	**1.6**	Instructional Support	Yes	$2,968,933.00	2,968,933
1	**1.7**	Professional Development	No	$550,000.00	550,000
1	**1.8**	GATE	Yes	$200,000.00	200,000
1	**1.9**	VAPA	Yes	$1,837,283.00	1,837,283
1	**1.10**	Career Pathways and Options	Yes	$786,871.00	786,871
1	**1.11**	Preschool Inclusion Program	No	$1,415,490.00	1,415,490

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	1.12	Student Technology	Yes	$3,400,000.00	3,400,000
1	1.13	Instructional Technology	Yes	$20,000.00	20,000
1	1.14	Facilities	No	$5,965,000.00	5,965,000
1	1.15	Teacher Technology	No	$600,000.00	600,000
2	2.1	Family Engagement	Yes	$303,612.00	303,612
2	2.2	School Governance	No	$12,000.00	12,000
2	2.3	Bilingual Translation Services	Yes	$752,258.00	752,258
2	2.4	Parent/Guardian Information Forum	No	$5,000.00	5,000
2	2.5	Multi-Tiered Systems of Support-Behavior (MTSS-B) Materials	Yes	$161,000.00	161,000
2	2.6	Suicide Prevention Training	No	$10,000.00	10,000
2	2.7	Safe Schools	No	$44,000.00	44,000
2	2.8	School Quality Survey	No	$30,000.00	30,000
2	2.9	High School Intervention Counselors	Yes	$670,373.00	670,373

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.10	Multi-Tiered Systems of Support-Behavior (MTSS-B) Intervention Counselors (K-8)	Yes	$5,489,022.00	5,489,022
2	2.11	Supplemental Education for K-12	Yes	$866,748.00	866,748
2	2.12	Case Management for Families with Need	Yes	$250,022.00	250,022
2	2.13	Mental Health Services (Licensed Therapists)	No	$1,738,594.00	1,738,594
2	2.14	Saturday School	Yes	$90,880.00	90,880
2	2.15	School Based Health Services	Yes	$5,176,498.00	5,176,498
2	2.16	CVUSD Health Center	Yes	$417,373.00	417,373
2	2.17	HOPE Resource Center	Yes	$600,000.00	600,000
2	2.18	Transportation	Yes	$1,710,141.00	9,442,974
2	2.19	Community Day School	No	$711,982.00	711,982
2	2.20	Foster Youth Counselor and Clerk	Yes	$240,416.00	240,416
2	2.21	Contracted Mental Health Services	Yes	$182,097.00	182,097
2	2.22	Chronic Absenteeism Supports	Yes	$974,544.00	974,544
2	2.23	“Other Means of Correction”	No	$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.24	Intensive Student Support	Yes	$2,000,481.00	2,000,481
2	2.25	Student Support Services Staff/School Sites	Yes	$396,923.00	396,923
3	3.1	Multi-Tiered Systems of Support: Academic (MTSS-A) Support	Yes	$165,000.00	165,000
3	3.2	Multi-Tiered Systems of Support	Yes	$4,637,632.00	4,637,632
3	3.3	Alternative Education Support	Yes	$165,026.00	165,026
3	3.4	College Entrance and Readiness	No	$0.00	0
3	3.5	After School Tutoring	Yes	$100,000.00	100,000
3	3.6	College Awareness	Yes	$29,000.00	29,000
3	3.7	A-G Promotion	No	$0.00	0
3	3.8	AVID	Yes	$411,000.00	411,000
3	3.9	HS Transcript Audits	No	$0.00	0
3	3.10	Career Centers	Yes	$286,594.00	286,594
3	3.11	Professional Development to Support English Learners and Long Term English Learners (LTELs)	No	$235,000.00	235,000

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)
3	3.12	Access & Equity	Yes	$609,478.00	609,478
3	3.13	English Learner Support and Language Acquisition	No	$0.00	0
3	3.14	Advanced Placement Exam Access	Yes	$135,000.00	135,000
3	3.15	Increased Access to Advanced Placement (AP) Programs	Yes	$166,000.00	166,000
3	3.16	Promotion of Multilingual Programs	Yes	$1,947,821.00	1,947,821
3	3.17	Multilingual Program Support	Yes	$11,000.00	11,000
3	3.18	College Credit	No	$0.00	0
3	3.19	Regional Occupational Program	Yes	$3,191,620.00	3,191,620
4	4.1	BVROP Transportation	No	$20,000.00	20,000
4	4.2	Math PLC	No	$3,000.00	3,000
4	4.3	College and Career Awareness	No	$0.00	0,
4	4.4	Increased Academic Support within Smaller Settings at Buena Vista and Boys Republic	Yes	$3,756,257.00	3,756,257
4	4.5	Career and Community College Awareness	No	$4,000.00	4,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.6**	Student Connectedness	No	$55,274.00	55,274
4	**4.7**	Buena Vista Infant Toddler Center	No	$107,051.00	107,051
4	**4.8**	Graduation Awareness	No	$0.00	0

2025-26 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)
47363958	$41,430,636.00	$49,163,469.00	($7,732,833.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	New Teacher Induction	Yes	$500,000.00	500,000		
1	1.3	Library and Media Support	Yes	$1,715,564.00	1,715,564		
1	1.6	Instructional Support	Yes	$2,968,933.00	2,968,933		
1	1.8	GATE	Yes	$200,000.00	200,000		
1	1.9	VAPA	Yes	$1,837,283.00	1,837,283		
1	1.10	Career Pathways and Options	Yes	$636,871.00	636,871		
1	1.12	Student Technology	Yes	$3,400,000.00	3,400,000		
1	1.13	Instructional Technology	Yes	$20,000.00	20,000		
2	2.1	Family Engagement	Yes	$275,222.00	275,222		
2	2.3	Bilingual Translation Services	Yes	$752,258.00	752,258		
2	2.5	Multi-Tiered Systems of Support-Behavior (MTSS-B) Materials	Yes	$161,000.00	161,000		
2	2.9	High School Intervention Counselors	Yes	$670,373.00	670,373		

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	2.10	Multi-Tiered Systems of Support-Behavior (MTSS-B) Intervention Counselors (K-8)	Yes	$4,652,417.00	4,652,417		
2	2.11	Supplemental Education for K-12	Yes	$866,748.00	866,748		
2	2.12	Case Management for Families with Need	Yes	$81,838.00	81,838		
2	2.14	Saturday School	Yes	$90,880.00	90,880		
2	2.15	School Based Health Services	Yes	$4,558,811.00	4,558,811		
2	2.16	CVUSD Health Center	Yes	$417,373.00	417,373		
2	2.17	HOPE Resource Center	Yes	$500,000.00	500,000		
2	2.18	Transportation	Yes	$1,710,141.00	9,442,974		
2	2.20	Foster Youth Counselor and Clerk	Yes	$240,416.00	240,416		
2	2.21	Contracted Mental Health Services	Yes	$182,097.00	182,097		
2	2.22	Chronic Absenteeism Supports	Yes	$763,456.00	763,456		
2	2.24	Intensive Student Support	Yes	$824,845.00	824,845		
2	2.25	Student Support Services Staff/School Sites	Yes	$396,923.00	396,923		
3	3.1	Multi-Tiered Systems of Support: Academic (MTSS-A) Support	Yes	$165,000.00	165,000		
3	3.2	Multi-Tiered Systems of Support	Yes	$2,800,403.00	2,800,403		
3	3.3	Alternative Education Support	Yes	$165,026.00	165,026		
3	3.5	After School Tutoring	Yes	$100,000.00	100,000		
3	3.6	College Awareness	Yes	$29,000.00	29,000		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.8	AVID	Yes	$411,000.00	411,000		
3	3.10	Career Centers	Yes	$286,594.00	286,594		
3	3.12	Access & Equity	Yes	$218,885.00	218,885		
3	3.14	Advanced Placement Exam Access	Yes	$135,000.00	135,000		
3	3.15	Increased Access to Advanced Placement (AP) Programs	Yes	$132,000.00	132,000		
3	3.16	Promotion of Multilingual Programs	Yes	$1,947,821.00	1,947,821		
3	3.17	Multilingual Program Support	Yes	$11,000.00	11,000		
3	3.19	Regional Occupational Program	Yes	$3,191,620.00	3,191,620		
4	4.4	Increased Academic Support within Smaller Settings at Buena Vista and Boys Republic	Yes	$3,413,838.00	3,413,838		

2025-26 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)
283554638	47363958	0	16.704%	$49,163,469.00	0.000%	17.338%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

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

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

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

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

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