LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Castro Valley Unified School District
CDS Code: 01-61150-0000000
School Year: 2024-25
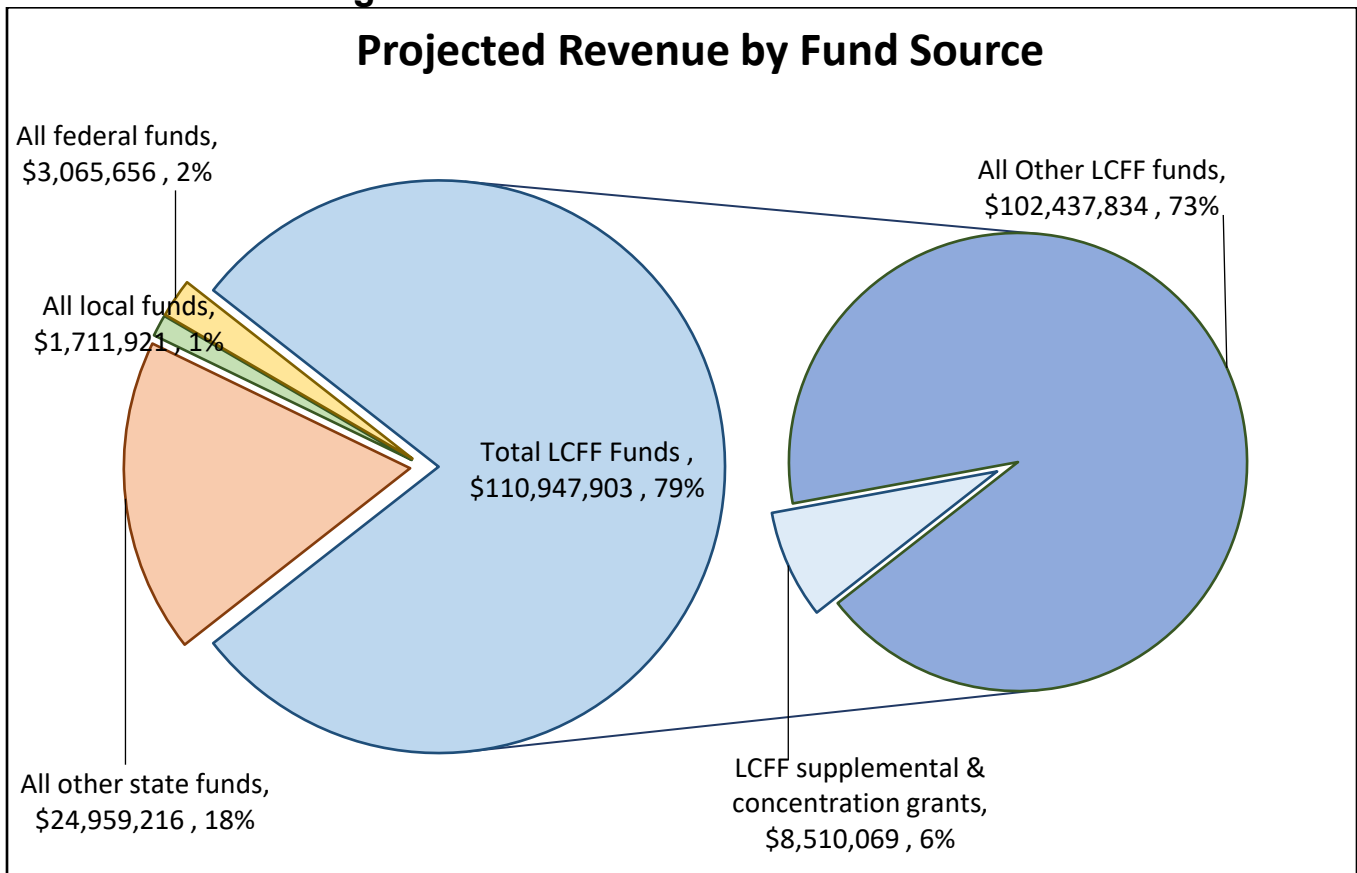LEA contact information:
Nia Rashidchi
Assistant Superintendent Educational Services
nrashidchi@cv.k12.ca.us
510-537-3000 ext 1271

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 2024-25 School Year

Projected Revenue by Fund Source

All federal funds, $3,065,656 , 2%

All local funds, $1,711,921 , 1%

Total LCFF Funds , $110,947,903 , 79%

All other state funds, $24,959,216 , 18%

All Other LCFF funds, $102,437,834 , 73%

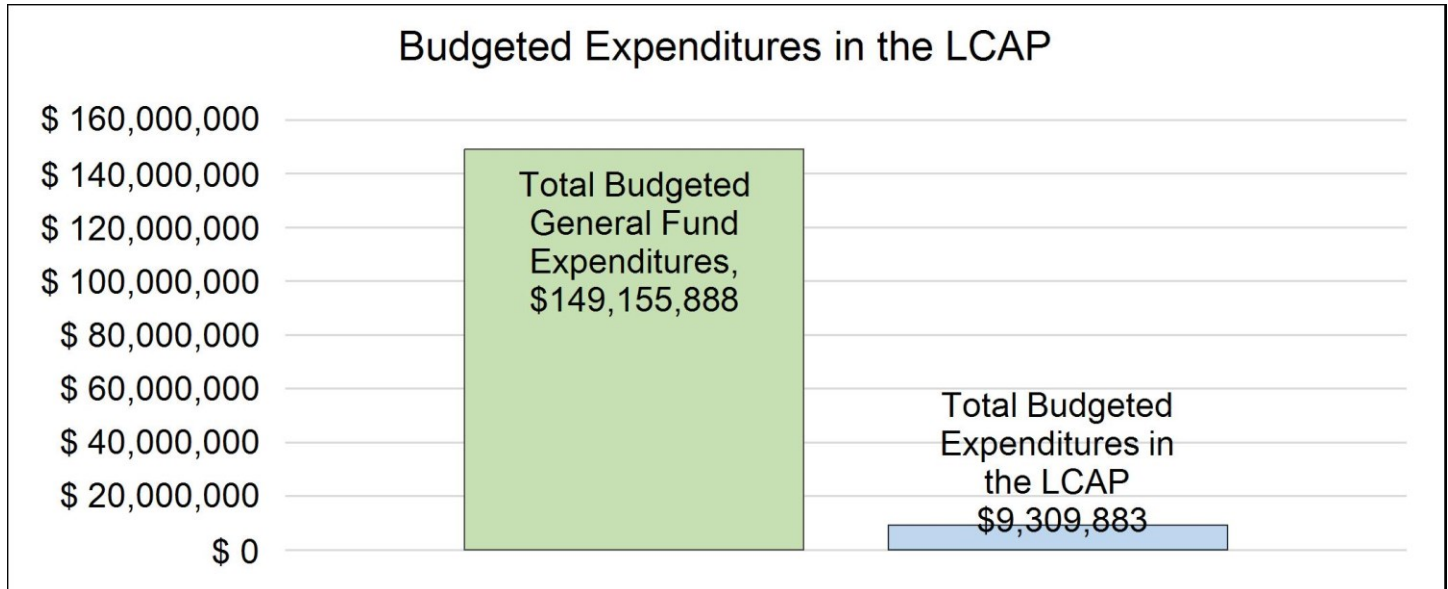LCFF supplemental & concentration grants, $8,510,069 , 6%

This chart shows the total general purpose revenue Castro 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 Castro Valley Unified School District is $140,684,696, of which $110,947,903 is Local Control Funding Formula (LCFF), $24,959,216 is other state funds, $1,711,921 is local funds, and $3,065,656 is federal funds. Of the $110,947,903 in LCFF Funds, $8,510,069 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $149,155,888

Total Budgeted Expenditures in the LCAP $9,309,883

This chart provides a quick summary of how much Castro Valley Unified School District plans to spend for 2024-25. 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: Castro Valley Unified School District plans to spend $149,155,888 for the 2024-25 school year. Of that amount, $9,309,883 is tied to actions/services in the LCAP and $139,846,005 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
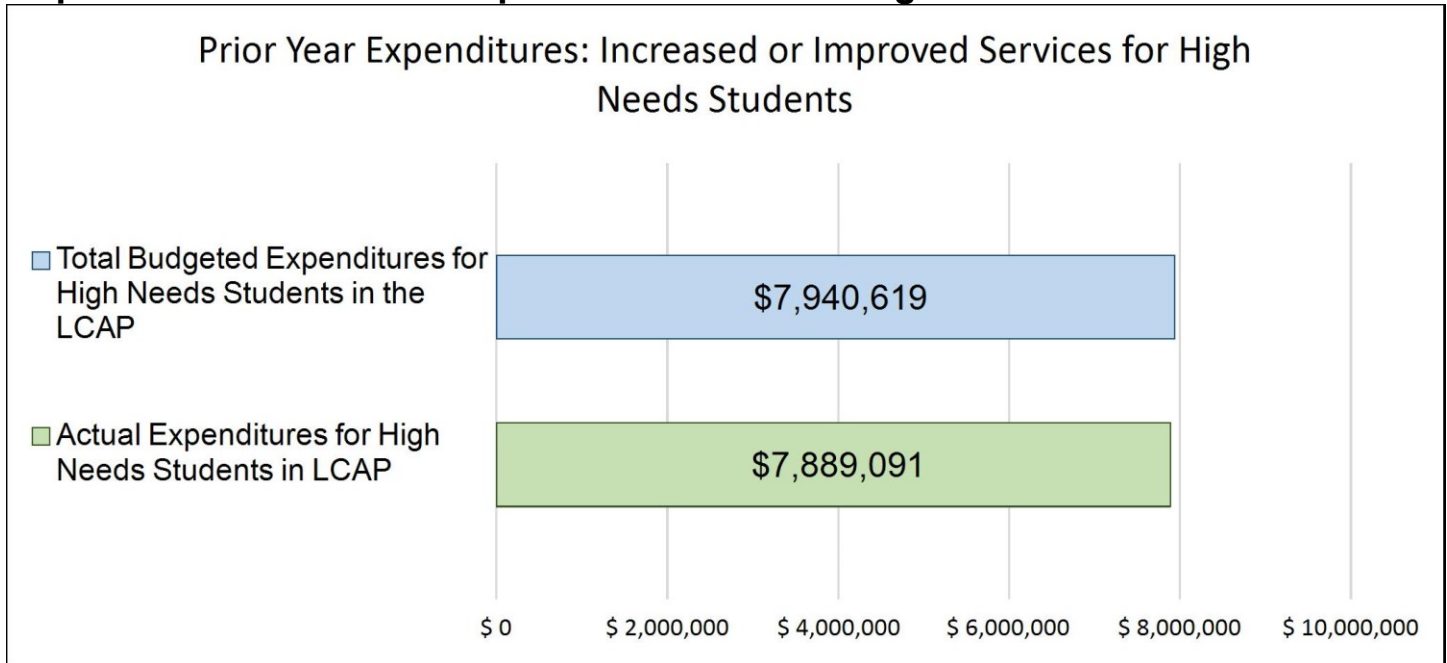
Expenditures not included in the LCAP are salaries and benefits of employees not funded by Supplemental funds including grants such as the Expanded Learning Opportunities Grant (ELOG), Educator Effectiveness Block Grant, Special Education as well as Special Education Local Plan Area (SELPA), debt service payments, Routine Restricted Maintenance and Deferred Maintenance.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Castro Valley Unified School District is projecting it will receive $8,510,069 based on the enrollment of foster youth, English learner, and low-income students. Castro Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Castro Valley Unified School District plans to spend $9,143,571 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 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$7,940,619
☐ Actual Expenditures for High Needs Students in LCAP	$7,889,091

$ 0 $ 2,000,000 $ 4,000,000 $ 6,000,000 $ 8,000,000 $ 10,000,000

This chart compares what Castro 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 Castro 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 2023-24, Castro Valley Unified School District's LCAP budgeted $7,940,619 for planned actions to increase or improve services for high needs students. Castro Valley Unified School District actually spent $7,889,091 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-51,528 had the following impact on Castro Valley Unified School District's ability to increase or improve services for high needs students:

Expenditures were less than budget due to unfilled positions and personnel savings related to substitutes, hourly and materials that came in lower than anticipated. Unspent funds were budgeted in the current year to continue to support students.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Castro Valley Unified School District	Nia Rashidchi Assistant Superintendent Educational Services	nrashidchi@cv.k12.ca.us 510-537-3000 ext 1271

Goals and Actions

Goal

Goal #	Description
1	Ensure that ALL students graduate "college and career ready" through the full implementation of the California Standards for Literacy and Mathematics.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP English Language Arts - % Students Meeting/ Exceeding Standards - Grades 3 - 8 & 11	18-19 CAASPP Scores: Overall: 68.3% Grade 3 70.59%; Grade 4 70.64%; Grade 5 72.49%; Grade 6 69.26%; Grade 7 66.95%; Grade 8 65.62%; Grade 11 63.23% SED: Overall: 50% Grade 3 55.81% Grade 4 50.84%; Grade 5 51.36%; Grade 6 47.93%; Grade 7 45.45%; Grade 8 47.47%; Grade 11 49.42% EL: Overall: 26.6% Grade 3 42.86%;	20-21 Scores Overall: 68.99% Grade 3 62.64%; Grade 4 62.45%; Grade 5 71.54%; Grade 6 64.80%; Grade 7 71.34%; Grade 8 70.72%; Grade 11 81.25% SED: Overall: 52.74% Grade 3 45.65%; Grade 4 46.36%; Grade 5 61.18%; Grade 6 47.90%; Grade 7 55.40%; Grade 8 52.89%; Grade 11 61.71% EL: Overall: 26.61% Grade 3 36.79%; Grade 4 20.90%;	21-22 Scores: Overall: 68.44% Grade 3: 70.64% Grade 4: 65.88% Grade 5: 74.92% Grade 6: 62.24% Grade 7: 66.11% Grade 8: 65.03% Grade 11: 74.22% SED: Overall: 52.67% Grade 3: 58% Grade 4: 50.57% Grade 5: 56.57% Grade 6: 47.92% Grade 7: 46.98% Grade 8: 45.66% Grade 11: 66.67% EL: Overall: 27.56% Grade 3: 43.62% Grade 4: 28.57%	22-23 Scores: Overall: 67.54% Grade 3: 68.59% Grade 4: 70.76% Grade 5: 71.72% Grade 6: 63.13% Grade 7: 67.55% Grade 8: 62.94% Grade 11: 68.50% SED: Overall: 51.53% Grade 3: 58.56% Grade 4: 54.80% Grade 5: 57.08% Grade 6: 46.09% Grade 7: 50.38% Grade 8: 44.39% Grade 11: 50.39% EL: Overall: 25.96% Grade 3: 38.75% Grade 4: 44.31%	Increase on CAASPP ELA scores as follows: Overall: 75% Grade 3 75%; Grade 4 75%; Grade 5 75%; Grade 6 75%; Grade 7 75%; Grade 8 75%; Grade 11 75% SED: Overall: 65% Grade 3 65%; Grade 4 65%; Grade 5 65%; Grade 6 65%; Grade 7 65%; Grade 8 65%; Grade 11 65% EL: Overall: 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 4 34.25%; Grade 5 30.31%; Grade 6 17.65%; Grade 7 10.41%; Grade 8 8.70%; Grade 11 9.68% SWD: Overall: 21% Grade 3 25.46%; Grade 4 22.64%; Grade 5 15.79%; Grade 6 26.53%; Grade 7 16.67%; Grade 8 21.16%; Grade 11 20.69% Hispanic-Latino: Overall: 50.4% Grade 3 52.42%; Grade 4 57.69%; Grade 5 49.70%; Grade 6 49.70%; Grade 7 49.73%; Grade 8 48.49%; Grade 11 40.76% African American: Overall: 44.9% Grade 3 44.73%; Grade 4 55.88%; Grade 5 57.14%; Grade 6 54.83%; Grade 7 33.34%; Grade 8 40.47%; Grade 11 31.58%	Grade 5 22.95%; Grade 6 15.63%; Grade 7 26.09%; Grade 8 23.81%; Grade 11 *no data SWD: Overall: 24.69% Grade 3 31.26%; Grade 4 23.64%; Grade 5 30.77%; Grade 6 5.4% Grade 7 21.05%; Grade 8 20.59%; Grade 11 33.33% Hispanic-Latino: Overall: 53.36% Grade 3 53.20%; Grade 4 41.33%; Grade 5 56.94%; Grade 6 52.11%; Grade 7 52.98%; Grade 8 47.28%; Grade 11 74.11% African American: Overall: 49.31% Grade 3 53.13%; Grade 4 36.85%; Grade 5 51.35%; Grade 6 45.16%; Grade 7 51.73%; Grade 8 53.33%; Grade 11 61.11%	Grade 5: 28.57% Grade 6: 25% Grade 7: 10.20% Grade 8: 14.58% Grade 11: 23.08% SWD: Overall: 23.20% Grade 3: 24.44% Grade 4: 34.25% Grade 5: 28.33% Grade 6: 18.34% Grade 7: 14.28% Grade 8: 13.72% Grade 11: 27.77% Hispanic-Latino: Overall: 50.70% Grade 3: 51.15% Grade 4: 52.66% Grade 5: 56.77% Grade 6: 42.17% Grade 7: 47.02% Grade 8: 47.31% Grade 11: 59.23% African American: Overall: 52.08% Grade 3: 61.11% Grade 4: 54.28% Grade 5: 54.29% Grade 6: 44.12% Grade 7: 59.26% Grade 8: 45.95% Grade 11: 51.62%	Grade 5: 23.75% Grade 6: 13.21% Grade 7: 14.58% Grade 8: 11.11% Grade 11: 12.5% SWD: Overall: 26.62% Grade 3: 35.38% Grade 4: 27.58% Grade 5: 42.47% Grade 6: 17.15% Grade 7: 26.16% Grade 8: 10.20% Grade 11: 21.16% Hispanic-Latino: Overall: 47.74% Grade 3: 49.29% Grade 4: 51.13% Grade 5: 57.80% Grade 6: 44.37% Grade 7: 46.99% Grade 8: 36.31% Grade 11: 48.89% African American: Overall: 45.32% Grade 3: 63.64% Grade 4: 55.55% Grade 5: 53.57% Grade 6: 29.73% Grade 7: 47.50% Grade 8: 50% Grade 11: 30%	Grade 3 50%; Grade 4 50%; Grade 5 50%; Grade 6 25%; Grade 7 20%; Grade 8 20%; Grade 11 20% SWD: Overall: 50% Grade 3 50%; Grade 4 40%; Grade 5 30%; Grade 6 50%; Grade 7 30%; Grade 8 40%; Grade 11 40% Hispanic-Latino: Overall: 65% Grade 3 65%; Grade 4 65%; Grade 5 65%; Grade 6 65%; Grade 7 65%; Grade 8 65%; Grade 11 65% African American: Overall: 60% Grade 3 65%; Grade 4 65%; Grade 5 65%; Grade 6 65%; Grade 7 50%; Grade 8 50%;

2024 LCAP Annual Update for the 2023-24 LCAP for Castro Valley Unified School District

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Grade 11 50%
CAASPP Mathematics - % Students Meeting/ Exceeding Standards - Grades 3 - 8 & 11	18-19 CAASPP Scores: Overall 63.21%; Grade 3 76.41%; Grade 4 69.97%; Grade 5 63.07%; Grade 6 62.00%; Grade 7 59.85%; Grade 8 58.45%; Grade 11 54.44% SED: Overall: 44.5% Grade 3 63.01%; Grade 4 51.13%; Grade 5 42.40%; Grade 6 38.46%; Grade 7 36.02%; Grade 8 36.25%; Grade 11 44% EL: Overall: 35.1% Grade 3 55.81%; Grade 4 48.64%; Grade 5 28.36%; Grade 6 19.23%; Grade 7 14.28%; Grade 8 16.67%; Grade 11 33.33%	20-21 Scores Overall 59.80%; Grade 3 60.07%; Grade 4 57.14%; Grade 5 54.90%; Grade 6 55.28% Grade 7 52.70% Grade 8 56.10% Grade 11 75.24% SED: Overall: 39.27% Grade 3 38.52%; Grade 4 36.67%; Grade 5 37.42%; Grade 6 *no data Grade 7 *no data Grade 8 *no data Grade 11 53.71% EL: Overall: 26.12% Grade 3 34.90%; Grade 4 22.73%; Grade 5 13.84%; Grade 6 17.86% Grade 7 30.61% Grade 8 32% Grade 11 37.50%	21-22 Scores Overall: 57.72% Grade 3: 76.01% Grade 4: 59.97% Grade 5: 61.86% Grade 6: 49.14% Grade 7: 50.83% Grade 8: 52.81% Grade 11: 54.30% SED: Overall: 41.47% Grade 3: 63.57% Grade 4: 44.38% Grade 5: 39.74% Grade 6: 31.95% Grade 7: 32.68% Grade 8: 35.05% Grade 11: 43.44% EL: Overall: 27.99% Grade 3: 53.19% Grade 4: 29.03% Grade 5: 26.57% Grade 6: 11.11% Grade 7: 12% Grade 8: 16% Grade 11: 23.07%	22-23 Scores Overall: 58.12% Grade 3: 69.70% Grade 4: 70.27% Grade 5: 61.34% Grade 6: 49.93% Grade 7: 55.46% Grade 8: 53.43% Grade 11: 48.09% SED: Overall: 43.04% Grade 3: 56.50% Grade 4: 58.30% Grade 5: 44.17% Grade 6: 34.35% Grade 7: 38.29% Grade 8: 39.15% Grade 11: 34.60% EL: Overall: 27.39% Grade 3: 40.25% Grade 4: 55.29% Grade 5: 15.86% Grade 6: 14.04% Grade 7: 14% Grade 8: 16.28% Grade 11: 12.82%	Increase on math CAASPP scores as follows: Overall: 75% Grade 3 75%; Grade 4 75%; Grade 5 75%; Grade 6 75%; Grade 7 75%; Grade 8 75%; Grade 11 75% SED: Overall: 65% Grade 3 65%; Grade 4 65%; Grade 5 65%; Grade 6 65%; Grade 7 65%; Grade 8 65%; Grade 11 65% EL: Overall: 50% Grade 3 50%; Grade 4 50%; Grade 5 50%; Grade 6 25%; Grade 7 20%; Grade 8 20%;

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SWD: Overall: 17.2% Grade 3 40.74%; Grade 4 22.64%; Grade 5 12.28%; Grade 6 16.00%; Grade 7 12.31%; Grade 8 11.54%; Grade 11 6.89% Hispanic-Latino: Overall: 41.1% Grade 3 58.22%; Grade 4 48.72%; grade 5 41.88%; Grade 6 36.47%; Grade 7 36.17%; Grade 8 36.75%; Grade 11 33.33% African American: Overall: 36.8% Grade 3 45.94%; Grade 4 50.00%; Grade 5 45.72%; Grade 6 41.93%; Grade 7 22.85%; Grade 8 26.19%; Grade 11 28.20%	SWD: Overall: 24.50% Grade 3 37.50%; Grade 4 16.36%; Grade 5 18.75%; Grade 6 11.76% Grade 7 15.38% Grade 8 18.42% Grade 11 18.75% Hispanic-Latino: Overall: 38.25% Grade 3 42.21%; Grade 4 31.76%; Grade 5 35.26%; Grade 6 34.21% Grade 7 29.22% Grade 8 30.99% Grade 11 51.93% African American: Overall: 32.76% Grade 3 40.63%; Grade 4 21.05%; Grade 5 27.78%; Grade 6 35.90% Grade 7 27.27% Grade 8 41.86% Grade 11 42.68%	SWD: Overall: 17.88% Grade 3: 22.22% Grade 4: 26.67% Grade 5: 26.67% Grade 6: 16.94% Grade 7: 7.81% Grade 8: 7.84% Grade 11: 12.51% Hispanic-Latino: Overall: 35.75% Grade 3: 58.46% Grade 4: 43.02% Grade 5: 38.96% Grade 6: 27.21% Grade 7: 24.56% Grade 8: 31.55% Grade 11: 29.63% African American: Overall: 34.26% Grade 3: 50% Grade 4: 37.15% Grade 5: 40% Grade 6: 23.53% Grade 7: 46.43% Grade 8: 27.03% Grade 11: 25%	SWD: Overall: 22.28% Grade 3: 44.61% Grade 4: 25.86% Grade 5: 29.73% Grade 6: 11.26% Grade 7: 23.44% Grade 8: 8.34% Grade 11: 5.88% Hispanic-Latino: Overall: 33.77% Grade 3: 53.52% Grade 4: 42.65% Grade 5: 41.95% Grade 6: 23.12% Grade 7: 31.55% Grade 8: 25.88% Grade 11: 23.16% African American: Overall: 36.94% Grade 3: 50% Grade 4: 66.67% Grade 5: 42.86% Grade 6: 27.03% Grade 7: 27.50% Grade 8: 55.56% Grade 11: 12.91%	Grade 11 40% SWD: Overall: 50% Grade 3 50%; Grade 4 40%; Grade 5 30%; Grade 6 50%; Grade 7 30%; Grade 8 40%; Grade 11 40% Hispanic-Latino: Overall: 65% Grade 3 65%; Grade 4 65%; Grade 5 65%; Grade 6 65%; Grade 7 65%; Grade 8 65%; Grade 11 65% African American: Overall: 60% Grade 3 65%; Grade 4 65%; Grade 5 65%; Grade 6 65%; Grade 7 50%; Grade 8 50%; Grade 11 50%
CAASPP ELA and Mathematics - % Students Meeting	18-19 CAASPP / EAP ELA Overall: 63.23%	20-21 Scores ELA Overall: 81.25%	21-22 Scores ELA: Overall: 74.22%	22-23 Scores ELA: Overall: 68.50%	Increase on 2024 Early Assessment Program (EAP)

2024 LCAP Annual Update for the 2023-24 LCAP for Castro Valley Unified School District

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EAP Standards - Grade 11	SED: 49.42% EL: 9.68% SWD: 20.69% Hispanic-Latino: 40.76% African American: 31.58% Math Overall: 54.44% SED: 44% EL: 33.33% SWD: 6.89% Hispanic-Latino: 33.33% African American: 28.20%	SED: 61.71% EL: *no data SWD: 33.33% Hisp-Latino: 74.11% African Am: 61.11% Math Overall: 75.24% SED: 53.71% EL: *no data SWD: 18.75% Hisp-Latino: 51.93% African Am: *no data	SED: 66.67% EL: 23.08% SWD: 27.77% Hisp-Latino: 59.23% African Am: 51.62% Math Overall: 54.30% SED: 43.44% EL: 23.07% SWD: 12.51% Hisp-Latino: 29.63% African Am: 25%	SED: 50.39% EL: 12.50% SWD: 21.16% Hisp-Latino: 48.89% African Am: 30% Math Overall: 48.09% SED: 34.60% EL: 12.82% SWD: 5.88% Hisp-Latino: 23.16% African Am: 12.91%	ready/conditionally ready measures for ALL students and student groups over 2018-19 scores, indicating increased College/Career readiness, as follows: ELA Overall: 75% SED: 65% EL: 25% SWD: 30% Hispanic-Latino: 65% African American: 65% Math Overall: 75% SED: 65% EL: 50% SWD: 25% Hispanic-Latino: 50% African American: 50%
Advanced Placement (AP) Tests - % Students Earning Score of 3+	AP 3+ 2020 Results Overall: 83.9% Latino-Hispanic: 94% African American: 75% • --------	20-21 Overall: 78.5% Hisp Latino: 71.7% African Am: 75% • -------- ELA 11/12: 63.67%	21-22 Scores Overall 11/12: 84.11% Hisp Latino: 76.72% African Am: 75% • -------- ELA 11/12: 89.17%	22-23 Scores Overall 11/12: 83.45% Hisp Latino: 85.07% African Am: 82.69% • -------- ELA 11/12: 85.22%	Maintain 94% and 98% pass rates on AP ELA and Math Exams respectively (score of 3+) for ALL students (overall) and increase by 10% students in underrepresented subgroups (Latino-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ELA Grades 11/12: 80% Which includes- AP Language Overall: 83% Latino-Hispanic: 100% African American: 67% AP Literature Overall: 75% Latino-Hispanic: 0% African American: 50% • -------- Math Grades 11/12: 86% Which includes: AP Calculus A/B Overall: 88% Latino-Hispanic: 100% African American: None taken AP Calculus B/C Overall: 92% Latino-Hispanic: 100% African American: 100%	Which includes: AP Language Overall: 69.70% Hisp Latino: 85.7% African Am: 50% AP Literature Overall: 57.65% Hisp Latino: 50% African Am: 25% • -------- Math 11/12: 91.15 Which includes: AP Calculus A/B Overall: 86.61% Hisp Latino: 100% African Am: 25% AP Calculus B/C Overall: 95.45% Hisp Latino:50% African Am: 100% AP Statistics Overall: 91.38% Hisp Latino: 77% African Am: 100%	Which includes: AP Language Overall: 82.46% Hisp Latino: 43% African Am: 0% AP Literature Overall: 95.89% Hisp Latino: 90% African Am: 75% • -------- Math 11/12: 93.19% Which includes: AP Calculus A/B Overall: 97.04% Hisp Latino: 85.71% African Am: 83.33% AP Calculus B/C Overall: 93.15% Hisp Latino: 80% African Am: 100% AP Statistics Overall: 89.39% Hisp Latino: 100% African Am: 0%	Which includes: AP Language Overall: 73.44% Hisp Latino: 54.55% African Am: None Taken AP Literature Overall: 97% Hisp Latino: 87.50% African Am: 100% • -------- Math 11/12: 90.25% Which includes: AP Calculus A/B Overall: 90.57% Hisp Latino: 92.86% African Am: 100% AP Calculus B/C Overall: 95.71% Hisp Latino: 100% African Am: 100% AP Statistics Overall: 77.27% Hisp Latino: 80% African Am: 50%	Hispanic & African American) taking the AP Exam for ELA and Math. Overall: 93.9% Latino-Hispanic: 97% African American: 85% ELA Grades 11/12: 94% Math Grades 11/12: 98% • -------- These overall scores will include the following per subject area exam: AP Language Overall: 90% Latino-Hispanic: 100% African American: 75% AP Literature Overall: 85% Latino-Hispanic: 75% African American: 75% • --------

2024 LCAP Annual Update for the 2023-24 LCAP for Castro Valley Unified School District

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	AP Statistics Overall: 76% Latino-Hispanic: 100% African American: None taken				AP Calculus A/B Overall: 95% Latino-Hispanic: 100% African American: 75% AP Calculus B/C Overall: 95% Latino-Hispanic: 100% African American: 100% AP Statistics Overall: 85% Latino-Hispanic: 100% African American: 75%
University of California a-g Completion Rates	a-g Completion (source: CVUSD student information system (Aeries) transcript data for all 12th grade students in 2019-2020) CVUSD: Overall 53.0%; EL 0%; SWD 6.55%; Hispanic-Latino 38.0%; African-American 45.8%; Foster Youth 50%	20-21 From DataQuest CVUSD: Overall 63.4%; EL 34.7%; SWD 8.1%; Hispanic Latino 45.6%; African-Am 60.5%; Foster Youth- *no data	21-22 From DataQuest CVUSD: Overall 65.5%; EL 23.7%; SWD 12.8%; Hispanic Latino 46.2%; African-Am 50%; Foster Youth- *no data	22-23 From DataQuest CVUSD: Overall 69.7%; EL 36.7%; SWD 25.5%; Hispanic Latino 48%; African-Am 63.2%; Foster Youth- *no data	Increase of 2% on A – G Completion Rate for ALL students and 5% for subgroups over 2020 rates, indicating College/Career readiness. CVUSD: Overall 55%; EL 5%; SWD 11.55%; Hispanic-Latino 43%; African American

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CVHS: Overall 58.95%; EL 0%; SWD 9.52%; Hispanic-Latino 49.67%; African American 45.09%; Foster Youth 50.0%				50.8%; Foster Youth 55% CVHS: Overall 60.95%; EL 5%; SWD 14.52%; Hispanic-Latino 54.67%; African American 50.09%; Foster Youth 55.0%
Broad Course of Study	The CVUSD offers all courses required for graduation from high school in the State of California, per Education code 51220 and required course offerings at secondary schools per Education Code 51220, as evidenced by a review of the master schedules for all middle schools and high schools. All courses of study areas 7-12 including English, Social Studies, World Languages, PE, Science, Mathematics and Visual & Performing (VAPA) Arts are offered at the	The CVUSD offers all courses required for graduation from high school in the State of California, per Education code 51220 and required course offerings at secondary schools per Education Code 51220, as evidenced by a review of the master schedules for all middle schools and high schools. All courses of study areas 7-12 including English, Social Studies, World Languages, PE, Science, Mathematics and Visual & Performing (VAPA) Arts are offered at the	The CVUSD offers all courses required for graduation from high school in the State of California, per Education code 51220 and required course offerings at secondary schools per Education Code 51220, as evidenced by a review of the master schedules for all middle schools and high schools. All courses of study areas 7-12 including English, Social Studies, World Languages, PE, Science, Mathematics and Visual & Performing (VAPA) Arts are offered at the	The CVUSD offers all courses required for graduation from high school in the State of California, per Education code 51220 and required course offerings at secondary schools per Education Code 51220, as evidenced by a review of the master schedules for all middle schools and high schools. All courses of study areas 7-12 including English, Social Studies, World Languages, PE, Science, Mathematics and Visual & Performing (VAPA) Arts are offered at the	The CVUSD will continue to offer all required courses of study areas 7-12 including English, Social Studies, World Languages, PE, Science, Mathematics and Visual & Performing (VAPA) Arts are offered at the middle and high school levels. (See Appendix A- Master Schedules)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	middle and high school levels. (See Appendix A- Master Schedules)	middle and high school levels. (See Appendix A- Master Schedules)	middle and high school levels. (See Appendix A- Master Schedules)	middle and high school levels. (See Appendix A- Master Schedules)	
ELPAC	*19-20 Scores not available due to COVID-19 English Learner Progress 2018 English Language Proficiency Assessments for California (ELPAC) Results Number of Students: 874 Level 4 - Well Developed- 54% Level 3 - Moderately Developed- 25.1% Level 2 - Somewhat Developed-12.4% Level 1 - Beginning Stage- 8.6%	20-21 Number of Students: 876 Level 4 - Well Developed- 29.03% Level 3 - Moderately Developed- 38.02% Level 2 - Somewhat Developed-23.85% Level 1 - Beginning - 9.1%	21-22 Scores Number of Students: 957 Level 4 - Well Developed- 26.02% Level 3 - Moderately Developed- 41.07% Level 2 - Somewhat Developed-22.05% Level 1 - Beginning - 10.87%	22-23 Scores Number of Students: 984 Level 4 - Well Developed - 30.18% Level 3 - Moderately Developed - 37.7% Level 2 - Somewhat Developed -19.31% Level 1 - Beginning - 12.80%	Increase of 2% in students making progress toward English proficiency over 2018-19 rates, as measured by ELPAC. Level 4 - Well Developed- 56% Level 3 - Moderately Developed- 27.1% Level 2 - Somewhat Developed-14.4% Level 1 - Beginning Stage- 10.6%
Local Reclassification of English Learner Rates to RFEP - Reclassified Fluent English Proficient	Reclassification Rate: 19/20 14.6%; LTEL Rates:19/20 4.50%	Reclassification Rate: 20/21 21.6% LTEL Rates: 20/21 9%	Reclassification Rate: 21/22 19.1% LTEL Rates: 21/22 9.8%	Reclassification Rate: 22/23 17.4% LTEL Rates: 22/23 21.75% 261 LTELS/1200 ELs	Increase of 2% in English Learner reclassification rate over 2020-21 rates and decrease Long Term English Learner

2024 LCAP Annual Update for the 2023-24 LCAP for Castro Valley Unified School District

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					(LTEL) rates by 3% over 19/20 rates Reclassification Rate: 23.6% LTEL Rate:1.50%
English Language Development (ELD) Enrollment	100% of ELD students are enrolled in the appropriate SDAIE academic courses and English Language Development. ELD students are enrolled in subject specific courses in the following classes: 0319 Biology (20 students), 0324 Chemistry (8 students), 0402 Cultures and Geography (13 students), 0429 Government (13 students), 0409 Modern World History (11 students), 0238 Integrated Math 1 (14 students), 0241 Integrated Math 2 (15 students),	100% of ELD students are enrolled in the appropriate SDAIE academic courses and English Language Development. ELD students are enrolled in subject specific courses in the following classes: 0319 Biology - 12 0324 Chemistry - 13 0402 CCG - 12 0429 Government - 0 0301 Health - 18 0409 Mod World Hist - 13 0238 Int Math 1 - 13 0241 Int Math 2 - 14 0419 US Hist - 18 0152 ELD Beg - 14 0154 ELD Int - 24 0155 ELD Adv - 32	100% of ELD students are enrolled in the appropriate SDAIE academic courses and English Language Development. ELD students are enrolled in subject specific courses in the following classes: 0319 Biology - 26 0324 Chemistry - 9 0402 CCG - 30 0429 Government - 13 0433 Economics - 10 0301 Health - 29 0409 Mod World Hist - 13 0238 Int Math 1 - 32 0241 Int Math 2 - 15 0419 US Hist - 8 0152 ELD Beg - 44 0154 ELD Int - 38 0155 ELD Adv - 26	100% of ELD students are enrolled in the appropriate SDAIE academic courses and English Language Development. ELD students are enrolled in subject specific courses in the following classes: 0319 Biology - 23 0324 Chemistry - 19 0402 CCG - 15 0429 Government - 15 0433 Economics - 12 0301 Health - 24 0409 Mod World Hist - 14 0238 Int Math 1 - 22 0241 Int Math 2 - 18 0419 US Hist - 19 0152 ELD Beg - 22 0154 ELD Int - 58 0155 ELD Adv - 28	Maintain 100% enrollment of all ELD students in the appropriate ELD and SDAIE academic courses.

2024 LCAP Annual Update for the 2023-24 LCAP for Castro Valley Unified School District

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	0152 ELD beginning (14 students), 0154 ELD intermediate (28 students), 0155 ELD Advanced (30 students).				
Career Technical Education (CTE) % Completion	Source: CVUSD student information system (Aeries) Student count: 166 out of 1188 CTE students completed All Students: 14% Hispanic: 29% African American: 4.2%	20-21 All Students: 18.4% Hispanic: 16.2% African American: 7.1%	21-22 Student count of completers:121 of 1113 All Students: 10.87% Hispanic: 10.96% African American: 8.47%	22-23 Student count of completers: 129 of 750 All Students: 17.2% Hispanic: 13.9% African American: 9.1% Found in: School Dashboard Additional Reports and Data Met UC/CSU Requirements and CTE Pathway Completion Report	All Students: 20% Hispanic: 40% African American: 9.7%
Triennial Assessment Completion Rate	95%+ of all triennial assessments are completed within the 60-day timeline	In 2021-2022, 96.6% of triennials were completed on time (33/101024 overdue) as recorded in SEIS. Current data were used for this indicator instead of 2020-2021	As of May 2023, 95.6% of triennials were on time (49/1102 overdue) as recorded in SEIS/CALPADs.	As of May 2024, 97% of triennials were on time as recorded in SEIS/CALPADs.	Maintain 95% completion rate of all triennial assessment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		data because 2020-2021 CALPADS reporting is currently unavailable.			
Social-Emotional Learning Implementation Survey	96% of elementary teachers reported delivering some, most or all of the provided SEL lessons during the first 7 days of school

94% of elementary teachers provided SEL lessons 1x week or more

78% of elementary teachers reported that their students participated in community circles

Implementation outcomes at the secondary level included:
92% of Middle School Teachers established new, pro-social norms in their classrooms

92% of Secondary Teachers reported delivering some, most or all of the provided | Not measured in 21-22.

Community circles were not delivered when students returned to campuses full-time.

95% of Middle School Teachers established new, pro-social norms in their classrooms

100% of teachers responding to survey delivered some, most or all of the High School SEL Lessons.

Behavioral Health service delivery indicators show: 826 students received behavioral health or mental health services from School Social Workers district-wide

Castro Valley High School received 272 | 83% of responding elementary teachers reported delivering some, most or all of the provided SEL lessons during the first 7 days of school | 85% of responding elementary teachers reported delivering most of the provided SEL lessons during the first 7 days of school.

100% of middle and high school teachers responsible for teaching the SEL/ABAR lessons delivered the lessons. | 100% of elementary teachers will report delivering some, most or all of the provided SEL lessons during the first 7 days of school

100% of elementary teachers will provide SEL lessons 1x week or more

90% of elementary teachers will report that their students participated in community circles

Implementation outcomes at the secondary level will include:
100% of Middle School Teachers established new, pro-social norms in their classrooms

100% of Secondary Teachers reported delivering some, most |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SEL lessons during the first 7 days of school Behavioral Health service delivery indicators show: 369 students received behavioral health or mental health services from School Social Workers district-wide Castro Valley High School received 224 Coordination of Services Team (COST) referrals for service. All referred students received school guidance, behavioral health or mental health services	Coordination of Services Team (COST) referrals for service. All referred students received school guidance, behavioral health or mental health services			or all of the provided SEL lessons during the first 7 days of school Behavioral Health service delivery indicators will show 400 or more students receiving behavioral health or mental health services from School Social Workers district-wide Castro Valley High School will show 250 or more students receiving Coordination of Services Team (COST) referrals for service. All referred students received school guidance, behavioral health or mental health services
Staff preparation to teach academic standards.	The CVUSD has a total of 452 classroom teachers: 445 are credentialed teachers with fully prepared credentials for their subject (not including nurses, ssw,	The CVUSD has a total of 451 classroom teachers: 442 are credentialed teachers with fully prepared credentials for their subject (not including nurses, ssw,	The CVUSD has a total of 452 classroom teachers: 439 are credentialed teachers with fully prepared credentials for their subject (not including nurses, SSW, counselors, psych,	The CVUSD has a total of 456 classroom teachers: 444 are credentialed teachers with fully prepared credentials for their subject (not including nurses, SSW, counselors, psych,	CVUSD will maintain a level of 100% preparation for teachers to lead and teach according to academic standards and California curriculum frameworks.

2024 LCAP Annual Update for the 2023-24 LCAP for Castro Valley Unified School District

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	counselors, psych, etc). 7 teachers holding an intern credential or a permit (waiver/STSP/CLAD) allowing them to teach their subject while completing the preparation for full credential Additionally, the CVUSD has 34 certificated Administrators with Admin credentials (not included Adult Ed) 100% of teachers and certificated leaders are appropriately trained or enrolled in appropriate training to teach and lead work related to academic standards and curriculum frameworks.	counselors, psych, etc). 9 teachers holding an intern credential or a permit (waiver/STSP) allowing them to teach their subject while completing the preparation for full credential. Additionally, the CVUSD has 34 certificated Administrators with Admin credentials (not included Adult Ed) 100% of teachers and certificated leaders are appropriately trained or enrolled in appropriate training to teach and lead work related to academic standards and curriculum frameworks.	etc). 13 teachers holding an intern credential or a permit (waiver/STSP) allowing them to teach their subject while completing the preparation for full credential. Additionally, the CVUSD has 35 certificated Administrators with Admin credentials (not including Adult Ed) 100% of teachers and certificated leaders are appropriately trained or enrolled in appropriate training to teach and lead work related to academic standards and curriculum frameworks.	etc). 12 teachers holding an intern credential or a permit (waiver/STSP) allowing them to teach their subject while completing the preparation for full credential. Additionally, the CVUSD has 35 certificated Administrators with Admin credentials (not including Adult Ed) 100% of teachers and certificated leaders are appropriately trained or enrolled in appropriate training to teach and lead work related to academic standards and curriculum frameworks.	
Percentage of students who completed both a-g requirements and a CTE pathway	a-g Completion (source: CVUSD student information system (Aeries) transcript data for all	From DataQuest CVUSD: Overall 13.4%;	From Aeries CVUSD: 4.25% of graduating seniors (25/588) completed both a CTE Pathway	From Aeries CVUSD: 11.9% of graduating seniors (89/750) completed both a CTE Pathway	CVUSD will increase the percentage of students who complete both a CTE pathway and a-g requirements to 7% (a

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	12th grades students in 2019-2020) 5.6% of CVUSD graduating seniors completed both a-g requirements and completed a CTE pathway in 19-20.		AND A-G requirements	AND A-G requirements Found in: School Dashboard Additional Reports and Data Met UC/CSU Requirements and CTE Pathway Completion Report	25% increase) by the 2023-2024 school year.

Goal Analysis

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

MTSS is about educators collaborating around data to make informed decisions about instruction, reteaching, intervention, and acceleration. While we have strong Tier 1, 2, and 3 instruction at all grade spans of our system, we do have some areas of of critical work that we need to continue to pay more attention to: building our capacity to teach multilingual learners and special needs students, and engaging our Foster Youth and unhoused students. CVUSD was identified as being significantly disproportionate in its identification of White students as ED (emotionally disturbed). Upon deeper examination of district data, the district found that African American students have been identified as OHI (Other Health Impaired) as well. In response to these needs, specific interventions and supports were designed to ensure that students from both focus groups receive appropriate academic and social emotional support to reduce the overidentification of students. As a celebration piece, it is important to know that we jumped out of significantly disproportionate status in one year. CVUSD also graduated from Differentiated Assistance (DA) status and significantly reduced the number of schools (from 13 to 4) who qualified for Additional Targeted Support and Intervention (ATSI). A common factor for both DA and ATSI has been chronic absenteeism, especially for students with disabilities. Expenditures on academic interventions continue to be higher than pre-COVID years due to continued elevated needs from CVUSD students, as measured by their performance on the CAASPP in 2022 and 2023.

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.

The material differences in Goal #1 that are higher are due to union negotiated retroactive pay for staffing costs in actions 1.1., 1.2. 1.3. ,1.4, and 1.16. The other actions that were lower are due to materials not costing as much or stipends (1.5) not being fully paid out for the school year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

In the 2023-24 school year, Multi-Tiered System of Supports (MTSS) has been critical in making progress toward educating students to become adaptable, critical thinkers who explore their passions and contribute as active members of our evolving world. These systems have been useful in providing research-based supports to help identify and support students with need. Specifically, MTSS provides a framework through which teachers, administrators and other staff can collaborate around student data in COST teams, departments, grade levels, and other groups to identify students in need of support, develop interventions, revise instruction and align curriculum and instructional goals. BAS Subs/Release Days were utilized throughout the 2023-2024 school year to allow the time and space for teachers to perform in-depth assessments of students reading, which can then lead to the implementation of Academic Supports & Interventions for RtI. At CVHS, supports include counseling, AVID and Puente build college readiness among students. Culturally responsive instructional practices, Early Academic Outreach, EL supports (paraeducators, EL mentors, etc) are all part of the system.

The student performance data indicates that in mathematics and ELA, CVUSD saw mixed outcomes for students depending on the demographic, grade level, program group, or student group. Aggregated data for ELA and math each show overall student progress slowed during the pandemic and that increased credit repair, recovery and restoration, as well as intervention, and intervention management software were needed to provide quality support for all students. For example, Math data for 2023 (the most recent year for which data are available) showed that CVUSD increased performance overall, however the variation between subgroups, grade levels, and school sites showed that while some schools and groups improved, others did not. Further, in ELA, the variation between students, grade levels, and schools was also significant. Two takeaways from this data are key in relation to our MTSS. In large part, MTSS has continued to be an essential tool in addressing learning loss as it is implemented during the school year using RtI systems for academic support and PLCs to identify students with need. Another important outcome to recognize is that some students and some groups of students need more focused support. The PLC model, which is an essential component of MTSS, allows teachers and other site staff to collaborate around data and provide interventions to students with more pronounced need. One of our observations is that we did not have enough time to carry out all of the professional development that we wanted to when it comes to elementary Math instruction, strategies and coaching on instruction for English Learners, and inclusive practices with some of our most vulnerable students.

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

There was a lack of elementary Math instruction this school year due to our Math TOSA unexpectedly not being available for a large portion of the school year. There is also a strong need to focus on inclusive practices to insure that our All Means All mantra becomes a reality. Our diverse summer school, an increase in the number of social workers, counselors and teacher collaboration time were all maintained based on the impact that they had on supporting student success.

Additionally, disproportionality in the assignment of White students to the disability category of Emotional Disturbance, as well as African American students have also been identified for special education Other Health Impaired (OHI) at a higher rate than other demographic groups; this highlights the need to reduce the overidentification of any group for disabilities. In response to this disproportionality, the CVUSD will continue to implement the strategies that are contained in the Comprehensive Coordinated Early Intervening Services (CCEIS) Plan to stay out of significant disproportionality status and continue to serve our students more impactfully, especially by decreasing the overidentification of White students as ED and African American students as OHI.

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

Goals and Actions

Goal

Goal #	Description
2	Ensure a positive learning environment with properly certificated teachers, adequate materials, and appropriate facilities to support high quality teaching and student learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Inspection Tool (FIT)	All sites received an overall rating of "GOOD" or better on their FIT annual report.	All sites received an overall rating of "GOOD" or better on their FIT annual report.	All sites received an overall rating of "GOOD" or better on their FIT annual report.	All sites received an overall rating of "GOOD" or better on their FIT annual report.	All sites continue to receive an overall rating of "GOOD" or better on their FIT annual report.
District Technology Plan	95% of district classrooms are meeting District Technology Standards.	100% of district classrooms are meeting District Technology Standards.	100% of district classrooms are meeting District Technology Standards.	100% of district classrooms are meeting District Technology Standards.	95%+ of district classrooms are meeting District Technology Standards.
Annual Principal Fall Reporting	100% of students have adequate instructional materials to use at school and take home.	100% of students have adequate instructional materials to use at school and take home.	100% of students have adequate instructional materials to use at school and take home.	100% of students have adequate instructional materials to use at school and take home.	100% of students have adequate instructional materials to use at school and take home.
Annual Human Resources Fall Reporting	95% of teachers hold full credentials for the subject areas which they teach.	98% of teachers hold full credentials for the subject areas which they teach.	98.1% of teachers hold full credentials for the subject areas which they teach.	98.1% of teachers hold full credentials for the subject areas which they teach.	95%+ of teachers hold full credentials for the subject areas which they teach.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Free and Reduced Lunch	In 2020-21, 21.8% of students enrolled in CVUSD receive free & reduced meals.	In 21-22, 20.93% of students enrolled in CVUSD receive free & reduced meals.	In 22-23, 22.49% of students enrolled in CVUSD receive free & reduced meals.	In 23-24, 24.02% of students enrolled in CVUSD receive free & reduced meals.	In 2023-24, CVUSD would like to see an increase of .7% in free and reduced lunches per year with 23.9% receiving free & reduced meals in 2023-2024.

Goal Analysis

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

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

There was not substantive difference between our plan to purchase sufficient materials (2.4) and our actual implementation. This is the same for facilities needs (2.1) and maintaining clean and safe schools (2.2).

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.

Staffing costs (2.3) is higher based on union negotiated retroactive salary increases. The cost of purchasing instructional materials (2.4) for this school will actually be higher this year based on new adoptions, but all invoices have not been submitted and processed.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

CVUSD was successful in providing students with all core and supplementary materials for the 2023-2024 school year. The result of having sufficient instructional materials and safe, clean campuses has been that overall, CVUSD students continue to be successful, overall academically as well as socially and emotionally. This is demonstrated through the high academic performance, as measured by the california dashboard, as well as the very high graduation rate.

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

No changes were made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

Goals and Actions

Goal

Goal #	Description
3	Empower ALL parents (including those speaking a primary language other than English) to be actively engaged in their students' education and decision-making processes by providing timely information and encouraging parents to demonstrate their support for student learning and for the importance of graduating "college and career ready".

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Parent Survey	Parental satisfaction on a 5-point scale: Overall 3.73; African American 3.52; Hispanic/Latino 3.68; SED 3.81; EL 4.25; SWD 3.89; FY 4.00	21-22 Overall 3.54 African American: 3.76 Hispanic/Latino:3.55 SED: 3.64 EL: 3.7 SWD: 3.5 FY:4.04	Overall: 3.76 African American: 3.5 Hispanic/Latino:3.62 SED: 3.94 EL: 3.97 SWD: 3.73 FY: 3.45	Overall: 3.75 African American: 3.7 Hispanic/Latino:3.65 SED: 3.96 EL: 3.98 SWD: 3.76 FY: 3.50	Increase in parental satisfaction, based on annual parent survey – .2 points overall and by student group, including parents of students with special needs, as listed below: Overall 3.93; African American 3.72; Hispanic/Latino 3.88; SED 4.01; EL 4.45; SWD 3.89; FY 4.20
CASEMIS Annual Performance Report	Indicator 8 - Parent Involvement 90% or more of parents of special needs students reported that schools facilitated	In 2019-2020, 99.7% of parents of special needs students reported that schools facilitated parental involvement as a	In 2020-2021, 99.65% of parents of special needs students reported that schools facilitated parental involvement as a	Indicator 8 - Parent Involvement In the 2021-2022 SY, 99.89% of parents of special needs students reported that	Maintain a 90% or higher rating by parents of students with exceptional needs (% of parents with a child receiving

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	parental involvement as a means of improving services and results for their children.	means of improving services and results for their children. CDE has not released the data for indicator 8 for 2020-2021 yet.	means of improving services and results for their children. CDE has not released the data for indicator 8 for 2021-2022 yet.	schools facilitated parental involvement as a means of improving services and results for their children.	special education services who report that schools facilitated parental involvement as a means of improving services and results for their children)
PTA National Standards for Family-School Partnerships - Standard 5 Sharing Power - 4 point Scale	In 20-21, according to PTA national standards below, CVUSD received the following ratings from parents: Standard 5.1.1 - "Having a voice in all decisions that affect children" - 4.04 Standard 5.1.2 - "Addressing equity issues" 2.82	In 21-22, according to PTA national standards below, CVUSD received the following ratings from parents: Standard 5.1.1 - "Having a voice in all decisions that affect children" - 2.9 Standard 5.1.2 - "Addressing equity issues" 2.73	In 22-23, according to PTA national standards below, CVUSD received the following ratings from parents: Standard 5.1.1 - "Having a voice in all decisions that affect children" - 3.82 Standard 5.1.2 - "Addressing equity issues" 2.74	In 23-24, according to PTA national standards below, CVUSD received the following ratings from parents: Standard 5.1.1 - "Having a voice in all decisions that affect children" - 3.86 Standard 5.1.2 - "Addressing equity issues" 2.91	Continue to attain a Level 2 (Progressing) rating or higher on Standard #5.1.1 and 5.1.2

Goal Analysis

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

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

There were no substantive difference between planned actions and actual implementation, however, with the exhaustion of one-time COVID related funds, some efforts have been scaled back from their peak. Overall, CVUSD's investment in parent engagement remains stronger than prior years.

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.

For Goal #3, 3.2 (Mariachi Program costs) is currently under budget because all invoices have not been submitted and processed. Action 3.5 (Support for students facing unstable housing) increased in cost because we had more students in need.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We continue to see an increase in parental/guardians involvement on campus or with school programs/projects, especially from African American, Latino and English Learner families during the 2023-2024 school year. We believe that effective use of our parent and community liaison and our other parent outreach actions help us to maximize impact on relations with our parent community. We continue to support the newer Elementary African American Parent Advisory Committee and Elementary Padres Unidos with very positive parent response. Attendance of 40-60 parents per in-person meeting is not uncommon for these two groups. The ongoing communication and opportunities to participate in district programs was very important to parents, students and the community. Specifically, we continued to see high participation in Mariachi and Black Minds Matter this year. The parent liaison position was also very helpful in maintaining communication with our parents throughout the year, especially for our newly enrolled newcomers and socio-economically disadvantaged.

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

This year we started to have listening sessions with our African-American/Black community (parents, students, and staff) on interrupting hate language. These conversations are critical to the social-emotional well-being and academic progress of our Black students. We will be continuing to have listening sessions with the Black and larger CVUSD community.

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

Goals and Actions

Goal

Goal #	Description
4	Ensure that ALL students are actively engaged and supported through a safe, healthy, culturally responsive, and rigorous learning environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CDE Reported Attendance Rates	19-20 Attendance Rates Overall 96.36%; SED 95.6%; EL 96.7%; SWD 93.98%; Hispanic Latino 95.36%; Af-American 95.77%; Foster Youth 95.21%; McKinney-Vento 90.95%	20-21 Overall 98.35%; SED 93%; EL 97%; SWD 95%; Hispanic Latino 96%; Af American 97%; Foster Youth 91%; McKinney-Vento 91% Found in Aeries Query	21-22 Overall 93.95% SED 91.54% EL 91.51% SWD 89.12% Hispanic Latino 91.23% Af American 91.68% Foster Youth 89.80% McKinney-Vento 89.95% Found in Aeries Query	22-23 Overall 93.79% SED 91.15% EL 93.88% SWD 90.94% Hispanic or Latino 91.94% Af American 91.92% Foster Youth 85.45% McKinney-Vento 87.93% Found in Aeries Query	Overall: 97.36%; SED 96.6%; EL 97.7%; SWD 94.98%; Hispanic-Latino 96.36%; Af-American 96.77%; Foster Youth 96.21%; McKinney-Vento 91.95%
CDE Reported Chronic Absenteeism Rates	2019 Rates Chronic Absenteeism Rates Overall 7.59%; SED 13.7%; EL 7.95%; SWD 15.73%;	20-21 Chronic Absenteeism Rates Overall 3.5%; SED 7.6%; EL 5.1%; SWD 10.5%;	21-22 Chronic Absenteeism Rates Overall 18.5% SED 28.6% EL 20.6% SWD 34.7%	22-23 Chronic Absenteeism Rates Overall 16.8% SED 24.4% EL 18% SWD 33%	Improves as follows: Chronic Absenteeism Rates Overall 2.59%; SED 9%; EL 6.95%; SWD 9%;

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hispanic-Latino 12.24%; Af American 10.62%; Foster Youth 11% (2 of 18 students); McKinney-Vento 29.8% (31 of 104 students).	Hispanic-Latino 6.5%; African American 6.4%; Foster Youth 21.1% McKinney-Vento 25.5%	Hispanic or Latino 30.8% African American 24.5% Foster Youth 52.9% McKinney-Vento 45.9%	Hispanic or Latino 26.8% African American 21% Foster Youth 64.3% McKinney-Vento 38.4%	Hispanic-Latino 9%; African American 9.62%; Homeless Students 15%
CDE Reported Suspension Rates	2019-20 Overall 1.20%, SED 2.40%, EL 1.00%, SWD 4.20%, Hispanic-Latino 1.90%, African American 2.70%, Foster Youth 0% (0 of 18 students), McKinney-Vento 5.76% (6 of 104 students).	20-21 Overall 0%, SED 0%, EL 0%, SWD 0%, Hispanic-Latino 0%, African American 0%, Foster Youth 0% McKinney-Vento 0% *According to DataQuest, CVUSD had no suspensions in 2020-21	21-22 Overall 1.9% SED 3.5% EL 2.1% SWD 5.6% Hispanic or Latino 3.5% African American 5.5% Foster Youth 5.6% McKinney-Vento 4.5%	22-23 Overall 2.6% SED 4.4% EL 2.8% SWD 5.1% Hispanic or Latino 4.5% African American 7.2% Foster Youth 11.1% McKinney-Vento 8.5%	Reduce district suspension rate from 2019-20 rates by .5% overall and in student groups; reduce suspension rate by 1% in student groups with rates over 3.5%. Overall suspension rate of 0.7% or less
CDE Reported Expulsion Rates	2019-20 Overall 0.02%, Hispanic-Latino 0.00%, African American 0.00%	20-21 Overall 0.00%, Hispanic-Latino 0.00%, African American 0.00%	21-22 Overall 0% Hispanic-Latino - 0% African American - 0%	22-23 Overall 0% Hispanic-Latino - 0% African American - 0%	Maintain expulsion rates at 0.12% or less overall and in student groups. Overall: <0.02% Hispanic-Latino: 0.00% African-American: 0.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CDE Reported Cohort Graduation Rates	2019-20 All Students 95.10%; SED 93%; SWD 72.40%; Hispanic/Latino 95.4%; African American 87.5%	20-21 All Students 95.30%; SED 93.4%; SWD 73.6%; Hispanic/Latino 95.4%; African American 87.5%	21-22 All Students 94.9%; SED 91.8% SWD 74.6%; Hispanic/Latino 92.3% African American 85.7% Dashboard Additional Report - Graduation Rate	22-23 All Students 95.1%; SED 93.3% SWD 73.9%; Hispanic/Latino 92.8% African American 90.9% Dashboard Additional Report - Graduation Rate	Increase overall and student group high school cohort graduation rate by 0.5%; increase student groups with graduation rates of less than 95% by 3% Overall 95.6%; SED 96%; SWD 75.4%; Hispanic-Latino 98.4%; African-American 90.5%
California Healthy Kids Report (CHKS)	2019-2020 California Healthy Kids Survey (CHKS) Feel Safe at School All or Most of Time: Grade 5: 88% Grade 7: 67% Grade 9: 52% Grade 11: 55% Alt High School: 76% Feel Connected to at Least One Caring Adult: Grade 5:78%	2021-2022 California Healthy Kids Survey (CHKS) Feel Safe at School All or Most of the Time: Grade 5: 85% Grade 7: 59% Grade 9: 65% Grade 11: 58% Alt High School: 69% Feel Connected to at Least One Caring Adult:	California Healthy Kids Survey (CHKS) will be administered in 2023-2024	2023-2024 California Healthy Kids Survey (CHKS) Feel Safe at School All or Most of the Time: Grade 5: 86% Grade 7: 55% Grade 9: 58% Grade 11: 58% Alt High School: 68%	4 out of every 5 students (80% or higher) reporting they feel safe on campus. 4 out of every 5 students (80% or higher) reporting they have a caring adult relationship.

2024 LCAP Annual Update for the 2023-24 LCAP for Castro Valley Unified School District

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 7: 63% Grade 9: 54% Grade 11: 59% Alt High School: 75% Survey given every other year (next survey 2021-2022)	Grade 5: 72% Grade 7: 55% Grade 9: 49% Grade 11: 54% Alt High School: 73% Survey given every other year (next survey 2023-2024)		Feel Connected to at Least One Caring Adult: Grade 5: 77% Grade 7: 58% Grade 9: 49% Grade 11: 56% Alt High School: 67%	
Middle School/ High School Dropout Rates	Middle School: 0.7% High School: 0.4%	Middle School: 0% High School: 0.4%	Middle School: 0% High School: 1.4%	Middle School: 0% High School: 2.4%	Middle School: 0.5% High School: 0.2%

Goal Analysis

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

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

The CVUSD identified the need to include capacity building around becoming a more culturally responsive system at deeper levels and began to include professional learning around: 1) reflecting on our own cultural lenses, 2) recognizing and redressing bias in our system, 3) drawing on students' culture to shape services, curriculum and instruction, and 4) collaborating with all families, but especially BIPOC families in more relevant ways. This need continues to be critical to the academic and social-emotional success of all our students, but especially our most vulnerable students.

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

For Goal 4, actions 4.2 and 4.7, costs were higher based on negotiated union retroactive salaries costs. The materials in action 4.6 did not cost as much as originally planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

In the 2023 -24 school year, our SEL, ABAR and counseling work continues to be very important. The work that is done to provide students with direct services with counselors, counselor interns; Social Workers; Eden counselors and others cannot be overstated in terms of importance. Additionally, our tier one supports of SEL/ABAR lessons could not have been made without the time to create them and the support and leadership of our teacher on special assignment (TOSA). Additionally, expanding tier 2 programs, such as group counseling, 6th and 9th grade summer transition programs and other supports is very much needed. With the exception of one middle school, all of our school sites saw a decrease in disciplinary infractions. Also our districtwide chronic absenteeism has reduced overall and with our SED, EL, and SWD groups of students. This has helped to ensure that students are in class learning and has allowed our counseling team to focus on proactive SEL/ABAR work. Additionally, feedback from teachers, parents and students highlights that SEL/ABAR and counseling support is very important to students, teachers and families. We have exited Differentiated Assistance status in one year, and we aim to continue that trend (to stay out of DA).

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

We are strategically focused on the districtwide theme of becoming a more welcoming, inclusive, and equitable system. We call this our WIES work. All schools and departments will continue to take action to create a sense of belonging for all students, parents and other key educational partners. It is our belief that providing more humanizing spaces will result in better academic and social emotional outcomes for our students. We are building the capacity of our staff to do this work well in a comprehensive manner. We have developed a throughline to carry out the work during districtwide PD, new teacher orientation training, monthly principal meetings, monthly WEIS lead meetings, staff meetings, and through the Expanded Learning Opportunity program.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

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
Castro Valley Unified School District	Nia Rashidchi Assistant Superintendent Educational Services	nrashidchi@cv.k12.ca.us 510-537-3000 ext 1271

Plan Summary [2024-25]

General Information

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

Castro Valley Unified School District (CVUSD) serves 9,203 students in grades Preschool through Adult Education in 16 schools: one preschool campus serving both State Preschool program children and children with special needs; nine elementary schools; two middle schools; one traditional high school with a full college-preparatory and Career Technical Education curriculum; one continuation high school; a virtual academy for students in grades 6 - 12; and an adult school that offers a wide variety of career-oriented and personal growth classes in addition to programs for adults who are English Learners, those with disabilities and a parent co-op preschool. CVUSD boasts an overall district adjusted cohort graduation rate (ACGR) of 95.3%.
Our families represent a diverse cultural, language, and socio-economic background:

2023-2024 Demographics from Aeries Analytics:
-29.45% Asian
-19.74% White
-24.37% Hispanic/Latino
-15.29% Two or More Races
-4.19% African American
-2.98% Filipino
-0.42% Pacific Islander
-.07% American Indian or Alaskan Native
-42.98% Unduplicated Students (English Learners (EL), Economically Disadvantaged (SED), Foster Youth) (3672 of 9205 students- from CALPADS 17.1 report)
-38.07% Socio-Economically Disadvantaged (SED)
-18.15% Reclassified Fluent English Proficient (RFEP - Prior English Learner students who are now proficient in English) -10.68% English Learners (EL - Students speaking a second language and not yet proficient in English)
-6.8% Initially Fluent English Proficient (IFEP - Students who were proficient in English when they first enrolled in school but speak a second language at home)

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For several years, the percentage of students whose families speak a language other than English has increased. For this current school year there was a slight decrease. In the 2023-2024 school year, 35.8% of our students spoke a second language in the home (EL, RFEP, and IFEP students combined), the most predominant world languages were Spanish and Cantonese, and 57 languages were represented. As a district, 10.68% of our students are English Learners.

In the 2022-2023 school year, 36.04% of our students spoke a second language in the home (EL, RFEP, and IFEP students combined), the most predominant world languages being Spanish and Cantonese, but 60 languages were represented. As a district, 12.73% of our students were English Learners.

We are extremely proud of the rich diversity that our students and their families represent and we are committed as a district to creating a welcoming culture at all sites and working toward the success of ALL of our students. We are committed to providing a rigorous and equitable education to ALL of our students, providing enrichment and support as necessary to ensure their success. Our District Strategic Directions, which were created through extensive and inclusive input from many educational partner groups in our community, reflect this commitment to equity, and include our Vision, Mission, and Promise to our students, our staff, our resources and our core values. The complete CVUSD Strategic Directions can be found at https://www.cv.k12.ca.us/apps/pages/index.jsp?uREC_ID=1370837&type=d&pREC_ID=1557190

CVUSD is committed to the success of all students regardless of their national origin, ethnicity, religion, physical or mental ability, sexual orientation, gender, gender identity or expression or economic status. Redwood Continuation School has recently been designated as an Equity Multiplier school and has made a plan to positively impact ELA, Math and CCI academic indicators.

In CVUSD, we believe that:
- Student success is the responsibility of all.
- We nurture the gifts and talents of all students.
- Our schools are safe spaces for all.
- Our commitment to equity ensures that our educational system is responsive to all students regardless of personal and social circumstances.
- All students, families, and staff are valued and treated with respect and dignity.
- ALL means ALL.

CVUSD has also partnered with members of the broad, diverse Castro Valley community to engage in the shared effort of supporting every student's success in school and in the community. The Community Alliance and CVUSD will engage in a comprehensive approach to build partnership in our community. CVUSD will host meetings of the Community Alliance to develop and plan activities to support our diverse community.

CVUSD's 2024-25 Local Control and Accountability Plan (LCAP) focuses exclusively on supplemental expenditures because these funds are specifically allocated to support targeted student groups, such as low-income students, English learners, and foster youth. The rationale is to ensure that these vulnerable populations receive the necessary additional resources to address their unique educational challenges and close achievement gaps. By concentrating on supplemental expenditures, the LCAP provides a transparent and accountable framework for how these funds are utilized, ensuring they directly benefit the intended students. This targeted approach aligns with the principles of equity

and inclusivity, aiming to provide every student with the opportunity to succeed.

Reflections: Annual Performance

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

AREAS OF PROGRESS, SUCCESS and SENSE OF BELONGING
MTSS - MULTI-TIERED SYSTEM OF SUPPORTS
The positive effects of our work in building a Multi-Tiered System of Supports (MTSS) has provided broad and steady improvement and support for students across demographic groups. Through extensive professional development for our staff and with the support of our entire staff (from our Teachers on Special Assignment (TOSAs) to the work of the teachers in the classroom; our administrative leadership; and our support staff), there is a district commitment to serving each student's needs. All means All is our mantra.

CVUSD's Multi-Tiered System of Supports includes Tier 1 best practices, differentiation and strategies, as well as Tier 2 and 3 interventions. The tiers are established to support students' academic and social-emotional growth and wellness. The academic tiers are focused on closing gaps that are discovered through the assessment process, as well as provide rigor and enrichment opportunities for students meeting and exceeding standards. Academic tiers are continually analyzed and reflected upon to determine effectiveness. Social-emotional and behavioral tiers are designed to offer differentiated levels of support to meet individual students' needs. This may include classroom interventions, group counseling sessions or individual therapy. Professional Learning Communities (PLCs) serve as the vehicle for MTSS implementation. PLCs create an environment where teachers collaborate to make informed professional decisions based on student needs. Staff collect data and analyze results to determine next steps in intervening and measure progress and effectiveness based on student outcomes. Our MTSS ensures that we are meeting the needs of ALL students.

DUAL LANGUAGE IMMERSION
Castro Valley USD now offers a two-way Spanish DLI enriched educational program that provides instruction to both native Spanish speakers (50%) and native English speakers (50%) in the same classroom, assisting them to become bilingual, biliterate, and bicultural. To maximize the benefit from the DLI program, it is strongly recommended that students participate through the twelfth grade. Dual Language students will develop strong skills and proficiency in their first and second language. They will become bilingual, biliterate, and bicultural, achieve academically at or above grade level in both languages, acquire higher-order thinking skills and better problem solving abilities, and develop multicultural competencies and intercultural relationships in the school and community, including appreciation and respect for other languages and cultures.

Native English speakers and English-dominant students will have the opportunity of developing Spanish as a second language at an early age while continuing to grow in English. They will achieve at the same or higher levels in English compared to their monolingual English speaking peers in English-only general education classrooms.

Native Spanish speakers will be able to develop English as a second language while enriching their mother tongue, Spanish. They will achieve at the same or higher levels in English than their peers enrolled in other programs.

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All children will learn appropriate academic skills while developing their bilingual proficiency. Moreover, students will be able to develop social skills that allow them to make friends in a multicultural and multilingual world. They will develop very positive attitudes about other languages and cultural backgrounds, as well as about their heritage language and cultural background

PARENT AFFINITY GROUPS
CVUSD, throughout the past several years, has held a series of community outreach meetings. These meetings were in response to requests from parents during the African American and Latino/Hispanic Hearing Sessions that took place in previous years. Some of these groups were newly formed, while others were an extension of the previous listening sessions. The meetings on the whole were designed to gather input from the African American and Latino/Hispanic communities, as well as provide a space for African American and Latino/Hispanic families to collaborate and share resources.
During the 2023-2024 school year, we continue to see a substantial increase in parents participation with both Elementary African American Parent Advisory Council (EAAPAC) and Elementary Padres Unidos. We held sessions including a workshop on how to support English Learner students in reclassifying as Fully English Proficient, as well as updates on the Dual Language Immersion program. Over 80 families attended this session. Additionally, we continue to hold the Middle School Padres Unidos and Middle School African American Alliance Network (AAAN) meetings this year.
We also began a new listening session with our Black/African-American caregivers, students, and staff to have a deep, ongoing, culturally-relevant discussion on interrupting anti-Black hate language. This work is critical to the wellness and achievement of our Black/African-American students who continue to be one of our most vulnerable student groups. These listening/action sessions will continue into the 2024-25 school year.

RECOGNITION
The majority of CVUSD schools have received recognition as high performing schools through a wide variety of Academic, Civic, and Social-Emotional programs over the years. In 2023 - 24, Creekside received the California Distinguished School award and was invited to apply for the National Blue Ribbon and California Schools to Watch. Palomares earned the Literary Leadership award from the Bri Books National Young Authors, and was a CVSAN Green Ribbon School. Marshall was also awarded the Green Ribbon school award and became an AVID Showcase school. Indy School was awarded the CVSAN Green Ribbon award, No Place for Hate designation by the Anti-Defamation League, and Kindness Certification by the The Great Kindness Challenge. Jensen was also awarded the CVSAN Green Ribbon designation. Finally, Castro Valley High School received the Green Ribbon School recognition, while also earning six year WASC accreditation. According to the 2023 California dashboard, CVUSD continues to have a very high rating for graduation rate. Additionally, CVUSD scores are high for both ELA and math for the all students student group.

In 2022, Palomares Elementary School was named a California Pivotal Practice (CAPP) Award winner. In 2021, Canyon Middle School was named a California Distinguished School. In 2020, Castro Valley Elementary School received recognition as a California Distinguished School. Additionally, two elementary schools, Independent and Proctor, have received the Distinguished Schools Award in 2018. Canyon Middle School received a "Schools to Watch" award by the National Forum to Accelerate Middle Grades Reform. Four elementary schools and one middle school (Marshall, Castro Valley, Independent, Proctor and Creekside Middle) were recognized on the Educational Results Partnership Honor Roll. We are extremely proud of our improved student performance that has occurred through the implementation of our Local Control Accountability Plan during the 2018-2019 school year.
CVUSD is proud of the academic and behavioral growth across the district. In 2020, the CVUSD continued to sustain this work by deepening systems of support. During the 2019-2020 school year, we opened the permanent facility for our Wellness Center at Castro Valley High

School and began creating similar supports at Canyon Middle School. The CVUSD also created RtI periods at its secondary schools and developed common essential standards in ELA and mathematics at all grade levels. The work was interrupted at the end of the 2019-2020 school year by the shelter-in-place orders in response to the COVID 19 pandemic. Castro Valley Unified School District (CVUSD) was named as one of 22 school districts in the state of California and Alameda County's first selection for Exemplary School District in 2018. In 2019, the Equality California Institute ranked CVUSD as a "Top Tier - Spotlight District" for the "safe and supportive learning environments at CVUSD schools". CVUSD is one of only 33 districts in California to receive this top rating.

WELLNESS
We have and continue to focus on wellness in a multi-dimensional effort of providing direct support to students, building staff capacity, and ensuring that health and wellness are integrated in the framework of our site and district operations. During the 23-24 school year, we opened a new wellness space at Redwood Alternative High School, in addition to operating two middle school and one comprehensive high school wellness centers, serving over 1200 unduplicated students. The 23-24 school year also saw the opening of a Student Health Center (operated by Tiburcio Vasquez Health Center) on the CVHS campus, directly integrating with the other health partners on campus. The use of Social Emotional Learning (SEL) and Anti-Bias / Anti-Racist (ABAR) curriculum expanded in the 20-21 school year as a staff driven process. This expansion saw summer work groups develop SEL lessons with the inclusion of anti-racist curriculum followed by staff training as well as instruction for all TK-12 students. This work has continued in the years following, as the lessons have been re-designed and updated, as needed. In 23-24, additional foci have been added on creating lessons related to interrupting the use of racial slurs on campus, through student lessons, teacher professional development and parent engagement. There continues to be an expansion of restorative practices on our campuses which includes additional staff training, curriculum, and tools for conducting "Community Circles" as a tier 1 intervention for all students. The commitment to restorative practices has taken a noticeable foothold in everyday operations such that work has already started to implement restorative practices in grading as well. To support future sustainability of all wellness services, CVUSD applied for and was accepted into Cohort 1 of the CYBHI Universal Fee Schedule Initiative. Participation in Cohort 1 will ensure that CVUSD will be able to be reimbursed for a wide variety of behavioral health and wellness services into the foreseeable future.

BEHAVIOR
In our third full year after returning from distance learning, we observed an increase in suspensions. In the 2020-2021 school year (distance learning year), CVUSD had a suspension rate of 0% which was below the state average of 0.2%. In the 2021-2022 school year, CVUSD had a suspension rate of 1.9% which was below the state average of 3.1%. In the 2022-2023 school year, CVUSD had a suspension rate of 2.6% which was below the state suspension rate of 3.5%. As of 5/9/24, we have a lower suspension rate compared to the previous year at 2.35%. We monitor suspension and disciplinary data on an ongoing basis to ensure that students receive restorative support as early as possible to avoid needing to implement exclusionary discipline. Through our district wide SEL/ABAR program and our elementary counseling and Second Step programs, we have focused on teaching positive behavior skills at all grade levels, and finding alternatives to suspension whenever appropriate and possible. Through our training on Compassionate Dialogue and the Recognize, Interrupt, Repair (RIR) protocol, we have provided all staff with a toolkit to more confidently intervene with students during challenging situations. Through our "Data Walk and Talk" initiative and our focus on Welcoming, Inclusive, Equitable Spaces (WIES) culture and climate teams initiative, we have worked to coach staff on the best strategies to positively engage staff and students on our campuses. We continue to invest in wellness resources and programs, including the growing of Wellness Centers at our secondary schools. The Wellness Centers, with dedicated space and staffing, have allowed schools to take a more proactive approach to student behavior, emphasizing positive behaviors and utilizing an instructional approach to learning best behavioral practices for students in the school setting. Another improvement and best practice is CVUSD's ability to monitor student behavior and target interventions in the district-wide use of the School-wide Information System (SWIS) at all schools.

This web-based data system from the University of Oregon allows for the entry of all disciplinary referrals, both major and minor. This system, coupled with standardized behavioral definitions (part of PBIS) across schools, empowers us to better identify patterns of behavior and identify opportunity areas for the re-teaching of positive behaviors as well as to target more specific interventions for students. We believe that these efforts have made a positive impact on student behavior and prevented CVUSD students from displaying even higher rates of significant misbehavior.

FAMILY OUTREACH AND SUPPORT

Finally, we have also accomplished a great deal through our outreach to all of our families, including those with greater needs, to ensure that all students have the support they need to achieve academic success. We have provided our Footsteps2Brilliance early literacy online learning program free of charge to all families with children ages 2 through second grade that live in the Castro Valley community. We are a one-to-one tech tool school district, providing free devices with wi-fi access to enrolled students who do not have such resources at home. We continue to provide access to the district Mariachi free music program for students in grades 4-12. We just completed this program for the 23-24 school year with approximately 90 participants. Our interpretation and translation services are much improved, and we re-launched our Community Alliance which has previously proven to be valuable for outreach to families in order to unify our community and discuss equity-related issues. Our Parent Institute for Quality Education (PIQE) and School Smarts programs have been extremely well received by our participating parents, providing the guidance for parents to be more fully involved in their children's education. Our PIQE program graduated 125 parents this year with 60 being Spanish-speaking. We have also worked tirelessly to address concerns around the use of racist language and behavior, including efforts to hold community conversations with our Black and African American students, families, and staff. Our intentional parent outreach to sites resulted in active parent involvement in site ELAC and district DELAC and Padres Unidos meetings-creating a culture of engagement within our parent community to support and inform our English Language Learner programs. Our extensive Adult Education program reaches many parents and our annual Parent University offers workshops for parents of students of all ages. We continue to partner with our Adult School to bring programs to school sites that support parents such as Latino Family Literacy Project and English for Everyone. Our Adult School also helped to present a fentanyl awareness learning opportunity. Parent Literacy and Parent Math and Science Nights are offered at many elementary and secondary campuses. We have offered informational evenings on Honors and Advanced Placement courses, and college information nights to all our families, with interpretation provided. We also have held community engagement meetings throughout the 2023-2024 school year to support the development of a community responsive Ethnic Studies Curriculum. These meetings have included ethnic studies professors and experts, as well as parent and community members from historically marginalized communities. Further, in addition to meeting with the Parent Advisory Committee and District English Language Advisory Committee regarding the LCAP (as well as separate presentations regarding other funding sources), every site principal in CVUSD presented the LCAP to their school communities to ensure that parents have a chance to give authentic feedback directly to their local school community. So we have carried out at least 12 parent and community groups, and conducted Thought Exchange surveys districtwide to parents, community members, staff, and students. All of this information will feed the 2024--2025 LCAP process, data analysis, and resulting LCAP goals, actions, and work.

AREAS OF NEED

While our overall graduation rate is high at 95.1%, there is more work for CVUSD to do to support our SWD who are at 73.9% and English Learners who are at 80% graduation rates.

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While Chronic Absenteeism rates districtwide have substantially improved, we still have schools (Canyon, Creekside, Marshall, Proctor, Vannoy, and CVE) who must support the following student groups and their families: all students, SWD, SED, two or more races, Asian, White, or Hispanic to ensure that school attendance improves.

District-wide, non-housed students and SWD are identified in the red in ELA and math according to the dashboard. The following schools had SWD identified in red in ELA and math on the dashboard: Canyon, CVHS, and Marshall.

Our English Learner student group slightly declined in both ELA (27% to 25%) and Math (27.9 to 27.3) for meeting/exceeding standards.

Our African American student group slightly declined in ELA (52% to 45%).

Our Hispanic Latino student group declined in both ELA (50% to 47%) and Math (35% to 33%) for meeting/exceeding standards.

Redwood Continuation School is working hard to serve some of our most vulnerable and underserved students. They have newly been designated as an Equity Multiplier school and have developed a plan to positively impact ELA, Math and CCI academic indicators (currently in the lowest performance/red level), with an intentional focus on SED who have been identified in red on the dashboard.

EXITING SIGNIFICANT DISPROPORTIONALITY and STILL HAVE WORK TO DO

While we have exited the status of significant disproportionality in the assignment of White students to the disability category of Emotional Disturbance. We are well aware that it is very easy to regress back into that designation. So, the Educational Services team continues to closely partner with the Special Education department to conduct a cycle of data inquiry to look for areas of need. We know that our African American students have been identified for special education Other Health Impaired (OHI) at a higher rate than other demographic groups so in response to this disproportionality, the CVUSD has worked with our CCEIS consultant to continue to implement the elements of our Comprehensive Coordinated Early Intervening Services (CCEIS) Plan.

SUSPENSION RATES:

Prior to the pandemic and the distance learning year, CVUSD was seeing a positive trend in student suspensions via a decrease of total suspensions year over year. This trend, we believe, was the result of expanding our social emotional supports, expanding the use of effective practices, such as Coordination of Services Teams (COST) and Social Emotional Learning (SEL), and opening a new Wellness Center. Throughout distance learning, suspension rates declined significantly, reaching their lowest levels in 2020-2021 (0%). We believe that this decline was due to virtual learning. 2021-2022 saw a significant increase to 250 suspension for our general population which is consistent with state numbers and the fallout from distance learning in 2020-2021. In the 2022-23 school year, we have 307 instances of student suspensions. According to this year's dashboard, our student groups with high suspension rates are African American, Foster Youth, homeless and our students with disabilities. On the 2023 California Dashboard, identified several students groups at Canyon with high suspension rates. They are: African American, English Learners, Hispanic, Two or More Races, SED and SWD. As a district, foster youth were identified in the red for suspensions.

We have focused on monitoring overall student suspensions as well as the suspensions of students receiving Special Education resources. We will continue to expand our Restorative Justice Program at Canyon Middle School, and Wellness Centers at the middle schools and a few elementary sites. We have really been leaning into welcoming, inclusive, and equitable spaces work. We call it our WIES work. It is our overarching theme for 2023-24 and that will continue into the 2024-25 school year.

We provided additional Professional Development on SEL, MTSS, Brief Intervention, and CLRT In Motion; we continued to use SWIS to monitor behavioral referrals and target interventions; we will continue to host student focus groups to better understand student perspectives on issues and needs as they perceive them; we will engage our Special Education Department to provide professional development in

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behavioral supports for students with special needs and general education students, as well as what more inclusive practices look like at every grade span.

We will also work with our elementary teams to more fully use engaging, culturally responsive instructional practices that support movement in the classroom and to validate, affirm, bridge and build upon the different cultural practices of the children in their classrooms. Our WEIS leads at each of our schools deeply prioritize this work, along with the whole staff.

We will continue to engage with our African American and Hispanic parent communities and our parents of students with disabilities to develop stronger partnerships with our families.

SPECIAL EDUCATION:
The Special Education Department continues to prioritize building capacity of our teaching staff and site administration on appropriate curriculum adaptations and social-emotional interventions in order to focus on both academic and mental health needs presented by our student population. Working in conjunction with the broader Educational Services Department, we will continue to support our schools with a general education behavior specialist to support our ability to address behavior in a tiered way, more robust and purposeful manner. In addition, the department addresses these areas of need with targeted coaching and broader professional development for both certificated and classified staff working with our students with disabilities. We look forward to fully embracing more inclusive practices by providing deeper levels of professional development to out teacher, administration, and other support staff.

Students with disabilities (SWD) did not meet achievement rates for either ELA nor Math based on Performance Indicators established by the California Department of Education. SWD was listed at the lowest performance in the red on the CA School Dashboard. While SWD CAASPP overall scores in the ELA (23% to 26%) and Math (17% to 23%) both grew in the right direction, there is a significant gap between those scores and the overall districtwide ELA and Math Meeting/Exceeding scores (ELA = 67% and Math = 58%).

For 2022-23, CVUSD saw ELA growth in 3rd (24% to 35%) , 5th (28% to 42%) and 7th grades (14% to 26%) for our SWD. We saw math growth in 3rd (17% to 22%), 5th (26% to 29%), 7th (7% to 23%), and 8th (7% to 8%) for our SWD.

The Special Education department has continued to focus on supplemental and targeted reading instruction for students, prioritizing curriculum training in SPIRE (Elementary) and Sonday (Secondary), which are both Orton Gillingham based literacy programs across all grade levels. There will also be a firm push with support on incorporating more inclusive practices in our daily work.

The District has continued to focus on increasing enrollment in CTE, ROP and workability programs for our secondary students in order to increase engagement and promote career development in areas of interest. The district is focused on providing exposure, access, and opportunities for SWD to prepare for college and/or vocational programs that will provide them with a living wage upon graduation.

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Reflections: Technical Assistance

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

Good news...CVUSD has jumped out of differentiated assistance status and significantly disproportionality status. The support from the county (tools, presentations, resource equity guide, etc.) and our CCEIS consultant combined with lots of hard strategic work by teachers, administrators, and other support staff resulted in students being more effectively served. We aim to continue to do this work so we don't regress in our progress.

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.

Castro Valley Unified School District does not have any schools that have been identified by the US Department of Education for Comprehensive Support and Improvement. Therefore this section has been intentionally left blank.

Support for Identified Schools

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

Castro Valley Unified School District does not have any schools that have been identified by the US Department of Education for Comprehensive Support and Improvement. Therefore this section has been intentionally left blank.

Monitoring and Evaluating Effectiveness

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

Castro Valley Unified School District does not have any schools that have been identified by the US Department of Education for Comprehensive Support and Improvement. Therefore this section has been intentionally left blank.

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
District English Language Advisory Committee (DELAC)	During a regular scheduled DELAC meeting, the following were presented and discussed with all participants: The 2023-24 LCAP Update, the goals for the the 2024-25 LCAP and the types of actions and services being provided through each one of our goals. Feedback was recorded from this group via our online tool, ThoughtExchange. Participants were guided through a series of questions pertaining to each goal. They were also able to "like" other parents' comments and add any additional questions or feedback to their responses. Questions were answered live and all feedback was compiled by ThoughtExchange into a response document. This document was updated with each parent groups' responses and was reviewed weekly by the Educational Services leadership team.
District Student Leadership Alliance (DSLA)	Feedback was collected from the DSLA at the regularly scheduled meetings in January 30, 2024, March 5, 2024 and April 23, 2024.
Castro Valley Educational Leadership Team & SELPA Director	A series of three (3) collaborative meetings (2/12/2024, 4/9/2024, 5/2/2024) among the Educational Services Department, Student Services Department, Special Education Department and the Director of the Special Educational Local Plan Area Director were held to review input from all educational partner groups, gather additional input and make any additions and/or changes that were needed.
Parent Leadership Council (PLC)	During a regular scheduled Parent Leadership Council (PLC) meeting, the following were presented and discussed with all participants: The 2023-24 LCAP Update, the goals for the the 2024-

Educational Partner(s)	Process for Engagement
	25 LCAP and the types of actions and services being provided through each one of our goals. Feedback was recorded from this group via our online tool, ThoughtExchange. Parents were guided through a series of questions pertaining to each goal. They were also able to "like" other parents' comments and add any additional questions or feedback to their responses. Questions were answered live and all feedback was compiled by ThoughtExchange into a response document. This document was updated with each parent groups' responses and was reviewed weekly by the Educational Services leadership team.
California School Employees Association (CSEA) / Castro Valley Teachers Association (CVTA) and CVUSD teachers, certificated and classified staff	Meet and Confer sessions between the CVUSD District Office representatives and executive representatives of the California School Employees Association (CSEA – classified staff union representing all classified non-management staff) and Castro Valley Teachers Association (CVTA – certificated staff association representing all certificated staff including teachers, counselors, nurses, speech-language pathologists and others) were held to discuss and receive input on the LCAP goals, actions, and services. Each representative was able to record their feedback via ThoughtExchange and participated in discussion regarding the 2023-24 LCAP update and 2024-25 LCAP with our Assistant Superintendent of Educational Services. LCAP feedback was solicited from our teachers, certificated and classified staff through our online tool, ThoughtExchange. Participants were guided through a series of questions pertaining to each goal. They were also able to "like" other comments and add any additional questions or feedback to their responses. Feedback was compiled by ThoughtExchange into a response document. This document was updated with each response and was reviewed weekly by the Educational Services leadership team.
Site Parents and students	Each school site hosted an LCAP information night or presented the LCAP during a regularly scheduled parent meeting, with parents from each sites' PTA, SSC, Padres Unidos, African American Parent

Educational Partner(s)	Process for Engagement
	Alliance Coalition (AAPAC), Asian American Pacific Islander and other affinity groups in attendance. Site administrators provided a presentation on the LCAP that included district and specific site actions and services aligned with current LCAP goals. Participants were guided through the LCAP, one goal at a time, and were provided time to give their feedback on specific goal prompts throughout the presentation. Feedback was recorded from this group via our online tool, ThoughtExchange. Parents were guided through a series of questions pertaining to each goal. They were also able to "like" other parents' comments and add any additional questions or feedback to their responses. Questions were answered live and all feedback was compiled by ThoughtExchange into a response document. This document was updated with each parent groups' responses and was reviewed weekly by the Educational Services leadership team.
Redwood Equity multiplier school parents, students and staff	Redwood hosted an LCAP information night on March 28, 2024 to present the LCAP and its status as an Equity multiplier school. The site administrator provided a presentation on the LCAP that included district and specific site actions and services aligned with the current LCAP goals. Participants were guided through the LCAP, one goal at a time, and were provided time to give their feedback on specific goal prompts throughout the presentation. The site informed their educational partners that the school was newly designated as an equity multiplier school and wanted to gather input. The site took diligent notes on what their educational partners shared regarding how to improve in the areas of ELA, Math and College and Career Readiness Indicators (CCI). These are the qualifying areas for Equity multiplier status.

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

Educational Partner involvement in the Local Control Accountability Plan (LCAP) development has been an ongoing process. A series of LCAP Community Engagement evenings were held with parent groups, the community and CVUSD staff including the district Parent Leadership Council, Equity Task Force, District Student Leadership Alliance (DSLA), District English Language Advisory Committee (ELAC), Castro Valley Teachers Association (CVTA) and California School Employees Association (CSEA) with interpretation available in Spanish,

Chinese, and Mandarin. Additionally, each school site hosted an LCAP information night or presented the LCAP during a regularly scheduled parent meeting, with parents from each sites' Padres Unidos, African American Parent Alliance Coalition (AAPAC), Asian American Pacific Islander and other affinity groups in attendance. A series of three (3) collaborative meetings among the Educational Services Department, Student Services Department, Special Education Department and the Director of the Special Educational Local Plan Area Director were held to review input from all educational partner groups, gather additional input and make any additions and/or changes that were needed. All involved groups had a direct impact on the development of the 2024-25 LCAP. The resulting document is student and equity-focused and shows the imprint of parents, community, heritage groups, and staff.

A ThoughtExchange Survey (in English, Spanish and Simplified Chinese) was open online beginning January 19, 2024, with a closing date of April 30, 2024. The survey was initially sent out Districtwide, but was also embedded into each educational partner meetings via QR codes. District sites offered online availability to parents without home internet access.

During each educational partner meeting, the following were presented and discussed with all participants: The 2023-24 LCAP Update, the goals for the the 2024-25 LCAP and the types of actions and services being provided with each one of the goals:

Goal #1 – Teaching & Learning
Goal #2 – Student Culture & Climate (Engagement)
Goal #3 – Parental Involvement & Engagement
Goal #4 – Equity Multiplier Goal

Participants were guided through one goal at a time, then given a chance to respond to each Goal prompt in ThoughtExchange. They were also able to "like" other participants comments and add any additional questions or feedback to their responses. Questions were answered live and all feedback was compiled by ThoughtExchange into a response document. The data from each of these groups were then compiled and aggregated,with coding indicating items that were brought up by underserved communities and items that were repeated multiple times within a session and/or across multiple sessions. This information was then taken back to the Educational Services Team who reviewed all educational partner input on a weekly basis to update the LCAP with any additional services and/or actions that will help to meet the needs of our students. After each meeting, the draft LCAP was edited based on input from the group in preparation for the next meeting. All proposed additional services were then reviewed by the executive cabinet and shared with principals, to ensure that these efforts will improve our MTSS structure and be implemented systemwide.

LCAP feedback was solicited from our teachers, certificated and classified staff through our online tool, ThoughtExchange. Participants were guided through a series of questions pertaining to each goal. They were also able to "like" other comments and add any additional questions or feedback to their responses. Feedback was compiled by ThoughtExchange into a response document. This document was updated with each response and was reviewed weekly by the Educational Services leadership team.

Based on our meetings with students, families, community members, our advisory councils, our Special Education Local Plan Area (SELPA) administrator, our local bargaining units, and staff, we noted the following trends and have addressed them in the 2024-25 LCAP:

Inclusive Safe place for kids grow & learn
Encouraging teacher collaboration. Teachers need ongoing support.

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Bolstered after school homework supports
More support and resources should be available for music, art, history and science.
Continue to emphasize importance of inclusive and empathy.
Continue RtI supports for intervention
More college & career guidance
Social emotional learning in early grades
Increased District communication with families in their home language
Hire and retain more diverse staff
Continued Wellness Center supports
Additional social worker & counseling support
Increased paraprofessional supports in the classroom
Focus on building community between teachers and parents
Provide childcare for parent meetings
Better promotion of parent groups to encourage more participation

Based on the feedback from the Redwood Alternative School Educational Partners, we included an LCAP Goal #4 to reflect the following actions that the community wanted the school to include in their Equity Multiplier plan:
- Expand Eden Counseling and mental health services
- Increase school-wide community-building opportunities for engagement
- Reduce Class Size & Increase access to extracurricular activities
- Expand PD offerings to increase staff capacity

The timeline of educational partner engagement events is as follows:

District English Language Advisory Committee (DELAC) - 3/11/2024
District Student Leadership Alliance (DSLA) - 1/30/2024, 3/5/2024, 4/23/2024
Castro Valley Educational Leadership Team & SELPA Director - 2/12/2024, 4/9/2024, 5/2/2024
Parent Leadership Council (PLC) - 3/27/2024
California School Employees Association (CSEA) /Castro Valley Teachers Association (CVTA) - 3/4/2024
Parent and District Personnel (teachers, certificated and classified staff) Survey - Opened 1/19/2024 - Closed 4/30/2024
Site LCAP Presentations - March 2024 (NEW strategy this year to ensure we are reaching a larger audience of our educational partners)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Teaching & Learning - Ensure that ALL students graduate "college and career ready" through the full implementation of the California Standards for Literacy and Mathematics.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LCAP is a reflection of how the CVUSD is working to implement our strategic plan. Our vision, mission, values and priorities are reflected in the goals and actions that are a part of this document. Our vision is to educate students to become adaptable, critical thinkers who explore their passions and contribute as active members of our evolving world. We strive to work in partnership with the community to educate students in a learning environment that is safe, nurturing and culturally responsive. This means that our students will be guided by excellent inspired staff, utilizing innovative instruction, curricula and technology. The academic element of our strategic plan is focused on ensuring that CVUSD students will graduate from high school prepared for college, with literacy and exceeding grade-level expectations. Overall, the CVUSD has been successful in supporting all students in this endeavor, but there is still work to be done to ensure that every student is receiving the academic support that they need. Helping all students to develop strong mathematics and literacy skills will provide all students with access to all subject areas. These core skills are especially important as we continue to focus on college and career readiness for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP English Language Arts - % Students Meeting/ Exceeding Standards	22-23 Scores Overall: 67.54% Grade 3: 68.59%			Overall: 75% Grade 3: 76% Grade 4: 78% Grade 5: 79%	

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	• Grades 3 - 8 & 11	Grade 4: 70.76% Grade 5: 71.72% Grade 6: 63.13% Grade 7: 67.55% Grade 8: 62.94% Grade 11: 68.50% SED: Overall: 51.53% Grade 3: 58.56% Grade 4: 54.80% Grade 5: 57.08% Grade 6: 46.09% Grade 7: 50.38% Grade 8: 44.39% Grade 11: 50.39% EL: Overall: 25.96% Grade 3: 38.75% Grade 4: 44.31% Grade 5: 23.75% Grade 6: 13.21% Grade 7: 14.58% Grade 8: 11.11% Grade 11: 12.5% SWD: Overall: 26.62% Grade 3: 35.38% Grade 4: 27.58% Grade 5: 42.47% Grade 6: 17.15% Grade 7: 26.16% Grade 8: 10.20% Grade 11: 21.16%			Grade 6: 71% Grade 7: 75% Grade 8: 70% Grade 11: 76% SED: Overall: 59% Grade 3: 66% Grade 4: 62% Grade 5: 75% Grade 6: 54% Grade 7: 58% Grade 8: 52% Grade 11: 58% EL: Overall: 34% Grade 3: 46% Grade 4: 52% Grade 5: 31% Grade 6: 21% Grade 7: 22% Grade 8: 19% Grade 11: 20% SWD: Overall: 34% Grade 3: 43% Grade 4: 35% Grade 5: 50% Grade 6: 25% Grade 7: 34% Grade 8: 18% Grade 11: 29% SWD: Marshall: 22%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: Marshall: 17.24% Canyon MS: 18.18% CVHS: 20.45% Hispanic-Latino: Overall: 47.74% Grade 3: 49.29% Grade 4: 51.13% Grade 5: 57.80% Grade 6: 44.37% Grade 7: 46.99% Grade 8: 36.31% Grade 11: 48.89% African American: Overall: 45.32% Grade 3: 63.64% Grade 4: 55.55% Grade 5: 53.57% Grade 6: 29.73% Grade 7: 47.50% Grade 8: 50% Grade 11: 30% Homeless Students: Overall: 21.88% Grade 6: 18.75% *Student group sizes too small for other grade levels Redwood High School: "All Students" declined 69.6 points			Canyon MS: 23% CVHS: 25% Hispanic-Latino: Overall: 55% Grade 3: 57% Grade 4: 59% Grade 5: 65% Grade 6: 52% Grade 7: 55% Grade 8: 44% Grade 11: 56% African American: Overall: 53% Grade 3: 71% Grade 4: 63% Grade 5: 61% Grade 6: 37% Grade 7: 55% Grade 8: 58% Grade 11: 38% Homeless Students: Overall: 26% Grade 6: 23% *Student group sizes too small for other grade levels Redwood High School: "All Students" decline 50 points	

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	CAASPP Mathematics • % Students Meeting/ Exceeding Standards - Grades 3 • 8 & 11	22-23 Scores Overall: 58.12% Grade 3: 69.70% Grade 4: 70.27% Grade 5: 61.34% Grade 6: 49.93% Grade 7: 55.46% Grade 8: 53.43% Grade 11: 48.09% SED: Overall: 43.04% Grade 3: 56.50% Grade 4: 58.30% Grade 5: 44.17% Grade 6: 34.35% Grade 7: 38.29% Grade 8: 39.15% Grade 11: 34.60% EL: Overall: 27.39% Grade 3: 40.25% Grade 4: 55.29% Grade 5: 15.86% Grade 6: 14.04% Grade 7: 14% Grade 8: 16.28% Grade 11: 12.82% SWD: Overall: 22.28% Grade 3: 44.61% Grade 4: 25.86% Grade 5: 29.73% Grade 6: 11.26%			Overall: 66% Grade 3: 77% Grade 4: 78% Grade 5: 69% Grade 6: 58% Grade 7: 63% Grade 8: 61% Grade 11: 56% SED: Overall: 51% Grade 3: 64% Grade 4: 66% Grade 5: 52% Grade 6: 42% Grade 7: 46% Grade 8: 47% Grade 11: 42% EL: Overall: 35% Grade 3: 48% Grade 4: 63% Grade 5: 23% Grade 6: 22% Grade 7: 22% Grade 8: 24% Grade 11: 20% SWD: Overall: 30% Grade 3: 52% Grade 4: 33% Grade 5: 37% Grade 6: 19% Grade 7: 23% Grade 8: 16%	

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 7: 23.44% Grade 8: 8.34% Grade 11: 5.88% SWD: Marshall: 23.34% Canyon MS: 10.0% CVHS: 4.88% Hispanic-Latino: Overall: 33.77% Grade 3: 53.52% Grade 4: 42.65% Grade 5: 41.95% Grade 6: 23.12% Grade 7: 31.55% Grade 8: 25.88% Grade 11: 23.16% African American: Overall: 36.94% Grade 3: 50% Grade 4: 66.67% Grade 5: 42.86% Grade 6: 27.03% Grade 7: 27.50% Grade 8: 55.56% Grade 11: 12.91% Homeless Students: Overall: 12.86% Grade 6: 17.64% *Student group sizes too small for other grade levels Redwood High School:			Grade 11: 13% SWD: Marshall: 28% Canyon MS: 15% CVHS: 10% Hispanic-Latino: Overall: 41% Grade 3: 61% Grade 4: 50% Grade 5: 50% Grade 6: 31% Grade 7: 39% Grade 8: 33% Grade 11: 31% African American: Overall: 46% Grade 3: 58% Grade 4: 74% Grade 5: 50% Grade 6: 35% Grade 7: 35% Grade 8: 63% Grade 11: 21% Homeless Students: Overall: 17% Grade 6: 22% *Student group sizes too small for other grade levels Redwood High School:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		"All Students" declined 21.4 points			"All Students" decline 15 points	
1.3	CAASPP ELA and Mathematics - % Students Meeting EAP Standards - Grade 11	22-23 Scores ELA: Overall: 68.50% SED: 50.39% EL: 12.50% SWD: 21.16% Hisp-Latino: 48.89% African Am: 30% Math Overall: 48.09% SED: 34.60% EL: 12.82% SWD: 5.88% Hisp-Latino: 23.16% African Am: 12.91% Homeless: No Data Available (Student Group Size too small)			ELA: Overall: 75% SED: 58% EL: 20% SWD: 29% Hisp-Latino: 55% African Am: 38% Math Overall: 56% SED: 42% EL: 20% SWD: 13% Hisp-Latino: 31% African Am: 20% Homeless: No Data Available (Student Group Size too small)	
1.4	CDE Reported Suspension Rates	22-23 Overall 2.6% SED 4.4% EL 2.8% SWD 5.1% Hispanic or Latino 4.5% African American 7.2% Foster Youth 11.1% McKinney-Vento 8.5%			Overall 2.34% SED 3.96% EL 2.52% SWD 4.59% Hispanic or Latino 4.05% African American 6.48% Foster Youth 9.99%	

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					McKinney-Vento 7.65%	
1.5	BAS 2-5 scores -% of student meeting end of the year BAS benchmarks Graduation rates	March 2024 BAS (reading running record) data showing percentage of students meeting grade level reading benchmarks Overall 82% Hispanic/Latino 69% EL 55% SWD 37% 22-23 Graduation Rates: All Students 95.1%; SED 93.3% SWD 73.9%; Hispanic/Latino 92.8% African American 90.9% Dashboard Additional Report - Graduation Rate			BAS Target: Overall 92% Hispanic/Latino 79% EL 65% SWD 47% Graduation Target: CVUSD overall: 97% SED 95% SWD 78% Black/African American: 95% Hispanic/Latino: 95% Dashboard Additional Report - Graduation Rate	
1.6	DRDP Criteria Group cohort report on the social emotional domain	ASQSE screening tool for students in the 2023-24 cohort Students are at 45% in the area of Identity of Self and Relationship to Others			Students will be at 60% in the area of Identity of Self and Relationship to Others Students will be at 60% in the area of Social Emotional Understanding	

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students are at 45% in the area of Social Emotional Understanding area of Relationships and Social Interactions with Familiar Adults.			area of Relationships and Social Interactions with Familiar Adults.	
1.7	ELPAC	22-23 Scores Number of Students: 984 Level 4 - Well Developed - 30.18% Level 3 - Moderately Developed - 37.7% Level 2 - Somewhat Developed -19.31% Level 1 - Beginning - 12.80%			Level 4 - Well Developed - 35% Level 3 - Moderately Developed - 40% Level 2 - Somewhat Developed -15% Level 1 - Beginning -10%	
1.8	Local Reclassification of English Learner Rates to RFEP -Reclassified Fluent English Proficient	Reclassification Rate: 22/23 17.4% LTEL Rates: 22/23 21.75% 261 LTELS/1200 ELs			Reclassification Rate: 27% LTEL Rates: 15%	
1.9	University of California a-g Completion Rates	22-23 From DataQuest			A-G Completion: CVUSD:	

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CVUSD: Overall 69.7%; EL 36.7%; SWD 25.5%; Hispanic Latino 48%; African-Am 63.2%; Foster Youth- *no data			Overall 75% EL 45% SWD 30% Hispanic Latino 55% African-Am 70% From DataQuest	
1.10	FAFSA Completion Rate	2023-24 446 FAFSA forms submitted (62%) 413 FAFSA forms completed (57%).			FAFSA forms submitted: 80% FAFSA forms completed: 75%	
1.11	CDE Reported Cohort Graduation Rates	22-23 All Students 95.1%; SED 93.3% SWD 73.9%; Hispanic/Latino 92.8% African American 90.9% Dashboard Additional Report - Graduation Rate			Graduation Target: CVUSD overall: 97% SED 95% SWD 78% Black/African American: 95% Hispanic/Latino: 95% Dashboard Additional Report - Graduation Rate	
1.12	Staff Professional Development Survey	60% of staff responded positively to Professional Development trainings			75% of staff will respond positively to Professional Development trainings	

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Lexia Core 5 usage and progress reports (Elementary)	Lexia Core 5 data 15% increase from not-meeting to meeting/above grade level in reading 7% increase from meeting to above meeting			20% increase from not-meeting to meeting/above grade level in reading 12% increase from meeting to above meeting	
1.14	Intervention software	Grades (Focus on F marks at Canyon): Overall S1 2023-24: 2.1% Black/AA: 3.5% Latinx: 3.8% EL: 5.3%			Grades (Focus on F marks at Canyon): Overall S1: 2% Black/AA: 2% Latinx: 2.5% EL: 3%	
1.15	Annual Human Resources Fall Reporting	98.1% of teachers hold full credentials for the subject areas which they teach.			97%+ of teachers hold full credentials for the subject areas which they teach.	
1.16	District Technology Plan	100% of district classrooms are meeting District Technology Standards.			95%+ of district classrooms are meeting District Technology Standards.	
1.17	Annual Principal Fall Reporting	100% of students have adequate instructional materials to use at school and take home.			100% of students have adequate instructional materials to use at school and take home.	

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.18	Staff preparation to teach academic standards	The CVUSD has a total of 456 classroom teachers: 444 are credentialed teachers with fully prepared credentials for their subject (not including nurses, SSW, counselors, psych, etc). 12 teachers holding an intern credential or a permit (waiver/STSP) allowing them to teach their subject while completing the preparation for full credential. Additionally, the CVUSD has 35 certificated Administrators with Admin credentials (not including Adult Ed) 100% of teachers and certificated leaders are appropriately trained or enrolled in appropriate training to teach and lead work related to academic standards and curriculum frameworks.			CVUSD will maintain a level of 100% preparation for teachers to lead and teach according to academic standards and California curriculum frameworks.	
1.19	English Language Development (ELD) Enrollment	100% of ELD students are enrolled in the appropriate SDAIE			Maintain 100% enrollment of all ELD students in	

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		academic courses and English Language Development. ELD students are enrolled in subject specific courses in the following classes: 0319 Biology - 23 0324 Chemistry - 19 0402 CCG - 15 0429 Government - 15 0433 Economics - 12 0301 Health - 24 0409 Mod World Hist - 14 0238 Int Math 1 - 22 0241 Int Math 2 - 18 0419 US Hist - 19 0152 ELD Beg - 22 0154 ELD Int - 58 0155 ELD Adv - 28			the appropriate ELD and SDAIE academic courses.	
1.20	Advanced Placement (AP) Tests - % Students Earning Score of 3+	22-23 Scores Overall 11/12: 83.45% Hisp Latino: 85.07% African Am: 82.69% • -------- ELA 11/12: 85.22% Which includes: AP Language Overall: 73.44% Hisp Latino: 54.55% African Am: None			90% and 94% pass rates on AP ELA and Math Exams respectively (score of 3+) for ALL students (overall) and increase by 10% students in underrepresented subgroups (Latino-Hispanic & African American) taking the AP Exam for ELA and Math.	

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

		Taken
		
		AP Literature
		Overall: 97%
		Hisp Latino: 87.50%
		African Am: 100%
		
		   • --------
		
		Math 11/12: 90.25%
		
		Which includes:
		
		AP Calculus A/B
		Overall: 90.57%
		Hisp Latino: 92.86%
		African Am: 100%
		
		AP Calculus B/C
		Overall: 95.71%
		Hisp Latino: 100%
		African Am: 100%
		
		AP Statistics
		Overall: 77.27%
		Hisp Latino: 80%
		African Am: 50%
					Overall: 93%
					Latino-Hispanic: 95%
					African American: 92%
					
					   • --------
					
					These overall scores will include the following per subject area exam:
					
					AP Language
					Overall: 83%
					Latino-Hispanic: 65%
					African American: 75%
					
					AP Literature
					Overall: 100%
					Latino-Hispanic: 97%
					African American: 100%
					
					   • --------
					
					AP Calculus A/B
					Overall: 100%
					Latino-Hispanic: 100%
					African American: 100%	

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					AP Calculus B/C Overall: 100% Latino-Hispanic: 100% African American: 100% AP Statistics Overall: 87% Latino-Hispanic: 90% African American: 60%	
1.21	Career Technical Education (CTE) % Completion	22-23 Student count of completers: 129 of 750 All Students: 17.2% Hispanic: 13.9% African American: 9.1% Found in: School Dashboard Additional Reports and Data Met UC/CSU Requirements and CTE Pathway Completion Report			All Students: 20% Hispanic: 25% African American: 20%	
1.22	Percentage of students who completed both a-g requirements and a CTE pathway	From Aeries CVUSD: 11.9% of graduating seniors (89/750) completed			CVUSD will increase the percentage of students who complete both a	

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		both a CTE Pathway AND A-G requirements Found in: School Dashboard Additional Reports and Data Met UC/CSU Requirements and CTE Pathway Completion Report			CTE pathway and a-g requirements to 15% (a 25% increase) by the 2024-2025 school year.	
1.23	Broad Course of Study	The CVUSD offers all courses required for graduation from high school in the State of California, per Education code 51220 and required course offerings at secondary schools per Education Code 51220, as evidenced by a review of the master schedules for all middle schools and high schools. All courses of study areas 7-12 including English, Social Studies, World Languages, PE, Science, Mathematics and Visual & Performing (VAPA) Arts are offered at the middle and high school levels. (See Appendix A- Master Schedules)			The CVUSD will continue to offer all required courses of study areas 7-12 including English, Social Studies, World Languages, PE, Science, Mathematics and Visual & Performing (VAPA) Arts are offered at the middle and high school levels. (See Appendix A-Master Schedules)	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Multi-Tiered Systems of Support	Multi-Tiered Systems of Support (MTSS) is the umbrella system that integrates Positive Behavior Interventions and Support (PBIS), Response to Intervention (RtI), Special Education (SPED), and other supports to ensure that all students are learning at high levels. In CVUSD, MTSS permeates most of the work that we do. Specifically, MTSS includes our assessments, professional development, teacher collaboration, and the systems that we use to monitor student progress and provide academic and/or social emotional/behavioral support for students who need the help. This is about educators collaborating around data to make informed decisions around Tier 1, Tier 2, and Tier 3 instruction, intervention, reteaching, and acceleration.This work is especially focused on identifying the needs for and providing support to our English Learners, Foster youth and Socioeconomically Disadvantaged students.	$2,367,609.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Our Directors of Education for elementary and secondary schools (.5 FTE per grade span respectively) guide schools and school leaders as we strengthen these systems so that they are focused on serving the specific needs of unduplicated students through providing mentoring and guidance to site leaders, professional development and facilitating meetings for MTSS and RtI teacher leaders and coordinating district wide efforts to create essential standards, collaborate regarding data and best instructional practices to meet the needs of unduplicated students. Assessing growth for unduplicated students - Literacy Assessment and supplemental materials ESGI Assessment Software RTI Specialists Teachers on Special Assignment		
1.2	Early Academic Outreach	Alma Preschool Principal (0.4 FTE)	$94,532.00	Yes
1.3	English Language Learner supports	The Multilingual Language Director, Educational Services EL Teacher on Special Assignment (TOSA), and ELL paraeducators provide support for English Language Learners who need scaffolding of the regular curriculum to meet their needs and be successful. The English Learner Mentor teachers assist classroom teachers with instructional strategies and technology support to reach our English Language Learners as well as providing support for families through ELACs (English Language Advisory Committee) at each site. The Director will also provide professional development in research-based best practices to support long-term English Learners (LTELs).	$1,064,574.00	Yes

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Action #	Title	Description	Total Funds	Contributing
1.4	College Readiness and academic success programs - Advancement Via Individual Determination (AVID) and Puente	AVID Tutors AVID materials Summer Institute Membership College Tours AVID supports unduplicated students with college readiness skill acquisition, college information, tours and training for teachers in strategies to help students learn the organizational skills they need in order to be successful in college.	$276,552.00	Yes
1.5	Academic Supports & Interventions	Response to Intervention (RTI) Specialists and paraprofessionals provide targeted interventions and supports to students needing additional scaffolding to meet grade level benchmarks. Summer School is one of our largest interventions provided to our English, Learners, SED, and Foster Youth to prevent summer learning loss and provide opportunities for credit recovery. After-school tutoring; AVID Tutors; Learning Hubs; MKV Tutoring & Materials ; Summer School; Summer Creative Writing ; Homework Club. In order to mitigate the learning loss experienced as a result of distance learning, individualized tutoring credit recovery and enrichment activities are provided. In addition, summer school has been expanded to encompass multiple opportunities and types of programs to help students repair their transcripts and gain skills which were difficult to learn in a virtual environment. Creekside Supports:Language Ladder- student and teacher editions - $1500, Rosetta Stone-$3000 (ELD), McGraw Math Intervention class curriculum, ALEKs accounts-math boosters SPED (Mobymax) Web supplies: Creekside- Supports for Tier 2 and 3 students: fidgets, additional school supplies for SES students, CICO incentives, lunch lounge- encourages social interactions, etc. Many of our students have Safety Plans that require coping tools (drawing, painting, etc). WEB will	$1,750,261.00	Yes

Action #	Title	Description	Total Funds	Contributing
		continue to host events (also virtually) that may include game prizes and Creekside swag. 8th grade team leaders wear WEB t-shirts to be easily identified.		
1.6	Credit Recovery	Edgenuity and CyberHigh licenses High School Credit repair and literacy enrichment Middle School - Math, English Language Arts (ELA) and literacy enrichment Elementary School - Math, English Language Arts (ELA) and literacy enrichment Our summer school program provides multiple options for credit recovery as well as enrichment opportunities for our elementary and middle school programs. Additionally, there are more credit recovery options during the school year. Differentiated Assistance funds will be paired with LCFF supplemental funds support students with credit recovery.	$57,500.00	Yes
1.7	Professional Development	We continue to have three areas of focus Equity, MTSS, and Building Capacity. Our PD supports these foci and the changing needs of our community. We will continue to offer topnotch professional development for our staff and community: Freedom Soul Media Education Initiatives (FSMEI), Crescendo (Equitable Grading Practices), EPOCH, the Santa Clara County Office of Education, multilingual learners, restorative practices, and social-emotional/anti-bias & anti-racism work District CAAASA and CALSA Membership The California Association of African American Superintendents and Administrators (CAAASA), as well as the California Association of Latino Superintendents and Administrators (CALSA) both provide excellent	$43,129.00	Yes

2024-25 Local Control and Accountability Plan for Castro Valley Unified School District

Action #	Title	Description	Total Funds	Contributing
		professional development for school and district leaders, teachers, parents and students to improve the academic and social emotional support for students and families, especially those from historically marginalized communities. CVUSD will be sending teams of administrators to trainings from these organizations to improve our leadership and services for all students. Differentiated Assistance funds will be paired with LCFF supplemental support to teachers and other staff with instructional strategies and culturally responsive instructional practices.		
1.8	RTI Software (Lexia) Leveled Readers Books and IXL Math	Lexia leveled reading materials are a part of our Response to Intervention (RTI) and Multi-Tiered System of Supports (MTSS) model. Leveled reading materials are used to track the effectiveness of intervention with real-time diagnostic reports and trend lines, and to provide the appropriate instructional intensity needed to improve literacy. IXL Math supports students to build their mathematical skills. It provides targeted Math practice and intervention. It is especially supportive to ELs and SED students because of the multiple ways students can problem solve, respond, and repeat instruction.	$25,209.00	Yes
1.9	BAS Subs/Release Days	The Fountas & Pinnell Benchmark Assessment Systems (BAS) assessments are used to identify the instructional and independent reading levels of all students and document student progress through one-on-one formative and summative assessments. We use this data to help determine what our next action steps are for all students, but especially our ELs, Foster Youth, and SED students.	$55,231.00	Yes
1.10	Intervention Management Software	IXL helps underserved students gain access to rigorous curriculum in ELA, Math, Science, Social Studies. This is an intervention that teachers are using to more strategically serve SWD, SED, and English Learners.	$7,500.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		EdFiciency is a tool to help schools organize their RTI intervention so students are served in the right places and spaces during the intervention rotations. Intervention for our SWD, SED, unhoused, and foster youth have prioritized opportunities.		
1.11	CVHS Supports	1 x 0.4 FTE AVID Teacher (Pos 552) 1 x 0.6 FTE AVID Teacher (Pos 1028) 1.0 FTE ELD Teacher (Pos 1025) 0.8 FTE ELD Teacher (Pos 1026) 0.4 FTE LCFF Teacher Puente (Pos 1027) TOTAL = 3.2 FTE	$496,027.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Student Culture & Climate (Engagement) Ensure that ALL students are actively engaged and supported through a safe, healthy, culturally responsive, and rigorous learning environment.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LCAP is a reflection of how the CVUSD is working to implement our strategic directions. Our vision, mission, values and priorities are reflected in the goals and actions that are a part of this document. Our vision is to educate students to become compassionate, critical thinkers who are empowered to self-advocate, explore their passions, and are prepared to thrive as contributing members of our ever-changing and diverse world. We strive to work in partnership with the community to educate students in a learning environment that is safe, nurturing and culturally responsive. This means that our students will be guided by excellent inspired staff, utilizing innovative instruction, curricula and technology.

As a district, we are committed to ensuring that each student is actively engaged and supported through a safe, healthy, culturally responsive, and rigorous learning environment which means providing students with the social emotional supports, culturally relevant learning experiences and restorative behavioral supports that are needed for them to thrive in our schools and beyond. It is a priority for us that every student feels safe and valued in our schools. All of our team is involved in this work such that every student should have adults in their school that are advocates who support their academic success and social emotional well-being.

Feedback from parents through hearing sessions, LCAP information nights and parent surveys throughout this year and in past years indicate that the social emotional support for our students' well-being is a priority for our community, as well. Data from California Healthy Kids Survey, student screeners, behavioral indicators and attendance data are all metrics that we use to determine the effectiveness of our social emotional supports.

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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	# of additional students provided individual or group counseling by the interns	22-23 TK-12th Grade 840 students were served by our behavioral health team			TK-12th Grade 1,100 students served by our behavioral health team.	
2.2	CDE Reported Attendance Rates & Chronic Absenteeism	22-23 Foster Youth 85.45% McKinney-Vento 87.93% Chronic Absenteeism (Site and/or student groups in red): Canyon Middle School Two or More Races: 22.5% White: 21.3% Castro Valley Elementary Hispanic: 38.2% Two or More Races: 22.7% White: 25.8% Creekside Middle School: Hispanic 20.4%			Foster Youth 86.45% McKinney-Vento 88.93% Chronic Absenteeism (Site and/or student groups in red): Canyon Middle School Two or More Races: 10% White: 10% Castro Valley Elementary Hispanic: 20% Two or More Races: 10% White: 10% Creekside Middle School:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Marshall Elementary Asian: 11.2% SWD: 32.9% Proctor Elementary: SWD: 30.6% Vannoy Elementary: All students: 20.1% Two or More Races: 22.2% SED 31.7% SWD 37.2%			Hispanic 10% Marshall Elementary Asian: 5% SWD: 15% Proctor Elementary: 15% Vannoy Elementary: All students: 10% Two or More Races: 10% SED 15% SWD 18%	
2.3	Volume of students served at the CVHS Wellness Center	22-23 239 students served			An increase to 350 students served at the CVHS Wellness Center	
2.4	Cumulative Suspension Rate (Elementary)	May 2024 15 cumulative elementary school suspensions			A decrease to 10 cumulative elementary school suspensions	
2.5	Suspension Rates (Creekside Middle School)	May 2024 Creekside Middle School is seeing a suspension rate of 5.2%			A decrease in suspensions at Creekside Middle School to 4.5%	

2024-25 Local Control and Accountability Plan for Castro Valley Unified School District

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	CDE Reported Suspension Rates	22-23 Overall 2.6% SED 4.4% EL 2.8% SWD 5.1% Hispanic or Latino 4.5% African American 7.2% Foster Youth 11.1% McKinney-Vento 8.5% Canyon Suspension Rates: Overall 9.8% African American 20% EL 14.3% Hispanic or Latino 13.6% SED 15.4% SWD 14.0% Two or more races 12.0%			Overall 2.34% SED 3.96% EL 2.52% SWD 4.59% Hispanic or Latino 4.05% African American 6.48% Foster Youth 9.99% McKinney-Vento 7.65% Canyon Suspension Rates: Overall 7% African American 10% EL 7% Hispanic or Latino 7% SED 8% SWD 7% Two or more races 6%	
2.7	CDE Reported Attendance Rates	22-23 Overall 93.79% SED 91.15% EL 93.88% SWD 90.94% Hispanic or Latino 91.94% African American 91.92% Foster Youth 85.45%			Overall 94.79% SED 92.15% EL 94.88% SWD 91.94% Hispanic or Latino 92.94% African American 92.92% Foster Youth 86.45%	

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		McKinney-Vento 87.93% Found in Aeries Query			McKinney-Vento 88.93%	
2.8	Percentage of Hispanic or Latinx students participating in voice & music classes	22-23 12% Hispanic or Latinx students			An increase in participation to 17% Hispanic or Latinx students	
2.9	University of California a-g Completion Rates	22-23 From DataQuest CVUSD: Overall 69.7%; EL 36.7%; SWD 25.5%; Hispanic Latino 48%; African-Am 63.2%; Foster Youth- *no data			A-G Completion: CVUSD: Overall 75% EL 45% SWD 30% Hispanic Latino 55% African-Am 70%	
2.10	Facilities Inspection Tool (FIT)	All sites received an overall rating of "GOOD" or better on their FIT annual report.			All sites continue to receive an overall rating of "GOOD" or better on their FIT annual report.	
2.11	Middle School/ High School Dropout Rates	Middle School: 0% High School: 2.4%			Middle School: 0% High School: 0%	
2.12	CDE Reported Expulsion Rates	22-23 Overall 0% Hispanic-Latino - 0%			Maintain expulsion rates at 0.00% or less overall and in student groups.	

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American - 0%			Overall: 0.00% Hispanic-Latino: 0.00% African-American: 0.00%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Supervision of direct service counselor interns Clinical Supervision	We are able to maximize direct counseling services offered to students, with our focused attention on our English Learners, Foster Youth and unhoused students, by hiring properly-credentialed/licensed contractors to provide clinical supervision to counseling interns. This allows the interns to	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		conduct individual and group counseling which they are unable to do independently.		
2.2	Social Workers/Counselors Coordinator of Behavioral Health PBIS Coordinator Director of Student Services	Our Counselor/Social Workers provide tier 3 interventions and wraparound services to students and their families, with our focused attention on our English Learners, Foster Youth and unhoused students. Our social workers can provide crisis intervention, academic advocacy, screening and bridging to resources, and individual and group counseling as essential members to each school's Coordination of Services Team (COST). Our Coordinator of Behavioral Health provides clinical leadership to our network of Counselor/Social Workers while also spearheading districtwide behavioral health programs such as SWIS, Second Step, PBIS, and Suicide Prevention. Our PBIS Coordinator ensures that all schools have a functioning system to prevent unwanted student behaviors by teaching expected behaviors, rewarding expected behaviors, and using data to track patterns for behavioral needs to support the process of continual improvement. Our Director of Student Services drives the vision for most all non-academic programs supporting positive student outcomes. This includes a focus on health and safety, consistent attendance, and building systems of non-exclusionary discipline. The impact of the work of the Student Services department is to maximize class time for students as well as to maximize student participation by addressing non-academic barriers. Staff will be working with all schoools, but specifically with CVE, Marshall, Proctor, and Vannoy to reduce chronic absenteeism %s.	$1,947,852.00	Yes
2.3	Wellness Center	The Wellness Center operates as a standalone complex with appointment-based and drop-in services available to students, with our focused attention on our English Learners, Foster Youth and unhoused students.	$57,476.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		Several CVUSD staff and multiple partners operate from the Wellness Center providing supports to a high volume of students which necessitates Clerical Support personnel to ensure that the door is always open and the phone is always answered. This results in more students receiving appropriate support as needs present themselves. Materials for the Wellness Center allow advertisement as well as keeping a stock of healthy snacks for students.		
2.4	Second Step Licenses & Software	Second Step programs help students build social-emotional skills such as nurturing positive relationships, managing emotions, and meeting goals. Second Step social-emotional learning programs empower students, with our focused attention on our English Learners, Foster Youth and unhoused students, to build skills for success.	$12,000.00	Yes
2.5	Social Emotional Learning	Our Positive Behavioral Interventions and Supports (PBIS) program is a systemic approach to reducing the number of negative behavioral incidents for all students, but especially some of our most vulnerable (English Learners, Foster Youth and unhoused) students. This system focuses on regular staff training which necessitates materials, supplies, visuals, and additional tools to be successful.	$94,106.00	Yes
2.6	Social Worker at Canyon Eden Counseling at Middle Schools Social Worker at Redwood HS	The number of unduplicated students, specifically our English Learners, Foster Youth and unhoused students, at both Canyon Middle School and Redwood High School require additional Social Workers in order to improve health resources for students at both schools. Eden Counseling support helps to improve the total amount of mental health services that are available to our students.	$276,206.00	Yes

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Action #	Title	Description	Total Funds	Contributing
2.7	Transition Support Program	Link crew stipends; Link Crew Software (Boomerang) with strategic attention on our English Learners, Foster Youth and unhoused students supports the various transition stages throughout our system.	$10,404.00	Yes
2.8	Professional Development for Counselors, Social Workers, Campus Monitors, PBIS Release Days	Focus on the capacity building and professional development of respective staff including student support of the SST process, 504s, social and emotional support, youth mental health first aid, and PBIS, with our focused attention on our English Learners, Foster Youth and unhoused students. This includes resources for professional development for teacher leads, campus safety teams, counselors, and social workers as well as substitute release days.	$16,773.00	Yes
2.9	Mariachi Program	Provide access to music program at no cost for families, with our focused attention on our English Learners, Foster Youth and unhoused students, in a culturally enriched "Voces del Valle" mariachi program focusing on traditional mariachi song and music. Instruments are provided to students free of charge and kept at maximum functionality with instrument repair service and tuning each year. Additional materials and supplies are provided including water, snacks, and materials for parent meetings including childcare that occurs parallel to the program. We initially created this program to ensure that Hispanic/Latino students had access to instrumental music. This continues to be a prioritized focus.	$101,781.00	Yes
2.10	AVID and Puente Field Trips	Our underserved students, with our focused attention on our English Learners, Foster Youth and unhoused students, do not have as many opportunities to visit multiple colleges with their families so the AVID and Puente field trips are a vital part of their exposure to post high school education.	$23,030.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Parental Involvement & Engagement Empower ALL parents (including those speaking a primary language other than English) to be actively engaged in their students' education and decision-making processes by providing timely information and encouraging parents to demonstrate their support for student learning and for the importance of graduating "college and career ready".	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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.

The LCAP is a reflection of how the CVUSD is working to implement our Strategic Directions. Our vision, mission, values and priorities are reflected in the goals and actions that are a part of this document. Our vision is to educate students to become compassionate, critical thinkers who are empowered to self-advocate, explore their passions, and are prepared to thrive as contributing members of our ever-changing and diverse world. We strive to work in partnership with the community to educate students in a learning environment that is safe, nurturing and culturally responsive. This means that our students will be guided by excellent inspired staff, utilizing innovative instruction, curricula and technology.

Empowering all parents (including those speaking a primary language other than English) to be actively engaged in their students' education and decision-making processes by providing timely information and encouraging parents to demonstrate their support for student learning and for the importance of graduating "college and career ready" is critical in actualizing our core values of creating an educational system that is responsive to all students regardless of personal and social circumstances. Specifically, we believe that all students, families, and staff must be valued and treated with respect and dignity in order to create a true partnership between our schools and families. This partnership is key in supporting students to become "adaptable, critical thinkers who explore their passions and contribute as active members of our evolving world."

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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	# of Spanish speaking parents graduating from the Parent Institute for Quality Education (PIQE) program	22-23 60 parent graduates			75 parent graduates	
3.2	Parent Affinity Group Survey Responses	22-23 40% - My child's school site encourages me to be an active partner 40% - I feel welcome to participate in my child's school			48% - My child's school site encourages me to be an active partner 48% - I feel welcome to participate in my child's school	
3.3	CDE Reported Attendance Rates - Foster Youth & McKinney Vento	22-23 Foster Youth 85.45% McKinney-Vento 87.93% Found in Aeries Query			Foster Youth 86.45% McKinney-Vento 88.93%	
3.4	CASEMIS Annual Performance Report	Parent Involvement In the 2021-2022 SY, 99.89% of parents of special needs students reported that schools facilitated parental involvement as a means of improving services and results for their children.			Maintain a 90% or higher rating by parents of students with exceptional needs (% of parents with a child receiving special education services who report that schools	

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					facilitated parental involvement as a means of improving services and results for their children)	

Goal Analysis [2023-24]
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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent & Community Outreach and Participation	Districtwide translation and interpretation services for DELAC and Mariachi program. Site English Language Acquisition Committee and District Level English Language Acquisition Committee meetings employ translators and all materials are translated into Spanish and Chinese. Parent education and participation are vital to the school-parent partnership and success of our students, in particular our SWD, English Language Learners, Foster	$289,369.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Youth and unhouse students. Access to communication is imperative and includes interpretation and translation in different languages to ensure that parents are informed and active participants when choices need to be made and as the educational options change or expand.		
3.2	Parent Outreach Materials	Support for outreach with parents from historically marginalized communities, with our focus on English Learners, Foster Youth, unhoused, African American/Black and Hispanic/Latino students, including supplies, materials, and food for meetings.	$16,450.00	Yes
3.3	Support for foster students and students facing unstable housing	Materials and supplies to support students and families facing unstable housing have included door-to-door transportation, tutoring, shoes/clothing, and the materials and staffing to conduct distributions based on resources from community partners.	$45,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Redwood Alternative High School Equity Multiplier Focus Goal - The Redwood community is aiming to improve the overall culture and climate of the school. They continue to work on creating deeper, more welcoming, inclusive and equitable spaces. They want more students to be engaged through deeper relationship building with the adults on campus, as well as activities that are relevant and fun. The community wants to work on: Reducing class sizes for core classes that go above the 20 student threshold, Increasing opportunities to build student engagement to increase attendance and participation, Increasing wellness services and counseling to increase attendance and decrease suspensions, and Creating opportunities for staff to be more involved in designing data-driven systems of support for students aligned with appropriate professional development Redwood High School 2022-23 Graduation Rates were at 82.8% compared to a district-wide rate of 94.8%. Redwood HS 2022-23 Graduation Rates for SED students were at 82.6%. By providing additional wellness counseling services, students will increase participation and engagement in the RHS program which will increase graduation rates for all students including SED students. By providing additional community building opportunities, students will increase participation and engagement in the RHS program which will increase graduation rates. Redwood High School is in the red on the California Dashboard for both Math and English in relation to CAASPP test scores. Additionally, Redwood High School 2022-23 Graduation Rates were at 82.8% compared to a district-wide rate of 94.8%. By decreasing class size in the English classes at RHS, students will receive more individualized support on English skills which should increase CAASPP scores and increase graduation rates. By decreasing class size in the English classes at RHS, students will receive more individualized support on English skills which should increase CAASPP scores and increase graduation rates. 4.1 - Graduation rates 4.2 - CAASPP scores	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Redwood continuation school has newly been identified as an Equity Multiplier school. School indicators on the California Dashboard indicate areas of lowest performance for ELA, Math, and CCI. Graduation rates are also significantly lower than the district overall rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate	2022-23 (Redwood Grad Rates) Graduation Rate - 82.8% SED (Grad Rate): 82.6%			Redwood Grad Rates: Graduation Rate: 87% SED (Grad Rate): 87%	
4.2	CAASPP English Language Arts Scores	22-23 ELA CAASPP Scores: English: 219.1 points below standard SED (English): No Data Available (not enough students in this subgroup)			CAASPP ELA Scores: English: 200 points below standard SED (English): No Data Available (not enough students in this subgroup)	
4.3	CAASPP Math Scores	22-23 Math CAASPP Scores:			CAASPP Math Scores:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math: 238.7 points below standard SED (Math): No Data Available (not enough students in this subgroup)			Math: 220 points below standard SED (Math): No Data Available (not enough students in this subgroup)	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Wellness Counseling	Expand Eden Counseling and other mental health services into the Redwood High School wellness center for up to 4 days per week	$65,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Increase School-wide Community Building Opportunities	Create opportunities for students and staff to participate in community building opportunities at the following locations: Chabot Space & Science Center CA Academy of Sciences Oakland Zoo SFMOMA Physics Science Math Day - Great America	$20,000.00	No
4.3	Reduce Class size and increase access to extra-curricular activities	Additional Certificated/Classified Hours to decrease class size and create data-driven school-wide :systems Leadership Council Additional .2 FTE English for class size reduction Expand and/or create extra-curricular activities: Garden Project, Athletic Teams with coaching stipends, create new clubs and purchase supplies	$61,312.00	No
4.4	Increase Access to Professional Development	To support the improvement of a data-driven system of support, staff will need access to meaningful professional development both within the district and beyond what is provided in the district. The following are identified opportunities that will support schoolwide efforts to improve academic, social emotional, and behavioral supports: CCEA Conference NSTA Conference NCTM Conference Asilomar 70 CCSS Conference CAEA Conference CTA Special Education Conference CASC Norcal Conference SSWAA National Conference	$20,000.00	No

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Action #	Title	Description	Total Funds	Contributing

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$8,510,069.00	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.396%	0.537%	$540,690.06	8.933%

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
1.1	**Action:** Multi-Tiered Systems of Support **Need:** Our ELA CAASPP scores overall are slightly trending down (68% to 67%) when it comes to meeting/exceeding the standard, but there is a special concern for our low income (52% to 51%), homeless (35% to 22%) and English Learner (27% to 25%) student groups; our teachers and parents have reported back that	MTSS is about educators collaborating around data to make informed decisions about Tier 1, Tier 2, and Tier 3 instruction, reteaching, intervention, and acceleration. While MTSS is an an LEA-wide action, there is focused attention to students who are English Learners, SWD, Low income, foster youth and/or unhoused students. This action is dedicated to disaggregating the data so that we can pinpoint where our ELs, SWD, low income and foster youth are, and strategically work towards supporting our students to grow, meet, and exceed	1.1 - CAASPP English Language Arts - % Students Meeting/ Exceeding Standards - Grades 3 - 8 & 11 1.2 - CAASPP Mathematics % Students Meeting/ Exceeding Standards - Grades 3- 8 & 11

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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
	they are concerned about the need for stronger phonics and phonemic awareness skill-building. CAASPP data also revealed opportunity gaps within All Students, SWD, and homeless student groups in both ELA and math. Specifically, 17.24% (ELA) and 23.34% (math) of Marshall's SWD met standards on CAASPP. 18.18% (ELA) and 10% (math) of Canyon's SWD met standards on CAASPP. 20.45% (ELA) and 4.88% (math) of CVHS's SWD met standards on CAASPP. District-wide 21.88% (ELA) and 12.86% (math) of homeless students and 26.62% (ELA) and 22.28% (math) of SWD met standards on CAASPP. "All students" at Redwood High School declined by 69.6 points in ELA and 21.4 points in math. March 2024 BAS (reading running record) data indicates that 82% of all K-5 students are meeting grade level reading benchmarks. An opportunity gap exists within our Hispanic/Latino, SWD, and English Learner student groups with 69% of Hispanic/Latino, 37% of our SWD, and 55% of English Learners meeting grade level benchmarks. **Scope:** LEA-wide	the standards. This work is supported and facilitated by our Directors through our site-based Data Walks and Talks, coaching on effective MTSS practices and providing professional development to build staff capacity.	1.3 - CAASPP ELA and Mathematics - % Students Meeting EAP Standards -Grade 11 1.4 - CDE Reported Suspension Rates 1.5 - BAS 2-5 scores -% of student meeting end of the year BAS benchmarks 1.15 - Annual Human Resources Fall Reporting - % 1.16 - District Technology Plan % 1.17 - Annual Principal Fall Reporting % 1.19 - English Language Development (ELD) Enrollment -% 1.23 - Broad Course of Study
1.2	**Action:** Early Academic Outreach	A .40 principal will ensure access to early education opportunities for all students with a targeted focus on our English Learners, Foster	1.6 - DRDP Criteria Group cohort report on the social emotional domain

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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: Access to early learning is an equity issue. Preschool offers the opportunity for social-emotional growth in a developmentally appropriate environment. Our Black, Latinx, and unhoused caregivers have shared that offering a strong early learning program is important to the academic/social-emotional success of their children who are at the beginning of the educational journey. Based on the ASQSE screening tool (completed by families) that measures social development such as self-regulation, social skills, and adaptive functioning and the Social Emotional Domain for the DRDPs, the following was noted: Students in the 23-24 cohort are at 45% in the area of Identity of Self and Relationship to Others. Students are at 45% in the area of Social Emotional Understanding area of Relationships and Social Interactions with Familiar Adults. **Scope:** Schoolwide	Youth and Low Income Students. The dedicated staff member will build community relationships, outreach and ensure staffing to maintain and grow the program with a priority on offering opportunities for our English Learners, Foster Youth and Low Income Students.	
1.3	**Action:** English Language Learner supports **Need:** As a district, 12.7% of our students are English Learners. Both math and ELA CAASPP data show lower percentages of English Learners meeting/exceeding standards overall and within some grade levels than all students.	Our Multilingual Language Learner Director, AVID teachers, and EL Mentors and Paraprofessionals will provide targeted supports for our English Learners and Long-term English Learners (LTELs). Additionally, the Director and AVID teachers will plan and implement professional development for teachers and paraprofessionals to build capacity in effective teaching strategies.	1.1, 1.2, 1.3, 1.7, 1.8 1.1 - CAASPP English Language Arts - % Students Meeting/ Exceeding Standards - Grades 3 - 8 & 11

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	Dashboard data indicates that the overall performance data in math and ELA is yellow for our English Learners and green for all students. Additionally, our reclassification rates decreased and our LTEL percentages increased.
	
	Scope:
	  LEA-wide
			1.2 - CAASPP Mathematics
			  • % Students Meeting/ Exceeding Standards - Grades 3
			    • 8 & 11
			
			1.3 - CAASPP ELA and Mathematics - % Students Meeting EAP Standards - Grade 11
			
			1.7 - ELPAC
			
			1.8 - Local Reclassification of English Learner Rates to RFEP -Reclassified Fluent English Proficient

1.4	**Action:** College Readiness and academic success programs - Advancement Via Individual Determination (AVID) and Puente **Need:** Graduating from high school A-G eligible ensures that students have access to post secondary education in California. CVUSD Latinx and African American/Black students have disproportionately lower A-G (UC/CSU) completion rates compared to the overall student population. For the 22-23 school-year (most recent data), 70% of CVUSD seniors graduated meeting the A-G requirements. 57% of African American/Black senior students	Our AVID and Puente teams work closely with our AVID and Puente students and families to ensure they have the necessary supports to complete high school A-G eligible and the knowledge and supports to complete the FAFSA during their senior year. The AVID and Puente programs provide resources, academic support, and field trips to better prepare students for post-secondary options. AVID and Puente also provide professional development opportunities for teachers and staff to implement supports and instructional strategies to support all students.	1.9 - University of California a-g Completion Rates 1.10 - FAFSA Completion Rate 1.20 - Advanced Placement (AP) Tests - % Students Earning Score of 3+ 1.21 - Career Technical Education (CTE) % Completion

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
	graduated meeting A-G requirements and 44% of Latinx senior students graduated meeting A-G requirements. Completing the FAFSA is an important step in the college-going process to ensure as many students as possible have access to affordable post-secondary education. Many of our families and students need support completing this process. As of April 30, 2024, CVUSD had 446 FAFSA forms submitted (62%) and 413 FAFSA forms completed (57%). **Scope:** Schoolwide		1.22 - Percentage of students who completed both a-g requirements and a CTE pathway
1.5	**Action:** Academic Supports & Interventions **Need:** March 2024 BAS (reading running record) data indicates that 82% of all K-5 students are meeting grade level reading benchmarks. An opportunity gap exists within our Hispanic/Latino, SWD, and English Learner student groups with 69% of Hispanic/Latino, 37% of SWD, and 55% of English Learners meeting grade level benchmarks. Graduation from high school is a critical step for students to reach in order to gain access to post-secondary opportunities. CVUSD had an overall graduation rate of 94.8% for the 2022-23 school-year (most recent data). Increasing that overall rate for students is important and it	Our Response to Intervention Reading Specialists and paraprofessionals will provide targeted intervention services to our students with a focus on English Learners, homeless youth, SWD, and low income students who are not meeting grade level standards as indicated by BAS scores. Additionally, they will integrate phonics, phonemic awareness and science of reading instruction into their intervention supports to accelerate the progress of these focal groups. Online credit recovery platforms (Edgenuity, Cyberhigh) are used to expand opportunities to earn credit during the school day, outside the school day, and during summer school. These resources increase the possibility of credit deficient students achieving graduation.	1.5 - BAS 2-5 scores -% of student meeting end of the year BAS benchmarks 1.11 - CDE Reported Cohort Graduation Rates

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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
	is also important to focus on increasing our graduation rates for our Black/African American students (90.5% grad rate) Latinx (91.6% grad rate), EL (82.4% grad rate), Special Education (70.1% grad rate), and MKV (50% grad rate). **Scope:** LEA-wide	The AVID, Puente, WEB and ELD programs provide resources, academic support, and field trips to better prepare students for post-secondary options. Professional development opportunities for teachers and staff focused on AVID, Puente, and EL strategies help to ensure students receive the best possible supports and instruction from these resources. Online resources and platforms are also used by staff and students to increase literacy and academic skills.	
1.6	**Action:** Credit Recovery **Need:** Graduation from high school is a critical step for students to reach in order to gain access to post-secondary opportunities. CVUSD had an overall graduation rate of 94.8% for the 2022-23 school-year (most recent data). Increasing that overall rate for students is important and it is also important to focus on increasing our graduation rates for our Black/African American students (90.5% grad rate) Latinx (91.6% grad rate), EL (82.4% grad rate), Special Education (70.1% grad rate), and MKV (50% grad rate). **Scope:** LEA-wide	Online credit recovery platforms (Edgenuity, Cyberhigh) are used to expand opportunities to earn credit during the school day, outside the school day, and during summer school. These resources increase the possibility of credit deficient students achieving graduation.	1.11 - CDE Reported Cohort Graduation Rates

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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
1.7	**Action:** Professional Development **Need:** As part of our 23-24 building staff capacity work, we focused on culturally responsive teaching practices and received positive results and a desire to keep this as one of our focuses for the 24-25 school year. 92% of survey respondents agreed or strongly agreed that they had learned something that made them more aware of their cultural lens, identity and privilege and 96% agreed or strongly agreed that they were more likely to examine their privilege in relation to how they show up in their position. When surveyed on what topics they would like further training on after our district-wide PD day, comments included "teaching reading and writing to our English Learners"; "Supporting students with IEPs"; "Supporting students with ADHD, dyslexia and other learning disabilities." This feedback, coupled with our equity work, has driven the direction for our 24-25 professional development. **Scope:** LEA-wide	Partnerships with Freedom Soul Media Education, Crescendo, Epoch and Santa Clara Office of Education will allow us to focus on creating welcoming and inclusive spaces for all students, with a targeted focus on our African American/Black students, Students with Disabilities and our SED students. We will continue our work on standards-based grading/equitable grading practices in order to create a system that reflects a student's mastery of the standards and eliminates areas where bias can impact grading accuracy, and offers students hope to show what the know even after making initial mistakes. Additionally, we will continue building teacher capacity in the area of best teaching practices for our English Learners.	1.12 - Staff Professional Development Survey - % 1.18 - Staff preparation to teach academic standards - %
1.8	**Action:** RTI Software (Lexia) Leveled Readers Books and IXL Math **Need:** Students who are experiencing difficulty in reading are showing gaps in phonological	Lexia is a research-proven, technology-based program that will accelerate the development of fundamental literacy skills for students of all abilities in grades pre-K–5. Following a rigorous scope and sequence built for college- and career-ready standards, Lexia will provide explicit, systematic instruction through personalized	1.13 - Lexia Core 5 Usage and Progress Reports

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
	processing, vocabulary, and literacy knowledge. Initial school data has shown the impact of Lexia with a 15% shift in students who are actively using it increasing from not-meeting to meeting/above grade level in reading and a 7% shift from meeting to above meeting in half a school year. **Scope:** LEA-wide	learning paths in six areas of reading. Teachers will use Lexia to supplement Tier 1 reading instruction. IXL Math supports students to build their mathematical skills. It provides targeted Math practice and intervention. It is especially supportive to ELs and SED students because of the multiple ways students can problem solve, respond, and repeat instruction.	

1.9	**Action:**
	BAS Subs/Release Days
	
	Need:
	BAS running records give staff information to design and drive their Tier 1, 2 and 3 instruction and interventions. BAS data reveals opportunity gaps in our English Learner, Hispanic/Latino, African American, Student with Disabilities and Pacific Islander student groups.
	
	Scope:
	  Schoolwide
		BAS scores determine instructional and intervention needs for elementary students. The running record levels will establish the texts that are used for guided reading in Tier 1 instruction. Comprehension and phonic essential skill deficits are identified through BAS and will be retaught during Tier 2 instruction by classroom teachers. Remediation will be done by RTI Specialists and RSP Teachers during Tier 3 instruction.
		
		Data Talks, using BAS disaggregated data, will allow for data-informed instructional planning with a focus on meeting the needs of our student groups that are not meeting grade level benchmarks.
			1.1 - CAASPP English Language Arts -% Students Meeting/ Exceeding Standards - Grades 3 - 8 & 11
			
			1.2 - CAASPP Mathematics
			  • % Students Meeting/ Exceeding Standards - Grades 3
			  • 8 & 11
			
			1.3 - CAASPP ELA and Mathematics - % Students Meeting EAP Standards - Grade 11
			
			1.5 - BAS 2-5 scores -% of student meeting end of the year BAS benchmarks

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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
1.10	**Action:** Intervention Management Software **Need:** Grades are an important measure for students and families to stay informed of academic success. During the 23-24 school year 2.1% of Canyon students received and F on their Semester 1 report card. African American students had 3.5% of the F marks, Latinx students had 3.8% of the F marks, EL students had 5.3% of the F marks. **Scope:** Schoolwide	The use of these resources will help support identified student groups perform better and earn higher grades in math and English classes.	1.14 - Intervention Software Metric
1.11	**Action:** CVHS Supports **Need:** Graduating from high school A-G eligible ensures that students have access to post secondary education in California. CVUSD Latinx and African American/Black students have disproportionately lower A-G (UC/CSU) completion rates compared to the overall student population. For the 22-23 school-year (most recent data), 70% of CVUSD seniors graduated meeting the A-G requirements. 57% of African American/Black senior students graduated meeting A-G requirements and 44% of Latinx senior students graduated meeting A-G requirements.	Our AVID, Puente, and ELD teams work closely with our AVID, Puente, and ELD students and families to ensure they have the necessary supports to complete high school A-G eligible. The AVID, Puente, and ELD programs provide resources, academic support, and field trips to better prepare students for post-secondary options. Professional development opportunities for teachers and staff focused on AVID, Puente, and EL strategies help to ensure students receive the best possible supports and instruction from these resources.	1.9 - University of California a-g Completion Rates

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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: Schoolwide		
2.1	**Action:** Supervision of direct service counselor interns Clinical Supervision **Need:** In the years since 2020, the need for mental health services and supports for our students has grown as indicated from increases in the number of students reporting to have considered suicide in our California Healthy Kids Survey results in the 2021-2022 school year including 14%, 17%, 19% and 30% for grades 7, 9, 11, and alternative education, respectively. **Scope:** Schoolwide	With the increase of clinical supervision support, CVUSD will be able to add up to 10 Social Worker interns to our behavioral health team which will increase the volume of services by up to 30%. These services include group, individual, and drop-in therapy for students.	2.1 - # of additional students provided individual or group counseling by the interns
2.2	**Action:** Social Workers/Counselors Coordinator of Behavioral Health PBIS Coordinator Director of Student Services **Need:** Our Homeless and Foster students experience many barriers to education and have experienced disproportionately negative	Our Behavioral Health team are the primary staff assigned for case management of our Homeless and Foster students as well as coordination of resources to support these students and their families. With these students being the primary responsibility of the Behavioral Health team, they will receive advocacy, support, and resources to ensure that barriers to accessing their education are addressed. Additionally, our Behavioral Health Team will work with site teams to support students being in school and reduce chronic absenteeism. There will be a targeted focus on Vannoy Elementary School to address the subgroups as	2.2 - CDE Reported Attendance Rates & Chronic Absenteeism

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	outcomes in comparison to most other peer groups. While CVUSD successfully improved under a Differentiated Assistance process focused on Homeless students 5 years ago, we have since experienced instances of poor outcomes for our Homeless students as well as for our students in Foster care. In the 2022-2023 school year, Homeless students experienced an absenteeism rate of 38.4% and Foster students experienced an absenteeism rate of 64.3%. The following sites and/or student groups were in red for Chronic Absenteeism as indicated on the 2022-23 dashboard: Castro Valley Elementary: Hispanic: 38.2%, Two or More Races: 22.7% and White students: 25.8%; Marshall Elementary: Asian: 11.2% and SWD: 32.9%; Proctor Elementary: SWD: 30.6%; and Vannoy Elementary: All students: 20.1%, Two or More Races: 22.2%, SED 31.7% and SWD 37.2%. **Scope:** LEA-wide	well as All Students being in red for chronic absenteeism.	
2.3	**Action:** Wellness Center **Need:** Despite having a large and well-designed Wellness Center that is filled with several Health Staff and Partners, there is difficulty for students to access these resources without a	Having dedicated Wellness Center Personnel to help manage the front desk results in structured triage for students which allows more students to access resources. This, including the ability to provide snacks to encourage students to visit during break and lunch, encourages students to access resources while minimizing the amount of class time missed.	2.3 - Volume of students served at the CVHS Wellness Center 2.10 - Facilities Inspection Tool

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
	dedicated front desk. Without dedicated front desk staff, access to resources is limited to appointment-only which is not responsive to the considerable drop-in need that students demonstrate. 239 students are provided service at the Castro Valley High School Wellness Center without a dedicated staff member at the front desk. **Scope:** LEA-wide		
2.4	**Action:** Second Step Licenses & Software **Need:** In the previous and current school year, we have seen an increase in the number of students suspended compared to historical figures including this 23-24 school year at Creekside Middle School whose 5.2% suspension rate is more than double the suspension rate for the entire school district. There are 15 cumulative suspensions for our Elementary schools which is a 50% increase from pre-pandemic cumulative figures. **Scope:** LEA-wide	The Second Step digital program provides a vast toolkit of lessons to help staff teach and reteach prosocial behaviors to students both before and after behavioral incidents. Replacing exclusionary discipline with these lessons will help reduce the number of suspensions and repeat behaviors.	2.4 - Cumulative Suspension Rate (Elementary) 2.5 - Suspension Rates (Creekside Middle School)
2.5	**Action:** Social Emotional Learning **Need:**	Ensuring that we have well-trained and well-supplied staff to drive PBIS programs at each school site will reduce the number of major behavioral incidents.	2.6 - CDE Reported Suspension Rates 2.11 - Middle School/ High School Dropout Rates - %

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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
	We have experienced higher numbers of suspensions in the current and previous year including disproportionate suspension rates for historically marginalized student groups. In the 2022-2023 school year, 11.8% of Foster students, 7.8% of Homeless students, and 2.6% of English Learner students were suspended at least once. **Scope:** LEA-wide		2.12 -CDE Reported Expulsion Rates - %
2.6	**Action:** Social Worker at Canyon Eden Counseling at Middle Schools Social Worker at Redwood HS **Need:** As indicated through social and emotional health indicators in the 2022-2023 California Healthy Kids Survey, there is a need to provide more mental health resources through additional Behavioral Health staff as our 7th grade, 9th grade, 11th grade, and alternative education students reported respective rates of social emotional distress of 26%, 31%, 40%, and 33%. Additionally, CDE suspension data indicated the following suspension percentages at Canyon Middle School: Overall 9.8%, African American 20%, EL 14.3%, Hispanic or Latino	Our Behavioral Health staff are the primary case managers for most all of our unduplicated students. Providing Redwood HS and Canyon MS each with a dedicated Social Worker ensures that schools with larger volumes of students categorized as unduplicated receive sufficient staffing to support case management, resourcing, advocacy, and improved mental health outcomes. The additional Eden Counseling will further improve mental health outcomes and lower suspension rates for our unduplicated students at our secondary schools. Additionally, our Behavioral Health Team will work with Canyon and Creekside staff to support students being in school and reduce chronic absenteeism.	2.2 - CDE Reported Attendance Rates & Chronic Absenteeism 2.6 - CDE Suspension Rates

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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
	13.6%, SED 15.4%, SWD 14.0%, and Two or more races 12.0%. The following sites and/or student groups were in red for Chronic Absenteeism as indicated on the 2022-23 dashboard: Canyon Middle School: Two or More Races: 22.5% and White Students: 21.3%; and Creekside Middle School: Hispanic Students 20.4% **Scope:** Schoolwide		
2.7	**Action:** Transition Support Program **Need:** CVHS is a large comprehensive high school with over 2700 students. As 9th graders transition to the high school it is important for them to feel supported and connected to the school community to help ensure positive attendance. The overall average attendance rate from Aug-Oct for the 2023-24 school year was 94.6%. **Scope:** Schoolwide	The LinkCrew program is a research based program that brings staff and students from CVHS together to put strategic supports in place for incoming 9th grade students to help ensure they feel connected and supported as they transition to high school.	2.7 - CDE Reported Attendance Rates Attendance Rates (Aug-Oct)
2.8	**Action:** Professional Development for Counselors, Social Workers, Campus Monitors, PBIS Release Days	Training school safety teams in de-escalation and youth mental health, training counselors and social workers in healing-centered practices, and training PBIS leads in effective systems coordination will	2.6 - CDE Reported Suspension Rates

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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: We have experienced a high number of student suspensions over the last two years, including disproportionate rates of suspension for historically marginalized groups of students, compared to historical suspension figures. In the 2022-2023 school year, 11.8% of Foster students, 7.8% of Homeless students, and 2.6% of English Learner students were suspended at least once. **Scope:** LEA-wide	have a collective impact on the number of major behavioral incidents.	
2.9	**Action:** Mariachi Program **Need:** Voice and music class enrollment rates show that Hispanic or Latinx students participate at disproportionately lower levels. The Castro Valley High School marching band is the largest music-based group in our school district and has an 11.86% participation rate for Hispanic/Latinx students while district enrollment is 24% for the same student group. **Scope:** LEA-wide	Providing a robust, cost-free music program to students that encourages higher enrollment rates of Hispanic or Latinx students will result in increased participation in voice and music classes. Because a large portion of our English Learning students are Hispanic or Latinx, we will see this unduplicated student group participate at higher rates as well.	2.8 - Percentage of Hispanic or Latinx students participating in voice & music classes
2.10	**Action:** AVID and Puente Field Trips **Need:**	Our AVID and Puente teams work closely with our AVID and Puente students and families to ensure they have the necessary supports to complete high school A-G eligible. The AVID and Puente programs provide resources, academic support,	2.9 - University of California a-g Completion Rates

2024-25 Local Control and Accountability Plan for Castro Valley Unified School District

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
	Graduating from high school A-G eligible ensures that students have access to post secondary education in California. CVUSD Latinx and African American/Black students have disproportionately lower A-G (UC/CSU) completion rates compared to the overall student population. For the 22-23 school-year (most recent data), 70% of CVUSD seniors graduated meeting the A-G requirements. 57% of African American/Black senior students graduated meeting A-G requirements and 44% of Latinx senior students graduated meeting A-G requirements. **Scope:** Schoolwide	and field trips to better prepare students for post-secondary options.	
3.1	**Action:** Parent & Community Outreach and Participation **Need:** Our Hispanic or Latinx students experience disproportionate outcomes in a number of metrics in our schools including 2022-2023 chronic absenteeism of 26.8% (one of our highest), suspension rate of 4.5% (one of our highest), and both Math and ELA dashboard performance measures in the orange. On the 2022-23 CAASPP assessment, 26.62% of SWD met standards in ELA compared to 67.54% of all students. 22.28% of	By focusing on parent engagement initiatives for our SWD and Hispanic and Latinx families, including efforts by our full-time Parent and Community Liaison, we are able to strengthen partnership with these parents to improve student outcomes.	3.1 - # of Spanish speaking parents graduating from the Parent Institute for Quality Education (PIQE) program 3.4 - CASEMIS Annual Performance Report - %

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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
	SWD met standards in Math compared to 58.12% of all students. **Scope:** LEA-wide		
3.2	**Action:** Parent Outreach Materials **Need:** Our historically marginalized students experience disproportionately negative outcomes in a number of different metrics. In the 2022-2023 school year, Homeless students experienced an absenteeism rate of 38.4%, Foster students experienced an absenteeism rate of 64.3%, and English Learners experienced an absenteeism rate of 18%. In this same time, 11.8% of Foster students, 7.8% of Homeless students, and 2.6% of English Learner students were suspended at least once. **Scope:** LEA-wide	By strengthening our partnership with the parents of historically marginalized students and by including them in the educational process of their students, we will see improved outcomes for these students. Being able to provide materials to families as well as food during evening meetings improves the level of meaningful participation.	3.2 - Parent Affinity Group Survey Responses
3.3	**Action:** Support for foster students and students facing unstable housing **Need:** Our Homeless and Foster students experience barriers to school access including transportation, basic needs, and academic	Providing transportation resources, staffing for distribution of basic needs resources, and academic supports will encourage improved attendance, participation, and achievement for this very vulnerable student population.	3.3 - CDE Reported Attendance Rates - Foster Youth & McKinney Vento

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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 needs. This is demonstrated in proportionally low metrics compared to peers in a number of metrics including absenteeism rates of 38.4% (Homeless) and 64.3% (Foster) in the 2022-2023 school year. **Scope:** LEA-wide		

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

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.

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.

This does not apply to our district.

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

2024-25 Local Control and Accountability Plan for Castro Valley Unified School District

2024-25 Total 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	$101,358,630	$8,510,069.00	8.396%	0.537%	8.933%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$9,143,571.00	$166,312.00			$9,309,883.00	$8,100,198.00	$1,209,685.00

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	Multi-Tiered Systems of Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,316,363.00	$51,246.00	$2,367,609.00				$2,367,609.00	
1	1.2	Early Academic Outreach	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alma State Preschool Preschool	Ongoing	$94,532.00	$0.00	$94,532.00				$94,532.00	
1	1.3	English Language Learner supports	English	Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$1,004,878.00	$59,696.00	$1,064,574.00				$1,064,574.00	
1	1.4	College Readiness and academic success programs - Advancement Via Individual Determination (AVID) and Puente	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Schools with AVID Programs: CVHS, Canyon, Creekside, Marshall, Palomares, Stanton, Vannoy and Independent	Ongoing	$41,495.00	$235,057.00	$276,552.00				$276,552.00	
1	1.5	Academic Supports & Interventions	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,724,761.00	$25,500.00	$1,750,261.00				$1,750,261.00	

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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	1.6	Credit Recovery	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$57,500.00	$57,500.00				$57,500.00	
1	1.7	Professional Development	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$22,310.00	$20,819.00	$43,129.00				$43,129.00	
1	1.8	RTI Software (Lexia) Leveled Readers Books and IXL Math	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$25,209.00	$25,209.00				$25,209.00	
1	1.9	BAS Subs/Release Days	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools TK-5	Ongoing	$55,231.00	$0.00	$55,231.00				$55,231.00	
1	1.10	Intervention Management Software	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Canyon & Creekside Middle Schools	Ongoing	$0.00	$7,500.00	$7,500.00				$7,500.00	
1	1.11	CVHS Supports	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Castro Valley High School	Ongoing	$495,972.00	$55.00	$496,027.00				$496,027.00	
2	2.1	Supervision of direct service counselor interns Clinical Supervision	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools	Ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	
2	2.2	Social Workers/Counselors Coordinator of Behavioral Health PBIS Coordinator Director of Student Services	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,947,852.00	$0.00	$1,947,852.00				$1,947,852.00	
2	2.3	Wellness Center	English Foster	Learners Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$55,776.00	$1,700.00	$57,476.00				$57,476.00	

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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										
2	2.4	Second Step Licenses & Software	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$12,000.00	$12,000.00				$12,000.00	
2	2.5	Social Emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$94,106.00	$94,106.00				$94,106.00	
2	2.6	Social Worker at Canyon Eden Counseling at Middle Schools Social Worker at Redwood HS	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Canyon Middle School, Creekside Middle School, Redwood High School	Ongoing	$113,206.00	$163,000.00	$276,206.00				$276,206.00	
2	2.7	Transition Support Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Castro Valley High School	Ongoing	$9,904.00	$500.00	$10,404.00				$10,404.00	
2	2.8	Professional Development for Counselors, Social Workers, Campus Monitors, PBIS Release Days	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$11,700.00	$5,073.00	$16,773.00				$16,773.00	
2	2.9	Mariachi Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$101,781.00	$101,781.00				$101,781.00	
2	2.10	AVID and Puente Field Trips	Low Income	Yes	Schoolwide	Low Income	Specific Schools: Schools with AVID programs: CVHS, Canyon, Creekside, Marshall, Palomares, Stanton,	Ongoing	$10,730.00	$12,300.00	$23,030.00				$23,030.00	

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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
							Vannoy and Independent									
3	3.1	Parent & Community Outreach and Participation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$132,176.00	$157,193.00	$289,369.00				$289,369.00	
3	3.2	Parent Outreach Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$16,450.00	$16,450.00				$16,450.00	
3	3.3	Support for foster students and students facing unstable housing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$45,000.00	$45,000.00				$45,000.00	
4	4.1	Wellness Counseling	All	No				Ongoing	$0.00	$65,000.00		$65,000.00			$65,000.00	
4	4.2	Increase School-wide Community Building Opportunities	All	No				Ongoing	$2,000.00	$18,000.00		$20,000.00			$20,000.00	
4	4.3	Reduce Class size and increase access to extra-curricular activities	All	No				Ongoing	$51,312.00	$10,000.00		$61,312.00			$61,312.00	
4	4.4	Increase Access to Professional Development	All	No				Ongoing	$10,000.00	$10,000.00		$20,000.00			$20,000.00	

2024-25 Local Control and Accountability Plan for Castro Valley Unified School District

2024-25 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
$101,358,630	$8,510,069.00	8.396%	0.537%	8.933%	$9,143,571.00	0.000%	9.021 %	**Total:**	$9,143,571.00
								LEA-wide Total:	$7,889,089.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,254,482.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Multi-Tiered Systems of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,367,609.00	
1	1.2	Early Academic Outreach	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alma State Preschool Preschool	$94,532.00	
1	1.3	English Language Learner supports	Yes	LEA-wide	English Learners	All Schools	$1,064,574.00	
1	1.4	College Readiness and academic success programs - Advancement Via Individual Determination (AVID) and Puente	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Schools with AVID Programs: CVHS, Canyon, Creekside, Marshall, Palomares, Stanton, Vannoy and Independent	$276,552.00	
1	1.5	Academic Supports & Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,750,261.00	

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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	1.6	Credit Recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$57,500.00	
1	1.7	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$43,129.00	
1	1.8	RTI Software (Lexia) Leveled Readers Books and IXL Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,209.00	
1	1.9	BAS Subs/Release Days	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools TK-5	$55,231.00	
1	1.10	Intervention Management Software	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Canyon & Creekside Middle Schools	$7,500.00	
1	1.11	CVHS Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Castro Valley High School	$496,027.00	
2	2.1	Supervision of direct service counselor interns Clinical Supervision	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools	$15,000.00	
2	2.2	Social Workers/Counselors Coordinator of Behavioral Health PBIS Coordinator Director of Student Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,947,852.00	
2	2.3	Wellness Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$57,476.00	
2	2.4	Second Step Licenses & Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,000.00	
2	2.5	Social Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$94,106.00	

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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	2.6	Social Worker at Canyon Eden Counseling at Middle Schools Social Worker at Redwood HS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Canyon Middle School, Creekside Middle School, Redwood High School	$276,206.00	
2	2.7	Transition Support Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Castro Valley High School	$10,404.00	
2	2.8	Professional Development for Counselors, Social Workers, Campus Monitors, PBIS Release Days	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,773.00	
2	2.9	Mariachi Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$101,781.00	
2	2.10	AVID and Puente Field Trips	Yes	Schoolwide	Low Income	Specific Schools: Schools with AVID programs: CVHS, Canyon, Creekside, Marshall, Palomares, Stanton, Vannoy and Independent	$23,030.00	
3	3.1	Parent & Community Outreach and Participation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$289,369.00	
3	3.2	Parent Outreach Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,450.00	
3	3.3	Support for foster students and students facing unstable housing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,000.00	

2024-25 Local Control and Accountability Plan for Castro Valley Unified School District

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$103,379,430.02	$113,598,659.00

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	Multi-Tiered Systems of Support	Yes	$1,931,754.00	$2,166,981.00
1	1.2	Culturally responsive instructional practices	Yes	$1,543,009.38	$1,711,238.00
1	1.3	Early Academic Outreach	Yes	$87,161.00	$94,454.00
1	1.4	English Language Learner (ELL) paraeducators (.22 FTE) and EL TOSA	Yes	$532,869.00	$587,790.00
1	1.5	Stipends for English Learner Mentor teachers	Yes	$58,519.00	$21,628.00
1	1.6	College Readiness and academic success programs - Advancement Via Individual Determination (AVID) and Puente	Yes	$438,688.00	$431,098.00
1	1.7	Academic Supports & Interventions	Yes	$208,101.00	$224,429.00
1	1.8	Teacher reference materials for RTI and Equity work	Yes	$3,195.00	$2,740.00
1	1.9	Credit Repair, recovery and restoration	Yes	$1,153,942.00	$664,983.00
1	1.10	Professional Development	Yes	$357,484.00	$271,414.00

2024-25 Local Control and Accountability Plan for Castro Valley Unified School District

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	1.11	RTI Software (Lexia) Leveled Readers Books	Yes	$31,267.00	$43,136.00
1	1.12	AVID Pathway Training/Conferences	Yes	$155,416.00	$78,860.00
1	1.13	BAS Subs/Release Days	Yes	$50,563.00	$52,736.00
1	1.14	AVID Field Trips	Yes	$30,000.00	$20,827.00
1	1.15	Intervention Management Software	Yes	$6,800.00	$7,050.00
1	1.16	CVHS Supports	Yes	$766,151.00	$820,379.00
2	2.1	Address Facilities Needs	No	$128,489.00	$139,519.00
2	2.2	Maintain clean/safe schools:	No	$120,101.00	$130,366
2	2.3	Ensure properly qualified teachers. (District Equity Action Plan – Action #9)	No	$88,664,824.64	$99,468,896.00
2	2.4	Ensure adequate materials for students	No	$2,795,117.00	$2,287,580.00
3	3.1	Parent and community Outreach	Yes	$294,840.00	$286,696.00
3	3.2	Mariachi Program	Yes	$115,974.00	$71,840.00
3	3.3	Black Minds Matter	Yes	$1,000.00	$1,000.00
3	3.4	Parent outreach materials	Yes	$19,995.00	$17,001.00

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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	3.5	Support for students facing unstable housing	Yes	$62,058.00	$71,536.00
4	4.1	Supervision of direct service counselor interns Clinical Supervision	Yes	$15,000.00	$13,000.00
4	4.2	Social Workers Coordinator of Behavioral Health	Yes	$2,404,040.00	$2,447,513.00
4	4.3	Teacher on Special Assignment	Yes	$54,040.00	$50,187.00
4	4.4	Wellness Center Clerical Support	Yes	$49,524.00	$54,032.00
4	4.5	Second Step Licenses & Software	Yes	$11,380.00	$11,723.00
4	4.6	Social Emotional Learning	Yes	$197,924.00	$160,827.00
4	4.7	Counselor @ Canyon Eden Counseling (CMS&CRK) New counselor @ RedwoodHS	Yes	$1,049,512.00	$1,137,424.00
4	4.8	Transition Support Program	Yes	$38,242.00	$47,383.00
4	4.9	Counseling PD	Yes	$2,450.00	$2,393.00

2024-25 Local Control and Accountability Plan for Castro Valley Unified School District

2023-24 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)
$7,473,808.00	$7,940,618.55	$7,889,091.00	$51,527.55	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	1.1	Multi-Tiered Systems of Support	Yes	$1,366,272.00	$1,584,312.00	0%	
1	1.2	Culturally responsive instructional practices	Yes	$1,069,292.55	$1,258,750.00	0%	
1	1.3	Early Academic Outreach	Yes	$87,161.00	$94,454.00	0%	
1	1.4	English Language Learner (ELL) paraeducators (.22 FTE) and EL TOSA	Yes	$349,705.00	$411,488.00	0%	
1	1.5	Stipends for English Learner Mentor teachers	Yes	$58,519.00	$21,628.00	0%	
1	1.6	College Readiness and academic success programs - Advancement Via Individual Determination (AVID) and Puente	Yes	$141,810.00	$158,295.00	0%	
1	1.7	Academic Supports & Interventions	Yes	$208,101.00	$224,429.00	0%	
1	1.8	Teacher reference materials for RTI and Equity work	Yes	$1,620.00	$2,740.00	0%	
1	1.9	Credit Repair, recovery and restoration	Yes	$1,033,023.00	$523,539.00	0%	
1	1.10	Professional Development	Yes	$80,000.00	$61,755.00	0%	
1	1.11	RTI Software (Lexia) Leveled Readers Books	Yes	$31,267.00	$43,136.00	0%	

2024-25 Local Control and Accountability Plan for Castro Valley Unified School District

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	1.12	AVID Pathway Training/Conferences	Yes	$155,416.00	$78,860.00	0%	
1	1.13	BAS Subs/Release Days	Yes	$50,563.00	$52,736.00	0%	
1	1.14	AVID Field Trips	Yes	$30,000.00	$20,827.00	0%	
1	1.15	Intervention Management Software	Yes	$6,800.00	$7,050.00	0%	
1	1.16	CVHS Supports	Yes	$766,151.00	$820,379.00	0%	
3	3.1	Parent and community Outreach	Yes	$264,556.00	$278,813.00	0%	
3	3.2	Mariachi Program	Yes	$115,974.00	$71,840.00	0%	
3	3.3	Black Minds Matter	Yes			0%	
3	3.4	Parent outreach materials	Yes	$10,050.00	$10,935.00	0%	
3	3.5	Support for students facing unstable housing	Yes	$10,000.00	$46,144.00	0%	
4	4.1	Supervision of direct service counselor interns Clinical Supervision	Yes	$15,000.00	$13,000.00	0%	
4	4.2	Social Workers Coordinator of Behavioral Health	Yes	$797,152.00	$743,217.00	0%	
4	4.3	Teacher on Special Assignment	Yes	$54,040.00	$50,187.00	0%	
4	4.4	Wellness Center Clerical Support	Yes	$49,524.00	$54,032.00	0%	
4	4.5	Second Step Licenses & Software	Yes	$11,380.00	$11,723.00	0%	
4	4.6	Social Emotional Learning	Yes	$112,924.00	$86,265.00	0%	
4	4.7	Counselor @ Canyon Eden Counseling (CMS&CRK) New counselor @ RedwoodHS	Yes	$1,023,626.00	$1,108,781.00	0%	
4	4.8	Transition Support Program	Yes	$38,242.00	$47,383.00	0%	

2024-25 Local Control and Accountability Plan for Castro Valley Unified School District

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)
4	4.9	Counseling PD	Yes	$2,450.00	$2,393.00	0%	

To Add a Row: Click "Add Row."
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 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)
$100,628,743	$7,473,808.00	0.95%	8.377%	$7,889,091.00	0.000%	7.840%	$540,690.06	0.537%

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.

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.

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.

- 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.

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

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) 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) (California Legislative Information)](#) 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 (California Legislative Information)](#);

  - **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 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **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:

  o 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) (California Legislative Information) 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.

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.

  o 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.

  o 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.

  o 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.

  o 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.

  o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

    o 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.

    o 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
- 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.

- 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.

- 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.

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.

  o 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.

- o **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.

- o **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).

  - o **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.

  - o **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)**

o 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**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o 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**

  o 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)**

  o 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 (%)**

  o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  o 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)**

  o 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 %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o 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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