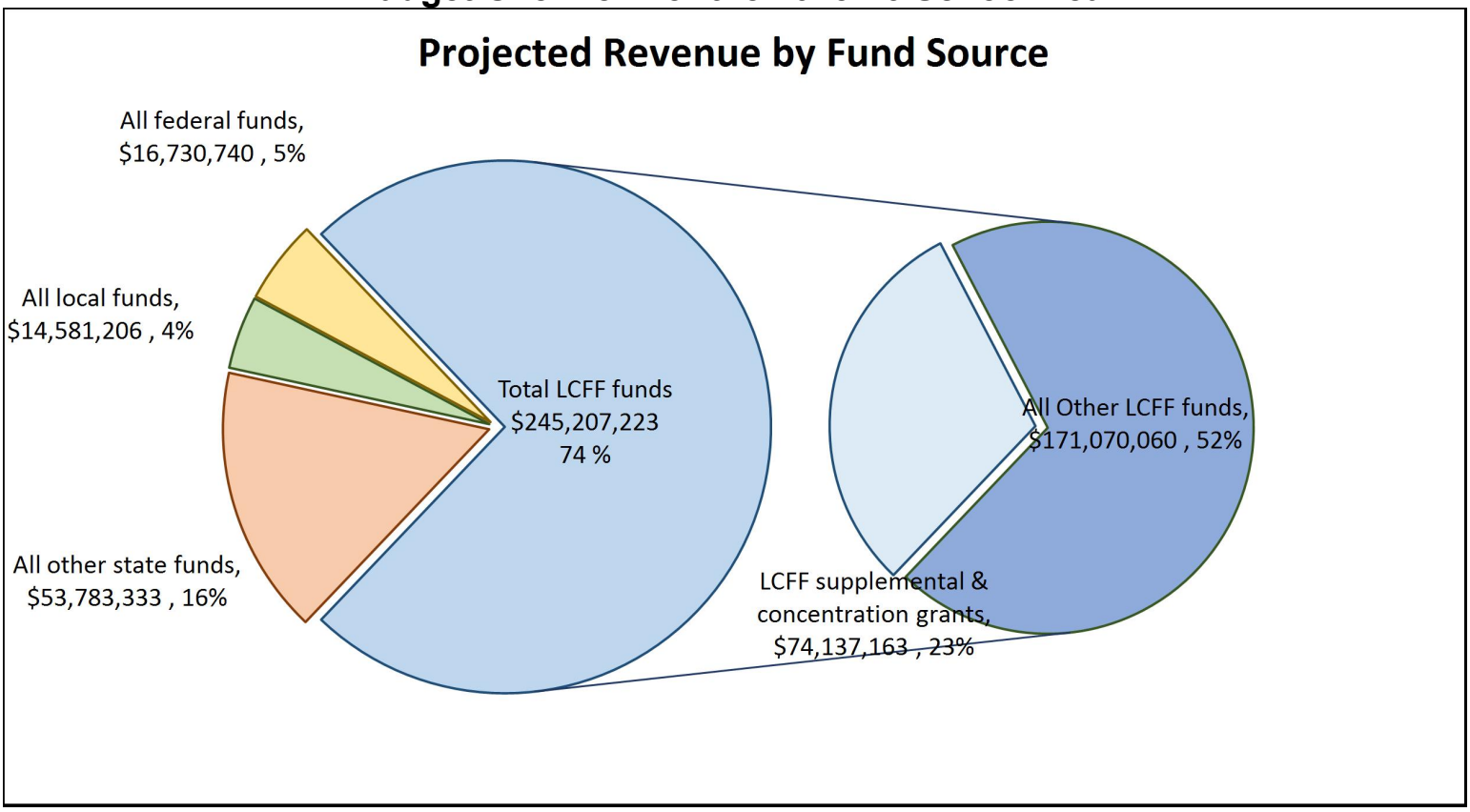
Board Adopted: 6/26/2025
RCOE Approved: 8/29/2025

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Coachella Valley Unified School District
CDS Code: 33-73676-0000000
School Year: 2025-26
LEA contact information:
Dr. Frances Esparza
Superintendent
frances.esparza@cvusd.us
760-399-5137

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

## Budget Overview for the 2025-26 School Year

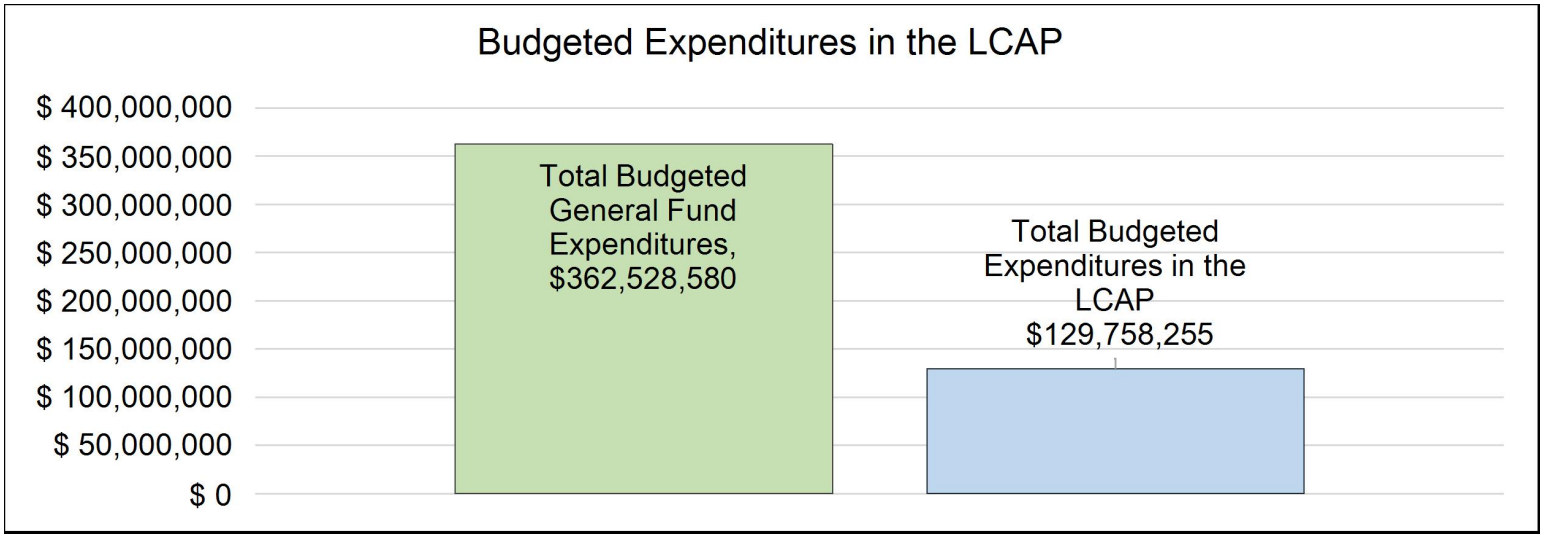



This chart shows the total general purpose revenue Coachella Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Coachella Valley Unified School District is $330,302,502, of which $245,207,223 is Local Control Funding Formula (LCFF), $53,783,333 is other state funds, $14,581,206 is local funds, and $16,730,740 is federal funds. Of the $245,207,223 in LCFF Funds, $74,137,163 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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




This chart provides a quick summary of how much Coachella Valley Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Coachella Valley Unified School District plans to spend $362,528,580 for the 2025-26 school year. Of that amount, $129,758,255 is tied to actions/services in the LCAP and $232,770,325 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Coachella Valley Unified School District plans to spend $362,528,580 for the 2025-26 school year. Of that amount, $129,758,255 is tied to actions/services in the LCAP and $232,770,325 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following: Base expenses in the unrestricted general fund totaling $138.2 million for teachers, support staff and administrator salaries plus benefits, capital outlay projects, as well as other operational expenses, are not included in the LCAP. For the restricted general fund, expenditures not included in the LCAP include:

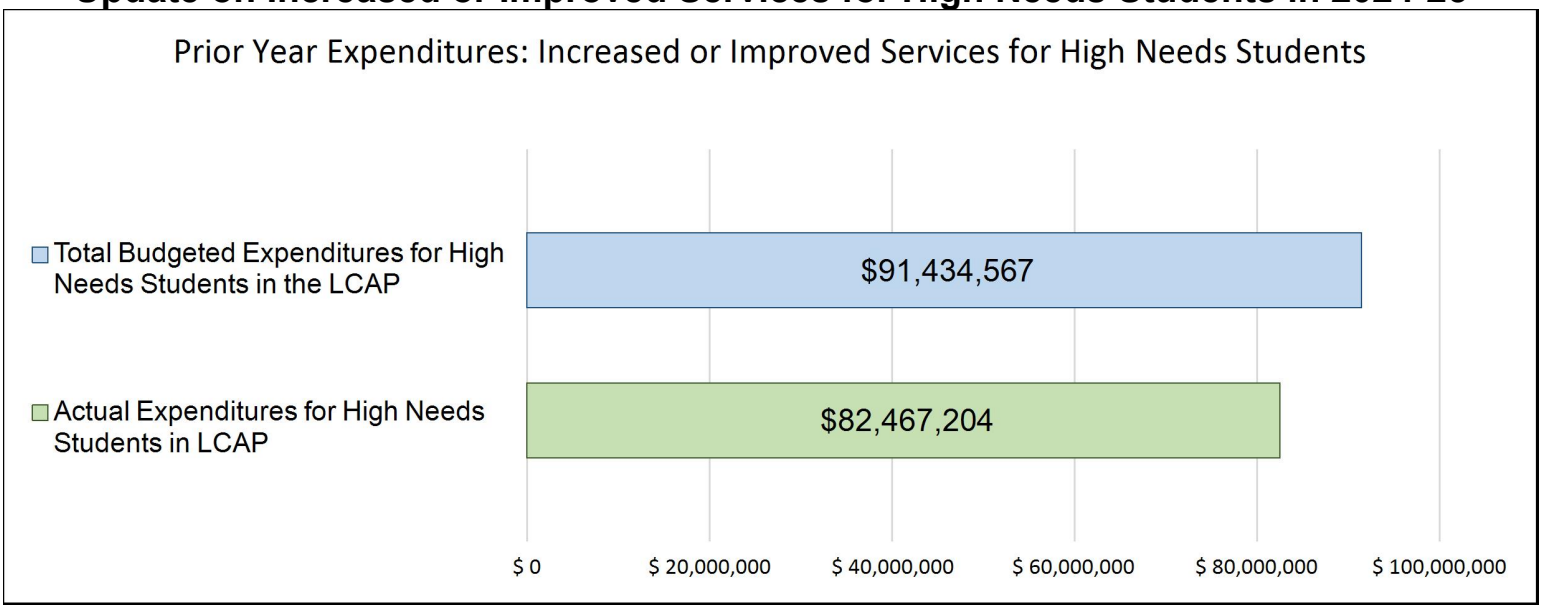
* $58.1 million in Special Education expenses
* $12.6 million in "STRS on Behalf" expenses (contribution to the state teachers retirement system)
* $12.5 million in Ongoing Major Maintenance expenses
* $2.3 million in State funding
* $4.8 million in Local grants
* $3.3 million in Federal funding

## Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Coachella Valley Unified School District is projecting it will receive $74,137,163 based on the enrollment of foster youth, English learner, and low-income students. Coachella Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP.  Coachella Valley Unified School District plans to spend $77,362,607 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 2024-25




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

The text description of the above chart is as follows: In 2024-25, Coachella Valley Unified School District's LCAP budgeted $91,434,567 for planned actions to increase or improve services for high needs students. Coachella Valley Unified School District actually spent $82,467,204 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $8,967,363 had the following impact on Coachella Valley Unified School District's ability to increase or improve services for high needs students:

There was a cost savings for some actions where actual costs were less than anticipated. Several new positions budgeted for went unfilled the entire year, but current services for students were not reduced. Although some proposed positions were not hired, the savings offset most of the impact of the certificated and classified salary increases for the 2024-25 school year. The differences are mainly due to some expenses originally budgeted for in the LCAP being funded with other funding sources not included in the LCAP.

# Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Coachella Valley Unified School District | Dr. Frances Esparza<br>Superintendent | frances.esparza@cvusd.us<br>760-399-5137 |

# Plan Summary [2025-26]

## General Information

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

The Coachella Valley Unified School District (CVUSD) was established in the 1950-51 school year, with the oldest school in the district, Coachella Valley High School, established in 1916. CVUSD encompasses 1,200 square miles of rural farmland and desert in southeast Riverside County, including the communities of Thermal, Coachella, Oasis, Mecca, North Shore, Desert Center, and Indio. CVUSD also includes the community of Salton City which is located approximately 60 miles from the Mexico border in Imperial County. The geographical center of the district is Thermal, which is about 30 miles southeast of Palm Springs. In this geographically sprawling and somewhat isolated district of 15,817 students: 94.40% of students are part of the unduplicated student count (English Learners, Foster Youth, and Socioeconomically Disadvantaged - which is the basis of our LCFF Supplemental Concentration funding); 92.82% of students are from low income households, and 70% of students are transported daily to school. CVUSD is comprised of 21 schools: 14 elementary schools (Transitional Kindergarten - 6th grade) ranging in size from 349 to 961 students; three middle schools (7th - 8th grade) ranging in size from 648 to 989 students; one Middle/High School (7th - 12th grade) with 503 students; two comprehensive high schools (9th – 12th grade) ranging in size from 1,875 to 2,300 students; and one continuation high school with approximately 254 students. The district also serves over 600 students in numerous state and federal programs for preschool children. Operating since 1952, Coachella Valley Adult School is the largest adult school in the Coachella Valley, serving over 3,000 adult students annually.
During the 2024-25 school year, the total enrollment of 15,817 students was comprised of 93.25% Socioeconomically Disadvantaged students, 0.75% Foster Youth, 4.21% Homeless Students, 7.54% Migrant Students, 13.55% students with disabilities, and 40.21% English Learners.

The district goal is for everyone in every school, both students and adults, to have specific and concrete tools for demonstrating and practicing citizenship. The vision of the Coachella Valley Unified School District is that every CVUSD graduate will possess the skill and personal motivation needed to achieve their Personal Dream. CVUSD's 2024-27 LCAP, while remaining cognizant of the socio-emotional needs of our students, will focus on Academic Achievement, including an instructional framework, professional development to build Literacy in English Language Arts and Math, First Best Instruction, Direct Instruction and Gradual Release, Implementing the Science of Reading, and Learning Objectives.

CVUSD has one school identified to receive LCFF Equity Multiplier funding. That school is La Familia High School. The LCFF Equity Multiplier provides additional funding to school districts to allocate to eligible school sites with prior year non-stability rates greater than 25% and prior year socioeconomically disadvantaged pupil rates greater than 70%. In 2023-24, La Familia High School had a non-stability rate of 62.04% and a socioeconomically disadvantaged rate of 86.12%. As such, it is estimated that La Familia High School will receive approximately $331,485 in Equity Multiplier Funds. Equity Multiplier funds must be used to provide evidence-based services and supports for students. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of school district, school and/or student performance.

# Reflections: Annual Performance

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

CA School Dashboard Acronym Key:
ELA - English Language Arts
CCI - College Career Indicator
CA - Chronic Absenteeism
ELPI - English Learner Progress Indicator
GR - Gradation Rate
SUS - Suspension

Student Groups Acronym Key:
SED - Socioeconomically Disadvantaged
EL - English Learner
FOS - Foster Youth
HOM - Homeless
SWD - Students with Disabilities
AA - African American
AI - American Indian
AS - Asian
FI - Filipino
HI - Hispanic
MR - Multiple Races

PI - Pacific Islander
WH - White

SUCCESSES - Based on the 2024 CA School Dashboard:

Chronic Absenteeism:
All Students - declined 5.5% to 36.9% (Yellow)
AA - Declined 14.3% to 35.7% (No Performance Color - less than 30 students)

Suspension:
AA - Declined 10.4% to 7.5% (Yellow)
FY - Declined 4.0% to 4.3% (Green)
HI - Declined 0.3% to 3.5% (Green)

Graduation Rate:
ALL - Increased 6.4% points to - 85.0% (Green)
EL - Increased 9.0% points to - 77.2% (Yellow)
LTEL - Increased 9.4% points to - 77.0% (Yellow)
SWD - Increased 8.8% points to - 75.5% (Yellow)
HOM - Increased 2.8% points to - 77.8% (Yellow)
HI - Increased 6.4% points to - 85.2% (Green)
SED - Increased 6.5% points to - 84.8% (Green)

College/Career Indicator (CCI)
ALL - Increased 7.7% points to - 35.3% (Green)
EL - Increased 5.9% points to - 12.6% (Yellow)
LTEL - Increased 5.7% points to - 11.5% (Yellow)
SWD - Increased 8.0% points to - 10.8% (Yellow)
HOM - Increased 10.4% points to - 24.1% (Yellow)
HI - Increased 7.8% points to - 35.6% (Green)
SED - Increased 7.8% points to - 34.8% (Green)

CAASPP ELA - Distance from Standard (DFS)
ALL - Increased 6.9 points to - 61.7 points (Yellow)
EL - Increased 4.9 points to - 84.6 points (Orange)
AI - Increased 33.6 points to -76.9 points (No Performance Color - less than 30 students)
HOM - Increased 19.2 points to - 83.3 points (Orange)
FY - Increased 10.4 points to -97.8 points (Red)
SWD - Increased 4.0 points to -127.3 points (Orange)
WH - Increased 15.0 points to - 51.1 points (Yellow)

SED - Increased 4.8 points to - 66.9 points (Yellow)
HI - Increased 6.7 points to - 61.7 points (Yellow)

CAASPP Math - Distance from Standard (DFS)
ALL - Increased 8.5 points to - 101.5 points (Orange)
EL - Increased 6.4 points to - 115.9 points (Orange)
AI - Increased 10.4 points to -135.1 points (No Performance Color - less than 30 students)
HI - Increased 8.5 points to - 101.6 points (Orange)
SED - Increased 5.1 points to - 108.3 points (Orange)
WH - Increased 16.0 points to - 82.1 points (Yellow)
MR - Increased 47.1 points to - 129.2 points (No Performance Color - less than 30 students) Multiple Races

Successes Summary Based on the 2024 CA School Dashboard

The 2024 CA School Dashboard data reflects significant and commendable successes for CVUSD across multiple performance indicators, underscoring the district's focused efforts to improve student outcomes and equity across student groups.

Most notably, the Graduation Rate saw a substantial overall increase of 6.4 percentage points, bringing the district to 85.0% and earning a Green performance rating. This growth was mirrored across key student groups, including English Learners (+9.0%), Long-Term English Learners (+9.4%), Students with Disabilities (+8.8%), and Socioeconomically Disadvantaged students (+6.5%), with several groups reaching the Yellow or Green performance bands. These gains demonstrate the district's commitment to supporting historically underserved students toward on-time graduation.

The College/Career Indicator (CCI) also experienced strong gains, improving by 7.7 percentage points overall, which elevated the district to a Green performance level. Significant progress was made by Homeless students (+10.4%), Students with Disabilities (+8.0%), and Socioeconomically Disadvantaged students (+7.8%). These improvements signal meaningful progress in preparing students for postsecondary opportunities and reflect the district's effective implementation of college and career readiness supports.

Academic achievement, as measured by CAASPP ELA and Math Distance from Standard (DFS), showed encouraging improvements. Overall, ELA DFS improved by +6.9 points, while Math DFS improved by +8.5 points, with notable subgroup gains including a +33.6 point increase for the American Indian student group in ELA and a +47.1 point increase for the Multiple Races student group in Math. These marked improvements suggest that targeted instructional strategies and interventions are having a positive impact, even as the district continues to address persistent achievement gaps.

In terms of school climate, Chronic Absenteeism decreased notably, dropping 5.5 percentage points overall, and Suspension rates declined across multiple student groups, including a 10.4% decrease for African American students and a 4.0% decrease for Foster Youth, signaling improvements in school engagement and student supports.

Additionally, it is a major accomplishment that all but one school exited ATSI status, and two of the three identified CSI schools successfully exited CSI based on the 2024 Dashboard results. This underscores the district's effective use of resources, evidence-based interventions, and school improvement strategies aligned with state and federal accountability requirements.

Overall, these positive trends reflect the district's strategic focus on continuous improvement, equity, and student-centered practices, and they demonstrate promising momentum toward achieving the goals outlined in the LCAP. Continued focus on sustaining and building upon these gains will be critical as the district moves forward.

CHALLENGES - Based on the 2024 CA School Dashboard:

Chronic Absenteeism:
AI - Increased 1.7% to 63.9% (Red)
AS - Increased 5.8% to 30.8% (No Performance Color - less than 30 students) Asian

Suspension:
MR - Increased 4.8% to 9.2% (No Performance Color - less than 30 students) Multiple Races
WH - Increased 2.2% to 4.9%

Graduation Rate:
N/A - All student groups showed an increase in their graduation rate on the 2024 CA School Dashboard

College/Career Indicator CCI:
All student groups showed an increase in their graduation rate on the 2024 CA School Dashboard, however, the following student groups have CCI rates that are more than 20% below that of the ALL student group rate of 35.3%:
EL - 12.6% (Yellow)
LTEL - 11.5% (Yellow)
HOM - 10.4% (Yellow)
SWD - 10.8% (Yellow)

CAASPP ELA - Distance from Standard (DFS)
FY - Declined 10.4 points to - 97.8 points (Red)
AA - Declined 16.6 points to -112.4 points (No Performance Color - less than 30 students)

CAASPP Math - Distance from Standard (DFS)
AA - Declined - 8.1 points to - 168.3 points (Red)
LTEL - Declined - 2.2 points to -184.5 points (Red)
FY - Declined - 13.9 points to -150.6 points (Red)
HOM - Declined - 8.9 points to -124.7 points (Red)

Challenges Summary Based on the 2024 CA School Dashboard
While the 2024 CA School Dashboard reflects important gains, the data also highlight several persistent challenges that require focused attention and strategic response in the LCAP.

One key challenge is the performance of Long-Term English Learners (LTELs), a group reported separately for the first time in 2024. Although LTELs showed positive movement in some areas, they continue to perform significantly below the ALL student group on critical indicators, particularly the College/Career Indicator (11.5% vs. 35.3%) and CAASPP Math, where they experienced a decline of 2.2 points, deepening their distance from standard to -184.5 points (Red performance level). This underscores an urgent need for targeted support tailored to the unique academic and language development needs of this group.

The College/Career Indicator (CCI) remains a significant challenge across several key student groups, including English Learners (12.6%), Long-Term English Learners (11.5%), Homeless students (10.4%), and Students with Disabilities (10.8%). These rates are more than 20 percentage points below the overall CCI rate of 35.3%, highlighting ongoing gaps in preparing these students for postsecondary success.

In the area of academic achievement, several student groups experienced declines in performance on the CAASPP assessments. Notably, the Foster Youth (FY) group saw a 10.4-point decline in ELA (Red) and a 13.9-point decline in Math (Red), while African American students (AA) declined by 16.6 points in ELA and 8.1 points in Math. Homeless students (HOM) also declined by 8.9 points in Math (Red). These setbacks reveal continued struggles in closing achievement gaps and point to the need for sustained, evidence-based academic interventions.

Chronic Absenteeism remains another pressing challenge, particularly for the American Indian student group, which saw an increase of 1.7 percentage points, reaching 63.9% (Red) — the highest rate among all groups. Asian students also saw a notable increase of 5.8 percentage points to 30.8%. Chronic absenteeism at these levels can severely undermine academic progress and engagement, signaling a need for stronger attendance monitoring and support systems.

Finally, suspension rates increased among specific groups, notably students of Multiple Races (up 4.8% to 9.2%) and White students (up 2.2% to 4.9%), emphasizing the need for continued implementation of positive behavior supports and restorative practices.

Together, these challenges highlight areas for LCAP prioritization, especially around supporting high-need student groups, addressing chronic absenteeism, improving academic achievement, and ensuring equitable access to college and career readiness opportunities.

CVUSD will not have any unexpended Learning Recovery Emergency Block Grant (LREBG) funds at the end of the 2024-25 school year, and therefore will not have any actions in the 2025-26 LCAP that are funded with LREBG.

STUDENT GROUPS within CVUSD that received the lowest performance level on one or more state indicators:

2023 CA School Dashboard:

| | |
|---|---|
| All | CAASPP ELA & Math |
| English Learner (EL) | Graduation Rate, CCI, CAASPP ELA & Math |
| Foster Youth (FY) | Chronic Absenteeism, Suspension, CAASPP Math |

Homeless (HOM) Chronic Absenteeism, CAASPP ELA
Socioeconomically Disadvantaged (SED): Graduation Rate, CAASPP ELA & Math
Students with Disabilities (SWD): Graduation Rate, CCI (2)
African American: Suspension (1)
American Indian or Alaska Native: Chronic Absenteeism, CAASPP ELA & Math
Hispanic: Graduation Rate, CAASPP Math
Two or more Races: Chronic Absenteeism

2024 CA School Dashboard:
STUDENT GROUPS within CVUSD that received the lowest performance level on one or more state indicators on the 2024 Dashboard:
Long Term English Learner (LTEL) Suspension, CAASPP Math
Foster Youth (FY) CAASPP ELA & Math, Chronic Absenteeism
Homeless (HOM) CAASPP Math
American Indian or Alaska Native: Chronic Absenteeism
Multiple Races (MR): Suspension
White (WH): Suspension

SCHOOLS within CVUSD that received the lowest performance level on one or more state indicators on the Dashboard:

2023 CA School Dashboard:
Elementary Schools:
Coral Mountain Academy: Chronic Absenteeism
Las Palmitas Elementary School: CAASPP ELA & Math
Mecca Elementary School: CAASPP ELA & Math
Oasis Elementary School: Chronic Absenteeism, CAASPP ELA & Math
Palm View Elementary School: Suspension, English Learner Progress Indicator (ELPI), CAASPP ELA & Math
Sea View Elementary School: CAASPP ELA & Math
Westside Elementary School: Chronic Absenteeism, CAASPP ELA

Middle Schools:
Bobby Duke Middle School: Chronic Absenteeism, CAASPP Math
Toro Canyon Middle School: CAASPP ELA & Math

High Schools:
Desert Mirage High School: CAASPP ELA & Math
La Familia High School: Graduation Rate, College Career Indicator

SCHOOLS within CVUSD that received the lowest performance level on one or more state indicators on the Dashboard:
2024 CA School Dashboard:
Elementary Schools:
Las Palmitas Elementary School: English Learner Progress Indicator (ELPI)
Westside Elementary School: English Learner Progress Indicator (ELPI)
Oasis Elementary School: CAASPP ELA & Math
Valle Del Sol: English Learner Progress Indicator (ELPI)
Sea View Elementary School: CAASPP ELA & Math, Suspension
Westside Elementary School: Chronic Absenteeism, CAASPP ELA

Middle Schools:
Bobby Duke Middle School: English Learner Progress Indicator (ELPI)
Toro Canyon Middle School: CAASPP ELA & Math, Chronic Absenteeism

High Schools:
La Familia High School: Graduation Rate, College Career Indicator
West Shores High School: CAASPP ELA

STUDENT GROUPS WITHIN A SCHOOL in CVUSD that received the lowest performance level on one or more state indicators on the 2023 Dashboard:
2023 ELEMENTARY SCHOOLS in CVUSD:

Cesar Chavez:
Suspension: SWD

Coral Mountain Academy:
Chronic Absenteeism: All, SED, SWD, Hispanic (HI)
CAASPP ELA: SWD
CAASPP Math: SWD

John Kelley Elementary School:
Chronic Absenteeism: EL, SWD
CAASPP ELA: EL, SWD
CAASPP Math: SWD

Las Palmitas Elementary School:
CAASPP ELA: All, EL, SED, HI
CAASPP Math: All, EL, SED, SWD, HI
Suspension: EL

Mecca Elementary School:
CAASPP ELA: All, EL, SED, SWD, HI
CAASPP Math: All, EL, SED, SWD, HI

Oasis Elementary School:
Chronic Absenteeism: All, EL, SED, SWD, HI
CAASPP ELA: All, EL, SED, HI
CAASPP Math: All, EL, SED, HI

Palm View Elementary School:
Chronic Absenteeism: SED, SWD
CAASPP ELA: All, EL, SED, SWD, HI
CAASPP Math: All, EL, SED, SWD, HI
ELPI: EL
Suspension: All, EL, SED, HI

Saul Martinez Elementary School:
Chronic Absenteeism: SWD, WH
CAASPP ELA: EL, SWD
CAASPP Math: SWD
Suspension: SWD

Sea View Elementary School:
Chronic Absenteeism: SWD, WH
CAASPP ELA: All, EL, SED, HI
CAASPP Math: All, EL, SED, HI
Suspension: SWD

Valley View Elementary School:
Chronic Absenteeism: SWD

Westside Elementary School:
Chronic Absenteeism: All, EL, SED, HI
CAASPP ELA: All, EL, SED, HI
CAASPP Math: All, EL

2023 MIDDLE SCHOOLS in CVUSD:

Bobby Duke MIddle School:

Chronic Absenteeism: All, SED, SWD, Hispanic (HI)
CAASPP ELA: EL
CAASPP Math: All, EL, SED, HI

Cahuilla Desert Academy:
Chronic Absenteeism: EL
CAASPP ELA: EL
CAASPP Math: SED
ELPI: EL

Toro Canyon MIddle School:
CAASPP ELA: All, EL, SED, HI
CAASPP Math: All, EL, SED, SWD, HI

2023 HIGH SCHOOLS in CVUSD:

Coachella Valley HS:
CCI: EL, SWD
Graduation Rate: SED, SWD

Desert Mirage HS:
CAASPP ELA: All, SED, EL, HI
CAASPP Math: All, SED, EL, HI
CCI: EL, SWD

La Familia HS:
CCI: All, SED, EL, HI
Graduation Rate: All, SED, HI

2024 CA School Dashboard
STUDENT GROUPS WITHIN A SCHOOL in CVUSD that received the lowest performance level on one or more state indicators on the 2024 Dashboard:

2024 Elementary Schools in CVUSD:
Cesar Chavez:
CAASPP ELA: SED, EL, SWD
Suspension: SED, SWD

John Kelley Elementary School:
CAASPP ELA: SWD

CAASPP Math: SWD

Las Palmitas Elementary School:
ELPI: EL
CA: SWD

Mecca Elementary School:
CAASPP Math: SED, EL, SWD
CA: SWD
SUS: SWD

Mountain Vista Elementary School:
CAASPP ELA: SWD
CAASPP Math: SWD

Oasis Elementary School:
CAASPP ELA: SED, EL, HI
CAASPP Math: SED, EL, HI

Saul Martinez Elementary School:
CAASPP ELA: EL
CA: SWD

Sea View Elementary School:
CAASPP ELA: SED, EL, SWD
CAASPP Math: SED, SWD
CA: SWD
SUS: SED, EL, SWD, HI, WH

Valle Del Sol:
CAASPP ELA: SWD
CAASPP Math: SWD
ELPI: EL
CA: SWD

Valley View Elementary School:
CAASPP ELA: SED, EL, SWD
CAASPP Math: SWD

2024 Middle Schools in CVUSD:

Bobby Duke Middle School:
CAASPP Math: SWD
ELPI: EL, LTEL
SUS: LTEL, SWD

Cahuilla Desert Academy:
CAASPP ELA: LTEL, SWD
CA: SED

Toro Canyon Middle School:
CAASPP ELA: SED, SWD, HI
CAASPP Math: SED, LTEL, HI
CA: SED, EL, LTEL, HI
SUS: SED, EL, LTEL

2024 High Schools in CVUSD:

Coachella Valley High School:
CAASPP ELA: SWD
CAASPP Math: SWD

La Familia High School:
CSI: Graduation Rate
CCI: SED, EL, LTEL, HI
Grad Rate: SED, EL, LTEL, HI

West Shores High School:
CAASPP ELA: SED, EL, LTEL, HI
CAASPP Math: SED, EL, LTEL, HI
ELPI: EL
CA: SED, EL, LTEL

# Reflections: Technical Assistance

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

Based on the performance of the following student groups' very low performance levels on the 2023 CA School Dashboard, CVUSD is eligible for Differentiated Assistance, which it receives through collaboration with Riverside County Office of Education (RCOE):

2023 CA School Dashboard - Differentiated Assistance Eligibility:
Student Group Dashboard Indicators with the lowest performance level:

Students with Disability* Graduation Rate, College Career Indicator (CCI)
American Indian*: English Language Arts (ELA), Math, Chronic Absenteeism
Homeless Students*: English Language Arts (ELA), Chronic Absenteeism
English Learner (EL)*: English Language Arts (ELA), Math, CCI, Graduation Rate
Foster Youth*: Math, Chronic Absenteeism, Suspension
SED: English Language Arts (ELA), Math, Graduation Rate
Hispanic: Math, Graduation Rate

*Based on the 2023 CA School Dashboard, the following five student groups (Students with Disabilities (SWD), American Indian (AI), Homeless (HOM), English Learners (EL), and Foster Youth (FY)) have been performing at the lowest performance levels, on the CA School Dashboard Indicators, for 3 out of the last 4 consecutive years. As such, the California Collaborative for Educational Excellence (CCEE) and Riverside County Office of Education (RCOE) collaborated with

CVUSD met with RCOE and CCEE in May 2024 to determine if assistance from the CCEE is necessary, giving primary consideration to the needs of our students.
Based on the low performance levels of 3+ student groups, for 3 out of 4 consecutive years, CVUSD continues to be eligible for Level 3 Assistance (Direct Technical Assistance from the CA Collaborative for Excellence in Education), which it receives through collaboration with Riverside County Office of Education (RCOE):
American Indian: Chronic Absenteeism
Homeless Students Math
Long Term English Learner (LTEL): Math, Suspension
Foster Youth: English Language Arts (ELA), Math
White: Suspension
Multiple Races (MR): Suspension

In comparing 2023 and 2024 Dashboard Data, the number of Dashboard Indicators measuring State Priorities that student groups are performing very low in, has decreased substantially. Students with Disabilities, Socioeconomically Disadvantaged (SED), English Learner, and Hispanic student groups are no longer performing at the lowest level on any of the Dashboard Indicators. Two student groups, Long Term English Learners and White Students are among the student groups performing at the lowest performance level on the 2024 CA School Dashboard. However, overall we can see many areas of success.

We attribute the success to the collaborative work that CVUSD had engaged in with the CA Statewide System of Support, and the CCEE, who have provided varying levels of targeted support through Direct Technical Assistance (DTA). DTA has included consultancy, collaborative planning, cooperative facilitation, and/or a systemic instructional review. During the 2024-25 school year, Ed Services Directors and Coordinators met with CCEE and RCOE in collaborative meetings in December 2024 and April 2025.

2024 Differentiated Assistance (DA) Eligibility:
Based on the 2024 CA School Dashboard, CVUSD is eligible for one student group, Long Term English Learners (LTELs), who met the criteria in Priority 4 (Academics - CAASPP Math) and Priority 6 (Suspension).
Additionally, CVUSD is eligible for DA based on the CALPADS failure to certify by the FALL 1 deadline.

CVUSD SUCCESSES:
The following represents what's working well with the Differentiated Assistance support that CVUSD has received from RCOE:

Successes identified at the December 17, 2024 and the April 14, 2025 Direct Technical Assistance Meetings with RCOE and CCEE:

What is working well with DA support and to what does the district attribute positive outcomes?

Qualitatively (I cause learning) and Quantitatively (iReady) monitoring progress:

- Training principals to be instructional leaders at their sites
- Data analysis with RCOE
- Root Cause Analysis of non-graduates
- Working on the portrait of a non-graduate and a graduate

-We worked hard this year on creating an instructional framework, gradual release, teacher clarity, fidelity to the framework

- We have math, literacy and MTSS coaches

Supporting site leadership on being the instructional leader

- Having principals understand what best first instruction looks like in the classroom and providing timely feedback to teachers - MTSS Directors have worked with principals in calibrating feedback

Working with teachers in getting to mastery, with co-teaching and modeling - with instructional coaches. Coaches participated in mandatory summer 2024 training to be able to effectively carry out this work in the 2024-25 school year..

What are we hearing anecdotally with what we have implemented so far this year?

- Teachers are getting used to the process, they are getting more comfortable with principals walking classrooms, and providing feedback.

Grad rate: went from red to green, especially with target groups (SWD and EL)

2 CVUSD High Schools have contracted with the RCOE counseling team (CCR) to engage in:

- Progress monitoring, disaggregating students and student groups - bringing in leads that work directly with students (e.g., chronically absent students got home visits) - Have implemented a system at the secondary level, but want to extend it to the elementary level.
- Setting systems at school sites
- Secondary team has a graduation tracker - goal is to reach 90% grad rate
- Tracker built by CVUSD data team (filtering from AERIES) for series

- Gathered input from sites to develop sense of ownership
- Tailored to fit needs of counselors and site admin
- Three tiered system (Tier 3 = intensive; work with counselors to identify additional support)
- District tracker is focused on seniors but sites are also looking at other grades to be proactive
- Students moved to La Familia were reviewed at semester to see if they could return to comprehensive sites

Migrant outreach teacher (600 migrant HS students)
- Grad rate is higher than state rate for migrant students
- Credit recovery
- Collaborates with counselors and other staff to ensure migrant students graduate
- Meet with freshmen 4x/year to make sure they don't get behind

Chronic Absenteeism:
- Differentiating between attendance rate and chronic absenteeism (Aeries displays attendance rate)
- Tiered support system based on needs
- Two additional staff in Student Support Services (home visits, additional SARB dates) has made a big impact
- Targeting all student groups, and the migrant teachers are doing outreach to migrant and American Indian students (1x/month parent meetings)

Instructional Framework
- First year of implementation - focused particularly on Lesson Clarity, Lesson Delivery (e.g., gradual release model of instruction), Thinking Maps, Foundational skills (literacy and numeracy), Close Reading/Annotation, Conceptual Understanding/Knowledge in Mathematics
- Focused on best practices
- All students have goals in reading and math (lexile; quantile)
- Directors are at sites regularly working with principals - coaching, calibrating feedback, etc.
- Instructional coaches and site administrators receive training
- "Getting rid of the noise" - Cohesion and uniformity across sites
- Coaches involved with all training (including Special Education)
- Revamped assessments - Worked with CCEE last year with Balanced Assessment System
- Supporting teachers to see the progress in the data

Instructional Coaches
- Worked to build teachers' capacity to ensure effective classroom implementation of literacy practices and or math practices
- Provided ongoing academic classroom-based modeling, coaching and mentoring
- Planned, implemented, and delivered high quality Professional Development
- Supported PLC (Professional Learning Communities), Grade level or content level teams in inquiry, collaboration, and data analysis
- Ensured that MTSS aligns all systems of high-quality first instruction
- Attended professional development opportunities that align to the school site's identified needs

Expanded Learning Programs (EXLP) / Expanded Learning Opportunities Program (ELOP) - academic support and enrichment activities

- After School Sound Detectives - 1 hour 2x a week for targeted students; after the 1 hour, these students join EXLP
- Migrant students receive additional support outside of school and receive transportation - working on providing transportation to student participating in Sound Detectives as well "so we are a unified school district providing intervention and transportation to our students and not individual silos"

Wellness Program

- Full time therapists at every site
- Wellness centers at every secondary site (7 total)
- Additional services available on a walk-in basis
- Designated SEL instructional time (Elementary)

College Career

- CCI indicator has increased due to Seal of Biliteracy, Dual Enrollment
- Coordinator of College and Career works with Kerry Bobbitt at RCOE to "clean up" the data; supports not only CCI (i.e. a-g) but also improved grad rate and impacting all student groups; Making sure our Special Education students have access
- CVUSD moved to a seven period day to give students more access to programs
- K-16 alignment - 11 elementary schools are STEAM/STEM schools and working with RCOE IS unit ("awareness"); Kid Wind was previously only at MS/HS but now down to elementary schools
- Middle School feeder programs are being developed so that students will have exposure to what they will see at the high school level
- CVHS will have first graduation cohort of the Puente Program in 2025

How are you measuring success?

- La Familia - Tracking credit recovery by student group
- Secondary data chats at Middle Schools and High Schools
- Focusing on data cycle and building data culture; interim assessments with alignment to CAASPP; Eye-opening for teachers based on the rigor of the assessment items
- Collective focus on CAST scores (part of county Community of Practice (COP); Science benchmarks
- Working with sites on understand CERS and how to pull data; emphasizing that CAASPP is a system and the annual assessments are only one part of a bigger system
- Qualitative Data - Administrator walk-through forms
- "Inspect what we expect"
- Principals also analyze attendance data; Principals prepare data for various metrics and present in a principal cohort to come up with an action plan

Support for English Learners (EL) and Long Term English Learners (LTELs):
EL Mentors

- EL mentors at each school site work with 30 students each. They work with students to set goals to pass the ELPAC. Students who have been a “3” for more than 3 years, but can’t get to a “4”. Review current grades with them and offer support when and where needed.
- Data Specialist and MTSS Coordinator are conducting Data Chats with departments (ELA and Math) at each high school.

Dual Language Program
- Refining the program and how it is supporting our ELs and building staff capacity
- DL Coordinator Conducted Classroom walkthroughs to obtain baseline on instructional practices
- ELevation:

This platform helps us track students towards EL proficiency and reclassification. EL mentors will be able to archive the work they do with each student on the ELevation platform, so the next EL Mentor will know the work that was done with each student and the student’s goals.
Foundational Routines:
- Sound spelling cards, phonemic awareness, phonics, number talks, foundational circles. Coaches are supporting teachers and modeling routines in classrooms

What challenges has the team encountered?
Like any meaningful change effort, our team has faced some challenges along the way — but we’ve approached each one as an opportunity for growth and collaboration.
- One area of early pushback came around the graduation tracker; we recognized that shifting the mindset around “the why” behind this tool was essential. By focusing on clear communication and building shared understanding, we’ve been working to help everyone see the value it brings to supporting student success.
- We’ve also seen unique needs with our migrant students, many of whom enroll after the school year has already begun. This has required thoughtful coordination with support services to ensure these students get the academic and social resources they need to thrive.
- We have navigated pushback on the instructional framework. We continue to engage in constructive dialogue, emphasizing collaboration and shared goals.
- Budget constraints have presented their own challenges, particularly when cuts and shifts in positions (due to seniority) impact program continuity. We know sustainability is key, and we’re actively prioritizing and planning to make sure the most essential supports remain in place despite uncertainties.
- We have worked to gently shift fixed mindsets — moving past the “we’ve always done it this way” approach and helping sites grow more comfortable with our regular presence and partnership.
- Finally, alongside academic needs, we’ve recognized that students are arriving with unique behavioral challenges. Supporting teachers in understanding that behaviors, like academics, often need to be explicitly taught has been an important (and sometimes difficult) shift, but one we are embracing with patience and care.
- Overall, while these challenges have tested our creativity and flexibility, they’ve also strengthened our commitment and deepened our collaborative spirit as we continue to put students at the center of all we do.
- There have been some challenges with the teachers union regarding shifts in the role of instructional coaches and the nature of the professional learning being implemented. While coaches were initially championed by CVTA, we later encountered some resistance to the direction of this training.

What next actions will get you to where you want to go?

- We are at “best, first instruction 101” and eventually want to get to universal design for learning
- Get to a more proactive phase rather than reactive - focus on the whole child approach.
- The district is deeply centering students first in its instructional decisions. A key indicator of this shift has been the transformation in principal leadership. Principals are no longer seen solely as site managers but are growing into empowered instructional leaders, supported by the district office. We have witnessed a meaningful change in principals’ confidence and efficacy, embracing their role as instructional directors, focused on improving teaching and learning rather than managing day-to-day operational issues
- Para educators and SPED teachers will be getting the same training as Gen Ed teachers. Two SPED instructional coaches have gone into Gen Ed classes and done gradual release modeling.
- Principals will continue to be in the classroom from 8-12 daily.

NEXT STEPS:
CALPADS:

- CVUSD is In D.A. because of the Failure to submit by Fall 1 Deadline
- CVUSD had to de-certify and recertify - a time-span of 12 minutes - which caused the deadline to be missed.
- CA School Information System (CSIS) - will work with CVUSD to ensure that all data that is entered into CALPADS is accurate
- Security and Data Governance - Juliet De Lara (CVUSD) will reach out to Kerry Bobbit and Noemi Dimacali at RCOE to ensure procedures and systems are put in place at CVUSD to avoid future data submittal and quality issues.

During the 2025-26 school year Instructional Coaches (ELA, Math and MTSS) will:

- Receive ongoing professional development on key coaching competencies and deliverables that will be aligned with Strategy Focused Coaching (Cycle of Data, Initial Training, Classroom Demonstrations, CO-Plan/CO- Teach, Feedback/Observation).
- Provide ongoing comprehensive coaching at each school site.
- Receive ongoing professional development on identified needs such as: curriculum platforms, district platforms, district wide initiatives,
- LETRS (for Literacy Coaches currently not trained, and Cohort 5)
- UCI Math (for Math Coaches & MTSS Coaches)
- Pacing guides and assessments
- 25-26 - prioritizing writing, vocabulary and instructional format - for all grade levels

NEXT STEPS:
* CVUSD Educational Services staff will review the Direct Technical Assistance “funnel of supports”
* Consultancy: RCOE will check-in with CVUSD twice per year to see the continuous improvement plan is progressing
    - How are things going in relation to areas of support?
    - What local data is looking like (e.g. iReady, IABs)
* Collaborative Planning: Partner with RCOE for support
* Cooperative Facilitation: Partner with RCOE for support
* System Instructional Review (2-3 year process)
* CVUSD partnership with CCEE through Balanced Assessment Network

- Align CCEE support with district focus (e.g. MTSS)

*CCEE will debrief with RCOE to review notes and potential partnerships

- Check-ins will enable CVUSD to discuss the district system as a whole, and also what might be needed for specific student groups

# Comprehensive Support and Improvement

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

### *Schools Identified*

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

The Every Student Succeeds Act (ESSA) requires states to identify multiple categories of schools for different types of support (with associated planning requirements). Based on the 2023 California School Dashboard, in January 2024, three CVUSD schools, were identified to receive Comprehensive Support and Improvement (CSI) based on the following criteria:

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

Based on the 2023 CA School Dashboard, the following schools were identified and were eligible for Comprehensive Support and Improvement (CSI) :

* La Familia High School - was eligible for CSI based on a low graduation rate of 55.7%
* Oasis Elementary School was identified for CSI based on low performance with the majority of the 2023 Dashboard Indicators being red or orange. The Chronic Absenteeism, CAASPP ELA, and CAASPP Math indicators were Red indicating the lowest performance levels for these indicators. The Suspension rate was orange, indicating low performance.
* Palm View Elementary School was identified for CSI based on all of the 2023 Dashboard Indicators being red or orange. The following indicators were Red on the 2023 Dashboard: Suspension Rate, English Learner Progress, English Language Arts and Mathematics. The Chronic Absenteeism Indicator was orange on the 2023 Dashboard.

Based on the 2024 CA School Dashboard, the following school was identified and is eligible for Comprehensive Support and Improvement (CSI) :
La Familia High School - is eligible for CSI based on a low graduation rate of 54.8%, a decline of -0.8% from the previous year.

Also, based on the 2024 CA School Dashboard, two schools that were identified for CSI on the 2023 CA School Dashboard were able to exit CSI. The two schools are Oasis Elementary and Palm View Elementary.

Oasis Elementary school was able to move student groups out of Red and into Yellow and Orange on the Chronic Absenteeism Indicator. This enabled them to exit CSI as they no longer had the majority of the Dashboard Indicators in Red; the ELA and Math Indicators remain in RED.

In 2023, Palm View Elementary had the majority of its Dashboard Indicators in RED (4 out of the 5 indicators). They were able to exit CSI with the 2024 Dashboard, because none of the Indicators are in RED, for any student groups. They have several green and one blue Indicator.

## *Support for Identified Schools*

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

The district collaborated with school administrators and Instructional Leadership Teams to support the ongoing process of conducting needs assessments, identifying the greatest needs, and researching evidence-based interventions aligned with each school's requirements and each student group's needs. Additionally, schools have received support in data collection and analysis to thoroughly disaggregate the needs of each student group based on their performance on the CA School Dashboard and local assessments. During the data evaluation process, sites were supported in analyzing the Resource Inequities that exist between the all student group and the other student groups. The district held several SPSA Workshops throughout the year, and Instructional Leadership Team (ILT) meetings to analyze data as it became available, to identify areas of need for different student groups. Instructional Team meetings were held 4 times in 2024-25, and site teams consisted of site administrators and grade levels representatives.

La Familia High School:
Resource Inequities - it is difficult to ascertain the resource inequities among student groups at La Familia High School, as many of the student groups (American Indian, Foster Youth, Homeless and Students with Disabilities) have less than 11 students, therefore data is not posted on the CA Dashboard for Privacy Reasons.

However, resource inequities are apparent when compared to other high schools who have more robust after school programs and opportunities to participate in a CTE pathway. La Familia will continue to build an engaging after school enrichment program with LCFF Equity Multiplier funds and provide more learning opportunities with CSI funding for the 2025-26 school year.

Comprehensive Support and Improvement (CSI) schools are supported during the development of the School Plan for Student Achievement (SPSA) and throughout the school year to ensure that actions and services are monitored for implementation and progress. If necessary, the school plan is amended when actions are not implemented as planned or are proven ineffective.

## *Monitoring and Evaluating Effectiveness*

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

Throughout the school year, The LEA supports CSI schools through meetings, workshops, and one-on-one site support to assist schools in:

* Building Capacity

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

The district will monitor and evaluate the implementation and effectiveness of the Comprehensive Support and Improvement (CSI) plan to support student and school improvement through both formal and informal methods.

Formal monitoring will include:

- Implementing the School Plan for Student Achievement (SPSA)
- Data analysis (California School Dashboard, Interim Assessment Blocks, writing performance tasks, iReady Assessments)
- Budget monitoring
- Program effectiveness evaluation

Informal monitoring will occur through:

- Classroom and school walkthroughs
- Reviewing documentation for professional development
- Instructional collaboration and planning
- Meetings and workshops
- Parent activities
- Surveys
- Additional relevant activities

# 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 Learner Advisory Committee (DELAC) | CVUSD met with our DELAC committee six times over the 2024-25 school year. Over the course of the year, DELAC members had an opportunity to learn more about English Learner services and provided feedback with the goal to improve the learning opportunities for English Learners.<br><br>DELAC members had the opportunity to learn about EL platforms such as Ellevation, Summit K12 as well as supplemental programs like the EL Mentors and Newcomer Academy services. Additionally, DELAC members had an overview of what the LCAP is, current and future goals, and an opportunity to provide input.<br><br>After the 2025-26 LCAP review on May 6, 2025, our DELAC members agreed that they have a better understanding of the LCAP goals and actions, and district funding. The DELAC committee commended CVUSD for tightening the budget without impacting our English Learner programs and services. |
| Site Level Parent Advisory Committees | * English Learner Advisory Committee (ELAC)<br>* School Site Council (SSC)<br>* Review school plans and approve the use of LCFF and Title I Funds to<br>support LCAP goals at the school level |

| Educational Partner(s) | Process for Engagement |
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| Riverside County Special Education Local Plan Area Administrator (SELPA) | CVUSD has actively partnered with and consulted with the Riverside County SELPA and the Riverside County Office of Education (RCOE), through the Continuous Improvement Monitoring (CIM) process during the 2024-25 school year, to strengthen services and supports for students with disabilities, inclusive of actions included in the LCAP. This includes technical assistance, compliance alignment, and shared professional learning to improve IEP implementation and instructional access.<br><br>As part of the Continuous Improvement Monitoring (CIM) process, the Coachella Valley Unified School District CIM team engaged in a comprehensive review and consolidation of qualitative and quantitative data collected through multiple activities: the Parent Input survey (SEEDS), the BASICS Infrastructure Analysis, the Education Benefit Review (EBR), the Data Drill Down, and the Student Record Review. Through these activities, both strengths and areas of need were identified, supported by qualitative and quantitative data.<br><br>The CIM team convened multiple times throughout the 2024-2025 school year, to conduct the required activities and synthesize the findings. Meetings were facilitated with a focus on equitable participation and productive discussion. A combination of independent reflection, small group analysis, and whole-group discussion to identify key trends in the data. Data sources included the California SPPI Dashboard, the LEA Data Drilldown in the Improvement Data Center, Dataquest, the California School Dashboard, and parent surveys. Narrative comments from parent surveys and the Education Benefit Review were analyzed thematically. After all reviews were completed, findings were synthesized into key themes.<br><br>Internally, CVUSD special education teachers were engaged in districtwide Instructional Framework work, with a focus on Best First Instruction (LCAP Actions 4.1, 4.2). To support this effort:<br>Special education instructional coaches attended all general education PDs to ensure alignment and inclusive practices.<br><br>Coaches have developed and modeled “I Do, We Do, You Do” |

| Educational Partner(s) | Process for Engagement |
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| | lessons tailored for special education classrooms, bridging best practices with differentiated strategies.<br>Monthly Special Education PLCs offer ongoing collaboration, lesson study, and data reflection aligned with the district's instructional priorities.<br><br>Measuring Progress Through the CIM Process - As part of the Continuous Improvement Model (CIM), CVUSD uses multiple data sources to monitor student progress and instructional impact, including:<br>• IEP goal progress monitoring data<br>• State and district assessment results<br>• Classroom-based formative assessments<br>• Behavioral and engagement metrics |
| District Migrant Parent Advisory Committee (MPAC) | During the 2024-2025 school year, the Migrant Parent Advisory Committee (PAC) held several important meetings and workshops to support families and enhance student success. Starting in October, the focus was on introducing the purpose of the Migrant PAC, followed by training sessions in November. Additional sessions covered topics such as migrant program recruiters, federal requirements, supplementary services, and community resources.<br><br>Family Math Night in November provided parents with strategies to support their children in math, including information about Tutor.com's 24-hour academic support. In December, the Parent President shared updates on state migrant programs, while workshops addressed social-emotional support for young adults and reviewed migrant high school data and graduation rates.<br>In the spring, meetings continued with a focus on district-wide planning and leadership. March's sessions offered information on the Local Control and Accountability Plan (LCAP) with opportunities for parental input, as well as updates on the District Service Agreement and a chance for families to provide feedback for the 2025-2026 school year. |

| Educational Partner(s) | Process for Engagement |
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| | The year concluded in May with information about the nomination of the new Parent President and recognition of the high school migrant leaders club. These meetings fostered family engagement and ensured parents played a vital role in shaping migrant program services and student success.<br><br>CVUSD coordinates with non-profit organizations and service organizations to provide offerings for families, such as Find Food Bank, Borrego Health Services, Mecca Resource Center, Desert Healthcare District & Foundation, etc. |
| Foster Students and Parents | Foster Students and Parents - Individual meetings were held with students and families throughout the year. The Foster/Homeless Liaison worked in collaboration with school site administrators, counselors and public agencies to ensure students and families are aware of their rights, and to offer supports and access to resources. |
| Head Start Policy Council | At the Head Start Parent Policy Council meetings, parents are actively involved in the governance of the program. During these meetings, program staff share important updates, including current enrollment and attendance data, staffing changes, family engagement activities, and progress toward school readiness goals. Financial information is also presented, such as the status of the budget, grant applications, expenditure reports, and any proposed purchases.<br><br>In addition, the Council reviews key program plans and policies related to health, nutrition, safety, education, and family services. Results from the community needs assessment, self-assessment findings, and updates on the program's strategic goals are also shared. The council also approves the program's grant applications, budget proposals, and any major revisions to funding. Additionally, the Council has a say in decisions related to program design, such as whether services are offered part-day or full-day, and they approve the criteria used to enroll children and families. The Council is responsible for reviewing and voting on policies that impact families, including those related to parent involvement, health and safety, and discipline. They also play an essential role in approving annual |

| Educational Partner(s) | Process for Engagement |
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| | program planning documents, including strategic goals and improvement plans developed through the self-assessment process. |
| Parent Center Liaisons | There are Parent Centers and Parent Community Liaisons at 21 school sites in the CVUSD. Parent Community Liaisons support our families and students by providing workshops, training, enrolling students, updating information on the district's student information system, creating & posting flyers on parent square and the school social media. They also collaborate alongside school staff to assist with interpretation & translation. They assist administrators with school committees and events.<br><br>At the elementary school level, Parent Liaisons have provided and/or collaborated with school staff and/or administrators to provide training and events in the following areas: Hispanic Heritage Celebration, Vaping Presentations, Mental Health, Dental Hygiene Workshop, Nutrition & Physical Activity Workshops, Rethink Your Drink, Workability Parent Workshop, Restorative Justice, Zumba, Family STEAM Night, Family: Creating Lanterns, Family: Motivational Posters, Communication - Better Relationships & Family Meeting, TK/Kinder Round-up, Pumpkin Paint Night, Science - Steam Night, Title 1: Presentation, Family Movie Nights, Anxiety Workshop, Cal Kids Registration Workshop, Fentanyl Presentation, Dual Language Parent Informational Meeting, Family College Night, Bullying/Expectations Workshop, Family Color Run, Parent Portal/Parent Square Workshop, Game Night, Birdhouse Painting, Salsa Dance with the Principal, Setting Limits, Solving Behavior Problems, Family Bonding, Coffee with the Principal, and Craft Night.<br><br>At the middle school level, Parent Liaisons have provided and/or collaborated with school staff and/or administrators to provide training and events in the following areas: Attendance & EL Workshop, Vaping Prevention, Noche de Cultura, Wellness Center Parent Workshop, PBIS Workshop, VAPA Night, EL Mentor Parent Meeting, Breakfast with School Staff & Parents, CET Workshop Drug Prevention, Cal Kids Workshop, LCAP/Loteria Night, TODEC-Know |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | Your Rights, Health Workshop-St. John's, and Navigating the school's website.<br><br>At the high school level, Parent Liaisons have provided and/or collaborated with school staff and/or administrators to provide training and events in the following areas: Light the Way to College, Family Math Night, Trauma Workshop, Dental Hygiene Workshop, Financial Workshop, Vaping Workshop, Fentanyl Presentation for Parents, Depression Workshop, Drug & Alcohol Presentation, Cal Kids Workshop, Resource Fair, Family Loteria Night, Bullying Workshop, Bilingual iPad Homework Night, Christmas Ornament Decorating, Zumba Family Night, Crafting with the Principal, LCAP Chat, and Valentine's Day Paint Night. |
| Coachella Valley Teachers Association (CVTA) | Coachella Valley Teachers Association (CVTA) – The feedback gathered through the LCAP input process highlights both the strengths and the opportunities for continued growth within the district. Educational partners have expressed a shared commitment to student success and a collective interest in ensuring schools are staffed, resourced, and supported in ways that reflect the needs of the whole child. These insights will directly inform the district’s ongoing efforts to align goals, actions, and services with the priorities of the school community.<br><br>1. Administrative Support and Staffing<br>Educational partners consistently emphasized the importance of strengthening site-based leadership and administrative capacity. A recurring recommendation was the addition of full-time Assistant Principals at every school site to enhance instructional leadership, student support, and day-to-day operations. Participants recognized the dedication of current school leaders but expressed concern about workload demands impacting their ability to focus on strategic initiatives.<br><br>Maintaining and expanding access to essential student services was also a strong theme. Partners noted the need for improved access to |

| Educational Partner(s) | Process for Engagement |
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| | highly effective instructional coaches and greater coherence in district-level leadership and support systems.<br><br>2. Student Behavior and Discipline<br>Partners expressed a strong desire for consistent, fair, and clearly communicated behavior expectations and discipline policies. Teachers, in particular, noted challenges with classroom management and emphasized the need for support in addressing disruptive behaviors, including issues related to cell phone use during instructional time.<br><br>Another commonly voiced priority was increasing collaboration with families to strengthen student accountability. Suggestions included expanding parent engagement initiatives and developing shared strategies to address chronic absenteeism and tardiness, reinforcing the critical role families play in student success.<br><br>3. Curriculum and Professional Development<br>Input revealed a clear interest in refining professional development to better meet the diverse needs of educators. While some praised current offerings, many requested more targeted, grade-level specific training that aligns with daily instructional practice. There was particular interest in hands-on, application-focused learning opportunities.<br><br>Support for curriculum implementation—especially in areas such as mathematics, literacy, and dual language—was frequently mentioned. Teachers are seeking additional instructional resources and tools to ensure that all students can thrive under the new standards and curricular frameworks.<br><br>4. School Facilities and Resources<br>Participants emphasized the critical role of a safe, clean, and well-equipped learning environment. Many raised concerns about aging facilities and the need for timely maintenance of school infrastructure, including restrooms and common areas. |

| Educational Partner(s) | Process for Engagement |
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| | Stakeholders also identified a need for enhanced classroom support through updated technology, adequate teaching supplies, and access to high-quality instructional materials. Ensuring equitable resource allocation remains a top priority for many partners, with an emphasis on closing gaps in access to essential tools that support student learning.<br><br>Responses to the LCAP Survey - favorability by survey question:<br><br>The following represents responses based on the LCAP Survey. Favorability percentage:<br><br>86% - Our school sets high expectations for student achievement (no change from 2024)<br>85% - Students' diverse learning needs are addressed by staff (change rom 2024 = -2%)<br>80% - Students are provided hands-on learning activities or lessons that have real-world applications (change from 2024 = -3%)<br>90% - Staff engages students in discussions about their academic progress (change from 2024 = +2%)<br>74% - Students have access to all programs of study (change from 2024 = -3%)<br>15% - Students are performing at grade level in math (change from 2024 = -6%)<br>16% - Students are performing at grade level in reading (change from 2024 = -6%)<br>76% - Students are improving in English language development (change from 2024 = -1%)<br><br>For students classified as English Learners:<br>25% - Students are performing at grade level in science (change from 2024 = -5%)<br>28% - Students are performing at grade level in history/social studies (change from 2024 = -6%)<br>60% - Students are aware of career opportunities and how they relate to academic subjects (change from 2024 = -1%)<br>94% - Students are respected, accepted, and welcomed by staff (no change from 2024) |

| Educational Partner(s) | Process for Engagement |
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| | 89% - Students' culture, talents, opinions, and input are valued (change from 2024 = -2%)<br><br>I would like training on the following topics:<br>33% - Academic standards and Instructional Materials (change from 2024 = +2%)<br>40% - Technology (change from 2024 = -2%)<br>53% - Supporting the learning needs and challenges of students (change from 2024 = -1%)<br>41% - Managing student behaviors (change from 2024 = -1%)<br>39% - Teaching strategies (change from 2024 = -1%)<br>18% - Other (change from 2024 = -1%)<br><br>89% - Students are aware of the school expectations (no change from 2024)<br>78% - Students participate in community and school events (change from 2024 = -3%)<br>74% - I am provided the training and resources needed to do my job (change from 2024 = -6%)<br>74% The professional learning offered by our school is effective in enhancing my skills and knowledge for better performance in my job (change from 2024 = -3%)<br>61% - The professional learning offered by our district is effective in enhancing my skills and knowledge for better performance in my job (change from 2024 = -6%) |
| California School Employees Association CSEA) | The Spring 2025 LCAP Survey received 487 classified staff responses. The overall sentiment from the survey responses is mixed but generally positive. While many respondents feel supported, respected, and equipped to do their jobs, there remain areas such as communication, safety, professional development, and resource accessibility where improvements can be made. This indicates a proactive approach from the district in responding to the feedback and enhancing employee satisfaction and effectiveness. The responses fell into five main categories: |

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| | 1. Training Awareness<br>Participants are generally aware of training opportunities and their relevance to employee success. This theme reflects a positive sentiment towards the existing professional development resources, with most respondents acknowledging their importance. However, there is a notable fraction of staff who believe more can be done to highlight and communicate the available training.<br><br>2. Workplace Safety<br>Safety at the workplace is a prominent theme, with most respondents feeling safe at their work sites. They believe that safety protocols are in place and followed correctly, and the equipment used is safe for everyday use. Despite this positive sentiment, some respondents raised concerns about specific safety practices indicating the need for continuous improvement.<br><br>3. Professional Development<br>Professional development is perceived positively by many participants who find it relevant and effective in enhancing their skills and knowledge. Yet, there are mixed responses indicating that more tailored development programs are necessary to better meet the specific needs of all employees.<br><br>4. Tools Accessibility<br>Access to tools and equipment needed for employment is another significant theme from the responses. The majority of participants feel they have the necessary tools to perform their job roles effectively. However, some still experience issues with accessibility, suggesting that improvements in resource distribution could further support staff efficacy.<br><br>5. Employee Value<br>Feeling respected, accepted, and valued within the district is a major theme that emerged from the responses. Many participants feel that their culture, talents, opinions, and input are valued, reflecting a positive sentiment. Nonetheless, there are concerns from a minority |

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| | about inclusivity and recognition, indicating areas for potential improvement in district practices.<br><br>Responses to the LCAP Survey - favorability by survey question:<br><br>Favorability percentage:<br>68%- Our school or department sets expectations to support staff achievement. (Change from 2024 = -14%)<br>69% - Employees' diverse learning needs are addressed and/or met. (Change from 2024 = -8%)<br>68% - Employees are engaged in discussions about their work progress.<br>74% - I feel all professional development is relevant to my profession. (Change from 2024 = -8%)<br>73% - Employees have access to all tools/ equipment needed for employment and or profession. (Change from 2024 = +2%)<br>69% - Employees are aware of training opportunities and how it relates to<br>employee success. (Change from 2024 = -6%)<br>62% - The professional learning offered by our site or dept is effective in<br>enhancing my skills and knowledge for better performance in my job. (Change from 2024 = -12%)<br>74% - I feel respected, accepted and welcome with in the district as a whole. (Change from 2024 = -10%)<br>71% - I feel my culture, talents, opinions, and input are valued. (Change from 2024 = -10%)<br>83% - I feel safe at my work site or department. (Change from 2024 = -2%)<br>66% - I receive adequate and timely resources and information about trainings or programs.<br>79% - My work site and/or department has adequate safety protocols in<br>place and are followed. (Change from 2024 = -4%)<br>82% - My work site and/or department equipment is safe for everyday use (Change from 2024 = -3%)<br><br>I would like training on the following topics: |

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| | 52% - Stress management.<br>41% - Safety<br>40% - Employee emotional needs.<br>39% - Conflict Management<br>33% - De-escalation tactics |
| CVUSD Students - Grades 4-12 | CVUSD Students - Grades 4-12<br>The Spring 2025 LCAP Survey received responses from 8,016 students, voicing numerous suggestions and concerns encompassing various aspects of their educational experience. The following topics were seen the most often among the student responses: the importance of safety, the need for emotional and behavioral support, greater participation in events, effective use of technology, and academic feedback and progress.<br><br>Additional suggestions included the need for better restroom facilities, more playground equipment (specifically soccer nets), an improvement on late buses, and the cessation of bullying and distracting student behaviors. While some students expressed satisfaction and improvement with school meals, with their school, others criticized the quality of the food. The responses fell into five primary categories:<br><br>1. The Importance of Safety:<br>One of the most often mentioned areas of student concern from the LCAP Survey is the importance of ensuring students feel safe at school. Safety concerns were prevalent among a considerable number of students, indicating that addressing these concerns should be a priority. By enhancing safety measures and providing a secure environment, students are more likely to focus on their academics and overall well-being.<br><br>2. Need for Emotional and Behavioral Support:<br>Students' feedback revealed the necessity for better support systems to address emotional and behavioral issues. Many students feel that their teachers are not fully prepared to handle these concerns, which can disrupt the learning environment and affect students' mental |

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| | health. Providing comprehensive training for teachers and implementing robust support systems can make a significant difference in students' experiences.<br><br>3. Enhancing Participation in Events:<br>Another frequent comment from students is the need to encourage student participation in school and community events. While some students are actively involved, many others do not participate, indicating possible barriers to engagement. Schools can create more inclusive and accessible events, ensuring all students have opportunities to engage and build a sense of community.<br><br>4. Effective Use of Technology:<br>The role of technology in education is seen as a double-edged sword. While it can enhance learning engagement for many students, others do not see a significant benefit. This highlights the need for thoughtful integration of technology within the curriculum, ensuring that it complements traditional teaching methods and meets diverse learning needs.<br><br>5. Academic Feedback and Progress:<br>Regular and constructive feedback on academic progress is essential for student growth. Some students expressed a need for more consistent feedback, suggesting that schools should emphasize timely and personalized academic evaluations. This approach can help students understand their strengths and areas for improvement, fostering a path to academic success.<br><br>Responses to the LCAP Survey - favorability by survey question:<br>The following represents responses based on the LCAP Survey.<br><br>Favorability percentage:<br>89% - My school sets high expectations for my academic achievement.<br>84% - My teachers understand my learning needs and work to address<br>them. |

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| | 72% - I regularly participate in hands-on learning activities or lessons that<br>connect to the real-world.<br>80% - My teachers talk to me about my academic progress.<br>48% - I have access to choose from a variety of high school courses.<br>65% - I am performing well in math (at or above grade level based on report card or District/State testing).<br>79% - I am performing well in reading/ELA (at or above grade level based<br>on report card or District/State testing).<br>68% - I am performing well in science (at or above grade level based on<br>report card or District/State testing).<br>70% - I am performing well in history/social studies (at or above grade level based on report card or District/State testing).<br>84% - I am aware of career opportunities and how it relates to academic<br>subjects.<br>62% - For students classified as English Learners: I am improving in English Language Development (ELD).<br>76% - I learn better when my teacher uses technology to engage me in my learning.<br>78% - I feel respected, accepted and welcomed at school.<br>72% - I feel I am valued at school.<br>69% - I feel safe at school.<br>77% - I have access to a safe place at school.<br>81% - My teachers can help students with behavior/social emotional concerns.<br>85% - I am informed about events, programs, and opportunities at school.<br>92% - I am aware of the school expectations.<br>63% - I participate/are involved in school or community events.<br><br>Student Ambassadors Club - Student Meeting Facilitated by CVHS, with student representatives from different clubs and programs: 33 students participated in the survey |

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| | The most important topic concerning the LCAP actions and services at the school is the effectiveness of the wellness center, which was frequently mentioned positively by participants. Overall, there's a positive sentiment regarding support for students' social-emotional needs, with some areas needing more attention.<br><br>Top themes from the students' responses include:<br><br>1. Wellness Center:<br>The wellness center was the most frequently mentioned support mechanism, highlighted by many participants as a significant resource for students' social-emotional needs. It is highly regarded for its friendly and supportive staff, making it a trusted safe space for students. Overall, the wellness center is perceived as an essential element in the well-being of students.<br><br>2. Counseling Services and Mental Health Programs:<br>Counseling services, including SEL programs and peer support groups, were identified as effective LCAP actions. Participants appreciated these services for helping them develop crucial emotional and communication skills. These programs were seen as beneficial in promoting emotional regulation and empathy among students.<br><br>3. Latino Commission:<br>The Latino Commission was repeatedly mentioned as an impactful service. It is viewed positively, especially among Latino students, for providing specific cultural and emotional support. The commission's collaborative efforts with the wellness center appear to be well-received and effective.<br><br>Considerations: Awareness and Accessibility of Services<br>Ensuring that all students are aware of and can easily access these services is crucial. There may be gaps in communication or barriers preventing some students from utilizing these support systems.<br>* Not all students may be aware of or able to access available services, limiting their effectiveness.<br>* Some students may feel neglected despite overall positive feedback, indicating potential gaps. |

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| | * Ensuring all racial and ethnic groups feel supported is critical for creating an equitable environment.<br>* Overburdened staff may lead to decreased quality of student support. |
| Community Organizations | Throughout the 2024-25 school year, CVUSD continued to prioritize collaboration and meaningful engagement with educational partners. The district's efforts included actively gathering feedback through the Spring 2025 Community LCAP Survey, which was completed by 12 of the community organizations that CVUSD partners with.<br><br>The survey responses revealed a balanced perspective—half of the participants reported strong, positive collaborations with the district, while the other half identified areas for improvement. This feedback underscores the districts strengths in forging productive partnerships, as well as the district's dedication to addressing challenges and enhancing communication and support.<br><br>1. Collaboration Effectiveness<br>Participants recognized areas where collaboration is working well and where it can be strengthened:<br><br>* Many appreciated productive, smooth collaboration that supports student well-being and school improvement.<br>* Others highlighted a need for the district to share more data and celebrate program successes alongside community events to further engage families and partners.<br>* A call was made to consistently highlight student growth, graduation rates, and positive outcomes to reinforce CVUSD's strong track record.<br><br>Survey Question: In what areas do you believe there is room for improvement or growth in your collaborative efforts with the school district?<br>Specific comments include:<br>* "I believe there is room for improvement in our collaborative efforts with the school district in the consistent highlighting and |

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| | communication of the district's successful programs. The district can more effectively showcase its strengths by sharing clear data points that demonstrate program effectiveness, such as student growth, graduation rates, innovative instructional outcomes, and a lowering of suspensions and expulsions. At the same time, celebrating significant events and community successes alongside these metrics would create a more well-rounded narrative that engages families, staff, and community partners and reinforces the district's positive impact."<br><br>Survey Question: How do you perceive the impact of your organization's programs or initiatives on student's social-emotional health and wellness within the Coachella Valley Unified School District?<br>Specific comments include:<br>* "Our initiatives, primarily through Alianza's Education Justice team, support students' social-emotional health by advocating for safe, inclusive environments, reducing punitive discipline practices, and promoting policies that prioritize wellbeing and positive school climates."<br><br>2. Communication and Educational Partner Engagement<br>Clear, consistent communication emerged as a crucial factor for successful partnerships:<br><br>* Some community partners praised the district's openness and responsiveness, while others noted that clearer next steps during meetings would build trust and ensure ongoing collaboration.<br>* Suggestions included increasing invitations to community events and fostering a more intentional approach to involving educational partners.<br><br>Survey Question: How do you think the school district could better support or facilitate the work of community-based organizations like yours?<br>Specific comments include:<br>* "It is crucial to increase communication, collaboration, and active participation of all those involved." |

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| | * "The district could better support community-based organizations by being more intentional about setting clear next steps during meetings. This would ensure that each meeting is treated with importance and lead to ongoing collaboration."<br>* "Include and invite us to more events."<br><br>3. Partnership Quality<br>The mixed feedback highlights both successful relationships and opportunities for improvement in partnership management:<br><br>*Several organizations shared positive experiences of well-managed partnerships, such as securing agreements for after-school youth programming through clear, collaborative processes.<br>* Others identified the need for clearer procedures for borrowing facilities and promoting community events, suggesting opportunities for streamlined processes and increased support.<br><br>Survey Question: What challenges, if any, have you encountered in working with the school district, and how have you addressed or overcome them?<br>Specific comments include:<br>* "We've noticed that some smaller systems—such as the processes for borrowing facilities or distributing community event flyers—could benefit from clearer guidelines and communication. Improving these procedures would help streamline partnerships and enhance community engagement."<br>* "Getting clarity on how our organization is able to host after school youth programming at school sites. We were able to meet with CVUSD administration and gather information, next steps and we were able to draft and finalize an MOU."<br>* "In my opinion there has not been a big challenge."<br><br>4. Support Mechanisms<br>Educational partners highlighted the value of stronger support structures: |

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| | * There was a request for more transparency about program effectiveness, paired with data that demonstrate how community initiatives align with district goals.<br>* Participants emphasized the importance of accessible communication channels, collaborative decision-making, and sharing knowledge across departments to strengthen partnerships.<br><br>Survey Question: What specific resources or support do you feel would enhance your ability to contribute effectively to the educational goals of the Coachella Valley Unified School District?<br>Specific comments include:<br>* "To contribute more effectively to the district's educational goals, we would benefit from greater efforts to uplift successful programs along with their correlated data points. This kind of transparency engages the community, builds trust, and helps eliminate ambiguity around what's working and where support is needed."<br>* "Share the knowledge with peers and team of different departments."<br>* "Creating clear and accessible communication platforms and promoting participation in decision-making and program planning, seeking opportunities for collaboration that strengthen the bond between the school and the community."<br><br>5. Next Steps and Ongoing Commitment<br>CVUSD is committed to using this feedback to build on its successes and address identified areas for improvement:<br><br>* Communication Barriers: CVUSD will work to identify and address obstacles in the communication process to support stronger collaboration.<br>* Educational Partner Involvement: The district will continue to expand engagement opportunities and ensure all partners are included and active participants.<br>* Support Structures: CVUSD will review current support mechanisms and refine them to better facilitate partnerships.<br>* Partnership Management: The district will examine and enhance partnership models to maximize the impact of collaborative efforts. |

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| Special Education Parent Advisory Committee (SEPAC) | The CVUSD Special Education Parent Advisory Committee (SEPAC) comprises parents, community members, teachers, and staff collaborating to enhance educational outcomes for students with disabilities. SEPAC's objective is to foster active family participation and empower them to be informed and effective educational partners in crafting and executing learning opportunities for these students. Operating within the Riverside County SELPA Community Advisory Committee (CAC), composed of parents and stakeholders invested in ensuring appropriate services for students with disabilities, SEPAC aligns its efforts.<br><br>SEPAC convenes quarterly to address student, parent, and community needs across the District. Moreover, it conducts monthly parent training sessions covering a spectrum of topics such as: IEP and services overview; Mental Health and Social Emotional Learning; Positive Behavior Intervention; Transition Planning; and Post-Secondary Transition Planning.<br><br>These topics are curated by the SEPAC planning committee and through community outreach efforts. Additionally, SEPAC engages in community outreach events to disseminate information about programs and services available to students with disabilities within CVUSD. |
| CVUSD LCAP Advisory Committee | During the 2024-25 school year, CVUSD staff facilitated five meetings with the LCAP Advisory Committee. This committee included district staff, site administrators, teachers, other certificated employees, classified employees, CVTA and CSEA Executive Board members, parents, students, and community members.<br><br>Feedback and concerns raised by LCAP Advisory Committee members included:<br><br>In a survey for LCAP Advisory Committee Members - when asked if the actions in each goal are aligned to the LCAP Survey responses and data shared, participants made the following comments: |

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| | GOAL 1: Equitable Access to Academic Success<br><br>Survey Question: What else could we include in the LCAP Goal 1 to provide equitable access to academic success for all students?<br>* Use data from previous years to inform goal setting.<br>* Complete surveys before finalizing goals to ensure feedback is considered.<br>* Include metrics on program impact to guide budget decisions.<br>* Actively invite students to give input.<br>* Provide more program options for students<br><br>GOAL 2: Health, Wellness, and Social Emotional Learning<br><br>Survey Question: What else could we include in Goal 2 to promote health, wellness and Social Emotional Learning for our students?<br>* Share results showing how wellness supports impact emotional health.<br>* Maintain behavioral/wellness support at all K-12 sites instead of reducing staff.<br>* Explore additional funding and staffing for youth mental health, including clarity on Latino Commission funding and services.<br><br>GOAL 3: Effective Communication, Parent Engagement, and Community Partnerships<br><br>Survey Question: What else could we include in Goal 3 to promote Effective Communication, Parent Engagement and Community Partnerships?<br>* Conduct surveys more frequently to gather updated feedback.<br>* Share survey results with the committee to show alignment with budget allocations.<br><br>GOAL 4: Professional Learning to Build Staff Capacity<br><br>Survey Question: What else could we include in Goal 4 to provide professional learning to build staff capacity?<br>* Evaluate professional development for staff twice a year. |

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| | * Seek additional funding or cost-effective partnerships to build staff capacity.<br>* Provide more professional development for teachers during summer and the school year.<br><br>The following LCAP Advisory Committee Members' questions and comments (along with district responses) were collected at the May 14, 2025 LCAP Advisory meeting and the May 21, 2025 LCAP Meeting in Spanish, where CVUSD shared the CA Dashboard data (ELA, Math, Suspension, Chronic Absenteeism, College Career Indicator, Grad Rate, English Learner Progress Indicator - by student group), preliminary LCAP survey responses, and proposed changes in LCAP actions from 2024-25 to 2025-26:<br><br>GOAL 1:<br>May 14, 2025 LCAP Advisory Meeting:<br>* Elementary AP's – how does changing the funding to Medicaid change the position (if it does)? Response: Elementary Assistant Principals will be responsible for managing IEPs (meetings, monitoring implementation of IEP, parent communication. etc.)<br>* MTSS Data Coaching doesn't make sense. The Cost went from $281K to $422K, but positions were "reduced" from 3 to 2? Add reduced from 3 to 2 and funding change to show. Response: In 25-26, 82.34% of the positions cost (for 2) will be funded with the Educator Effectiveness (EE) Grant. In 24-25, 35.3% of the positions cost for 3 MTSS Data Coaching Coordinators was funded with Educator Effectiveness. Which is why, even though there will be 1 less Coordinator, the dollar amount funded with EE is higher with a 47% increased percentage of Educator Effectiveness funding.<br>* Where is the $ going that wasn't utilized? Response: The 2024-25 LCAP included an LCFF S/C budget of $80.5 million, and an LCFF Contribution (General Fund) of $10.9 million, for a total LCFF budget of $91.4 million. The [estimated] actual expenditures for LCFF funding in the 24-25 LCAP is $82.4 million. Because $82.4 million in LCFF funds were expended in 24-25, exceeding the LCFF S/C budget of $80.5 million - there weren't any LCAP funds that were not utilized. The 24-25 LCAP was able to lessen the impact on the General Fund contribution by approximately $8.9 million. |

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| | * Elementary APs – 11 for 14 schools. Who will share and who won't and how is it decided? Are we hiring APs because isn't everyone sharing now?<br>Response: CVUSD will resume the 650:1 elementary students to Assistant Principal ratio that was in place pre-COVID. Schools with less than 650 students will share an Assistant Principal.<br>* No more educational field trips for secondary? Or just not being funded by LCAP anymore? Response: They will not be funded with LCFF. They may be funded with CTE funds or site funds.<br>* IMAs (16 Elem & 6 Sec) (100%): Proposed change to 5 hours, 10 months – Not negotiated/don't budget $1,741,687 Response: Amount is budgeted as a placeholder, and will be revised pending negotiation outcomes.<br><br>May 21, 2025, LCAP Meeting presented in Spanish:<br>* Comment - I think it's a good idea to analyze all the programs that are being used and make changes for improvements; and cancel the programs that aren't being used.<br>* Aeries Analytics: What were the goals and why weren't they met? Response: We did not use AERIES Analytics, as we utilized other analytical programs to provide data – such as Elevation, iReady, and AVANT.<br>* Do you guys have an alternative for tutor.com? Or is it not being used at 100% there? Or is it discontinued completely without alternative? Response: At this time, we are not contracting for an alternative program. We will be providing after school intervention for students in 25-26.<br>* Why are we going to remove MTSS Elementary and how are we going to replace those learnings? Response: We are not removing MTSS Elementary. We are eliminating one of the 3 Coordinator positions (which was vacant for most of the 24-25 school year). We will continue with 2 Elementary MTSS Coordinators.<br>* What was the reduction of the 15 teachers? What are the school's goals and policies? Response: The 15 teachers were reduced due to a few factors including: changes (decline) in enrollment, master schedule changes at the high schools, and the expiration of COVID funding. |

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| | * Early Learners: It's unreasonable to reduce staff in kindergarten. The children need more attention. Response: The Kindergarten Aides were funded with ESSER funds during COVID. With the expiration of the COVID funding and the district's deficit of over $50 million, these positions were part of the reduction in force. We will continue to staff all Transitional Kindergarten classes with General Education Instructional Aides in 25-26.<br>* Didn't see anything in the LCAP for SPED students.<br>Response: Specific programs and services for Special Education students are funded with grants, general fund, and special education funding. LCFF S/C funding is based on 3 student groups: English Learner, Foster Youth, and Low Income. As Special Education students can be in any, or all of the 3 student groups, they are included in programs and services in the LCAP.<br><br>GOAL 2:<br>May 14, 2025 LCAP Advisory Meeting:<br>* Wellness Center, Behavior Techs and Mentors – What support will Wellness leads and students have? Response: Wellness Centers will have the lead teacher assigned to the room. They will be supported by site admin, site therapist, and Student Support Services. This continues to include PD and training, as well as monthly collaboration with the other leads. Latino Commision Therapists will be in an assigned room/office on each campus for their confidential services<br>* PBIS Rewards not being purchased anymore? How do we reinforce the students?<br>Response: PBIS Rewards is a tool that can be used as a support for teachers, however it is not a requirement. Most teachers are choosing not to use it. However, the App is not PBIS. It is simply a tracking App. Positive Behavior Interventions and Supports are being utilized universally at all 21 schools and are incorporated into the SEL lessons as well as in all classrooms, playgrounds, libraries, cafeterias and offices across the district.<br>* PBIS Rewards - Why is there short usage? What is happening to PBIS and low usage sites? Response: On average, less that 25% of each school site is utilizing the app, and of those, several are only using it to document behavior concerns/incidents/interventions, with is a function already available under the Discipline tab in AERIES |

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| | * Wellness Mental Health Services – Latino Commission: Single funded? Response: Latino Commission will be single funded with LCFF S/C funds for the 25-26 school year. The Latino Commision Therapists will be in an assigned room/office on each campus for their confidential services. 1 per site, and substance abuse counselors will now be shared amongst the secondary sites.<br><br>May 21, 2025, LCAP Meeting presented in Spanish:<br>* How many nurses are there in total in the district if there are 22 schools? Response: There will be 6 RNs (5 in the LCAP and 1 funded with General Funds), and 7 LVNs.<br>* What percentage of counseling sessions with Latino Commission have been successful? A few students who tried them didn't like the session, but don't have many details. Perhaps it could be reduced a little more. Response: Latino Commission currently provides over 53 staff members that provide various services. All therapists carry a full caseload (25) that consist of services that are provided in 12 sessions or within 3 months, whichever comes first. Other staff members include elementary group counselors, substance abuse intervention specialists, and psychiatric services. If a parent or student is not okay with the services being offered or provided they can choose to discontinue services. This can come from the parent or student not being ready to work on the reason for the referral. This year, from August 2024 to April 2025, we have served 3,990 students on caseloads alone, plus additional services as needed.<br>* Comment - PBIS Rewards: They could be reduced or eliminated so that the budget could be invested in transformational circles, mental health or wellness centers.<br>* As students from other countries are enrolled at CVUSD, is there social emotional support available for them? Is there an integration plan? Response: SEL (Social Emotional Learning) lessons are an expectation of all teachers across the district, for the benefit of all our students. Wellness teams and counselors, as well as administrators, are available to support the needs of our newcomers as needed.<br><br>GOAL 3:<br>May 14, 2025 LCAP Advisory Meeting: |

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| | * Bilingual Psych Techs – Who will do the work usually done by them? It's a lot of work. Response: A plan is currently being developed to support IEPS.<br>* Public Information Officer (PIO) is vacant? Response: This was an oversight, the position was vacant until October 2024, and the description was not updated.<br>* Other language supports (purepecha, other language, etc): What does this mean?<br>Response: This includes translating and interpreting at school board meetings and other parent meetings, translating materials into Purepecha, which is a language spoken by some CVUSD families, and translating district documents into Spanish.<br><br>May 21, 2025, LCAP Meeting presented in Spanish:<br>* What alternatives do you have for releasing all 9 bilingual psychologists? Response: A plan is currently being developed to support IEPS.<br>* Are parent liaisons going to continue? If so, how many hours?<br>Response: The Parent Liaison positions are part of ongoing negotiations with CSEA, and the outcome is not known at this time.<br>* Comment - Parent square notices sent from the school are usually received a day prior or the same day of the meeting/event.<br><br>GOAL 4:<br>* What is the cost/budget for each PD on goal 4 between certificated management, classified?<br>Response: In Goal 4 of the LCAP, the budgeted PD includes extra services, subs, contracts, and conferences. Most of the PD for certificated staff is funded through LCFF S/C and Title I funds to meet the needs of our Foster Youth, English Learner, and Low Income students. These supplemental funding sources help support the academic and social-emotional needs of CVUSD students. Many of the trainings are available to both certificated and instructional classified staff who work in the classroom with students. For example, the Summer 2024 PD was open to certificated and instructional classified staff, and included training on gradual release instruction, the transformational model, standards academy/alignment, and |

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| | conscious discipline for TK/K. It is important to note that not all the PD provided to CVUSD staff is included in the LCAP.<br>* Gary Soto Training $63,520 for 25/26 – Has this even been approved by the board? Or presented? Do we really need?<br>Response: The difference in cost from 24-25 to 25-26 is a reduction in cost of $43,250; with a reduced number of training days. The Gary Soto Training contract will go to the board on June 12, 2025. To maintain consistency in the professional development that began in 24-25, including the instructional framework, gradual release instruction, standards alignment, etc., we do need to continue the work with Gary Soto Training.<br>* Will there be any PD for Dual teachers/parents since everything seems to be eliminated? Response: PD for the Dual Language teachers/parents will be provided by CVUSD's Dual Language Coordinator, Joann Lira<br>* LETRS PD (Subs) Reduction in funding $45,761: Why, if others are cut?<br>Response: We have a Cohort of 40 teachers who will be completing year 2 of the 2 year LETRS (Language Essentials for Teachers of Reading and Spelling) program in 25-26, and a new Cohort of 20 teachers beginning the LETRS program in 25-26. |
| Preschool Parent Advisory Council | The Preschool Parent Advisory Council's (PAC) mission is to engage families to help shape education policy and represent diverse parent voices in the statewide decision-making process. The PAC is committed to helping close gaps in achievement and to create authentic engagement opportunities that will result in transformative outcomes for California students. |
| Equity Multiplier School - La Familia High School Parent-Student-Staff Meeting | Feedback from a survey conducted among students, staff, and parents revealed that La Familia High School's strengths include supportive teachers, a strong sense of community, effective academic aid programs, early graduation opportunities, and beneficial extracurricular activities. However, areas for improvement include better food options, enhanced facility maintenance, improved restroom and transportation conditions, stricter discipline enforcement, more diverse course offerings, and increased space for growth and safety. Additional suggestions include expanded |

| Educational Partner(s) | Process for Engagement |
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| | community service opportunities, more shade structures, and modernized school facilities to accommodate growing staff and student needs.<br><br>Students, parents, and staff were surveyed to determine how the LCFF Equity Multiplier funds should be utilized at La Familia High School. The survey responses identified the following needs:<br><br>1. Student Programs and Experiences:<br>Feedback suggests that students are looking for more engaging, relevant, and supportive educational experiences. There is a clear expectation for actions that directly address and enhance their learning environments and opportunities. There is a clear mandate to focus on student-centric programs and initiatives that directly impact their educational experiences. Students would like the school/district to prioritize developing and enhancing programs that support student engagement, well-being, and academic achievement.<br><br>2. Academic Programs:<br>Many respondents praised the academic support provided by the school, noting the ease of recovering credits and the effectiveness of tutoring programs. The dual enrollment courses, credit recovery options, and advisory periods are particularly appreciated by students. Some respondents suggested improvements, such as a greater variety of classes and more electives to meet diverse interests. While the academic support is strong, there's a desire for more comprehensive college and career readiness programs. The current offerings are seen as beneficial, but there's room for expanding and enhancing these programs further.<br><br>3. Staff and Teacher Support:<br>The general consensus among respondents is that the staff and teachers at La Familia High School are very supportive and engaged. Many students and parents express appreciation for the personalized attention and help provided by teachers. This supportive environment is seen as a key aspect of the school's strength, contributing to a positive learning atmosphere. The relationship between students and staff is frequently highlighted as a strong point. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | 4. Professional Support for Certificated Staff:<br>Certificated staff constituted the second-largest respondent group, highlighting the importance of professional development, adequate resources, and higher morale among teachers. Participants from this group expressed a need for more support to help them provide high-quality education, including ongoing training, access to resources, and recognition of their hard work and contributions.<br><br>5. Parental Engagement and Communication:<br>Parents, though a smaller group, emphasized the significance of open communication channels and active involvement in their children's education. Their feedback indicates a desire for greater transparency, better information flow from the school, and opportunities to be more involved in school-related activities and decisions.<br><br>6. Facilities:<br>Numerous respondents highlighted the need for improvements and modernized school facilities to accommodate growing staff and student needs at La Familia High School. The lack of essential facilities such as a gym or a multi-purpose room was also a concern. Specific issues included the need for additional restrooms, and the need for better water fountains. Suggestions also included installing more shade structures, especially in areas where students wait for buses, and improving the school's air conditioning systems. Overall, the current state of the facilities appears to be a significant area requiring attention and improvement.<br><br>7. School Culture: More school culture activities and clearer rules and expectations.<br><br>8. Student Support:<br>The school's small class sizes and one-to-one attention are positives. Families would like more support for students, including transportation, more help in mathematics, and more motivation for students to attend classes. |

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

GOAL 1:
DELAC parents requested additional supports in the form of EL tutoring and more EL Mentors to support students.
Actions to support our English Learners can be found in LCAP Goal 1, Action 6.

Actions in LCAP Goal 1, action 6, that support English Learners:
* Multilingual and Multicultural Education services provide students targeted support to equip students with the linguistic skills to allow them to access academic content and fully engage in academic setting successfully.
* The Multilingual and Multicultural Education department identifies English learners, Dual Language and Migrant students and monitors their academic progress, ensures students are placed in the correct classes, and provides them the support they need to develop the linguistic skills needed to achieve academic success.
* Migrant education provides specialized educational support to migratory children, addresses disparities in academic standards among states, and ensures equitable opportunities to meet state standards.
* Direct Support for Immigrant Students- Newcomer Academy:
12 week program to support newcomer students transition as newcomers, learn more about ELPAC, and connect with other Newcomers within their school - Offered at all secondary schools and 4 elementary schools with the highest concentration of newcomer students.
* EL Mentors - Each EL Mentor has a caseload of 30 EL mentees and meet with these students throughout the school year to develop an Individualized Language Plan (ILP) in which students focus on their ELPAC scores, academic performance, and personal goals to focus on reclassification.

Action in LCAP Goal 1 that support Students with Disabilities:
Going forward, based on CVUSD's work with Riverside Co. SELPA and RCOE, the following areas have been identified as priority issues for deeper investigation and improvement in Step 2 of the Continuous Improvement Monitoring (CIM) process:
- Academic performance in ELA and Math across grade levels, despite improvement trends. (LCAP Goal 1)
- Restrictive Placements for students with Autism and Intellectual Disabilities, especially in preschool.
- IEP Documentation and Progress Monitoring inconsistencies, especially at the secondary level.

GOAL 2:
Parents and the LCAP Advisory Committee requested services for mental health and the Wellness Centers to continue to be funded in the LCAP.
* Wellness Centers will continue at all middle and high schools, staffed with a Wellness Lead Teacher.
* Extra Services will be provided to classified and certificated staff to train on the implementation of Transformational Circles at all schools.
* Latino Commission Counseling is provided at all schools, and referrals are provided for families also. Approximately $4.2 million is allocated for counseling.

Action in LCAP Goal 2 that support Students with Disabilities:
Going forward, based on CVUSD's work with Riverside Co. SELPA and RCOE, the following areas have been identified as priority issues for deeper investigation and improvement in Step 2 of the Continuous Improvement Monitoring (CIM) process:
- Chronic Absenteeism among SWDs, particularly in middle and high school and at rural sites. (LCAP Goal 2)

GOAL 3
Parents requested additional workshops on how to better support their children at home, a clear understanding of the reclassification process, and more professional development for teachers to support English learner needs.

In Goal 3, there are several actions/services to build parents capacity to support their students at home including:
* Community Resources Fairs
* School site and district parent workshops.
* Parent workshops scheduled for the 2025-26 school year include:
    - How to Support my student to Further their Education
    - Activities on how to set Goals for Children
    - Healthier Eating Habits
    - Parent Tips to Help Children Thrive
    - Managing Your Child's Meltdowns, Tantrums, and Aggression
    - How to Accomplish Personal Achievements
    - Drug & Suicide Prevention
    - How to Apply for Financial Aid & Scholarships
    - Hidden Causes of Hyperactivity in Kids & What to do about it

Parents also requested an increase/improvement in the timeliness of information and communication. Some of the ways that CVUSD is meeting that request are:
* Outreach and Advertising Materials
* Translator Salaries
    - Translators translate district documents such as IEP's, LCAP, Human Resources documents, legal notices and flyers.
    - In addition they are qualified to interpret for district meetings such as board meetings, etc.
* Thought Exchange Online Platform
* Parent Square App communication system

GOAL 4 - Professional Development

CVTA members frequently mentioned the need for more relevant and grade-specific professional development. Many feel that current training programs do not adequately address their specific needs or challenges. There is a strong desire for professional development that is directly applicable to their classroom situations. Effective professional development helps teachers stay current with educational best practices and improve their instructional methods.

The areas of Professional Development that were requested by most participants include:
* Grade Specific Training
* Classroom Management Techniques
* Subject-Specific Training

* Special Education and Inclusivity
* Technology Integration
* Hands-On and Interactive Training
* Culturally Responsive Teaching

In response to input on Professional Development from CVTA, the following professional development opportunities are included in Goal 4 of the 2025-26 LCAP:

* Dual Language (DL) Collaboration Sessions
* LETRS for Early Learners - training on Foundational Literacy Skills
* MTSS Framework - Year 2
* Corrective Reading PD for elementary schools
* 95% PD for secondary schools
* UCI Math
* AVID
* Transformational Model Trainings
* Academic Counselor Professional Development

CSEA
Based on the survey results, the areas of professional development that CSEA members would like to have are:
* Stress management - (52%)
* Safety - (41%)
* Employee emotional needs (40%)
* Conflict Management - (39%)
* De-escalation tactics - (33%)
* Other - (17%)

* Safety - 83% of CSEA members responded favorably to the LCAP Survey question "I feel safe working around other staff in my works site or department."
83% of CSEA members responded favorably to the LCAP Survey question "I feel safe at my work site or department."
79% of CSEA members responded favorably to the LCAP Survey question "My work site and/or department has adequate safety protocols in place and
are followed."

In response to input on Professional Development from CSEA, the following professional development opportunities are included in Goal 4 of the 2025-26 LCAP:
* Classified Employee Trainings
* ALICE - Safety training
* Transformational Model Trainings

Equity Multiplier School - La Familia High School Parent-Student-Staff Meeting: Based on the feedback received from educational partners regarding the use of Equity Multiplier funds, Goal 5 will continue largely unchanged in the 2025-26 LCAP and will address the school needs through the implementation of an Academic Intervention and Enrichment Program (AIEP) in the 25-26 school year, which will include the following components:

- Online credit recovery- Additional time to complete online credits with an in-person teacher to assist with credit recovery needs. Monitoring of student transcripts to ensure grad requirements are being met.
- Tutoring- Assistance with understanding content, managing time, and completing class work.
- Concurrent Enrollment- Opportunity to earn college credits with concurrent enrollment COD classes. Increase credits and likelihood of attending college post-high school.

-Work-Based Learning- Field trips, job shadows, and internships to further college and career preparedness. Using career readiness to boost literacy skills and Lexile levels through high-interest topics and research.

- Clubs- Participation in clubs to make connections between academic content and areas of interest. Intended to increase school attendance and participation while boosting academics.
- Sports- Participation on sports teams to increase school attendance and participation while boosting academics and earning additional credits.
- Wellness- Engaging in activities and events promoting individual and school community wellness while improving written and oral communication skills.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | Create equitable access to educational opportunities that will lead to academic success. | 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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 1 was developed based on the feedback that CVUSD received from educational partners, the LCAP Survey results, and a review of the CA School Dashboard Indicators. Implementation of Multi-tiered System of Instructional Supports (MTSS):

Based on LCAP Survey Data, families indicated a need for teachers to engage with their students to motivate and challenge them. Students also indicated on the LCAP Survey that they would like a quality education.

Acknowledging the survey responses of our Educational Partners, CVUSD will continue to implement a Multi Tiered System of Support (MTSS) district wide in the 2025-26 school year. It is a comprehensive framework implemented by schools and districts to provide academic, behavioral, and social-emotional support to all students. MTSS supports meet the needs of all students, including the diverse needs of students who may require additional assistance to succeed in school, such as English learners, Foster Youth, and low-socioeconomic students, as it provides detailed data to guide instruction.

CAASPP test data from 2024 shows that 27.88% of students (a 1.76% increase from 2023) met or exceeded ELA standards, while 16.65% (an increase of 2.76% from 2023) met or exceeded the standards in math. According to our LCAP Family engagement survey, our educational partners expressed a need for pursuing highly qualified teachers in all positions, as well as providing support for students in academic areas. Overall, research on MTSS suggests that it is an effective framework for promoting student success, improving academic achievement, and creating inclusive and supportive learning environments.

CVUSD has been identified by the California Department of Education (CDE) for Intensive Level II compliance and improvement monitoring due to not meeting the State's target participation rates for the percentage of students with Individualized Education Plans (IEP) that participate for more than 80% of their school day in the least restrictive environment (LRE) (general education setting). Data shows in the 2023-24 school year that 41.8% of CVUSD students with disabilities participated in the general education setting for more than 80% of their

school day. Participation increased from 38.69% in the 2022-23 school year. The CDE target rates for the 2023-24 and 2024-25 school years are 67% and 70%, respectively. The District's Compliance and Improvement Monitoring (CIM) Team in partnership with the Systems Improvement Leads (SIL) and the Network Improvement Committee (NIC) developed an improvement goal to increase the participation rate in the least restrictive environment (LRE) (general education setting). The systems of support that will be implemented with MTSS, will assist all teachers in meeting the diverse needs of all students, including students with disabilities and their access to general education classroom settings.

Supplemental Supports to Strengthen the Instructional Core: (Priority 2, 4, 7, 8):

Through supplemental supports, teachers are able to interact and engage with students in order to make lessons come alive in different ways. Through these engaging activities and supports, students will be able to access curriculum in a variety of ways that speak to their learning styles.

The action of providing supplemental supports to strengthen the instructional core is directed towards all students and to support specific groups such as Foster Youth (FY), English Learners (EL), or low-income students, with the aim of increasing or improving services for these populations.

The primary need addressed by supplemental supports to strengthen the instructional core is the achievement gap or disparities in academic outcomes among different student groups. These disparities may arise due to various factors such as socio-economic status, English Language proficiency, disabilities, or other challenges faced by students.

Supplemental supports to strengthen the instructional core are effective in meeting identified needs because they are targeted, personalized, equity-focused, comprehensive, data-informed, and collaborative. By implementing these supports, school sites can better meet the diverse needs of their students and promote equitable opportunities for all learners to succeed.

Many participants of the 2025 Family LCAP Survey highlighted the need for additional support to strengthen the instructional core. This includes tutoring programs, special classes for students who need extra help, and resources for students with disabilities. The perception is that providing these supplemental supports would help bridge learning gaps and enhance overall student achievement.

Extracurricular Student Programs: (Priority 4, 5, 7, 8):
Parent input on the LCAP Survey indicated a need for students to be motivated and challenged in a variety of ways. Parents also indicated that they would like their children to participate in activities that encourage academic success. Some parent responses indicated a desire for more programs and activities, including arts, sports, and extracurricular activities. Parents feel that expanding these options would provide students with a more well-rounded education and help foster diverse skills. The perception is that although some programs exist, there is a scope for adding more to benefit the students.

Teachers also gave input that they would like to see better learning environments for their students. Students indicated a desire for more activities at the school so that they can be involved. Offering extracurricular activities helps students develop additional skills, build confidence, allow for socialization, as well as an opportunity to explore different interests that will help tie students to the school and learning enrichment beyond the classroom.

Highly Qualified Educational Staff: (Priority 1, 2, 4, 8):
As identified in the LCAP Family Survey data, families expressed the need for quality teachers and the hiring of regular teaching staff. Families also expressed a need for ensuring that teachers and staff are supported with quality training to engage students in learning. Students indicated on the LCAP survey the need for more PE and music teachers.

On the LCAP Survey, Parents and participants repeatedly mentioned the importance of having highly qualified and dedicated staff. There were positive mentions of teachers who go above and beyond, as well as some concerns about teachers who may need more training or support. The overall perception is that having well-trained and committed staff is crucial for delivering high-quality education.

Overall, the benefits of hiring and retaining highly skilled staff highlight the value as an essential asset for achieving strategic objectives and sustaining growth. A highly qualified educational staff member plays a critical role in meeting the diverse needs of students across academic, social-emotional, cultural, individualized, career readiness, and health and wellness domains. Their efforts create a supportive and enriching learning environment that empowers students to reach their full potential and succeed.

College & Career Readiness (Priority 2, 7, 8):
Additionally, feedback from our LCAP Survey indicates college and career programs are valued by all educational partners and recognized as a way to engage students and prepare them to achieve their goals. College and career programs also provide a stronger school connection. In the LCA Family Survey results, preparing students for college and career readiness emerged as a key concern. Participants emphasized the need for more programs and guidance to help students understand and navigate their future educational and career paths. There is a sense that increasing focus on college and career readiness will better equip students for success in their post-secondary endeavors.

Data analysis of all student groups including special populations from the 2023 and 2024 graduates indicates students who engage in college and career readiness programs have higher: college admissions, A-G rate attainments, pass AP tests at a higher rate, complete more college credit courses while in high school, and meet multiple college and career measures set by the state of California.
Students identified in student groups such as English Learners, Low Income, Foster Youth, and Students with Disabilities, receive targeted interventions in programs through teacher provided tutoring, and accommodations to participate in all college and career readiness programs.

Broad Course of Study (Priority 7):
Data analysis of all student groups including special populations from the 2023 and 2024 graduates indicated students who engage in college and career readiness programs have higher: college admissions, A-G rate attainments, pass AP tests at a higher rate, complete more college credit courses while in high school, and meet multiple college and career measures set by the state of California.

* CTE - PK-16 alignment continues. CVUSD now has 11 STEAM elementary Schools, 20 middle school CTE programs that feed to our high schools, and 25 high school programs, all aligned to College of the Desert, CSUSB and UCR.
* 48% of students participated in CTE at the high school level in grades 9-12 during 2023-24. 388 students completed CTE programs, 64% enrolled in college. Of the 64%, 37.5% went to a 4-year university, and 62.5% went to community college.
* The A-G rate for CTE Completers was 53% in 2024, compared to an overall district rate of 31.7%.

2024 CA School Dashboard - Additional Reports - College/Career Levels and Measures Report
* 40.3% of the students who met prepared on the College Career Indicator (CCI) did so by taking college courses via Dual Enrollment while they were in high school.
* 10.5% of the students who met prepared on the CCI did so by passing 1 or more Advanced Placement (AP) classes.
* 75.4% of the students who met prepared on the CCI did so by meeting the A-G requirements for entrance into a UC or CSUSB campus.
* 47.1% of the students who met prepared on the CCI did so by earning a State Seal of Biliteracy.

Students with Exceptional Needs:
* 42.9% of the students with disabilities (SWD) who met prepared on the CA Dashboard CCI indicator did so by completing a CTE Pathway
* 28.6% of the students with disabilities (SWD) who met prepared on the CA Dashboard CCI indicator did so taking college courses via Dual Enrollment while they were in high school
* 57.1% of the students with disabilities (SWD) who met prepared on the CA Dashboard CCI indicator did so by meeting the A-G requirements for entrance into a UC or CSUSB campus.
* 9.5 % of the students with disabilities (SWD) who met prepared on the CCI did so by earning a State Seal of Biliteracy.

A focus area will be researching and implementing ways to include more SWD in classes/programs or services that help them meet prepared on the CA Dashboard CCI Indicator.
Students identified in student groups such as English Learners, Low Income, Foster Youth, and Students with Disabilities, receive targeted interventions in programs through a teacher provided tutoring and accommodations to enable the student(s) to participate in all college and career readiness programs.

Multilingual & Multicultural Education (Priority 2, 4, 7, 8):
Based on LCAP Survey Data, the value of multilingual education was highlighted by many participants. They praised the dual-language programs and emphasized the benefits of bilingualism in today’s global society. The perception is that supporting and expanding multilingual education can enhance cognitive development and offer students more opportunities in the future.

The Multilingual and Multicultural Education Department increases and improves services for English Learners by providing targeted support including supplemental services to address academic needs, and provides culturally and linguistically responsive learning opportunities. Secondary students receive supports in the form of designated and integrated English Language Development (ELD) and academic and college guidance with the goal to increase EL and Migrant high school graduation, increase A-G requirements, increase reclassification rates, and decrease the number of Long Term English Learners (LTEL) as well as At-Risk Long Term English Learners (AR-LTEL) and increase the number of student obtaining the State Seal of Biliteracy.

Coachella Valley Unified School District current enrollment indicates that 40.2% of our student population is classified as English learners. From this group, 12.7% of our English learner population is currently classified as Long Term English learners and 12% are classified as At Risk Long Term English Learners. The last English Learner Progress Indicator (ELPI) shows that 42.8% of our English learners are making progress as measured by the English Learner Progress Indicator (ELPI) on the CA School Dashboard and increasing in language acquisition.

State & Federal Projects:

- Title I Site Allocations
- LCFF S/C- Site Allocations
- State and Federal Projects Support

State and Federal Projects personnel, which includes a Director, a Coordinator, an Administrative Specialist and two Budget Specialists, is responsible for monitoring the use of state and federal funds to ensure that students from our most vulnerable groups (English Learners, Foster Youth, and Socioeconomically Disadvantaged students), receive the supplemental services and supports needed to succeed academically. State and Federal Projects supports district and site personnel in meeting objectives to support student learning.

Students benefit when they have supplemental materials to assist them in engaging in grade level content, receive targeted intervention and support, and learn in a positive school climate. The State and Federal Projects staff support sites and departments in developing school and district plans, which include actions and services to support student achievement and parent engagement.

Technology (Priority 4, 5, 7, 8):
On the Certificated Staff LCAP Survey, participants expressed concerns regarding technology and the use of applications. They noted issues with outdated technology and the lack of access to necessary digital tools, which hinders effective teaching and learning. Specific mentions include the need for better functioning iPads, access to apps like BrainPop, and adequate support for digital platforms used in curriculum delivery

The Classified staff also gave input on their survey results that they would like to see new equipment provided in a timely manner, and tasked for minimizing the delay in receiving necessary resources and equipment. Students have a positive perception of the use of technology in their learning. They generally agree that technology helps engage them better, which can lead to improved learning outcomes and student satisfaction.

Mid-way through the 2024-25 school year, the IT Services Technician team completed over 3,000 tickets with an average resolution time of 1 day & 5 hours which is an improvement of 63.29% for average resolution time. The Technology Department uses a ticketing system to analyze performance and assist in determining support needs. By implementing support for teachers through technology, the students' learning environment will be enhanced, and engagement with learning will increase.

On a quarterly basis students and staff have accessed over 422 million websites. As of February 2025, a total of 2499 hotspot devices are active to support students.
By offering cutting edge and state of the art implementation of technology, our students will be well prepared for college and career as they graduate from our schools. By offering professional development to teachers, staff and IT personnel, all educators will be prepared to support student learning in a variety of ways.

Early Learners
Head Start and preschool teachers directly support the appropriate implementation of early childhood education, which is proven to have long-term benefits for children's academic success and social development. Head Start and Preschool teachers provide foundational learning

experiences that help close achievement gaps, particularly for at-risk children, ensuring they enter TK and kindergarten ready to succeed.

## 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 ELA (Priority 4) CA Dashboard<br><br>% of students that met or exceeded the standard | CAASPP ELA – 2023 CA School Dashboard:<br>% of students that met or exceeded the standard<br>and Dashboard Color<br><br>All: 26.12% (Orange)<br>AI: 16.22% (Red)<br>EL: 9.21% (Red)<br>HI: 26.11% (Orange)<br>LTEL: 3.98%<br>HOM: 19.15% (Red)<br>FY: 33.33% (Orange)<br>SED: 24.91% (Red)<br>SWD: 5.49% (Orange) | CAASPP ELA – 2024 CA School Dashboard:<br>% of students that met or exceeded the standard<br>and Dashboard Color<br><br>All: 27.88% (Yellow)<br>AI: 27.59% (NA)<br>EL: 9.55% (Orange)<br>HI: 27.83% (Yellow)<br>LTEL: 3.58% (Orange)<br>HOM: 15.38% (Orange)<br>FY: 21.43% (Red)<br>SED: 26.56% (Yellow)<br>SWD: 7.21% (Orange) | | CAASPP ELA – 2026 CA School Dashboard:<br>% of students that met or exceeded the standard<br><br>All: 42%<br>EL: 31%<br>LTEL: 24%<br>HOM: 34%<br>FY: 48%<br>SED: 40%<br>SWD: 21% | CAASPP ELA – 2024 CA School Dashboard:<br>% of students that met or exceeded the standard<br>and Dashboard Color<br><br>All: +1.76% (Yellow)<br>AI: + 11.37% (NA)<br>EL: + 0.34% (Orange)<br>HI: + 1.72% (Yellow)<br>LTEL: - 0.4% (Orange)<br>HOM: - 3.77% (Orange)<br>FY: -11.9% (Red)<br>SED: +1.65 % (Yellow)<br>SWD: +1.72% (Orange) |
| 1.2 | CAASPP ELA (Priority 4) - CA Dashboard | 2023 CAASPP ELA | 2024 CAASPP ELA | | 2026 CAASPP ELA | 2024 CAASPP ELA |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | % of students that met or exceeded the standard<br><br>School & Student Groups in Red or Orange on CA Dashboard | (Priority 4) - % of students that met or exceeded the standard<br>Source: 2023 CA Dashboard<br><br>School & Student Group<br><br>Elementary Schools:<br><br>Coral Mountain:<br>SWD: 2.86% (Red)<br><br>John Kelley ES:<br>EL: 9.17% (Red)<br>SWD: 12.91% (Red)<br>HI: 28.99% (Orange)<br>SED: 27.96% (Orange)<br><br>Las Palmitas ES:<br>All: 17.28% (Red)<br>EL: 4.30% (Red)<br>HI: 16.62% (Red)<br>SED: 16.32% (Red)<br><br>Mecca ES:<br>All: 15.63%(Red)<br>EL: 2.19% (Red)<br>HI: 15.62% (Red)<br>SED: 14.98% (Red) | (Priority 4) - % of students that met or exceeded the standard<br>Source: 2024CA Dashboard<br><br>School & Student Group<br><br>Elementary Schools:<br><br>Coral Mountain:<br>SWD: 5.41% (Orange)<br><br>John Kelley ES:<br>EL: 11.11% (Yellow)<br>SWD: 7.89% (Red)<br>HI: 28.27% (Yellow)<br>SED: 26.52% (Yellow)<br><br>Las Palmitas ES:<br>All: 20.05% (Orange)<br>EL: 8.59% (Orange)<br>HI: 19.72% (Orange)<br>SED: 20.22% (Orange) | | (Priority 4) - CA Dashboard<br>% of students that met or exceeded the standard<br><br>School & Student Group<br><br>Elementary Schools:<br><br>Coral Mountain:<br>SWD: 12%<br><br>John Kelley ES:<br>EL: 18%<br>SWD: 22%<br><br>Las Palmitas ES:<br>All: 27%<br>EL:13%<br>HI: 26%<br>SED: 26%<br><br>Mecca ES:<br>All: 25%<br>EL: 11%<br>HI: 25%<br>SED: 24%<br>SWD: 11% | (Priority 4) - % of students that met or exceeded the standard<br>Source: 2024CA Dashboard<br><br>School & Student Group<br><br>Elementary Schools:<br><br>Coral Mountain:<br>SWD: + 2.55% (Orange)<br><br>John Kelley ES:<br>EL: +1.94% (Yellow)<br>SWD: - 5.02% (Red)<br><br>Las Palmitas ES:<br>All: +2.77% (Orange)<br>EL: + 4.29% (Orange)<br>HI: +3.1% (Orange)<br>SED: +3.9% (Orange) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | SWD: 1.96% (Red)<br><br>Oasis ES:<br>All: 17.92% (Red)<br>EL: 5.45% (Red)<br>HI: 18.14% (Red)<br>SED: 18.22% (Red)<br><br>Palm View ES:<br>All: 21.74% (Red)<br>EL: 9.18% (Red)<br>HI: 22.09% (Red)<br>SED: 21.49% (Red)<br>SWD: 7.84% (Red)<br><br>Saul Martinez ES:<br>EL: 10.21% (Red)<br>HI: 28.06% (Orange)<br>SED: 27.49% (Orange)<br>SWD: 4.00% (Red)<br><br>Sea View ES:<br>All: 22.84% (Red)<br>EL: 12.23% (Red)<br>HI: 21.47% (Red)<br>SED: 22.25% (Red)<br>SWD: 5.88% (Orange) | Mecca ES:<br>All: 16.71% (Orange)<br>EL: 7.90% (Orange)<br>HI: 16.51% (Orange)<br>SED: 15.16% (Orange)<br>SWD: 3.45% (Orange)<br><br>Oasis ES:<br>All: 15.39% (Red)<br>EL: 6.98% (Red)<br>HI: 15.07% (Red)<br>SED:15.69% (Red)<br><br>Palm View ES:<br>All: 25.78% (Yellow)<br>EL: 14.85% (Orange)<br>HI: 26.51% (Yellow)<br>SED: 25.74% (0range)<br>SWD: 5.66% (Yellow)<br><br>Saul Martinez ES: | | Oasis ES:<br>All: 27%<br>EL: 12%<br>HI: 27%<br>SED: 27%<br><br>Palm View ES:<br>All: 30%<br>EL: 18%<br>HI: 31%<br>SED: 30%<br>SWD: 17%<br><br>Saul Martinez ES:<br>EL: 19%<br>SWD: 13%<br><br>Sea View ES:<br>All: 30%<br>EL: 21%<br>HI: 30%<br>SED: 31%<br><br>Westside ES:<br>All: 35% | Mecca ES:<br>All: +1.08% (Orange)<br>EL: + 5.71% (Orange)<br>HI: +0.89 % (Orange)<br>SED: +0.18% (Orange)<br>SWD: +1.49%(Orange)<br><br>Oasis ES:<br>All: -2.53% (Red)<br>EL: +1.53% (Red)<br>HI: - 3.07% (Red)<br>SED:-2.53% (Red)<br><br>Palm View ES:<br>All: +4.04% (Yellow)<br>EL: +5.67% (Orange)<br>HI: +4.42% (Yellow)<br>SED: +4.25% (Orange)<br>SWD: -2.18% (Yellow)<br><br>Saul Martinez ES:<br>EL: +1.77% (Red) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Westside ES:<br>All: 20.0% (Red)<br>EL: 8.05% (Red)<br>HI: 19.49% (Red)<br>SED: 19.78% (Red)<br>SWD: 5.56% (Orange)<br><br>Middle Schools:<br><br>Bobby Duke MS:<br>EL: 5.26% (Red)<br>SWD: 2.86% (Orange)<br><br>Cahuilla Desert Academy:<br>EL: 6.29% (Red)<br>HI: 28.89% (Orange)<br>SED: 25.76% (Orange)<br>SWD: 5.55% (Orange)<br><br>Toro Canyon MS:<br>All: 21.04% (Red)<br>EL: 5.0% (Red)<br>HI: 21.21% (Red)<br>SED: 20.36% (Red) | EL: 11.98% (Red)<br>HI: 27.21% (Orange)<br>SED: 24.50% (Orange)<br>SWD: 10.94% (Orange)<br><br>Sea View ES:<br>All: 19.59% (Red)<br>EL: 5.35% (Red)<br>HI: 18.80% (Red)<br>SED: 18.95% (Red)<br>SWD: 2.63 % (0range)<br><br>Westside ES:<br>All: 30.45% (Yellow)<br>EL: 15.19% (Orange)<br>HI: 29.90% (Yellow)<br>SED: 30.33% (Yellow)<br>SWD: 11.76% (Orange)<br><br>Middle Schools:<br><br>Bobby Duke MS:<br>EL: 3.04% (Orange)<br>SWD: 5.95% (Red) | | EL: 17%<br>HI: 29%<br>SED: 29%<br><br>Middle Schools:<br><br>Bobby Duke MS:<br>EL: 15%<br><br>Cahuilla Desert Academy:<br>EL: 15%<br><br>Toro Canyon MS:<br>All: 30%<br>EL: 14%<br>HI: 30%<br>SED: 29%<br><br>High Schools:<br><br>Desert Mirage HS<br>All: 35%<br>EL:15%<br>HI: 35%<br>SED: 35% | HI: -0.85% (Orange)<br>SED: -2.99% (Orange)<br>SWD: +6.94% (Orange)<br><br>Sea View ES:<br>All: -3.25% (Red)<br>EL:- 6.88% (Red)<br>HI: -2.67% (Red)<br>SED: -3.3% (Red)<br>SWD: - 3.25% (0range)<br><br>Westside ES:<br>All: +10.45% (Yellow)<br>EL: +7.14% (Orange)<br>HI: +10.41% (Yellow)<br>SED: +10.55% (Yellow)<br>SWD: +6.2% (Orange)<br><br>Middle Schools:<br><br>Bobby Duke MS:<br>EL: - 2.22% (Orange)<br>SWD: +3.09% (Red) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | SWD: 4.24% (Orange)<br><br>High Schools:<br><br>Desert Mirage HS:<br>All: 25.75% (Red)<br>EL: 5.66% (Red)<br>HI: 25.85% (Red)<br>SED: 25.95% (Red)<br>SWD: 5.71% (Orange) | Cahuilla Desert Academy:<br>EL: 4.83% (Orange)<br>HI: 29.48% (Orange)<br>SED: 27.31% (Orange)<br>SWD: 9.21 % (Orange)<br><br>Toro Canyon MS:<br>All: 20.02% (Red)<br>EL: 2.85%<br>HI: 19.91%<br>SED: 19.84%<br>SWD: 5.50%<br><br>High Schools:<br><br>Desert Mirage HS<br>All: 42.34% (Yellow)<br>EL: 12.90% (Orange)<br>HI: 42.40% (Orange)<br>SED: 42.09% (Orange)<br>SWD: 8.77% (Orange) | | | Cahuilla Desert Academy:<br>EL: -1.46% (Orange)<br>HI:+ 0.59 % (Orange)<br>SED: +1.55% (Orange)<br>SWD: +3.66% (Orange)<br><br>Toro Canyon MS:<br>All: -1.02% (Red)<br>EL: -2.15%<br>HI: -1.3%<br>SED: -0.52%<br>SWD: +1.26%<br><br>High Schools:<br><br>Desert Mirage HS:<br>All: +16.59% (Yellow)<br>EL: +7.24% (Orange)<br>HI: + 16.55% (Orange)<br>SED: +16.14% (Orange)<br>SWD: +3.06%(Orange) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.3 | CAASPP Math<br>(Priority 4)<br>CA Dashboard<br><br>% of students that met or exceeded the standard | CAASPP Math – 2023 CA School Dashboard:<br>% of students that met or exceeded the standard<br><br>All: 13.89% (Red)<br>AI: 8.11% (Red)<br>EL: 5.94% (Red)<br>HI: 13.83% (Red)<br>LTEL: 0.94% (n/a)<br>HOM: 12.77% (Orange)<br>FY: 17.65% (Red)<br>SED: 12.96% (Red)<br>SWD: 3.63% (Orange)<br>WH: 17.81% (Orange) | CAASPP Math – 2024 CA School Dashboard:<br>% of students that met or exceeded the standard and Dashboard Color<br><br>All: 16.65% (Orange)<br>AI: 13.79% (NA)<br>EL: 7.49% (Orange)<br>HI: 16.61% (Orange)<br>LTEL: 0.99% (Red)<br>HOM: 11.63% (Red)<br>FY: 10.71% (Red)<br>SED: 15.19% (Orange)<br>SWD: 5.18% (Orange)<br>WH: 19.54% (Yellow) | | CAASPP Math – 2026 CA School Dashboard:<br>% of students that met or exceeded the standard<br><br>All: 29%<br>EL: 23%<br>LTEL: 16%<br>HOM: 28%<br>FY: 33%<br>SED: 28%<br>SWD: 19% | CAASPP Math – 2024 CA School Dashboard:<br>% of students that met or exceeded the standard and Dashboard Color<br><br>All: + 2.76 % (Orange)<br>AI: +5.68% (NA)<br>EL: + 1.55 % (Orange)<br>HI: 2.78% (Orange)<br>LTEL: +0.05% (Red)<br>HOM: -1.14% (Red)<br>FY: -6.94% (Red)<br>SED: + 2.23% (Orange)<br>SWD: +1.55% (Orange)<br>WH: +1.73 (Yellow) |
| 1.4 | CAASPP Math<br>(Priority 4) - CA Dashboard<br>% of students that met or exceeded the standard<br><br>School & Student Groups in Red or | 2023 CAASPP Math<br>(Priority 4) - % of students that met or exceeded the standard<br><br>Source: 2023 CA Dashboard | 2024 CAASPP Math<br>(Priority 4) - % of students that met or exceeded the standard | | 2026 CAASPP Math<br>(Priority 4) - CA Dashboard<br>% of students that met or exceeded the standard | 2024 CAASPP Math<br>(Priority 4) - % of students that met or exceeded the standard |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Orange on CA Dashboard | School & Student Group<br><br>Elementary Schools:<br><br>Coral Mountain:<br>SWD: 0% (Red)<br><br>John Kelley ES:<br>SWD: 9.68% (Red)<br><br>Las Palmitas ES:<br>All: 7.32%<br>EL: 1.07% (Red)<br>HI: 7.25% (Red)<br>SED: 6.97% (Red)<br>SWD: 2.33% (Red)<br><br>Mecca ES:<br>All: 11.0% (Red)<br>EL: 2.12% (Red)<br>HI: 11.14% (Red)<br>SED: 10.50% (Red)<br>SWD: 1.96% (Red)<br><br>Oasis ES:<br>All: 12.18% (Red)<br>EL: 5.94% (Red)<br>HI: 11.85% (Red)<br>SED: 11.90% (Red) | Source: 2024CA DashboardSchool & Student Group<br><br>Elementary Schools:<br><br>Coral Mountain:<br>SWD: 2.70% (Orange)<br><br>John Kelley ES:<br>EL: 9.40% (Yellow)<br>SWD: 10.52% (Red)<br>Las Palmitas ES:<br>All: 12.95%<br>EL: 5.43% (Orange)<br>HI: 12.71% (Orange)<br>SED: 12.86% (Orange)<br>SWD: 3.38% (Orange)<br><br>Mecca ES:<br>All: 11.13% (Orange)<br>EL: 4.41% (Red) | | School & Student Group<br><br>Elementary Schools:<br><br>Coral Mountain:<br>SWD:6%<br><br>John Kelley ES:<br>SWD:16%<br><br>Las Palmitas ES:<br>All: 15%<br>SED: 13%<br>EL: 7%<br>HI: 13%<br>SWD: 8%<br><br>Mecca ES:<br>All: 19%<br>SED: 18%<br>EL: 8%<br>HI: 19%<br>SWD: 8%<br><br>Oasis ES:<br>All: 18%<br>EL: 12%<br>HI: 18%<br>SED: 18% | Source: 2024 CA Dashboard School & Student Group<br><br>Elementary Schools:<br><br>Coral Mountain:<br>SWD: + 2.70% (Orange)<br><br>John Kelley ES:<br>EL: 9.40% (Yellow)<br>SWD:+ 0.84% (Red)<br>HI: 20.25% (Yellow)<br>SED: 19.13% (Yellow)<br><br>Las Palmitas ES:<br>All: +5.63%<br>EL: + 4.36% (Orange)<br>HI: +5.46 % (Orange)<br>SED: +5.89% (Orange)<br>SWD: +1.05% (Orange)<br><br>Mecca ES:<br>All: +0.13% (Orange) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Palm View ES:<br>All: 18.82% (Red)<br>EL: 12.12% (Red)<br>HI: 19.12% (Red)<br>SED: 18.03% (Red)<br>SWD: 3.92% (Red)<br><br>Saul Martinez ES:<br>EL: 6.55% (Orange)<br>HI: 18.80% (Orange)<br>SED: 17.42% (Orange)<br>SWD: 2.00% (Red)<br><br>Sea View ES:<br>All: 13.17% (Red)<br>EL: 8.51% (Red)<br>HI: 12.31% (Red)<br>SED: 12.75% (Red)<br>SWD: 2.86% (Orange)<br><br>Westside ES:<br>EL: 4.60% (Red)<br>HI: 9.74% (Orange)<br>SED: 9.89% (Orange)<br>SWD: 5.56% (Orange) | HI: 10.85% (Orange)<br>SED: 8.93% (Red)<br>SWD: 1.72% (Red)<br><br>Oasis ES:<br>All: 8.62% (Red)<br>EL: 4.57% (Red)<br>HI: 7.61% (Red)<br>SED: 9.06% (Red)<br><br>Palm View ES:<br>All: 25.0% (Yellow)<br>EL: 15.59% (Yellow)<br>HI: 25.78% (Yellow)<br>SED: 23.85% (Yellow)<br>SWD: 5.66% (Orange)<br><br>Saul Martinez ES:<br>EL: 11.08% (Yellow)<br>HI: 20.82% (Orange)<br>SED: 18.88% (Orange)<br>SWD: 4.62% (Orange) | | Palm View ES:<br>All: 25%<br>EL: 18%<br>HI: 25%<br>SED: 24%<br>SWD: 10%<br><br>Saul Martinez ES:<br>SWD: 8%<br><br>Sea View ES:<br>All: 25%<br>EL: 15%<br>HI: 18%<br>SED: 23%<br><br>Westside ES:<br>EL: 11%<br><br>Middle Schools:<br><br>Bobby Duke MS: | EL: +2.29 % (Red)<br>HI: - 0.29 % (Orange)<br>SED: -1.57% (Red)<br>SWD: - 0.24% (Red)<br><br>Oasis ES:<br>All: -3.56% (Red)<br>EL: -1.37% (Red)<br>HI: - 4.24% (Red)<br>SED: -2.84% (Red)<br><br>Palm View ES:<br>All: +6.18% (Yellow)<br>EL: +3.47% (Yellow)<br>HI: + 6.66% (Yellow)<br>SED: +5.82% (Yellow)<br>SWD: +1.74% (Orange)<br><br>Saul Martinez ES:<br>EL: +4.53% (Yellow)<br>HI: + 2.02% (Orange) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Middle Schools:<br><br>Bobby Duke MS:<br>All: 8.85% (Red)<br>EL: 0% (Red)<br>HI: 8.89% (Red)<br>SED: 8.40% (Red)<br>SWD: 1.41% (Orange)<br><br>Cahuilla Desert Academy:<br>EL: 1.14% (Orange)<br>HI: 17.63% (Orange)<br>SED: 14.34% (Red)<br>SWD: 5.56% (Orange)<br><br>Toro Canyon MS:<br>All: 8.51% (Red)<br>EL: 1.01% (Red)<br>HI: 8.51% (Red)<br>SED: 8.42% (Red)<br>SWD: 1.72% (Red)<br><br>High Schools: | Sea View ES:<br>All: 12.85% (Red)<br>EL: 5.88% (Orange)<br>HI: 13.07% (Orange)<br>SED: 12.67% (Red)<br>SWD: 2.63% (Red)<br><br>Westside ES:<br>EL: 10.13% (Yellow)<br>HI: 23.71% (Yellow)<br>SED: 21.9% (Yellow)<br>SWD: 11.76% (Orange)<br><br>Middle Schools:<br><br>Bobby Duke MS:<br>All: 12.12% (Orange)<br>EL: 2.06% (Orange)<br>HI: 11.99% (Orange)<br>SED: 11.98% (Orange)<br>SWD: 3.61% (Red) | | All:<br>EL: 6%<br>HI: 15%<br>SED: 15%<br><br>Cahuilla Desert Academy:<br>SED: 20%<br><br>Toro Canyon MS:<br>All: 15%<br>EL: 9%<br>HI: 15%<br>SED: 14%<br>SWD: 10%<br><br>High Schools:<br><br>Desert Mirage HS:<br>All: 10%<br>EL: 6%<br>HI: 10%<br>SWD: 6% | SED: +1.46% (Orange)<br>SWD: + 2.62% (Orange)<br><br>Sea View ES:<br>All: -0.32% (Red)<br>EL: - 2.63% (Orange)<br>HI: +0.76% (Orange)<br>SED: - 0.08% (Red)<br>SWD: - 0.23% (Red)<br><br>Westside ES:<br>EL: +5.53 % (Yellow)<br>HI: +13.97% (Yellow)<br>SED: +12.02% (Yellow)<br>SWD: +6.2% (Orange)<br><br>Middle Schools:<br><br>Bobby Duke MS:<br>All: +3.27% (Orange)<br>EL: +2.06% (Orange)<br>HI: +3.1% (Orange)<br>SED: +3.58% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Desert Mirage HS:<br>All: 3.59% (Red)<br>EL: 0% (Red)<br>HI: 3.62% (Red)<br>SED: 3.50% (Red)<br>SWD: 0% (Orange) | Cahuilla Desert Academy:<br>EL: 2.65% (Orange)<br>HI: 20.09% (Orange)<br>SED: 18.52% (Orange)<br>SWD: 8.00% (Orange)<br><br>Toro Canyon MS:<br>All: 7.74% (Red)<br>EL: 0.26% (Orange)<br>HI: 7.91% (Red)<br>SED: 7.74 % (Red)<br>SWD: 1.84 % (Orange)<br><br>High Schools:<br><br>Desert Mirage HS:<br>All: 6.65% (Orange)<br>EL: 0.00% (Orange)<br>HI: 6.46% (Orange)<br>SED: 6.53% (Orange)<br>SWD: 1.75% (Orange) | | | (Orange)<br>SWD: +2.2% (Red)<br><br>Cahuilla Desert Academy:<br>EL: +1.51% (Orange)<br>HI: +2.46% (Orange)<br>SED: + 4.18% (Orange)<br>SWD: + 2.44% (Orange)<br><br>Toro Canyon MS:<br>All: -0.77% (Red)<br>EL: - 0.75% (Orange)<br>HI: - 0.6% (Red)<br>SED: - 0.68 % (Red)<br>SWD: - 0.12% (Orange)<br><br>High Schools:<br><br>Desert Mirage HS:<br>All: +3.06% (Orange)<br>EL: 0.00% (Orange)<br>HI: +2.84% (Orange) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | SED: +3.03% (Orange)<br>SWD: +1.75% (Orange) |
| 1.5 | English Learner Progress Indicator (ELPI)<br>(Priority 4) CA Dashboard<br><br>And:<br>School & Student Groups in Red or Orange on CA Dashboard | ELPI - District Level<br>2023 CA School Dashboard:<br><br>46% Making Progress<br><br>Cahuilla Desert Academy:<br>EL: 40.1% (Red)<br><br>Palm View: 30.4% (Red) | ELPI - District Level<br>2024 CA School Dashboard:<br><br>42.8% Making Progress<br><br>Cahuilla Desert Academy:<br>EL: 44.3% (Yellow)<br><br>Palm View: 47.4% (Green) | | ELPI - District Level<br>2026 CA School Dashboard:<br><br>61%<br><br>Cahuilla Desert Academy:<br>EL: 50%<br><br>Palm View: 55% | ELPI - District Level<br>2024 CA School Dashboard:<br><br>-3.2% Making Progress<br><br>Cahuilla Desert Academy:<br>EL: +4.2%<br><br>Palm View: +17.0% |
| 1.6 | ELPAC<br>(Priority 4) | 2023 ELPAC:<br><br>Level 4 – Well Developed: 11.57%<br><br>Level 3: Moderately Developed: 30.70%<br><br>Level 2: Somewhat Developed: 34.19%<br><br>Level 1: Beginning to Develop: 23.54% | 2024 ELPAC:<br><br>Level 4 – Well Developed: 11.10 %<br><br>Level 3: Moderately Developed: 29.55%<br><br>Level 2: Somewhat Developed: 32.38% | | 2026 ELPAC:<br><br>Level 4 – Well Developed: 27%<br><br>Level 3: Moderately Developed: 32%<br><br>Level 2: Somewhat Developed: 32%<br><br>Level 1: Beginning to Develop: 9% | 2024 ELPAC:<br><br>Level 4 – Well Developed: -0.47%<br><br>Level 3: Moderately Developed: -1.15%<br><br>Level 2: Somewhat Developed: -1.81%<br><br>Level 1: Beginning to Develop: +3.42% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Level 1: Beginning to Develop: 26.96% | | | |
| 1.7 | EL Reclassification Rate – local data (Priority 4) | EL Reclassification Rate – local data: 14% (928 Students) | EL Reclassification Rate – local data: 5.67% (911 Students) | | EL Reclassification Rate – local data: 29% | EL Reclassification Rate – local data: -8.33% |
| 1.8 | Graduation Rate (Priority 5)<br>CA Dashboard | 2023 Graduation Rate:<br><br>All: 78.6% (Red)<br>EL: 68.2% (Red)<br>HI: 78.8% (Red)<br>LTEL: N/A<br>HOM: 75% (No Color)<br>FY: *not available; student group is less than minimum size for reporting<br>SED: 78.3% (Red)<br>SWD: 66.7% (Red) | 2024 Graduation Rate:<br><br>All: 85% (Green)<br>EL: 77.2% (Yellow)<br>HI: 85.2% (Green)<br>LTEL: 77.0% (Yellow)<br>HOM: 77.8% (Yellow)<br>FY: 81.3% (no color)<br>SED: 84.8% (Green)<br>SWD: 75.5% (Yellow) | | Graduation Rate (Priority 5)<br>2026 CA Dashboard<br><br>All: 94%<br>EL: 83%<br>LTEL: 85%<br>HOM: 90%<br>FY: 85%<br>SED: 93%<br>SWD: 82% | 2024 Graduation Rate:<br><br>All: +6.4 % (Green)<br>EL: +9 % (Yellow)<br>HI: +6.4% (Green)<br>LTEL: N/A<br>HOM: +2.8 % (Yellow)<br>FY: N/A<br>SED:+ 6.5 % (Green)<br>SWD: +8.8 % (Yellow) |
| 1.9 | Graduation Rate (Priority 5) - CA Dashboard High School Graduation: School and Student Group | Graduation Rate (Priority 5) - 2023 CA Dashboard High School Graduation: School and Student Group<br><br>Coachella Valley HS<br>SED: 79.3% (Red) | Graduation Rate (Priority 5) - 2024 CA Dashboard High School Graduation: School and Student Group<br><br>Coachella Valley HS: | | Graduation Rate (Priority 5) - 2026 CA Dashboard High School Graduation: School and Student Group<br><br>Coachella Valley HS | Graduation Rate (Priority 5) - 2024 CA Dashboard High School Graduation: School and Student Group<br><br>Coachella Valley HS: |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | SWD: 59.6% (Red)<br><br>La Familia HS<br>All: 55.7% (Red)<br>HI: 55.7% (Red)<br>SED: 55.2% (Red) | SED: 90.4 % (Green)<br>SWD: 81 % (Green)<br><br>La Familia HS<br>All: 54.8% (Red)<br>HI: 54.9% (Red)<br>SED: 54.5% (Red) | | SED: 94%<br>SWD: 75%<br><br>La Familia HS<br>All: 70%<br>HI: 70%<br>SED: 70% | SED: +11.1 % (Green)<br>SWD: +21.4 % (Green)<br><br>La Familia HS<br>All: - 0.9% (Red)<br>HI: -0.85 % (Red)<br>SED: -0.7 % (Red) |
| 1.10 | Percentage of students who met UC/CSU requirements (A-G) (Priority 4)<br>CA Dashboard – | 2023 – A-G Completion<br>CA Dashboard – Additional Reports:<br><br>All: 31.9%<br>EL: 11.8%<br>LTEL: N/A<br>HOM: 20.5%<br>FY: N/A<br>SED: 31.2%<br>SWD: 6.1% | 2024 – A-G Completion<br>CA Dashboard – Additional Reports:<br><br>All: 31.6 % (Green)<br>EL: 13.5 % (Yellow)<br>LTEL: 12.9%(Yellow)<br>HOM: 20.4 % (Yellow)<br>FY: 18.8% N/A<br>SED: 30.9 % (Green)<br>SWD: 7.50% (Yellow) | | Percentage of students who met UC/CSU requirements (A-G) (Priority 4)<br>2026 CA Dashboard – Additional Reports<br><br>All: 47%<br>EL: 27%<br>LTEL:<br>HOM: 36%<br>FY:<br>SED: 46%<br>SWD: 21% | 2024 – A-G Completion<br>CA Dashboard – Additional Reports:<br><br>All:- 0.3 % (Green)<br>EL: + 1.7 % (Yellow)<br>LTEL: N/A<br>HOM: -0.1 % (Yellow)<br>FY: N/A<br>SED: -0.3 % (Green)<br>SWD: + 1.4 % (Yellow) |
| 1.11 | College Career Indicator (CCI) (Priority 4) CA Dashboard | 2023 – CCI<br>CA Dashboard:<br><br>All: 27.6% (Low) | 2024 – CCI<br>CA Dashboard:<br><br>All: 35.3% (Green)<br>EL: 12.6% (Yellow) | | College Career Indicator (CCI) (Priority 4) 2026 CA Dashboard | 2024 – CCI<br>CA Dashboard:<br><br>All: +7.7% (Green) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | EL: 6.8% (Very Low)<br>HI: 27.8% (Low)<br>LTEL: Status not available<br>HOM: 13.6% (Low)<br>FY: Status not available<br>SED: 27.0% (Low)<br>SWD: 2.8% (Very Low) | HI: 35.6% (Green)<br>LTEL: 11.5% (Yellow)<br>HOM: 24.1% (Yellow)<br>FY: 12.5% (No Color)<br>SED: 34.8% (Yellow)<br>SWD: 10.8% (Yellow) | | All: 43%<br>EL: 22%<br>LTEL:<br>HOM: 29%<br>FY:<br>SED: 42%<br>SWD: 18% | EL: +5.8 % (Yellow)<br>HI: +7.8 % (Green)<br>LTEL: N/A<br>HOM: +10.5 % (Yellow)<br>FY: N/A<br>SED:+ 7.8% (Yellow)<br>SWD: +8% (Yellow) |
| 1.12 | College Career Indicator (CCI) (Priority 4) - School and Student Group | 2023 College Career Indicator – (CCI)<br>CA Dashboard - School and Student Group<br><br>Coachella Valley HS<br>EL: 5.5% (Very Low)<br>SWD: 2.2% (Very Low)<br>HI: 31.2% (Low)<br>SED: 30.2% (Low)<br><br>Desert Mirage:<br>EL: 9.6% (Very Low)<br>SWD: 4.4% (Very Low)<br>HI: 30.3% (Low)<br>SED: 30.0% (Low)<br><br>La Familia HS<br>All: 0.9% (Very Low)<br>EL: 0.0% (Very Low)<br>HI: 0.9% (Very Low)<br>SED: 1.0% (Very Low) | 2024 College Career Indicator – (CCI)<br>CA Dashboard - School and Student Group<br><br>Coachella Valley:<br>EL: 15.0% (Yellow)<br>SWD: 13.9% (Yellow)<br>HI: 43.3% (Green)<br>SED: 42.6% (Green)<br><br>Desert Mirage:<br>EL: 16.1%%<br>SWD: 12.3%<br>HI: 37.5%<br>SED: 37.3%<br><br>La Familia HS<br>All: 1.2% (Red) | | 2026 College Career Indicator – (CCI)<br>CA Dashboard - School and Student Group<br><br>Coachella Valley:<br>EL: 21%<br>SWD: 17%<br><br>Desert Mirage:<br>EL: 22%<br>SWD: 19%<br><br>La Familia HS<br>All: 17%<br>EL: 12%<br>HI: 16% | 2024 College Career Indicator – (CCI)<br>CA Dashboard - School and Student Group<br><br>Coachella Valley:<br>EL: +9.5%<br>SWD: +11.7%<br>HI: +12.1%<br>SED: +12.4%<br><br>Desert Mirage:<br>EL: +27.7%<br>SWD: +7.9%<br>HI: +7.2%<br>SED: + 7.3%<br><br>La Familia HS<br>All: +0.3% (Red)<br>EL: 0%<br>HI: +0.4% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | EL: 0%<br>HI: 1.3%<br>SED: 1.3% | | SED: 17% | SED: +0.3% |
| 1.13 | Percentage of students completing CTE programs (Priority 8) | 2023 CTE Completion<br>2023 CA Dashboard – Additional Reports:<br><br>All: 24.7%<br>EL: 11.5%<br>LTEL: N/A<br>HOM: 20.5%<br>FY: N/A<br>SED: 24.0%<br>SWD: 17.8% | 2024 CTE Completion<br>2024 CA Dashboard – Additional Reports:<br><br>All: 29.0%<br>EL: 20.4%<br>LTEL: 22.1%<br>HOM: 24.1%<br>FY: 18.8%<br>SED: 28.6%<br>SWD: 24.0% | | Percentage of students completing CTE programs (Priority 8)<br><br>All: 40%<br>EL: 27%<br>LTEL:<br>HOM: 36%<br>FY:<br>SED: 39%<br>SWD: 33% | 2024 CTE Completion<br>2024 CA Dashboard – Additional Reports:<br><br>All: +4.3%<br>EL: +8.9%<br>LTEL: N/A<br>HOM: +3.6%<br>FY: N/A<br>SED: +4.6%<br>SWD: +6.2% |
| 1.14 | Percentage of students completing (A-G) Requirements AND CTE program(s) (Priority 4)<br>CA Dashboard – Additional Reports | 2023 A-G and CTE Completion<br>2023 CA Dashboard – Additional Reports:<br><br>All: 11.7%<br>EL: 1.4%<br>LTEL: N/A<br>HOM: 6.8%<br>FY: N/A<br>SED: 11.0%<br>SWD: 2.2%<br>HI: 11.7% | 2024 A-G and CTE Completion<br>2024 CA Dashboard – Additional Reports:<br><br>All: 15.4%<br>EL: 6.3%<br>LTEL: 6.4%<br>HOM: 11.1%<br>FY: 6.3%<br>SED: 14.8%<br>SWD: 4.5%<br>HI: 15.6% | | 2026 - Percentage of students completing (A-G) Requirements AND CTE program(s)<br><br>All: 27%<br>EL: 16%<br>LTEL:<br>HOM: 22%<br>FY:<br>SED: 26%<br>SWD: 17% | 2024 A-G and CTE Completion<br>2024 CA Dashboard – Additional Reports:<br><br>All: +3.7%<br>EL: +4.9%<br>LTEL: N/A<br>HOM: +4.3%<br>FY: N/A<br>SED: 3.8%<br>SWD: +2.3%<br>HI: +3.9% |
| 1.15 | Percentage of students completing AP Exams | AP Exams – with a score of 3 or higher | AP Exams – with a score of 3 or higher | | Percentage of students completing AP | AP Exams – with a score of 3 or higher |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | with a score of 3 or higher<br>(Priority 4)<br>CA Dashboard – Additional Reports | 2023 CA Dashboard – Additional Reports:<br><br>All: 11.1%<br>EL: 10.0%<br>LTEL: N/A<br>HOM: 0.0%<br>FY: N/A<br>SED: 10.6%<br>SWD: 20.0% | 2024 CA Dashboard – Additional Reports:<br><br>All: 10.5%<br>EL: 8.5%<br>LTEL: 0.0%<br>HOM: 15.4%<br>FY: 50.0%<br>SED: 10.1%<br>SWD: 0.0% | | Exams with a score of 3 or higher<br>(Priority 4)<br>2026 CA Dashboard – Additional Reports<br><br>All: 26%<br>EL: 25%<br>LTEL:<br>HOM: 15%<br>FY:<br>SED: 26%<br>SWD: 35% | 2024 CA Dashboard – Additional Reports:<br><br>All: - 0.6%<br>EL: - 1.5%<br>LTEL: N/A<br>HOM: 15.4%<br>FY: N/A<br>SED: -0.5 %<br>SWD: -20.0 % |
| 1.16 | CTE Participation (CALPADS) | CTE Participation: (CALPADS)<br><br>All students: 1,863<br>SWD: 239<br>SED: 1,255<br>EL: 354<br>FY: 7 | CTE Participation: (CALPADS) 2024<br><br>All students: 2,294<br>SWD: 288<br>SED: 1,520<br>EL: 385<br>FY: 13 | | CTE Participation: (CALPADS)<br><br>All students: 1,956<br>SWD: 293<br>SED: 1,310<br>EL: 469<br>FY: 10 | CTE Participation: (CALPADS)<br><br>Year 1 Difference from Baseline:<br>All students: +431<br>SWD: +49<br>SED: +265<br>EL: +31<br>FY: +7 |
| 1.17 | Percentage of Students receiving the State Seal of Biliteracy (Priority 8) Local SIS<br>CA Dashboard – Additional Reports | 2023 Students Receiving State Seal of Biliteracy<br>2023 CA Dashboard – Additional Reports:<br><br>All: 35.7%<br>EL: 20% | 2024 Students Receiving State Seal of Biliteracy<br>2024 CA Dashboard – Additional Reports:<br><br>All: 47.1%<br>EL: 19.1%<br>LTEL: 18.9% | | Percentage of Students receiving the State Seal of Biliteracy (Priority 8) Local SIS<br>2026 CA Dashboard – Additional Reports<br><br>All: 51% | 2024 Students Receiving State Seal of Biliteracy<br>2024 CA Dashboard – Additional Reports:<br><br>All: +11.4%<br>EL: - 0.9 % |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | LTEL: N/A<br>HOM: 50%<br>FY: N/A<br>SED: 35.8%<br>SWD: 20.0% | HOM: 30.0%<br>FY: 100%<br>SED: 47.8%<br>SWD: 9.5% | | EL: 35%<br>LTEL:<br>HOM: 65%<br>FY:<br>SED: 51%<br>SWD: 35% | LTEL: N/A<br>HOM: - 20%<br>FY: N/A<br>SED: + 12%<br>SWD: - 10.5% |
| 1.18 | Dual Enrollment (Priority 7)<br><br>Percentage of pupils who participated and demonstrated college preparedness with Dual Enrollment (College Credit Courses): | Students receiving College Credit for Dual Enrollment<br>2023 CA Dashboard – Additional Reports:<br><br>All: 31.6%<br>EL: 15.0%<br>LTEL: N/A<br>HOM: 0.0%<br>FY: N/A<br>SED: 30.2%<br>SWD: 20.0% | Students receiving College Credit for Dual Enrollment<br>2024 CA Dashboard – Additional Reports:<br><br>All: 40.3%<br>EL: 23.4 %<br>LTEL: 18.9%<br>HOM: 46.2%<br>FY: 50.0%<br>SED: 39.7%<br>SWD: 28.6% | | Percent of students receiving College Credit for Dual Enrollment (Priority 8) Local SIS<br>2026 CA Dashboard – Additional Report<br><br>All: 47%<br>EL: 30%<br>LTEL:<br>HOM: 15%<br>FY:<br>SED: 45%<br>SWD: 35% | Students receiving College Credit for Dual Enrollment<br>2024 CA Dashboard – Additional Reports:<br><br>All: + 8.7 %<br>EL: + 8.4 %<br>LTEL: N/A<br>HOM: 46.2%<br>FY: N/A<br>SED: + 9.5%<br>SWD: +8.6% |
| 1.19 | SEL - School Climate Survey<br>Student Responses (Priority 6)<br><br>My school sets high expectations for my academic achievement | SEL - School Climate Survey (Spring 2024)<br><br>My school sets high expectations for my academic achievement.<br><br>Strongly Agree/Agree: 87% | SEL - School Climate Survey (Spring 2025)<br><br>My school sets high expectations for my academic achievement.<br><br>Strongly Agree/Agree: 89% | | SEL - School Climate Survey (Spring 2027)<br><br>My school sets high expectations for my academic achievement.<br><br>Strongly Agree/Agree: 90% | SEL - School Climate Survey (Spring 2025)<br><br>My school sets high expectations for my academic achievement.<br><br>Strongly Agree/Agree: +2% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
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| | | | | | | |
| 1.20 | SEL - School Climate Survey<br>Student Responses (Priority 6)<br><br>My teachers understand my learning needs and work to address them. | SEL - School Climate Survey (Spring 2024)<br>Student Responses<br><br>My teachers understand my learning needs and work to address them.<br><br>Strongly Agree/Agree: 83% | SEL - School Climate Survey (Spring 2025)<br><br>My teachers understand my learning needs and work to address them.<br><br>Strongly Agree/Agree: 84% | | SEL - School Climate Survey (Spring 2027)<br><br>My teachers understand my learning needs and work to address them.<br><br>Strongly Agree/Agree: 90% | SEL - School Climate Survey (Spring 2025)<br><br>My teachers understand my learning needs and work to address them.<br><br>Strongly Agree/Agree: +1% |
| 1.21 | SEL - School Climate Survey<br>Student Responses (Priority 6)<br><br>I regularly participate in hands-on learning activities or lessons that connect to the real-world. | SEL - School Climate Survey (Spring 2024)<br>Student Responses<br><br>I regularly participate in hands-on learning activities or lessons that connect to the real-world.<br><br>Strongly Agree/Agree: 71% | SEL - School Climate Survey (Spring 2025)<br><br>I regularly participate in hands-on learning activities or lessons that connect to the real-world.<br><br>Strongly Agree/Agree: 72% | | SEL - School Climate Survey (Spring 2027)<br><br>I regularly participate in hands-on learning activities or lessons that connect to the real-world.<br><br>Strongly Agree/Agree: 85% | SEL - School Climate Survey (Spring 2025)<br><br>I regularly participate in hands-on learning activities or lessons that connect to the real-world.<br><br>Strongly Agree/Agree: +1% |
| 1.22 | SEL - School Climate Survey<br>Student Responses (Priority 6) | SEL - School Climate Survey (Spring 2024)<br>Student Responses | SEL - School Climate Survey (Spring 2025)<br><br>My teachers talk to me about my | | SEL - School Climate Survey (Spring 2027)<br><br>My teachers talk to me about my | SEL - School Climate Survey (Spring 2025)<br><br>My teachers talk to me about my |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | My teachers talk to me about my academic progress. | My teachers talk to me about my academic progress.<br><br>Strongly Agree/Agree: 79% | academic progress.<br><br>Strongly Agree/Agree: 80% | | academic progress.<br><br>Strongly Agree/Agree: 85% | academic progress.<br><br>Strongly Agree/Agree: +1% |
| 1.23 | SEL - School Climate Survey<br>Student Responses<br>(Priority 6)<br><br>I have access to choose from a variety of high school courses. | SEL - School Climate Survey (Spring 2024)<br>Student Responses<br><br>I have access to choose from a variety of high school courses.<br><br>Strongly Agree/Agree: 55% | SEL - School Climate Survey (Spring 2025)<br><br>I have access to choose from a variety of high school courses.<br><br>Strongly Agree/Agree: 48% | | SEL - School Climate Survey (Spring 2027)<br><br>I have access to choose from a variety of high school courses.<br><br>Strongly Agree/Agree: 60% | SEL - School Climate Survey (Spring 2025)<br><br>I have access to choose from a variety of high school courses.<br><br>Strongly Agree/Agree: -7% |
| 1.24 | Appropriately Assigned Teachers<br>(Priorities 1, 2, 4, 5, 8)<br><br>* Ineffective is defined as one or more relevant attributes of the assignment that had no legal authorization from a permit, credential or waiver.<br><br>** Out-of-Field is defined as someone who has a credential but has not yet demonstrated subject matter competence in the | 2022-23 Teacher Preparation and Placement:<br><br>Appropriately Assigned Teachers:<br><br>Total Teaching FTE (Full time Equivalent Position) = 870.3 Positions<br><br>Teachers with Clear Credential = 89.5% (778.6 positions) | The 2023-24 data is not available from the CDE at this time.<br><br>Local Data:<br><br>Appropriately Assigned Teachers:<br><br>Total Teaching FTE (Full time Equivalent Position) = 956<br><br>Teachers with Clear Credential = | | 2024-25 Teacher Preparation and Placement:<br><br>Appropriately Assigned Teachers:<br><br>Total Teaching FTE (Full time Equivalent Position) = 875 Positions<br><br>Teachers with Clear Credential = | The 2023-24 data is not available from the CDE at this time.<br>Local Data:<br><br>Appropriately Assigned Teachers:<br><br>Total Teaching FTE (Full time Equivalent Position) = +85.7 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
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| | subject area(s) or for the student population associated with the assignment.<br><br>*** "Unknown" indicates that insufficient information about the assignment was reported to CALPADS which resulted in an "unknown" determination of the assignment authorization. | Intern Teachers Properly Assigned = 2.2% (19.6 positions)<br><br>Teachers without Credentials and Mis-assignments = 5.1% (44.1 positions)<br><br>Credentialed Teachers Assigned Out-of-Field** = 0.6% (5.4 positions)<br><br>Incomplete = 2.4% (20.7 positions)<br><br>Unknown = 0.2% (2.0 positions)<br><br>N/A = 0.0% (0 positions)<br><br>Source: DataQuest 2022-23 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE)<br><br>2023-24 Appropriately Assigned Teachers: Source: Local Data<br>92.9 % | 93.6% (895 positions)<br><br>Intern Teachers Properly Assigned = 3% (29 positions)<br><br>Teachers without Credentials and Mis-assignments = 2.6% (25 positions)<br><br>Credentialed Teachers Assigned Out-of-Field** = 0.7% (7 positions)<br><br>Incomplete = 0% (0 positions)<br><br>Unknown = 0.0% (0 positions)<br><br>N/A = 0.0% (0 positions)<br><br>2023-24 Appropriately Assigned Teachers: Source: Local Data<br>96.7% | | 99% (866.3 positions)<br><br>Intern Teachers Properly Assigned = 1% (8.7 positions)<br><br>Teachers without Credentials and Mis-assignments (Ineffective Teachers)* = 0% ( 0 positions)<br><br>Credentialed Teachers Assigned Out-of-Field** = 0% (0 positions)<br><br>Incomplete = 0% (0 positions)<br><br>Unknown = 0% (0 positions)<br><br>Teacher Vacancies: 0 | Teachers with Clear Credential = +4.1<br><br>Intern Teachers Properly Assigned = +0.8%<br><br>Teachers without Credentials and Mis-assignments = -2.5%<br><br>Credentialed Teachers Assigned Out-of-Field** = +0.1%<br><br>Incomplete = -2.4%<br><br>Unknown = -0.2%<br><br>N/A = 0/0%<br><br>2023-24 Appropriately Assigned Teachers: Source: Local Data<br>+4.5% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.25 | Access to CurriculumAligned Instructional Materials<br>(Priorities 1, 2, 4, 5, 8) | Access to Curriculum Aligned Instructional Materials:<br><br>2023-24<br>CVUSD maintained the 100% Textbook Sufficiency - every pupil in the school district has sufficient access to the standards-aligned instructional materials based on Williams Report. | Access to Curriculum Aligned Instructional Materials:<br><br>2024-25<br>CVUSD maintained the 100% Textbook Sufficiency - every pupil<br>in the school district has sufficient access to the<br>standards-aligned instructional materials<br>based on Williams Report. | | Access to Curriculum Aligned Instructional Materials:<br><br>2026-27<br>CVUSD will maintain the 100% Textbook Sufficiency - every pupil in the school district has sufficient access to the standards-aligned instructional materials based on Williams Report. | Access to Curriculum Aligned Instructional Materials:<br><br>There is no difference from the Baseline and Year 1. |
| 1.26 | Safe, Clean and Functional School Facilities<br>(Priority 1)<br>The Facilities Inspection Tool (FIT) | January, 2024<br><br>District Average:<br>The Facilities Inspection Tool (FIT) Overall School Rating was Good with a rating of 94.71%.<br><br>Overall Restroom Category was<br>also rated Fair with 88.39%.<br><br>District-wide, all schools | January, 2025<br><br>District Average:<br>The Facilities Inspection<br>Tool (FIT) Overall Average School Rating was GOOD with a rating of 96.47%.<br><br>Overall Restroom Category was rated GOOD with 92.44%. | | January, 2027<br>District Average:<br><br>District Average:<br>The Facilities Inspection<br>Tool (FIT) Overall School Rating will be<br>Good with a rating of<br>97.0%.<br><br>Overall Restroom Category will also | Baseline compared to Year 1:<br><br>District Average:<br>The Facilities Inspection<br>Tool (FIT) Overall Average School Rating was GOOD: Change from Baseline = +1.76%<br><br>Overall Restroom Category was |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | received an Overall School Rating of Good.<br><br>District-wide, 9 CVUSD schools received a Good Rating in the Overall Restroom Category, 12 schools received a Fair Rating. | District-wide OVERALL School Ratings<br>• Exemplary : 3 schools<br>• Good: 17 schools<br>• Fair: 1 school<br><br>District-wide RESTROOM School Ratings<br>• Good: 16 schools<br>• Fair: 3 schools<br>• Poor: 2 schools | | be rated Good with 91.0%.<br><br>District-wide, all schools will receive an Overall School Rating of Good or Exemplary.<br><br>District-wide RESTROOMS , all CVUSD schools will receive Good Rating in the Overall Restroom Category. | rated GOOD: Change from Baseline = +4.05%<br><br>District-wide OVERALL School Ratings - Change from Baseline:<br>• Exemplary : +3 schools<br>• Good: - 4 schools<br>• Fair: +1 school<br><br>District-wide RESTROOM School Ratings - Change from Baseline:<br>• Good: +7 schools<br>• Fair: -9 schools<br>• Poor: +2 schools |
| 1.27 | Implementation of State Standards - (Priority 2)<br><br>CA Dashboard Reflection Tool rating scale: | Spring, 2024<br><br>I) Professional Development:<br><br>Secondary:<br>ELA CCSS: 4<br>ELD: 4<br>Math CCSS: 4 | Spring, 2025<br><br>I) Professional Development:<br><br>Secondary:<br>ELA CCSS: 3<br>ELD: 3<br>Math CCSS: 3 | | Spring 2027<br><br>I) Professional Development:<br><br>Secondary:<br>ELA CCSS: 5<br>ELD: 5<br>Math CCSS: 5 | I) Professional Development:<br><br>Change from Baseline:<br>Secondary:<br>ELA CCSS: -1 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | 1- Exploration and Research Phase<br>2- Beginning Development<br>3- Initial Implementation<br>4- Full Implementation<br>5- Full Implementation and Sustainability.<br><br>Self reflection rating based on CA Dashboard Reflection Tool for:<br><br>I) Professional Development:<br><br>Secondary:<br>ELA CCSS:<br>ELD (Aligned to ELA Standards):<br>Math CCSS:<br>Science NGSS:<br>History- Social Science:<br><br>Elementary:<br>ELA CCSS:<br>ELD (Aligned to ELA Standards):<br>Math CCSS:<br>Science NGSS:<br>History- Social Science:tion of State Standards: | Science NGSS: 3<br>History- Social Science: 4<br><br>Elementary:<br>ELA CCSS: 4<br>ELD: 4<br>Math CCSS: 4<br>Science NGSS: 3<br>History- Social Science: 3 | Science NGSS: 3<br>History- Social Science: 3<br><br>Elementary:<br>ELA CCSS: 4<br>ELD: 3<br>Math CCSS: 4<br>Science NGSS: 3<br>History- Social Science: 3 | | Science NGSS: 4<br>History- Social Science: 5<br><br>Elementary:<br>ELA CCSS: 5<br>ELD: 5<br>Math CCSS: 5<br>Science NGSS: 4<br>History- Social Science: 4 | ELD: -1<br>Math CCSS: -1<br>Science NGSS: 0<br>History- Social Science: -1<br><br>Elementary:<br>ELA CCSS: 0<br>ELD: -1<br>Math CCSS: 0<br>Science NGSS: 0<br>History- Social Science: 0 |
| 1.28 | II. Instructional Materials: | II. Instructional Materials: | Spring, 2025 | | II. Instructional Materials: | II. Instructional Materials: |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Secondary:<br>ELA CCSS:<br>ELD (Aligned to ELA Standards):<br>Math CCSS:<br>Science NGSS:<br>History- Social Science:<br><br>Elementary:<br>ELA CCSS:<br>ELD (Aligned to ELA Standards):<br>Math CCSS:<br>Science NGSS:<br>History- Social Science: | Secondary:<br>ELA CCSS: 4<br>ELD: 3<br>Math CCSS: 4<br>Science NGSS: 3<br>History-Social Science: 4<br><br>Elementary:<br>ELA CCSS: 5<br>ELD: 4<br>Math CCSS: 5<br>Science NGSS: 4<br>History-Social Science: 4 | II. Instructional Materials:<br><br>Secondary:<br>ELA CCSS: 3<br>ELD: 3<br>Math CCSS: 3<br>Science NGSS: 3<br>History-Social Science: 3<br><br>Elementary:<br>ELA CCSS: 4<br>ELD: 3<br>Math CCSS: 4<br>Science NGSS: 3<br>History-Social Science: 3 | | Secondary:<br>ELA CCSS: 5<br>ELD: 4<br>Math CCSS: 5<br>Science NGSS: 4<br>History-Social Science: 5<br><br>Elementary:<br>ELA CCSS: 5<br>ELD: 5<br>Math CCSS: 5<br>Science NGSS: 5<br>History-Social Science: 5 | Change from Baseline:<br>Secondary:<br>ELA CCSS: 1-<br>ELD: 0<br>Math CCSS: -1<br>Science NGSS: 0<br>History-Social Science: -1<br><br>Elementary:<br>ELA CCSS: -1<br>ELD: -1<br>Math CCSS: -1<br>Science NGSS: -1<br>History-Social Science: -1 |
| 1.29 | III. Progress Implementing Policies/Programs:<br><br>Secondary:<br>ELA CCSS:<br>ELD (Aligned to ELA Standards):<br>Math CCSS:<br>Science NGSS:<br>History- Social Science:<br><br>Elementary:<br>ELA CCSS:<br>ELD (Aligned to ELA Standards):<br>Math CCSS: | III. Progress Implementing Policies/Programs:<br><br>Secondary:<br>ELA CCSS: 4<br>ELD: 3<br>Math CCSS: 4<br>Science NGSS: 3<br>History-Social Science: 4<br><br>Elementary:<br>ELA CCSS: 3<br>ELD: 3<br>Math CCSS: 3<br>Science NGSS: 3 | Spring, 2025<br><br>III. Progress Implementing Policies/Programs:<br><br>Secondary:<br>ELA CCSS: 3<br>ELD: 3<br>Math CCSS: 3<br>Science NGSS: 3<br>History-Social Science: 3<br><br>Elementary:<br>ELA CCSS: 4<br>ELD: 3 | | III. Progress Implementing Policies/Programs:<br><br>Secondary:<br>ELA CCSS: 5<br>ELD: 4<br>Math CCSS: 5<br>Science NGSS: 4<br>History-Social Science: 5<br><br>Elementary:<br>ELA CCSS: 4<br>ELD: 4<br>Math CCSS: 4<br>Science NGSS: 4 | III. Progress Implementing Policies/Programs:<br><br>Secondary:<br>ELA CCSS: -1<br>ELD: n/a<br>Math CCSS: -1<br>Science NGSS: 0<br>History-Social Science: -1<br><br>Elementary:<br>ELA CCSS: +1<br>ELD: 0<br>Math CCSS: 0<br>Science NGSS: 0 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Science NGSS:<br>History- Social Science: | History-Social Science: 3 | Math CCSS: 3<br>Science NGSS: 3<br>History-Social Science: 3 | | History-Social Science: 4 | History-Social Science: 0 |
| 1.30 | IV. Progress Implementing other adopted academic standards:<br><br>Secondary<br>CTE:<br>Health Education:<br>PE:<br>VAPA:<br>World Language:<br><br>Elementary:<br>CTE:<br>Health Education:<br>PE: 1<br>VAPA:<br>World Language: | IV. Progress Implementing other adopted academic standards:<br><br>Secondary<br>CTE: 4<br>Health Education: 4<br>PE: 4<br>VAPA: 4<br>World Language: 4<br><br>Elementary:<br>CTE: 4<br>Health Education: 3<br>PE: 3<br>VAPA: 3<br>World Language: 3 | IV. Progress Implementing other adopted academic standards:<br><br>Secondary<br>CTE: 3<br>Health Education:<br>PE: 3<br>VAPA: 3<br>World Language: 3<br><br>Elementary:<br>CTE: 2<br>Health Education: 2<br>PE: 2<br>VAPA: 3<br>World Language: 2 | | IV. Progress Implementing other adopted academic standards:<br><br>Secondary<br>CTE: 5<br>Health Education: 5<br>PE: 5<br>VAPA: 5<br>World Language: 5<br><br>Elementary:<br>CTE: 5<br>Health Education: 4<br>PE: 4<br>VAPA: 4<br>World Language: 4 | IV. Progress Implementing other adopted academic standards:<br><br>Secondary<br>CTE: -1<br>Health Education: -1<br>PE: -1<br>VAPA: -1<br>World Language: -1<br><br>Elementary:<br>CTE: -2<br>Health Education: -1<br>PE: -1<br>VAPA: 0<br>World Language: -1 |
| 1.31 | V. Engaging with teachers and school administrators for the following activities:<br><br>A) Identifying professional learning | V. Engaging with teachers and school administrators for the following activities:<br><br>A) Identifying professional learning | V. Engaging with teachers and school administrators for the following activities: | | V. Engaging with teachers and school administrators for the following activities: | V. Engaging with teachers and school administrators for the following activities: |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | needs for teachers and staff:<br>Secondary:<br>Elementary:<br><br>B) Identifying professional learning needs for teachers and staff:<br>Secondary:<br>Elementary:<br><br>C) Providing support for teachers on standards they have not mastered:<br>Secondary:<br>Elementary: | needs for teachers and staff:<br>Secondary: 3<br>Elementary: 3<br><br>B) Identifying professional learning needs for teachers and staff:<br>Secondary: 3<br>Elementary: 3<br><br>C) Providing support for teachers on standards they have not mastered:<br>Secondary: 3<br>Elementary: 3 | A) Identifying professional learning needs for teachers and staff:<br>Secondary: 3<br>Elementary: 3<br><br>B) Identifying professional learning needs for teachers and staff:<br>Secondary: 3<br>Elementary: 3<br><br>C) Providing support for teachers on standards they have not mastered:<br>Secondary: 3<br>Elementary: 3 | | A) Identifying professional learning needs for teachers and staff:<br>Secondary: 4<br>Elementary: 4<br><br>B) Identifying professional learning needs for teachers and staff:<br>Secondary: 4<br>Elementary: 4<br><br>C) Providing support for teachers on standards they have not mastered:<br>Secondary: 4<br>Elementary: 4 | A) Identifying professional learning needs for teachers and staff:<br>Secondary: 0<br>Elementary: 0<br><br>B) Identifying professional learning needs for teachers and staff:<br>Secondary: 0<br>Elementary: 0<br><br>C) Providing support for teachers on standards they have not mastered:<br>Secondary: 0<br>Elementary: 0 |

# Goal Analysis [2024-25]

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.

Action 1.1 – Implementation of Multi-tiered System of Instructional Supports
During the 2024–25 school year, Action 1.1 was strategically implemented to support English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students, with an additional focus on student groups, schools, or student groups at schools performing at the lowest level (Red) on the 2023 California School Dashboard. This action leveraged multiple platforms and curriculum investments to strengthen instructional delivery and monitor student progress.

* Canvas - teaching and learning software was used at all CVUSD schools. Teachers created custom lessons for students and students have access to a variety of learning experiences, anytime, anywhere. Approximately 5,447 courses/lessons were created. Canvas was used by

443 teachers and 6,809 students.

* Mastery Connect - A testing platform used by TK-12 grade teachers and students to access district assessments across multiple subjects. Approximately 9,131 students have taken assessments through this platform, which helps teachers adjust their lessons based on how students are doing. 277 assessments were administered.

* i-Ready - Students were provided instruction and practice on at level lessons. i-Ready was used to measure Lexile/Quantile growth throughout the year, which is a measure on our CVUSD Instructional Framework. Between the Fall 2024 and Winter 2025 i-Ready administrations, the percentage of students who tested at or above grade level increased from 13% to 23%

* Aeries Analytics - This student information system was not implemented in 2024-25, as CVUSD was working on a different platform option.

* Curriculum Renewals - All books were ordered and received; 100% of students had instructional materials as verified by the Williams Visits. Yearly consumable workbooks across multiple subjects, and core textbooks were used by students as part of their adopted curriculum.

* TK - Kinder Testing (Extra Services) - this action was not implemented. For the 205-26 school year, the testing will be incorporated into the school day, and extra services for teachers will not be budgeted for.

* College Board - 2024-25 PSAT (Preliminary Scholastic Aptitude Test) /NMSQT (National Merit Scholarship Qualifying Test) Test Fees for (CVHS, DMHS & WSHS) This action was fully implemented. Data resulting from assessments is not known at this time.

* Curriculum Associates: Ellevation
Staff regularly used ELIEVATION to run reports for decision making and to monitor data and student progress. English learner data from this platform was used to monitor English learner academic performance and progress, identify reclassification candidates, monitor Reclassified Fluent English Proficient (RFEP) students, and process reclassification and RFEP monitoring forms.

*Avant Assessment was:
1. Given to all dual language students annually in grades K-8 to measure Spanish proficiency over the years in the DL program
2. Given to all 8th grade students to place them appropriately in high school Spanish classes
3. Given to high school seniors who may qualify for the State Seal of Biliteracy but are missing the Spanish proficiency requirement.

Action 1.2 – Supplemental Supports to Strengthen the Instructional Core
Supplemental Supports to Strengthen the Instructional Core refers to additional resources, strategies, or interventions implemented within an educational framework to enhance the effectiveness of the instructional core. Additional resources, strategies, and interventions were used to strengthen the instructional core programs.

IXL Personalized Instruction Platform for Math - IXL is a platform where students can gain fluency and confidence with essential math skills through interactive questions and built-in support. Implementation in 24-25 included:
- 70% Teacher engagement – educators were actively using IXL with their students.
- 36 questions per student per week on average – students were consistently practicing.

- 4,339,935 minutes spent on IXL
- 442,394 skills practiced with 249,641 skills proficient and 229,944 skills mastered – demonstrating significant progress in math fluency.

* Prisms Virtual Reality - Prisms was partially implemented during the 2024-25 due to onboarding of materials and training for staff. It was first piloted at Toro Canyon Middle School in the winter of 2025. While still in the early stages, all the necessary hardware has been received, and after teacher training, we're excited to fully roll out PRISMS to middle and high schools. The interactive nature of this program promises to boost student engagement and retention like never before.

* Tutor.com - On-Demand Academic Support - Tutor.com is available 24/7, and provided students with instant academic help across any subject. The use of this service has skyrocketed, with tutoring sessions jumping from just 19 in February 2024 to 514 in October 2024, and 175 in December 2024. To encourage the use of tutor.com by all students, banners were posted at each school site informing students and parents that this service was available, and a QR code to log in and get started.

* Newsela - With over 900 unique articles read during the first semester, students were exploring a wide range of topics. However, usage could be even higher, as we're averaging fewer than 2 articles per week—Newsela recommends 2-3 articles per week to maximize learning

* Online Credit Recovery - Online credit recovery programs played a crucial role in supporting students who may have fallen behind academically. These programs offered flexibility and accessibility, allowing students to earn credits needed for graduation at their own pace.

* Goalbook
The Goalbook program helped educators create meaningful learning plans, track student progress, and make sure every student was supported in their academic journey. Continuous reviews of IEPs show that the quality of goals is improving, and we're seeing increases in student achievement as a result.

* Summit K12 - This is a supplemental EL curriculum that embeds language learning within the context of the California state standards. Across all schools, the program has been used by 477 teachers and 6,172 students. There have been 31,202 teacher logins and 219,090 student logins. Over 79,000 quizzes have been completed and over 475,400 questions answered.

* UCI Math Supplies - With these resources in hand, we've seen improvement in iReady math scores. The percentage of students who are two or more grade levels behind in math has decreased from 58% in the fall to 44% in the winter, indicating positive strides toward math proficiency.

* Supplies for Coaches - Sound spelling Cards - were purchased for all sites to support the implementation of reading foundations. Students have access to the sound spelling cards throughout instruction.

* Elementary Supplies - this action was not implemented and will not be continued in 25-26

* Home To School Transportation - over 70% of CVUSD were transferred safely to school and back home.

Action 1.3 – Academic enhancements and supplemental programs
Action 1.3 is aimed to provide a holistic learning experience for students through expanded learning, enrichment, and equity-based initiatives.

* La Familia High School offered smaller class sizes and more personalized attention, allowing teachers to better address the unique needs and challenges of each student. This individualized support helped struggling students catch up academically. Over 240 students were enrolled at LFHS during the 2024-25 school year. (principal, teachers, custodian, office, media)

* Site Athletic Program, Coaching Stipends - fully implemented

* Student Academic Competitions: Math Field Day, Spelling Bee, Science Fair, History Day, Author's Fair, etc. These events were hosted at our schools and provided opportunities for students to showcase their skills, build confidence, and gain a love for learning in a fun and competitive environment. Several students participated at the state level in the science fair, and our Spelling Bee Champion competed at the County level.

* Pathway to Student Success Teachers (PTSS) (Elementary VAPA)(21): PTSS teachers provided dance, media arts, music, theater, and visual arts instruction to students in grades 4th-6th at all elementary schools.

* Pathway to Student Success (Elementary VAPA) - Mileage - PTSS teachers were itinerant, thus a few who have open slots in their schedule provide instruction at more than one site.

* Pathways to Student Success (Elementary VAPA): - Instructional supplies for the Pathways to Student Success program. Minimally implemented.

* Pathways to Student Success (Elementary VAPA):
- Transportation for educational partnership programs for instruction in dance, media arts, music, theater, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design. Not implemented as planned.

* Pathways to Student Success (Elementary VAPA):
- Admission fees for educational partnership programs for instruction in dance, media arts, music, theater, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design. Not implemented as planned.

* Pathways to Student Success (Elementary VAPA): Funding to meet with teachers - Have their own PLC outside the workday. Not implemented.

* Secondary Sites - VAPA - Funding to meet with teachers - Have their own PLC outside the workday hours vary per Secondary Site. Not implemented.
* Secondary Sites - VAPA - Instructional supplies for the VAPA program, partially implemented.
* Secondary Sites - VAPA - Transportation for educational partnership programs for instruction in dance, media arts, music, theatre, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design. Not

implemented.

* Secondary Sites - VAPA - Admission Fees for educational partnership programs for instruction in dance, media arts, music, theater, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design. Not implemented as planned.

* Music Teacher: Provided WSHS students with access to creative arts classes. With guidance from a teacher, students were able to progress in their musical proficiency and reach higher levels of competence.

* AVID: Elementary University Field Trips - Students will participate in field trips to colleges/universities to increase college and career readiness awareness. - not implemented in 24-25.

* GATE Program Support - Identification, planning, and direct services for students. This action was only partially implemented in the 24-25 school year, at the beginning planning stage.

* Puente Program Support - Educational Partnership - fully implemented at 2 comprehensive high schools and 1 middle/high school.

* AVID Student Leadership Club (Teacher compensation , extra services) was not implemented in the 2024-25 school year.

* AVID Student Leadership Club - college trip - was not implemented.
pport was partially implemented and remained in the planning phase.

*After School Academic Program:
The After School Academic Program offered elementary students in grades 2-6 supplemental learning in literacy through the Sound Detectives Club. This program has shown promising results, with sample iReady data revealing an average growth of 66 points from the beginning of the year to mid-year. With an average class size of just 16 students, we are able to provide personalized instruction to help every child succeed. Not implemented as planned.

*Summer School TK-12:
Supplies, salaries, transportation, contracts. Implemented as planned.

*Ethnic Studies Supplemental:
Teachers received extra services to provide enrichment activities; Curriculum development; Field Trip

*Indian Education - planning, and direct services for students. Activities and Events include trips to visit universities, such as CA State University at San Marcos, and a guest speaker Michael Duran who provided a presentation to students on Boys with Braids followed by a Q and A with parents

1.4 - Highly Qualified Educational Staff

- MTSS Data Coaching Coordinator (3) - Partially Implemented - 2 of the 3 Data Coaching Coordinators have been working with academic coaches and supporting the implementation of the CVUSD instructional framework at all sites. The 3rd Coordinator position has been vacant since November, 2024.

- Data Assessment Specialists (3): positions were fully staffed for 24-25 and provided support to the sites with the collection of student assessment data.

- Literacy Coaches, Math Coaches - 5 literacy, 14 math - Literacy and math coaches have been working at the sites to support teachers with the implementation of the district's instructional framework.

- Elementary Literacy Coaches (10) - Support provided included professional development, data analysis, and curriculum development.

- Elementary Teachers (10) to Reduce Class Size to address Learning Loss - this action was implemented in 24-25, with 9 elementary teachers. Teachers were assigned to grade levels to reduce the number of students per class.

- Elementary Assistant Principals (14):

The assistant principal worked closely with the principal to ensure the smooth operation of the school. They assisted in implementing the school's vision, goals, and policies, as well as overseeing day-to-day activities to maximize student achievement.

- Elementary Administrative Specialist:

An elementary administrative assistant provided administrative support to the elementary administrative team. Their role encompassed a wide range of tasks aimed at facilitating the efficient operation of the department.

- MTSS Coaches - 7 Secondary:

Worked collaboratively with teachers and administrators to develop and implement effective instructional strategies.

- Secondary Assistant Principals (11): The assistant principal worked closely with the principal to ensure the smooth operation of the school. They assisted in implementing the school's vision, goals, and policies, as well as overseeing day-to-day activities to maximize student achievement.

- Secondary Counselors (12): Counselors helped students develop academic skills, set educational goals, and plan for their future academic endeavors.

- Secondary Teachers (15) Reduce Class Size - Teachers were assigned to grade levels and subject areas to reduce the number of students per class.

- Secondary General Instructional Aides (13) - collaborated with the classroom teacher to effectively support ELL in academic instruction.

- Athletic Directors - All 3 comprehensive high schools have Athletic Directors in place. CVUSD currently offers 19 CIF competitive sports based upon student need at our 3 high schools.

- Activities Directors - Each secondary school site has an activities director who oversees and ensures that activities run smoothly at the school site.

- Aquatics Instructors - Taught students of all ages and skill levels how to swim. They designed and implemented swimming lessons that catered to the needs and abilities of their students, starting from basic water familiarization to advanced stroke techniques to promote water safety.

- Lifeguard (2): prevented drowning and other water-related accidents. Lifeguards vigilantly scanned the water and surrounding areas, identifying potential hazards and intervening promptly to prevent accidents from occurring.

- BCLAD Stipends - Stipends for DL teachers to promote retention in DL programs. Stipend increases by $500 per year, until it maxes out at $5,000.00 per year, per teacher. It is successful to some extent. Some schools are losing DL students in the upper grades.

-Instructional Media Assistants (22) - Instructional Media Assistant supported the school site library relating to the acquisition, circulation, distribution and recovery of materials, audio-visual equipment and other instructional materials.

- Curriculum Resources Technician - provided students and teachers with access to standards-based instructional materials.

- Ethnic Studies Teachers(10): Ethnic studies classes allow for a growing need for “culturally relevant pedagogy.”

- Perfect Attendance Stipends for Teachers ($500/semester) - Encourages teachers to achieve perfect attendance each semester, resulting in a highly qualified teacher supporting students.

- Special Education Teacher Stipends - The Director of Special Education works with the Human Resources department to recruit and retain special education teachers

- Early Education Head Start and Preschool Teacher Salaries (8) - full implementation

- Teacher Retention - Extra 20 minutes of instructional time per day - full implementation

Action 1.5 - College and Career Readiness
College and Career/ Puente Counselors (2): These positions provided high school guidance counseling service to PUENTE students and overseeing the college and career centers at their high school site that serves all students at DMHS, and CVHS

College and Career Administrative Specialists (3): Oversaw coordination of events in the college and career centers at WSHS, CVHS, and DMHS, serving all students

College and Career Administrative Specialist (3) - Provided support to increase college and career readiness to all students through managing a career center, providing guest speakers, field trips, college and career exploration.

Counselor Support/ Administrative Assistants (2) - fully implemented but difficult to track, activities vary daily, weekly monthly

Coordinator of Secondary Academic Counseling: Aligned coursework in grades 7 - 12, including college credit opportunities, AP testing, CCGI profiles, and continuous improvement to programs based on data and outcomes

Focus Schools - Secondary sites received guidance and support from Focus Schools to effectively develop and implement Instructional Leadership Teams and systems. Middle School has one more year; High School completed the contract in the 2024-2025 school year.

College Credit- Extra Services to teachers providing support to students in college credit courses, interventions, tutoring, grading, and delivering instruction outside of the school day

Detail Services - 3 CTE Suburbans, contract for services to keep suburbans clean - not implemented

Field Trips - STEAM field trips to local partners including the Living Desert, Children's Discovery Museum, General Patton Museum, and other educational destinations, field trips to local post-secondary partners.

Secondary (High School) Field Trips to Industry Partners and Universities: Provided students with exposure to college and career through universities, community colleges, and relevant industry partners to better understand college and career readiness

College and Career Director: Directed all college and career activities, monitoring data from all programs, writing supplemental grants

Catering for following Activities: - 7 Elementary Schools CTE Carnegie STEM X 4 meetings @ $,1000 each.

Middle Schools & High Schools CTE Career Day 7 X $2,500

Purchased Shirts or Stoles for the following:
CTE Student Ambassador Polo Shirts
Health Pathway Stoles for A-G/CCI Completers

CPA Match - Perkins or CTEIG Match Funds - 1:1 match for 6 California Partnership Academy grants - aligned to administrative salaries for oversight and smaller class sizes per Ed. Code.

CTEIG match funds for grant 2:1, CTE Incentive grant requires a match 2 to 1, funds are used for non allowables such as consumables and travel and lodging to student competitions, awards for students

Farm Manager: Manages 15,000 acres at the back of CVHS, maintaining repairs and maintenance of the greenhouse and animal unit, ensuring the farm is safe for students.

Farm Supplies: Supplies for the farm manager to make necessary repairs and maintenance.

Parchment Transcript and student records platform that sends secure electronic transcripts to colleges and employers.

College Readiness Testing Support - These supports aimed to provide Advanced Placement testing for several content areas for high school students. AP testing supported students with college entry and helps them to receive additional college credit, advanced placement in classes, as well as show they are prepared for college on local indicators.

RCOE Data Contract: Contract supported data collection, formatting, and professional development of staff to meet college and career indicators.

High School & Middle CTE Teacher Salaries - (4 at BD, 4 at TC, 3 at WSHS, 8 at CVHS, 4 at CDA & 5 at DMHS)

RCOE - 7 CTE Teachers:
CVHS, Cyber Securing, Agriculture, and Entrepreneurship courses, DMHS, Film, Sports Medicine and Aviation program, TCMS, Health and Career Exploration program.

Fully Implemented:

- 2 CTE Administrative Assistants, supporting CTE programs at CVHS and DMHS.
- CTE Budget Specialist, Supported and aligned all CTE grant budgets for compliance including CTE Incentive Grant, Perkins, 6 California Partnership Academies, Agriculture Incentive Grant, A-G grant, K-16 and Golden State Pathways
- CTE Teachers, Building & Construction Trades, DMHS
- CTE Assistant Principal , Desert Mirage High School
- Red Bird Agreement - Aviation, Warranty and maintenance of Aviation Simulator
- RCOE STEAM Contract, nine elementary schools, CC, PP, MV, LP, CMA, VV, WS, SM, 1 TBD. RCOE staff trains teachers and administrators on inquiry, wonderwalls, coding, and vital behaviors associated with effective STEAM learning.
- Extra Services (KidWind, PLTW, STEAM, Dual Enrollment), providing instruction and services to students outside of the school day.
- Instructional Supplies, STEAM instructional supplies
- Instructional Supplies for non-CTE credentialed teachers for the following: PLTW, STEM Lab, CTE Medical Detectives, CTE Automations & Robotics, Cosmetology Program, KidWind
- One Future Coachella Valley Regional Plan, Services including FAFSA, alignment teams, college fair, Gent’s Alliance, and business engagement, in support of our Coachella Valley Regional Plan.
- Substitutes, Subs for non-CTE Credentialed field trips and activities
- RCOE Counseling Contract - Provided continued data driven professional development for middle and high school counselors.
- Split Funded Staff (CVHS AA, DMHS AA, DMHS Construction, Middle School STEM CDA), providing additional support for college and career readiness programs.
- AP and PSAT Testing Cost for AP tests for students taking AP courses and the PSAT test for 10th and 11th grade students at DMHS, CVHS and WSHS.

Action 1.6 - Multilingual & Multicultural Education

Migrant Coordinator - provided full-time support for migrant and Native American students across the district. This involved coordination with the Secondary Migrant Outreach Teacher and MEP TOSA, supporting afterschool academy sessions, and executing the District Service Agreement (DSA) for the Migrant Education Program (MEP).

Migrant Outreach Teacher - provided essential services to migrant students in grades 7-12. The focus includes case management and credit recovery, with 94% of migrant high school students graduating in 2024 - significantly higher than the state average for migrant students. 1 of the 2 MIgrant Outreach teacher positions was vacant in 2024-25.

Migrant Elementary Program (MEP) TOSA - coordinated after-school services for migrant students at 7 elementary schools, facilitating tutoring sessions in math, language arts, writing, and cultural awareness. The TOSA also provides professional development to 10 teachers involved in after-school services, supporting them in delivering high-quality instruction tailored to migrant students' needs. This position is part of the Reduction in Force (RIF) for 25-26, but a new position for a Middle-School focused Migrant TOSA is proposed and a new job description is being drafted.

Extra service teachers to provide reading, writing, math extended core support using IXL and District's writing program to elementary, chaperoning field trips, credit recovery, after school tutoring and summer school for migrant students in the after school program - seven school sites to provided tutoring support in math, language arts, writing, and cultural awareness 4 days a week for 2 hours a day. Many of our EL students attended the district-wide tutoring classes twice a week, therefore this extended core support was not utilized as planned. $173,244 of the $234,027 budget was not utilized.

Migrant Materials and supplies - for Migrant After School and other Migrant services - Language Arts curriculum purchased for after school migrant support to 7 school sites.

Migrant Summer School – In preparation for the summer of 2025, we are planning a Migrant Summer School program that will provide academic support to migrant students during the summer months. This program will focus on continuing the learning from the school year and providing targeted instruction in key subjects, ensuring that migrant students are well-prepared for the following school year. This action has been partially implemented. Summer school will run through early July, not all expenditures have been incurred at this time. $50,631 of teh $114,984 budget has been utilized.

Migrant Travel - Summer School - Mileage provided to visit all school sites with migrant services to ensure program is running as planned from District Service Agreement

Multilingual & Multicultural Education Engagement - initiatives focused on supporting English Learners (ELs), Dual Language students, and our diverse migrant populations, providing them with the tools, resources, and guidance they need to thrive academically and personally. 220 of CVUSD's 2024 graduates met prepared for college and career by earning the State Seal of Biliteracy.

iStation Contract – Supporting Language Development

Dual Language teachers specifically leveraged iStation to track student progress, guide lessons, form small groups, and target language development in Spanish. The data provided through iStation helps teachers refine their instruction to meet the needs of every learner, creating a targeted approach for student growth.

Direct Support for Immigrant Students – Newcomer Academy
We provided dedicated support to newcomer students through our Newcomer Academy. Ten teachers, (secondary and elementary educators), provide after-school support using a specialized 14-week curriculum. Newcomer students receive targeted help twice a week, ensuring they receive the language and academic support necessary for their success.

English Learner Support Assistants (ELSAs)
Our team of 21 Site English Learner Support Assistants (ELSAs) provided information to the Language Appraisal Team (LAT) and helped assess readiness for students to reclassify as Fluent English Proficient (RFEP). ELSAs ensured that our EL students were supported with accurate data and appropriate EL Placement.

- English Learner (EL) Mentor Stipends

EL Mentors are integral to supporting the reclassification process for English Learners. Through mentoring, conferencing, and goal setting, they helped students progress toward Fluent English Proficiency (RFEP). EL Mentors work closely with families, teachers, and administrators to ensure that students receive the necessary guidance to succeed academically and reclassify as Fluent English Proficient.

- TOSA - English Language Support - this position was vacant for 24-25
- Summer School for EL Students - not implemented as all students attended district-wide summer school program in June-July 2025.
- EL Coordinator - this position was vacant for the 2024-25 school year.

Action 1.7 - Title 1- Site Allocations LCFF S/C- Site Allocations, State and Federal Accountability Support
Title I Site Allocations:
Each school received Title I funds to help students meet state academic content and performance standards.

LCFF Site Allocations:
Each school received LCFF Supplemental/Concentration funds to help students meet state academic content and performance standards, and address the eight state priorities (Basic Services, Implementation of State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, Parent Involvement, School Climate).

Title I Crate Online Platform: Partially implemented. Online platform was used by district staff and some site staff to maintain records of sites' expenditures, parent involvement policies, SPSA, SSC trainings, SSC evaluations of the SPSA, etc.

Document Tracking Services online platform: This online platform houses all of the templates that the district and sites use to create district plans such as the LCAP, The Federal Addendum, the District Parent Involvement Policy, and more. Schools use the platform to create and store the School Plan for Student Achievement (SPSA), the School Safety Plan, and the School Accountability Report Card (SARC).

Staff Support:

- Director of State and Federal Accountability
- Coordinator of State and Federal Accountability
- Budget Specialist (2)
- Administrative Specialist

Implementation: All of these positions were filled during the 2024-25 school year. Staff provides support in the areas of fiscal management, program implementation, compliance monitoring, and community involvement. Together, the team performs a wide range of tasks, such as:
Budget Development & Regulatory Compliance: Ensuring that budgets related to State and Federal categorical programs comply with all applicable regulations, ensuring resources are allocated efficiently and effectively.

Completion of Applications, Budgets, Reports, & Evaluations: Overseeing the completion of necessary applications, budgets, reports, and evaluations as required by state and federal guidelines. This ensures that all funding sources are tracked and used appropriately.
Professional & Technical Assistance: Providing both professional and technical assistance to district and site administrators, as well as support personnel, to help them navigate fiscal and programmatic development. This support is crucial for the successful implementation of programs.
Program & Budget Implementation Support: Offering hands-on support for the implementation and evaluation of school programs and budgets. This ensures that funds are being utilized effectively to support student achievement and program success.

Monitored Program Compliance: Monitoring program compliance with both state and federal regulations, ensuring that all educational programs meet the necessary requirements and standards.
Parent Advisory Committees & Community Involvement: Supporting parent advisory committees and other programs that promote parent, staff, and community involvement in the operation of educational programs. By engaging families and the community, we ensure that our programs are responsive to their needs and that students are supported at every level.

Private School Equitable Services Contracts
Implementation: It is a requirement of receiving Title I funds that the district provide equitable services for students residing within district boundaries attending non-profit private schools. District staff consulted with Xavier College Prep High School staff to design and develop the program to provide equitable services and effective programs for eligible nonprofit private school students. The Equitable Service Plan includes Instructional Services and Materials, Professional Development, and Parent Engagement. The Instructional Services portion of the plan includes tutoring during the 2024-25 school year, 2025 Summer School, and a 2025 Summer Bridge Program provided by Xavier teachers as independent contractors for CVUSD. The Professional development is provided by vendors contracted by the district, and the parent engagement is provided by Xavier staff as independent contractors for CVUSD.

Action 1.8 - Technology

IT Services Technicians
Our 9 IT Services Technicians provide essential support for classroom technology, software, internet access, printing, and other technology-related services across two campuses each. In total, our team has:

- Completed over 3,000 support tickets as of February 2025.
- Achieved an average resolution time of 1 day and 5 hours, reflecting a 63.29% improvement in response time.

This improvement ensures faster resolutions to technology issues, minimizing disruptions and enhancing the learning experience for students and teachers alike.

Enterprise System Specialist
The Enterprise System Specialist oversees district wide IT functions, including:

- Cybersecurity and account management.
- Mobile device management and server maintenance.
- Content filtering and other critical enterprise-related services.

With a dedicated focus on improving response times, the Enterprise System Specialist has:

- Reduced average resolution time for enterprise-related tickets by 63.25%, improving the time from 60 hours to 22 hours.

This significant reduction in resolution time ensures that system-wide issues are addressed swiftly, enhancing the security and functionality of district IT infrastructure.

SIS Coordinator
The Student Information Systems (SIS) Coordinator, hired in September 2024, has already made a considerable impact by providing over 30 hours of training to both new and existing staff. Despite being short handed for much of the school year, with the team covering for a vacant SIS Specialist position, the team's performance is improving, particularly as an employee has stepped in to cover the vacancy.
The SIS Coordinator ensures that the management of student data is handled efficiently and provides ongoing professional development to staff, contributing to the smoother operation of our student information systems.

21st Century Learning Environment
IT supports the effective use of instructional technology, including:

- Distribution of devices and accessories to students and teachers, ensuring equitable access to technology in the classroom.
- Providing internet hotspot services for students who lack reliable internet access at home, empowering them to continue learning outside the classroom.

These initiatives ensure that all students, regardless of their home circumstances, have the tools and connectivity needed to succeed academically.

Commitment to Continuous Improvement
By ensuring that our systems are responsive, secure, and well-maintained, the Technology Department empowers teachers to deliver high-quality, technology-enhanced instruction, and ensures that students have the resources they need to thrive in a digital world.

Action 1.9 - Early Learners

Coordinator of Early Learners - supported staff, students, and parents with providing a high quality early educational program including a responsive and nurturing environment, developmentally appropriate practices, play-based learning, and qualified educators.
Early Education Head Start and Preschool Teacher Salaries (8) Head Start and Preschool teachers provided three and four year old students

with a high quality developmentally appropriate environment, where they focus on the whole child and their individual development.

Early Education- Extended Day Kindergarten - The students were provided with daily extended instructional hours to support the development of the English language, literacy, and math skills.

Early Education- Transitional Kindergarten General Education Instructional Aides (21) - The TK instructional aides provided students with instructional support in English language development, literacy, and math skills.
Early Education- Kindergarten Instructional Aides (48)- The Kinder General Education Instructional Aides provided students with instructional support in English language development, literacy, and math skills.

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

Action 1.1 - Implementation of Multi-tiered System of Instructional Supports
AERIES Analytics not implemented
TK Kinder Testing - partial implementation.

Action 1.2 - Supplemental Supports to Strengthen the Instructional Core
UCI Math Supplies - partial implementation.
Elementary Supplies - not implemented
Home to School transportation - expenditures exceeded budgeted amount of $12,131,975, due to an increase in personnel, fuel, maintenance costs

Action 1.3 - Academic enhancements and supplemental programs

- VAPA Secondary Supplies and PLCS - actions were not implemented as planned. Approximately $888,000 of the $1,013,675 was utilized.
- VAPA - Transportation for Elementary and Secondary students was not implemented as planned.
- VAPA Admission Fees - the action was not implemented. $64,650 budget was not utilized.

- AVID: Elementary University Field Trips and AVID student leadership was not implemented as planned. $73,255 of the $79,965 budget was not used.
- Summer School TK-12: Supplies, salaries, transportation, contracts. Two thirds of the summer school expenditures have been incurred. Summer school will run through July, 2025. Expenditures for staff per diem for summer school will be incurred prior to June 30, 2025.
- After school Academic Program was not implemented as originally planned, less students attended.

Planned Expenditures that were not implemented as planned:

Action Remaining Balance
VAPA - Secondary Supplies $888,305
VAPA - Transportation $ 33,488
VAPA - Admission Fees $105,661
VAPA - PLCs $145,650
AVID Student Leadership $ 73,255
Summer School $2,200,924
After School Academic Program $1,066,200

Total $4,513,483

Action 1.4 Highly Qualified Educational Staff
Material difference: Expenditures were lowered than budgeted due to vacant positions not being filled in 2024-25 and Extra Services being reduced due to budget constraints.

Action 1.5 College and Career Readiness
Material difference: Expenditures were lowered than budgeted due to vacant positions not being filled in 2024-25, Extra Services being reduced, and extracurricular activities being reduced due to budget constraints.

Action 1.6 - Multilingual & Multicultural Education

2024-25 Vacant Positions which lowered expenditures:
1 EL Coordinator
1 EL Teacher on Special Assignment TOSA (K-12)
1 Migrant Outreach Teacher

Actions partially implemented or not implemented which lowered expenditures:

- Summer school for ELs - supplemental supports
- After School Core Instructional Support (extra services)
- After School Instructional Materials
- Summer School for Migrant Students
- Support for ELAC and DELAC Committees
- EL Mentor Stipend not fully utilized
- Salaries for English Learner Support Assistants (ELSAs) was less than budgeted - because their salary was supplemented with carryover EL funding.

Action 1.7 - Title 1- Site Allocations LCFF S/C- Site Allocations, State and Federal Accountability Support
Some salary expenditures were different from budgeted amounts due to changes in benefits and fixed costs throughout the year.
Funds budgeted for classified staff support outside the workday were not utilized due to district restrictions placed on overtime/extra services.

Action 1.8 - Technology
Material differences are due to:

- IT Services Technicians - salary and Health & Welfare costs were $80,469 less than anticipated
- The SIS Coordinator position was hired 3/4 through the school year - a savings of $69,890
- THE CALPADs Coordinator position was not filled in 24-25
- Expenses to provide a 21st Learning Environment were less than anticipated - coming in at $640,234 under budget

Action 1.9 - Early Learners
Due to budget constraints, a freeze on overtime, extra services, and conference attendance, the following planned expenditures were not utilized as budgeted:

- Instructional Materials - Preschool
- Supplemental Instructional Materials
- Instructional Supplies - Head Start
- Substitutes
- Clerical Overtime
- Conferences and Training
- Certificated Extra Services
- Non-capitalized equipment
- Extended-day Kindergarten teacher salaries were less than anticipated due to less enrollment

Vacancies:
2 paraeducators for Preschool
1 Preschool Licensed Vocational Nurse (LVN)
2 Head Start/Preschool teachers
1 Early Childhood paraeducator
1 Facility Specialist was worked for 3/4 of the school year

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

Action 1.1 - Implementation of Multi-tiered System of Instructional Supports
This action was primarily focused on EL, FY, and SED student groups, however the resources dedicated to this action were also expected to improve outcomes for student groups, schools and/or student groups at schools that were at the lowest performance level (red) on the 2023 CA School Dashboard.
Metrics to measure effectiveness of Action 1.1 include the CAASPP for ELA & Math and Local assessments.

As noted in the "Changes" section (prompt 4) of the Goal Analysis - The effectiveness of Action 1.1 will be measured with CAASPP ELA & Math results and local assessment data.
Based on the CAASPP ELA results, the 2023 data shows that 26.12% of all students met or exceeded the standard, compared to 27.88% in 2024, an increase of 1.76%. All student groups increased the percentage of students who met or exceeded the standard on the CAASPP

ELA from 2023 to 2024, except for LTELs with a -0.4% decline and Homeless students with a decline of -3.77%.

Based on the CAASPP Math results, the 2023 data shows that 13.89% of all students met or exceeded the standard, compared to 16.65% in 2024, an increase of 2.76%. All student groups increased the percentage of students who met or exceeded the standard on the CAASPP Math from 2023 to 2024, except for Homeless students with a decline of -1.14%.

Canvas - teaching and learning software was used at all CVUSD schools. Teachers created custom lessons for students and students have access to a variety of learning experiences, anytime, anywhere. Approximately 5,447 courses/lessons were created. Canvas was used by 443 teachers and 6,809 students.

In comparing 2023 and 2024 Dashboard Data, the number of Dashboard Indicators measuring State Priorities that student groups are performing very low in, has decreased substantially. Students with Disabilities, Socioeconomically Disadvantaged (SED), English Learner, and Hispanic student groups are no longer performing at the lowest level on any of the Dashboard Indicators. Two student groups, Long Term English Learners and White Students are among the student groups performing at the lowest performance level on the 2024 CA School Dashboard. However, overall we can see many areas of success.

Mastery Connect - A testing platform used by TK-12 grade teachers and students to access district assessments across multiple subjects. Approximately 9,131 students have taken assessments through this platform, which helps teachers adjust their lessons based on how students are doing. 277 assessments were administered.

i-Ready - Students were provided instruction and practice on at level lessons. i-Ready was used to measure Lexile/Quantile growth throughout the year, which is a measure on our CVUSD Instructional Framework. Between the Fall 2024 and Winter 2025 i-Ready administrations, the percentage of students who tested at or above grade level increased from 13% to 23%. The following data shows the effectiveness of iReady (local data) - Local Assessment - iReady data: Increased 10% on i-Ready Reading and increased 10% on i-Ready Math from beginning of the year to mid-year.

Aeries Analytics - This student information system was not implemented in 2024-25.

Curriculum Renewals - All books were ordered and received; 100% of students had instructional materials as verified by the Williams Visits. Yearly consumable workbooks across multiple subjects, and core textbooks were used by students as part of their adopted curriculum.

TK - Kinder Testing (Extra Services) - this action was not implemented, and therefore effectiveness can’t be measured

College Board - 2024-25 PSAT (Preliminary Scholastic Aptitude Test) /NMSQT (National Merit Scholarship Qualifying Test) Test Fees for (CVHS, DMHS & WSHS) This action was fully implemented. Data resulting from assessments is not known at this time.

Curriculum Associates: Ellevation
Staff regularly used ELLEVATION to run reports for decision making and to monitor data and student progress. English learner data from this platform was used to monitor English learner academic performance and progress, identify reclassification candidates, monitor Reclassified Fluent English Proficient (RFEP) students, and process reclassification and RFEP monitoring forms.

Avant Assessment
This Spanish assessment was:
1. Given to all dual language students annually in grades K-8 to measure Spanish proficiency over the years in the DL program
2. Given to all 8th grade students to place them appropriately in high school Spanish classes
3. Given to high school seniors who may qualify for the State Seal of Biliteracy but are missing the Spanish proficiency requirement.

Action 1.2 - Supplemental Supports to Strengthen the Instructional Core
As noted in the "Changes" section (prompt 4) of the Goal Analysis - The effectiveness of Action 1.1 will be measured with CAASPP ELA & Math results and local assessment data.
Based on the CAASPP ELA results, the 2023 data shows that 26.12% of all students met or exceeded the standard, compared to 27.88% in 2024, an increase of 1.76%. All student groups increased the percentage of students who met or exceeded the standard on the CAASPP ELA from 2023 to 2024, except for LTELs with a -0.4% decline and Homeless students with a decline of -3.77%.

Based on the CAASPP Math results, the 2023 data shows that 13.89% of all students met or exceeded the standard, compared to 16.65% in 2024, an increase of 2.76%. All student groups increased the percentage of students who met or exceeded the standard on the CAASPP Math from 2023 to 2024, except for Homeless students with a decline of -1.14%.

Supplemental Supports to Strengthen the Instructional Core refers to additional resources, strategies, or interventions implemented within an educational framework to enhance the effectiveness of the instructional core. Additional resources, strategies, and interventions were used to strengthen the instructional core programs.
IXL Personalized Instruction Platform for Math - IXL is a platform where students can gain fluency and confidence with essential math skills through interactive questions and built-in support. Implementation in 24-25 included:
70% Teacher engagement – educators were actively using IXL with their students.
36 questions per student per week on average – students were consistently practicing.
4,339,935 minutes spent on IXL
442,394 skills practiced with 249,641 skills proficient and 229,944 skills mastered – demonstrating significant progress in math fluency.

Prisms Virtual Reality - Prisms was partially implemented during the 2024-25 due to onboarding of materials and training for staff. It was first piloted at Toro Canyon Middle School in the winter of 2025. While still in the early stages, all the necessary hardware has been received, and after teacher training, we rolled out PRISMS to middle and high schools. The interactive nature of this program promises to boost student engagement and retention like never before. We build on the implementation and effectiveness of PRISMS in 25-26.

Tutor.com - On-Demand Academic Support - Tutor.com is available 24/7, and provided students with instant academic help across any subject. The use of this service has skyrocketed, with tutoring sessions jumping from just 19 in February 2024 to 514 in October 2024, and 175 in December 2024.

Newsela - With over 900 unique articles read during the first semester, students were exploring a wide range of topics. However, usage could be even higher, as we're averaging fewer than 2 articles per week—Newsela recommends 2-3 articles per week to maximize learning

Online Credit Recovery - Online credit recovery programs played a crucial role in supporting students who may have fallen behind academically. These programs offered flexibility and accessibility, allowing students to earn credits needed for graduation at their own pace.

Goalbook
The Goalbook program helped educators create meaningful learning plans, track student progress, and make sure every student was supported in their academic journey. Continuous reviews of IEPs show that the quality of goals is improving, and we're seeing increases in student achievement as a result.

Summit K12 - This is a supplemental EL curriculum that embeds language learning within the context of the California state standards. Across all schools, the program has been used by 477 teachers and 6,172 students. There have been 31,202 teacher logins and 219,090 student logins. Over 79,000 quizzes have been completed and over 475,400 questions answered.

UCI Math Supplies - With these resources in hand, we've seen improvement in iReady math scores. The percentage of students who are two or more grade levels behind in math has decreased from 58% in the fall to 44% in the winter, indicating positive strides toward math proficiency.

Supplies for Coaches - Sound spelling Cards - were used at all elementary sites to support the implementation of reading foundations. Students have access to the sound spelling cards throughout instruction.

Elementary Supplies - this action was not implemented and will not be continued in 25-26.

Home To School Transportation - our transportation effectively and safely transported all students form home to school and back.

Action 1.3 - Academic enhancements and supplemental programs
As noted in the "Changes" section (prompt 4) of the Goal Analysis - The effectiveness of Action 1.3 will be measured with:
CAASPP ELA and Math (Metric 1.1 - 1.4), Graduation Rate (Metric 1.8), College/Career Indicator (Metric 1.11), Local progress monitoring assessments in ELA and Math.

Dashboard data shows a small increase in the % of students who met or exceeded the standard on the CAASPP ELA & Math from 2023 to 2024 (1.76% and 2.76% respectively). The Graduation rate for all students increased from 78.6% in 2023 to 85% in 2024, an increase of 6.4%. The College Career Indicator (CCI) increased from 27.6% in 2023 to 35.3% in 2024, an increase of 7.7%. The increase in performance levels on these Dashboard Indicators, indicates that action 1.3 is effective, particularly regarding the graduation rate and the CCI.

Site Athletic Program, Budget, Coaching Stipends
Allowed for students to participate in extracurricular activities, requiring minimal grade requirements, regular attendance and expected discipline during their season and the season prior to remain eligible

Puente Program – Highlights include:

- Coachella Valley High School will celebrate its first graduating class from the Puente Program in 2024-25, marking a significant milestone for the school and the students it serves.

- Desert Mirage High School has seen impressive improvements in graduation rates and college/career readiness over the past five years, thanks to the continued success of the program.
- West Shores High School has recently launched the Puente program for middle school students, providing early college preparation and mentorship opportunities.

Measurement of VAPA Instructional supplies, VAPA Teacher PLCs, transportation and admission fees for educational partnership programs for instruction in dance, media arts, music, theater, and visual arts can't be measured due to lack of implementation.

Effectiveness of 2024-25 summer school will be measured post summer school. Over 5,000 students enrolled to attend summer school.

Action 1.4 - Highly Qualified Educational Staff
As noted in the "Changes" section (prompt 4) of the Goal Analysis - The effectiveness of Action 1.4 will be measured with: CAASPP ELA and Math (Metric 1.1 - 1.4), Graduation Rate (Metric 1.8), College/Career Indicator (Metric 1.11), Local progress monitoring assessments in ELA and Math.

Dashboard data shows a small increase in the % of students who met or exceeded the standard on the CAASPP ELA & Math from 2023 to 2024 (1.76% and 2.76% respectively). The Graduation rate for all students increased from 78.6% in 2023 to 85% in 2024, an increase of 6.4%. The College Career Indicator (CCI) increased from 27.6% in 2023 to 35.3% in 2024, an increase of 7.7%. The increase in performance levels on these Dashboard Indicators, indicates that action 1.4 is effective, particularly regarding the graduation rate and the CCI.

BCLAD Stipends - Stipends for DL teachers to promote retention in DL programs. It was successful to some extent. Some schools are losing DL students in the upper grades.

Action 1.5 - College and Career Readiness
As noted in the "Changes" section (prompt 4) of the Goal Analysis - The effectiveness of Action 1.5 will be measured with:
CAASPP ELA and Math (Metrics 1.1-1.4), Graduation Rate (Metric 1.8), A-G Completion Rate (Metric 1.10), College & Career Indicator (Metric 1.11), CTE Completion Rate (Metric 1.13), AP Passing Rate (Metric 1.15), Dual Enrollment (Metric 1.18)

Dashboard data shows a small increase in the % of students who met or exceeded the standard on the CAASPP ELA & Math from 2023 to 2024 (1.76% and 2.76% respectively). The Graduation rate for all students increased from 78.6% in 2023 to 85% in 2024, an increase of 6.4%. The College Career Indicator (CCI) increased from 27.6% in 2023 to 35.3% in 2024, an increase of 7.7%. The A-G Completion rate dipped slightly from 31.9% in 2023 to 31.6% in 2024, a decline of -0.3%. The CTE Completion Rate increased from 24.7% in 2023 to 29.0% in 2024, an increase of 4.3%. The AP passing rate dipped from 11.1% in 2023 to 10.5% in 2024, a decline of -0.6%. Dual Enrollment increased from 31.6% in 2023 to 40.3% in 2024, an increase of 8.7%. Overall, the programs and services offered in action 1.5 are effective in preparing our students for college and career. We have seen significant gains in all areas, expect for small declines in the AP passing rate and the A-G completion rate.

- All CPA academies support at promise students through a small school within a school format. Data from these programs shows a consistent 98 - 100% graduation rate.

- Effective to support STEAM curriculum in all programs across the district. 1,400 students are being served in Middle School Project Lead the Way (PLTW) and CTE, 600 students are participating in Kidwind, 48 students in cosmetology.

- Contract for RCOE to provide supports to format 2024 graduate data: all graduate data including: grad rate, A-G, Seal of Biliteracy, college credit, GPA, program participation, AP test scores, and college going rate has been analyzed and shared with site administrators, Ed Services team and teachers.

Increase in Graduation Rate:
- All students: 85% - increase of 6.4% (Green)
- EL: 77.2% - increase of 9% (Yellow)
- LTEL: 77% - increase of 9.4% (Yellow)
- SED: 84.8% - increase of 6.5% (Green)

Increase in College and Career Indicator:
- All students: 35.3% - increase of 7.7% (Green)
- EL: 12% - increase of 5.9% (Yellow)
- LTEL: 11.5% - increase of 5.7% (Yellow)
- SED: 34.8% - increase of 7.8% (Yellow)

Action 1.6 - Multilingual & Multicultural Education
As noted in the "Changes" section (prompt 4) of the Goal Analysis - The effectiveness of Action 1.6 will be measured with:
CAASPP ELA and Math (Metrics 1.1-1.4), English Learner Progress Indicator (ELPI) (Metric 1.5) ELPAC (Metric 1.6), Reclassification Rate (Metric 1.7), Graduation Rate (Metric 1.8), College & Career Indicator (Metric 1.11), Percent of Students earning the State Seal of Biliteracy (Metric 1.17)

Dashboard data shows a small increase in the % of EL students who met or exceeded the standard on the CAASPP ELA & Math from 2023 to 2024 (+0.34% and 1.55% respectively). Dashboard Data shows a decline in the ELPI Indicator (which measures the percentage of English Learners making progress in acquiring the English Language) from 46% in 2023 to 42.8% in 2024, a decline of -3.2%. ELPAC scores from 2023 show 42.27% of ELs that scored moderately or well developed English Language acquisition, compared to 40.65% in 2024, a decline of -1.62%. The Reclassification rate (local measurement) declined from 14% in 2023 to 5.67% in 2024. The Graduation rate for EL students increased from 68.2% in 2023 to 77.2% in 2024, an increase of 9.0%. The College Career Indicator for EL students increased from 6.8% in 2023 to 12.6% in 2024, an increase of 5.8% (nearly double the 2023 rate). The percentage of students earning the State Seal of Biliteracy as High School Graduates, increased from 35.7% of "All" students in 2023 to 47.1% in 2024, an increase of 11.4%. While we see a small decline in the ELPI Dashboard Indicator , ELPAC scores, and the reclassification rate from 2023-24, overall we see that programs and services for English Learners have been effective in preparing them for college and career, with an increased graduation rate and CCI Indicator, and an increase in the number of students earning the State Seal of Biliteracy.

Biliteracy & Multi-literacy Awards
The number of Seal of Biliteracy awards granted has grown by 11.4% from 2023 to 2024 for our CVUSD high school graduates, showcasing the success of our dual language programs in developing biliterate, bilingual students.

Migrant Outreach Teacher - 94% of migrant high school students graduated in 2024 from CVUSD. This percentage is higher than the state migrant rate.

Dual Language Coordinator
By offering coaching, data analysis, and classroom visits, this role ensured that teachers and principals had the resources and strategies necessary to effectively deliver dual language instruction, fostering bilingualism and biliteracy in all students.

Dual Language Teachers (91)
The 91 Dual Language teachers in CVUSD provided bilingual instruction in both English and Spanish. Their work ensures that students develop proficiency in both languages and can graduate with the Seal of Biliteracy, which signifies their bilingual and biliterate capabilities. 220 of CVUSD's 2024 graduates met prepared for college and career by earning the State Seal of Biliteracy.

iStation Contract – Supporting Language Development
The data provided through iStation helped teachers refine their instruction to meet the needs of every learner, creating a targeted approach for student growth.

Action 1.7 - Title 1- Site Allocations LCFF S/C- Site Allocations, State and Federal Accountability Support
As noted in the "Changes" section (prompt 4) of the Goal Analysis - The effectiveness of Action 1.7 will be measured with:
CAASPP ELA and Math (Metrics 1.1-1.4), Graduation Rate (Metric 1.8), College & Career Indicator (Metric 1.11), CTE Completion Rate (Metric 1.13)

Dashboard data shows a small increase in the % of students who met or exceeded the standard on the CAASPP ELA & Math from 2023 to 2024 (1.76% and 2.76% respectively). The Graduation rate for all students increased from 78.6% in 2023 to 85% in 2024, an increase of 6.4%. The College Career Indicator (CCI) increased from 27.6% in 2023 to 35.3% in 2024, an increase of 7.7%. The increase in performance levels on these Dashboard Indicators, indicates that action 1.7 is effective in supporting site and district programs and services that increase student achievement.

* Document Tracking Services (DTS) online platform - LCFF
Successes: DTS is extremely responsive to requests for system customization to meet our district planning and reporting needs. 100% of SPSAs, SARCs and the LCAP were completed by the due dates. The district was able to provide support in real-time to sites and monitor data entry in DTS.

* State and Federal Accountability Staff: Director, Coordinator, Budget Specialists (2), Administrative Specialist
- Ensured that budgets related to State and Federal categorical programs complied with all applicable regulations, ensuring resources are allocated efficiently and effectively.
- Completed Applications, Budgets, Reports, & Evaluations. This ensured that all funding sources are tracked and used appropriately.
- Provided both professional and technical assistance to district and site administrators, as well as support personnel, to help them navigate fiscal and programmatic development. This support was crucial for the successful implementation of programs.

- Program & Budget Implementation Support: Ensured that funds were being utilized effectively to support student achievement and program success.
- Monitored Program Compliance: Ensured that all educational programs met the necessary requirements and standards.
- Parent Advisory Committees & Community Involvement: By engaging families and the community, we ensured that our programs are responsive to their needs and that students are supported at every level.
- Staff was responsive to system user needs by providing tools to develop and monitor plans. They also provided direct support to users and made process modifications when needed.

Private School Equitable Services Contracts
Implementation: It is a requirement of receiving Title I funds that the district provide equitable services for students residing within district boundaries attending non-profit private schools. Students are successfully completing coursework and prepared for the next level.
Challenges: Equitable services plans require consultation between the district and private school which can be a challenge when private schools are working with multiple districts to serve students. To address this challenge, the district holds consultation meetings jointly with other districts to maximize the time with private school staff.

Action 1.8 - Technology
As noted in the "Changes" section (prompt 4) of the Goal Analysis - The effectiveness of Action 1.8 will be measured with:
CAASPP ELA and Math (Metrics 1.1-1.4), ELPAC (Metric 1.6), Graduation Rate (Metric 1.8), College & Career Indicator (Metric 1.11)

Dashboard data shows a small increase in the % of students who met or exceeded the standard on the CAASPP ELA & Math from 2023 to 2024 (1.76% and 2.76% respectively). The Graduation rate for all students increased from 78.6% in 2023 to 85% in 2024, an increase of 6.4%. The College Career Indicator (CCI) increased from 27.6% in 2023 to 35.3% in 2024, an increase of 7.7%. The increase in performance levels on these Dashboard Indicators, indicates that action 1.8 is effective in providing technology devices and support to enhance the delivery and use of curriculum and programs, to increase student achievement.

* IT Services Technicians
Achieved an average resolution time of 1 day and 5 hours, reflecting a 63.29% improvement in response time.
This improvement ensures faster resolutions to technology issues, minimizing disruptions and enhancing the learning experience for students and teachers alike.

* Enterprise System Specialist
With a dedicated focus on improving response times, the Enterprise System Specialist has:
Reduced average resolution time for enterprise-related tickets by 63.25%, improving the time from 60 hours to 22 hours.
This significant reduction in resolution time ensures that system-wide issues are addressed swiftly, enhancing the security and functionality of district IT infrastructure.

* SIS Coordinator
Provided over 30 hours of training to both new and existing staff.
Ensured that the management of student data was handled efficiently and provided ongoing professional development to staff, contributing to the smoother operation of our student information systems.

* 21st Century Learning Environment
Distributed devices and accessories to students and teachers, ensuring equitable access to technology in the classroom.
Students and staff have accessed over 422 million websites.
Ensured that all students, regardless of their home circumstances, had the tools and connectivity needed to succeed academically.
As of February 2025, a total of 2,499 hotspot devices are active to support students.
Students and staff have access over 18 million websites after school hours.

Action 1.9 - Early Learners
There were no changes to the metrics in Action 1.9. The metrics are: iReady Diagnostic Test for ELA and Math, student portfolios

Data from local assessments for our early learners shows that programs and services in Action 1.9 are having a positive impact on young learners in CVUSD. Students were provided instruction and practice on at level lessons. i-Ready was used to measure Lexile/Quantile growth throughout the year, which is a measure on our CVUSD Instructional Framework. Between the Fall 2024 and Winter 2025 i-Ready administrations, the percentage of students who tested at or above grade level increased from 13% to 23%.

Early Learners Program: Building a Strong Foundation for Lifelong Success
CVUSD has 336 students in 20 classrooms throughout the district in HeadStart or Preschool.

* Head Start & State Preschool Program Support
Our Head Start and State Preschool teachers fostered foundational learning experiences such as:

- Support at-risk children in closing achievement gaps, enabling them to enter TK and kindergarten ready to succeed.
- Promote academic and social development, laying the groundwork for future academic success.

* Extended Day Kindergarten Teacher Salaries
Continuing to offer a full-day kindergarten program increased instructional time, academic gains, development of foundational skills, social and emotional growth, preparation for first grade, improved attendance and engagement.

* Kinder &1st General Instructional Aide Salaries (49) - General Instructional Aides helped provide small group instruction tailored to students who need it most, and they assisted teachers in delivering high-quality, personalized instruction. This early intervention helped bridge achievement gaps, fostering a stronger foundation for students and reduced the need for remediation later on.

* TK Instructional Aides (21) - with the additional support of general instructional aides in TK classrooms, teachers could better meet the unique needs of transitional kindergarten students. Investing in instructional assistants for TK classrooms not only supports early academic development but also reduces the risk of students falling behind, improving their chances of success in kindergarten and minimizing the need for remediation

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

Action 1.1 - Implementation of Multi-tiered System of Instructional Supports

- AERIES Analytics - this action will be discontinued in 25-26, CVUSD is working on a different platform option
- TK - Kinder Testing - this action will be change from providing extra services to facilitate testing outside of school hours, to completing the testing during the school day

Change in Metrics:
To more strategically measure progress on the effectiveness and impact of Action 1.1, the metrics have changed from the following in the 2024-25 LCAP : CAASPP ELA and Math (Metric 1.1 - 1.4), ELPAC (Metric 1.6), Graduation Rate (Metric 1.8), College/Career Indicator (Metric 1.11), Local progress monitoring assessments in ELA and Math

To the following in the 25-26 LCAP:
CAASPP ELA and Math (Metric 1.1 - 1.4), Graduation Rate (Metric 1.8), Local progress monitoring assessments in ELA and Math

Action 1.2 - Supplemental Supports to Strengthen the Instructional Core

- IXL Personalized Instruction Platform for Math - this action will be discontinued. We will be moving toward full i-Ready implementation with math and reading
- Tutor.com - this action will be discontinued for 25-26
- NewsELA - this action will be discontinued for 25-26
- Summit K-12 - this action will be discontinued for 25-26 due to low implementation, low participation, and errors on the platform making it not user-friendly. K-12 will use the free IABs and FIABs
- UCI Math - this action will not continue in the 25-26 LCAP. Sites wil purchase UCI math supplies with their site allocations of LCFF S/C or Title I funding.
- Elementary Supplies - this action will not continue in the 25-26 LCAP. Sites wil purchase supplies with their site allocations of LCFF S/C or Title I funding.
- Supplies for Coaches - sound spelling cards will be discontinued in the LCAP and, if neededm sites may include in the expenditure in their School Plan for Student Achievement.
- Transportation - Home to School:

Reduction in Force for 2025-26

- 13 Bus Drivers
- 1 Lead Mechanic
- 1 Office Technician
- 3 Transportation Supervisors

Change in Metrics:
To more strategically measure progress on the effectiveness and impact of Action 1.2, the metrics have changed from the following in the 2024-25 LCAP : CAASPP ELA and Math (Metric 1.1 - 1.4), ELPAC (Metric 1.6), Graduation Rate (Metric 1.8), College/Career Indicator (Metric 1.11), Local progress monitoring assessments in ELA and Math

To the following in the 25-26 LCAP:
CAASPP ELA and Math (Metric 1.1 - 1.4), Graduation Rate (Metric 1.8), Local progress monitoring assessments in ELA and Math

Action 1.3 - Academic enhancements and supplemental programs
Changes to Action 13 include:
A Reduction in Force for 2025-26:

- Pathway to Student Success Teachers (PTSS) (Elementary VAPA)(21):

There will be a Reduction in force of 21 Elementary VAPA Teachers funded with LCFF S/C for 25-26.

- The Pathways to Student Success Teachers (PTSS) (Elementary VAPA) mileage expenditures and extra services for PLCs will be discontinued in 25-26, as the teachers are part of the Reduction in Force.

VAPA - Instructional Materials, Activities, Transportation, and Admission Fees for Elementary and Secondary VAPA will continue to be funded with Prop 28 funds.

AVID Student Leadership Club - Extra Services for teachers to facilitate - will be discontinued
AVID Student Leadership Club - College trips - will be discontinued

Change in Metrics:
To more strategically measure progress on the effectiveness and impact of Action 1.3, the metrics have changed from the following in the 2024-25 LCAP : CAASPP ELA and Math (Metric 1.1 - 1.4), ELPAC (Metric 1.6), Graduation Rate (Metric 1.8), College/Career Indicator (Metric 1.11), Local progress monitoring assessments in ELA and Math

To the following in the 25-26 LCAP:
CAASPP ELA and Math (Metric 1.1 - 1.4) Graduation Rate (Metric 1.8), College/Career Indicator (Metric 1.11), Local progress monitoring assessments in ELA and Math

Action 1.4 - Highly Qualified Educational Staff
Reduction in Force for 2025-26:

- 1 MTSS Data Coaching Coordinator (partial vacancy in 24-25)
- 1 Data Assessment Specialist
- 1 Elementary Administrative Specialist
- 1 Secondary Assistant Principal
- 3 Elementary Assistant Principals
- 1 Elementary Teacher for Class Size Reduction
- 13 Secondary General Instructional Aides

Addition of Staff:

- 1 Instructional Media Assistant at North Shore - new school opening in 25-26
- 1 Literacy Coach at North Shore - new school opening in 25-26
- 1 Math Coach at North Shore - new school opening in 25-26

- 1 Literacy Coach at Saul Martinez (60% LCFF, 40% LCRS)
- Director of MTSS Academics - Elementary - change infunding to LCFF S/C

Literacy Coaches - 5 Elementary Literacy Coaches will be funded with LCFF S/C in 25-26. They were funded with Learning Recovery Emergency Block Grant (LREBG) funds in 24-25, but that funding source has been fully expended. 1 Literacy Coach will be added for North Shore Elementary which will open for the 25-26 school year.

Math Coaches - 15 - will be funded with Title I in 25-26. They were funded with Learning Recovery Emergency Block Grant (LREBG) funds in 24-25, but that funding source has been fully expended. 1 Math Coach added in 25-26 with the opening of North Shore Elementary.

1 Elementary Administrative Specialist position - multi-funded with Title I funding, General Fund and LCFF S/C, has been eliminated for the 25-26 school year. This position previously supported the Elementary Administrative Team. There has been a reduction of force in all district departments, due to the Fiscal Stabilization plan, and this was one of the positions affected.

Elementary Assistant Principals - Of the 14 Elementary Assistant Principal positions in 24-25, 3 positions are part of the Reduction in Force. The number of Elementary APs was reduced by 3, as CVUSD post-COVID and post-ESSER funding, will return to a student:AP ratio of 650:1. In the 2024-25 LCAP, 8 APs were funded with LCFF S/C and 6 were funded with ESSER. The remaining 11 Elementary Assistant Principal positions will be funded with MediCal for IEP supervision - $1,057,511. The work year will change from 12 months to 11 months.

Instructional Media Assistants (IMAs) - Proposed Change in work year and hours for 25-26: Change to 5 hours, 10 months

Moved Transitional Kindergarten General Instructional Aides to Action 1.4 - Highly Qualified Personnel - as they are supporting TK-6 schools
Moved Extended-Day Kindergarten teachers Salaries to Action 1.4 from Action 1.9.

Change in Metrics:
To more strategically measure progress on the effectiveness and impact of Action 1.4, the metrics have changed from the following in the 2024-25 LCAP : CAASPP ELA and Math (Metric 1.1 - 1.4), ELPAC (Metric 1.6), Graduation Rate (Metric 1.8), College/Career Indicator (Metric 1.11), Local progress monitoring assessments in ELA and Math

To the following in the 25-26 LCAP:
CAASPP ELA and Math (Metric 1.1 - 1.4), Graduation Rate (Metric 1.8), College/Career Indicator (Metric 1.11), Local progress monitoring assessments in ELA and Math

Action 1.5 - College and Career Readiness
Reduction in Force for 2025-26:
- 3 College & Career Administrative Specialists
- 2 Counselor Support/ Administrative Assistants
- 1 CTE Budget Specialist (50% LCFF)

- 2 Counselor Support/ Administrative Assistants - these 2 positions were part of the Reduction of force and will not continue in 25-26. They were funded with A-G funds which will be fully expended in 24-25

Substitution/Change for 25-26: "College & Career Coordinator" - a change in Title/Classification from the "Director, College and Career" - with a $41,866 (reduction in position cost) - also position will be supported 50% Golden State Pathways and 50% LCFF S/C

Focus Schools contract to support Secondary school principals will be discontinued for 25-26 - will be discontinued as A-G funds will be fully expended in 24-25

- College Visits - meals and transportation - will be discontinued as A-G funds will be fully expended in 24-25
- Detail - 3 CTE Suburbans - will be discontinued in 25-26 due to Fiscal Constraints
- Supplies for College and Career Centers - will be discontinued as A-G funds will be fully expended in 24-25
- Reduction in Farm Supplies budget form $100,000 to $50,000
- High School CTE Field trips will discontinue in 25-26 due to budget constraints

Change in Metrics:
To more strategically measure progress on the effectiveness and impact of Action 1.5, the metrics have changed from the following in the 2024-25 LCAP : CAASPP ELA and Math (Metrics 1.1-1.4), iReady, ELPAC (Metric 1.6), Local Benchmarks, Graduation Rate (Metric 1.8), A-G Completion Rate (Metric 1.10), College & Career Indicator (Metric 1.11), CTE Completion Rate (Metric 1.13), AP Passing Rate (Metric 1.15), Dual Enrollment (Metric 1.18)

To the following in the 25-26 LCAP:
CAASPP ELA and Math (Metrics 1.1-1.4), Graduation Rate (Metric 1.8), A-G Completion Rate (Metric 1.10), College & Career Indicator (Metric 1.11), CTE Completion Rate (Metric 1.13), AP Passing Rate (Metric 1.15), Dual Enrollment (Metric 1.18)

Action 1.6 - Multilingual & Multicultural Education
Reduction in Force for 2025-26:

NEW Addition of LTEL Supports at the District and Site level will be implemented in the 2025-26 school year:
* Support for Long Term English Learners for Language Acquisition, ELA, and Math - District-Level Supports will include:
  - Data-Driven Principal Meetings: Include LTEL-specific data (ELPAC levels, ELPI growth, reclassification rates) in regular data chats with principals.
  - LTEL-Focused PD: Provide targeted PD on integrated and designated ELD strategies aligned with the instructional framework, with specific LTEL scenarios.
  - District-Wide Monitoring Tool: Use Ellevation dashboard to track LTELs.
  - Curriculum Audits: Ensure curriculum across content areas includes scaffolds and culturally relevant materials that support LTELs.

* Support for Long Term English Learners for Language Acquisition, ELA, and Math - School Site-Level Supports:
  - LTEL Data Chats: Conduct site-level data chats focused on LTELs, involving counselors, ELD leads, and grade-level teams.
  - ELD Lesson Walkthroughs: Align walkthroughs with the instructional framework to ensure effective ELD instruction for LTELs.

- Student Goal-Setting: Engage LTELs in their own growth by setting ELPAC and academic goals with teacher support.
- Designated ELD Time: Protect and enhance designated ELD time with purposeful lessons geared toward LTEL needs (e.g., complex sentence structures, academic vocabulary).

Reduction in Force - the following 2 positions will be part of the RIF and not continue in 25-26:
- 1 EL Teacher on Special Assignment TOSA (K-12) - vacant in 24-25
- 1 EL Administrative Specialist
- 1 Migrant Outreach Teacher

Addition of Staff:
- English Learner Support Assistant (ELSA) at North Shore - new school opening in 25-26

(pending negotiations for ELSA position to change to 5 hours, 10 months)

English Learner Support Assistants - Change in position from 8 hours, 12 months to 5 hours, 10 months due to Fiscal Stabilization Plan for 25-26
(pending negotiations for ELSA position to change to 5 hours, 10 months)

Change in Metrics:
To more strategically measure progress on the effectiveness and impact of Action 1.6, the metrics have changed from the following in the 2024-25 LCAP : CAASPP ELA and Math (Metrics 1.1-1.4), English Learner Progress Indicator (ELPI) (Metric 1.5) ELPAC (Metric 1.6), Local Benchmarks, Reclassification Rate (Metric 1.7), Graduation Rate (Metric 1.8), College & Career Indicator (Metric 1.11), Percent of Students earning the State Seal of Biliteracy (Metric 1.17)

To the following in the 25-26 LCAP:
English Learner Progress Indicator (ELPI) (Metric 1.5) ELPAC (Metric 1.6), Reclassification Rate (Metric 1.7), College & Career Indicator (Metric 1.11), Percent of Students earning the State Seal of Biliteracy (Metric 1.17)

Action 1.7 - Title 1- Site Allocations LCFF S/C- Site Allocations, State and Federal Accountability Support
- Title I Crate Online Platform: Was partially implemented in 2024-25. This action will be discontinued and the district will look to organize files and evidence to maintain records for Title I Compliance in a Google Folder System.

Change in Metrics:
To more strategically measure progress on the effectiveness and impact of Action 1.7, the metrics have changed from the following in the 2024-25 LCAP : CAASPP ELA and Math (Metrics 1.1-1.4), ELPAC (Metric 1.6), Local Benchmarks, Graduation Rate (Metric 1.8), A-G Completion Rate (Metric 1.10), College & Career Indicator (Metric 1.11), CTE Completion Rate (Metric 1.13), AP Passing Rate (Metric 1.15), Dual Enrollment (Metric 1.18), Federal Program Review outcomes.

To the following in the 25-26 LCAP:
CAASPP ELA and Math (Metrics 1.1-1.4), Graduation Rate (Metric 1.8), College & Career Indicator (Metric 1.11), CTE Completion Rate (Metric 1.13)

Action 1.8 - Technology
Reduction in Force for 2025-26:

- 3 IT Service Technicians - $397,663
- 1 CALPADS Coordinator - $231,323

Change in Metrics:
To more strategically measure progress on the effectiveness and impact of Action 1.8, the metrics have changed from the following in the 2024-25 LCAP: CAASPP ELA and Math (Metrics 1.1-1.4), ELPI (Metric 1.5), ELPAC (Metric 1.6), Reclassification Rate Metric 1.6), Local Benchmarks, Graduation Rate (Metric 1.8), A-G Completion Rate (Metric 1.10), College & Career Indicator (Metric 1.11), CTE Completion Rate (Metric 1.13), AP Passing Rate (Metric 1.15), Dual Enrollment (Metric 1.18)

To the following in the 25-26 LCAP:
CAASPP ELA and Math (Metrics 1.1-1.4), ELPAC (Metric 1.6), Graduation Rate (Metric 1.8), College & Career Indicator (Metric 1.11)

Action 1.9 - Early Learners
Reduction in Force for 2025-26:

- 45 Kindergarten and first Grade General Education Instructional Aides (GEIAs)

- 8 Preschool Teachers - in th 25-26 LCAP, 5 teachers will continue to be funded with LCFF S/C, 3 teachers will be funded with additional [ongoing] grant funds from Head Start.
- Moved transitional Kindergarten General Instructional Aides to Action 1.4 - Highly Qualified Personnel - as they are supporting TK-6 schools
- Moved Extended Day Kindergarten Teacher Salaries to Action 1.4

There are no changes to the metrics in Action 1.9

The Following Data points were made to the "Measuring and Reporting Results" section of Goal 1, adding data for additional student groups, in the metrics for the "Baseline", "Year 1 Outcomes", "Target for Year 3 Outcomes" and "Current Difference from Baseline" columns:

Metric 1.2 CAASPP ELA - (Priority 4) - % of students that met the standard - school and student groups in Red or Orange on the 2023 CA Dashboard:
Added data for the "All" student group for Las Palmitas, Mecca, Oasis, Palm View, Sea View, Toro Canyon and Desert Mirage High School.

Metric 1.4 CAASPP Math - (Priority 4) - % of students that met the standard - school and student groups in Red or Orange on the 2023 CA Dashboard:
Added data for the "All" student group for Las Palmitas, Mecca, Oasis, Palm View, Sea View, Bobby Duke, Toro Canyon and Desert Mirage High School.

Metric 1.5 English Learner Progress Indicator (ELPI) (Priority 4) CA Dashboard: Added data for the EL student group for Cahuilla Desert

Academy and Palm View, because both schools has ELPI Indicators in the Red in 2023

Metric 1.8 - Graduation Rate (Priority 5) - Added data for the Hispanic Student group

Metric 1.9 - Graduation Rate (Priority 5) - % of students that graduated- school and student groups in Red or Orange on the 2023 CA Dashboard:
Added data for the "All" student group for La Familia High School

Metric 1.12 College Career Indicator (CCI) (Priority 4) - School and Student Group - Added data for the "All" Student Group for La Familia High School

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Implementation of Multi-tiered System of Instructional Supports | Through MTSS support, teachers are able to interact and engage with students in order to guide instructional decisions. The data that is collected allows for teachers to differentiate learning, and make educated decisions to meet students' needs through challenging and rigorous lessons.<br><br>This action is primarily focused on EL, FY, and SED student groups, however the resources dedicated to this action are also expected to improve outcomes for student groups, schools and/or student groups at schools that were at the lowest performance level (red) on the 2023 and 2024 CA School Dashboard.<br><br>Canvas - teaching and learning software used at all CVUSD schools. Teachers can create custom lessons for students and students have access to a variety of learning experiences, anytime, anywhere.<br><br>Mastery Connect - A testing platform used by TK-12 grade teachers and students to access district assessments across multiple subjects.<br><br>i-Ready - Students are provided instruction and practice on at level lessons. Teachers can add and adjust lessons. Students receive a lexile | $2,445,571.63 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | score from the Diagnostic Assessment. Students and families can track their growth & progress providing student ownership of learning & goals.<br><br>Curriculum Renewals - Yearly consumable workbooks across multiple subjects, used by students as part of their adopted curriculum.<br><br>College Board - 2025-26 PSAT (Preliminary Scholastic Aptitude Test)/NMSQT (National Merit Scholarship Qualifying Test) Test Fees for (CVHS, DMHS & WSHS)<br><br>Curriculum Associates: Ellevation<br>English learner data platform used to monitor English learner academic performance and progress, identify reclassification candidates, monitor Reclassified Fluent English Proficient (RFEP) students, process reclassification and RFEP monitoring forms. Even though this is an EL platform, all CVUSD students are included in this platform regardless of their language fluency.<br><br>Avant Assessment<br>This Spanish assessment approved by CVUSD is used for three reasons throughout the district:<br>1. Given to all dual language students annually in grades K-8 to measure Spanish proficiency over the years in the DL program<br>2. Given to all 8th grade students to place them appropriately in high school Spanish classes and<br>3. For high school seniors who may qualify for the State Seal of Biliteracy but are missing the Spanish proficiency requirement. | | |
| **1.2** | Supplemental Supports to Strengthen the Instructional Core | Supplemental Supports to Strengthen the Instructional Core refers to additional resources, strategies, or interventions implemented within an educational framework to enhance the effectiveness of the instructional core. Student academic achievement will be increased, as evidenced by increased performance levels on the annual CAASPP and local district assessments. Additional resources, strategies, and interventions will be used to strengthen the instructional core programs. | $8,760,708.67 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | CVUSD was identified for Differentiated Assistance for the AI, HOM, EL and SED student groups for low performance in English Language Arts, and for the AI, EL, FY, SED and HIS students groups for low performance on the Math Indicator, based on the results of the Fall 2023 Dashboard. CVUSD was also identified for Differentiated Assistance for the EL and SWD low performance level on the CCI Indicator, as were the SWD, EL, SED and HIS student groups for low performance level (Red) on the Graduation Rate Indicator.<br><br>This action is primarily focused on EL, FY, and SED student groups, however the resources dedicated to this action are also expected to improve outcomes for student groups, schools and/or student groups at schools that were at the lowest performance level (red) on the 2023 and 2024 CA School Dashboard, thereby assisting in improving Academic Indicator outcomes for all school-based student groups performing in the Red performance level as noted in the Measuring and Reporting Results section for Goal 1.<br><br>Prisms Virtual Reality Contract:<br>Prisms offers an immersive learning experience that can captivate students' attention and make learning math more engaging and interactive. This increased engagement can lead to better retention of mathematical concepts, as well as experiences that deepen mathematical and science reasoning through this technology. For students in grades 7-12 for both Math and Science.<br><br>Online Credit Recovery:<br>Online credit recovery programs play a crucial role in supporting students who may have fallen behind academically. These programs offer flexibility and accessibility, allowing students to earn credits needed for graduation at their own pace and on their schedule. By providing personalized learning experiences, online credit recovery programs cater to individual student needs, offering targeted instruction and support in areas where students may struggle. Additionally, these programs often incorporate multimedia resources, interactive activities, and real-time feedback, enhancing student engagement and comprehension.<br><br>Goalbook | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | The Goalbook program enhances academic success of students by providing Special Education Teachers with the tools to write targeted IEP academic goals and provide strategies for academic and behavioral interventions to effectively meet diverse student needs. The Goalbook program ensures that a student's IEP is aligned to standards and is differentiated to support their individual needs to help them reach progress on learning standards.<br><br>Home To School Transportation<br>Our district encompasses over 1,200 square miles. Due to the rural nature of our district's geographic region, the extreme heat, and the income level of our families, if the district did not provide transportation, the majority of students would not have the opportunity to attend school, intervention, and other programs. | | |
| **1.3** | Academic enhancements and supplemental programs<br><br>Staff supported with LCFF S/C funds in this action include:<br>• La Familia high school principal, teachers, custodian, and office staff<br><br>Teacher at West Shores High School | Academic enhancements and supplemental programs are designed to meet the students' diverse needs by offering various activities and experiences catering to their development. Enhancements within and outside encompass a wide range of subjects, interests, hobbies, and pursuits, which complement and enhance the overall educational experience for students. Participation in extracurricular activities offers numerous benefits for students, including opportunities for personal growth, skill development, social interaction, and leadership experience. These activities can also provide a sense of belonging, promote teamwork and collaboration, and help students explore their interests and passions inside and outside of the classroom.<br><br>This action is primarily focused on EL, FY, and SED student groups, however the resources dedicated to this action are also expected to improve outcomes for student groups, schools and/or student groups at schools that were at the lowest performance level (red) on the 2023 and 2024 CA School Dashboard.<br><br>Student participation in these programs should lead to an increase in academic achievement as measured through local district assessments and the annual CAASPP results in ELA and Math. | $11,566,412.44 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | La Familia High School:<br>• La Familia high school is an alternate option for students to thrive in an environment that offers smaller class sizes and more personalized attention, allowing teachers to better address the unique needs and challenges of each student. This individualized support can help struggling students catch up academically. (principal, teachers, custodian, office, media)<br><br>Site Athletic Program, Coaching Stipends<br><br>Student Academic Competitions:<br>Math Field Day, Spelling Bee, Science Fair, History Day, Author's Fair, etc.<br><br>Music & Arts Program: Elementary and Secondary<br>• Instructional supplies for Arts & Music<br>• Transportation for educational partnership programs for instruction in dance, media arts, music, theater, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design.<br>• Admission fees for educational partnership programs for instruction in dance, media arts, music, theater, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design.<br><br>Music Teacher:<br>The Music teacher at WSHS will provide students with access to music classes. With guidance from a teacher, students can progress in their musical proficiency and reach higher levels of competence.<br><br>GATE Program Support - Identification, planning, and direct services for students.<br><br>Puente Program Support - Educational Partnership<br><br>After School Academic Program:<br>The after school academic sessions will focus on providing TK-8th grade students with supplemental learning in the areas of math and literacy. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Summer School TK-12:<br>Supplies, salaries, transportation, contracts<br><br>Ethnic Studies Supplemental:<br>Extra services to provide enrichment activities; Curriculum development; Field Trips<br><br>Indian Education - planning, and direct services for students. | | |
| **1.4** | Highly Qualified Educational Staff<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Curriculum Resource Technician (1)<br>• Instructional Media Assistants (22)<br>• MTSS Data Coaching Coordinators (2)<br>• MTSS Director of Elementary<br>• Data Assessment Specialists (2) | A highly qualified educational staff member possesses a combination of academic credentials, pedagogical knowledge, subject matter expertise, experience, communication skills, technology proficiency, cultural competence, collaboration abilities, commitment to professional development, and dedication to student success.<br><br>CVUSD was identified for Differentiated Assistance for the EL, SED, SWD and Hispanic student groups for low graduation rate, based on the results of the Fall 2023 Dashboard. Additionally, CVUSD was identified for Differentiated Assistance for the EL and SWD student groups for low performance on the College Career Indicator (CCI), based on the results of the Fall 2023 Dashboard.<br><br>This action is primarily focused on EL, FY, and SED student groups, however the resources dedicated to this action are also expected to improve outcomes for student groups, schools and/or student groups at schools that were at the lowest performance level (red) on the 2023 and 2024 CA School Dashboard.<br><br>Hiring and retaining highly qualified staff is effective because they bring expertise, quality, innovation, efficiency, professionalism, and positive impact to the district, leading to improved performance, reputation, and long-term success. The hiring and retaining educational staff is essential for fostering student success, promoting a positive school culture, encouraging innovation, and creating a stable and thriving educational institution. | $30,593,281.66 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | • Ethnic Studies Teachers (10)<br>• High School Assistant Principals (10)<br>• Secondary Counselors (12)<br>• Athletic Directors (3)<br>• Activities Directors (3)<br>• Aquatic Instructors (2)<br>• Lifeguards (2)<br>• Elementary Assistant Principals (11)<br>• Literacy Coaches (15<br>• Elementary Teachers (9)<br>• Secondary Teachers (14)<br>• TK General Ed Instructional Aides (GEIAs) | Student academic achievement will measure the effectiveness of highly qualified personnel and will be increased, as evidenced by the annual CAASPP, Graduation Rates, A-G Completions Rates ,and local district assessments.<br><br>MTSS Data Coaching Coordinator (2):<br>3 Coordinators will provide Curriculum, Instruction & Assessment support for all sites. These positions will provide support to literacy and math coaches in order to utilize data and best teaching strategies to aid in student learning and success<br><br>MTSS Director of Elementary<br><br>Data Assessment Specialists (2):<br>Data Assessment Specialists support all assessments and data analytics. Data assessment specialists support sites with data collection and practices that give an accurate picture of student progress and growth on all assessments.<br><br>Literacy Coaches, Math Coaches - 6 literacy, 15 math:<br>Literacy and math coaches are educators who specialize in providing support and guidance to teachers in improving literacy and math instruction within their school. Literacy and math coaches will work collaboratively with teachers and administrators to develop and implement effective literacy and math instructional strategies. Support provided includes professional development, data analysis, and curriculum development.<br><br>Elementary Literacy Coaches (10):<br>Literacy coaches are educators who specialize in providing support and guidance to teachers in improving literacy instruction within their school. Their primary goal is to enhance students' reading, writing, speaking, and listening skills across various subjects. Literacy coaches will work collaboratively with teachers and administrators to develop and implement effective literacy strategies and curriculum. Support provided includes professional development, data analysis, and curriculum development.<br><br>Elementary Teachers (9) to Reduce Class Size | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Early Education- Extended Day Kindergarten-<br>The students are provided with daily extended instructional hours to support the development of the English language, literacy, and math skills. These hours lay the foundation for lifelong learning and set the stage for future academic success, social competence, and overall well-being.<br><br>Early Education- Transitional Kindergarten General Education Instructional Aides (21) - The TK instructional aides provide students with instructional support in English language development, literacy, and math skills.These positions aide in laying the foundation for lifelong learning and sets the stage for future academic success, social competence, and overall well-being.<br><br>Elementary Assistant Principals (11):<br>The assistant principal assists in implementing the school's vision, goals, and policies, as well as overseeing day-to-day activities to maximize student achievement. The assistant principal will oversee and facilitate the Individual Education Plans (IEPs) at their school site, to support students with disabilities and their families, to ensure student needs are met.<br><br>MTSS Coaches - 7 Secondary:<br>MTSS (Multi-Tiered System of Supports) coaches are educators who specialize in supporting the implementation of MTSS frameworks within schools. MTSS is a comprehensive approach to providing academic and behavioral support to all students, with a focus on early intervention and prevention. The goal of MTSS is to ensure that every student receives the support they need to succeed academically and behaviorally. MTSS Coaches will work collaboratively with teachers and administrators to develop and implement effective instructional strategies. Support provided includes professional development, data analysis, and curriculum development.<br><br>Secondary Assistant Principals (10):<br>The assistant principal works closely with the principal to ensure the smooth operation of the school. They assist in implementing the school's vision, goals, and policies, as well as overseeing day-to-day activities to maximize student achievement. The role of an assistant principal allows | | |

| Action # | Title | Description | Total Funds | Contributing |
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| | | for students to receive additional guidance on topics relating to academics, student safety, and extra curricular activities to maintain student engagement.<br><br>Secondary Counselors (12):<br>Counselors help students develop academic skills, set educational goals, and plan for their future academic endeavors. These counselors also assist students in course selection, academic planning, and exploring post-secondary education options.<br><br>Secondary Teachers (14) Reduce Class Size<br><br>Athletic Directors (3):<br>The primary responsibility of the athletic director is to oversee all aspects of the school's athletic programs. The Athletic Director helps students have access to sports teams, scheduling games and competitions, managing facilities, and coordinating transportation for athletes.<br><br>Activities Directors (3):<br>Activities Directors oversee and facilitate extracurricular programs and events that enhance the overall educational experience and promote the leadership growth and social development of students. (3 High School ADs)<br><br>Aquatics Instructors (2):<br>The primary purpose of an aquatic instructor is to teach individuals of all ages and skill levels how to swim. They design and implement swimming lessons that cater to the needs and abilities of their students, starting from basic water familiarization to advanced stroke techniques to promote water safety.<br><br>Lifeguards (2): prevent drowning and other water-related accidents. Lifeguards vigilantly scan the water and surrounding areas, identifying potential hazards and intervening promptly to prevent accidents from occurring.<br><br>BCLAD Stipends: | | |

| Action # | Title | Description | Total Funds | Contributing |
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| | | Stipends for DL teachers to promote retention in DL programs. Stipend increases by $500 per year, until it maxes out at $5,000.00 per year, per teacher. Students participating in the Dual Language program are being prepared to be successful global citizens, as being bilingual and biliterate is an essential skill. Having specialized credentialed teachers allows for instruction to be provided to students in both English and Spanish.<br><br>Instructional Media Assistants (IMAs) (22):<br>Instructional Media Assistant supports the school site library relating to the acquisition, circulation, distribution and recovery of materials, audio-visual equipment and other instructional materials. Processes library/media center materials; performs a wide variety of responsible technical and clerical work providing media services to teachers, administrators, students, parents and staff.<br>Instructional Media Assistant Salaries Students are provided access to multimedia, such as books and technological items. The IMAs are in place to ensure all students have their instructional textbooks and technology items for learning to be as effective as possible.<br><br>Curriculum Resources Technician (1): The Curriculum Resources Technician provides students and teachers with access to standards-based instructional materials.<br><br>Ethnic Studies Teachers (10):<br>Ethnic studies classes allow for a growing need for “culturally relevant pedagogy.” In the Stanford University Study (2016), The Causal Effects of Cultural Relevance: Evidence from an Ethnic Studies Curriculum, the authors tested the causal effects of an ethnic studies curriculum piloted in several San Francisco high schools and found significant improvements in student achievement. Students enjoy and engage in culturally relevant research, activities, and discussions.<br><br>Perfect Attendance Stipends for Teachers ($500/semester)<br><br>Special Education Teacher Stipends:<br>The Special Education Teacher stipend is offered to retain highly qualified Special Education Teachers. Highly qualified Special Education Teachers | | |

| Action # | Title | Description | Total Funds | Contributing |
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| | | ensure the development and implementation of student IEPs to assist students with achieving academic success.<br>Teacher Retention & extra 20 minutes in instructional day | | |
| **1.5** | College and Career Readiness<br><br>Staff supported with LCFF S/C funds in this action include:<br>College and Career Administrative Specialists (3)<br>• High School & Middle CTE Teacher Salaries (28)<br>• CTE Admin Assistants (2)<br>• CTE Farm Manager<br>• Coordinator of CTE<br>• Coordinator of College & Career<br>• Coordinator of Secondary Counselors | Coachella Valley USD provides college and career readiness in grades PK-12. All programs are aligned to regional post-secondary partners. This includes awareness and exposure in elementary school through integrated Science, Technology, Engineering, Arts, and Math (STEAM) projects, Field trips, Kidwind and Coding. In the 24-25 school year, 9 elementary schools are funded through our STEAM initiative in partnership with Riverside County Office of Education. In middle school students explore a wide variety of college and career programs that align to feeder high schools and include integrated Science, Technology, Engineering, and Math courses through Project Lead the Way courses, as well as career exploration Paxton Patterson labs.<br><br>In high school, all students prepare for college and career through college prep A-G courses, college credit courses with College of the Desert, Career Technical Education, AVID, and Puente. High school students participate in college field trips, work-based learning, internships, regional college fairs, financial aid preparation and site career fairs.<br><br>CVUSD was identified for Differentiated Assistance for the EL, SED, SWD and Hispanic student groups' low graduation rate, and the EL and SWD student groups' low performance on the College Career Indicator (CCI), based on the results of the Fall 2023 Dashboard.This action is primarily focused on EL, FY, and SED student groups, however the resources dedicated to this action are also expected to improve outcomes for student groups, schools and/or student groups at schools that were at the lowest performance level (red) on the 2023 and 2024 CA School Dashboard.<br><br>In high school, all students prepare for college and career through college prep A-G courses, college credit courses with College of the Desert, Career Technical Education, AVID, and Puente. High school students participate in college field trips, work-based learning, internships, regional college fairs, financial aid preparation and site career fairs. | $14,332,686.98 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
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| | | College and Career/ PUENTE Counselors (2):<br>These positions provide high school guidance counseling service to PUENTE students and overseeing the college and career centers at their high school site that serves all students at DMHS and CVHS<br><br>College and Career Administrative Specialists (3):<br>• Oversee coordination of events in the college and career centers at WSHS, CVHS, and DMHS, serving all students.<br>• Provide support to increase college and career readiness to all students through managing a career center, providing guest speakers, field trips, college and career exploration.<br><br>Coordinator of Secondary Academic Counseling: Aligns coursework in grades 7 - 12, including college credit opportunities, AP testing, CCGI profiles, and continuous improvement to programs based on data and outcomes.<br><br>College and Career Coordinator:<br>Coordinates all college and career activities, monitoring data from all programs, writing supplemental grants.<br><br>Career & Technical Education (CTE) Coordinator:<br>Coordinates and oversees all career and technical education programs and pathways. Monitors data from all programs, writes and facilitates implementation of supplemental grants<br><br>College Credit Courses - Providing student textbooks for dual enrollment and concurrent enrollment college courses. Access and equity to support student learning.Books, Instructional supplies.<br><br>College Credit- Extra services to teachers providing support to students in college credit courses, interventions and tutoring. College Staff on grading and delivering instruction outside of the school day<br><br>Field Trips - STEAM field trips to local partners including the Living Desert, Children's Discovery Museum, General Patton Museum, and other educational destinations, field trips to local post-secondary partners. | | |

| Action # | Title | Description | Total Funds | Contributing |
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| | | Catering for following Activities: -<br>Middle Schools & High Schools CTE Career Day 7 X $1,200<br><br>Purchase of Shirts or Stoles for the following:<br>CTE Student Ambassador Polo Shirts<br>Health Pathway Stoles for A-G/CCI Completers<br><br>CPA Match<br>Perkins or CTEIG Match Funds - 1:1 match for 6 California Partnership Academy grants - aligned to administrative salaries for oversight and smaller class sizes per Ed. Code.<br><br>CTEIG match funds for grant 2:1, CTE Incentive grant requires a match 2 to 1, funds are used for non allowables such as consumables and travel and lodging to student competitions, awards for students<br><br>Farm Manager:<br>Manages 15,000 acres at the back of CVHS, maintaining repairs and maintenance of the greenhouse and animal unit, ensuring the farm is safe for students.<br><br>Farm Supplies:<br>Supplies for the farm manager to make necessary repairs and maintenance.<br><br>Parchment Transcript and student records platform that sends secure electronic transcripts to colleges and employers.<br><br>College Readiness Testing Support - These supports aim to provide Advanced Placement testing for several content areas for high school students. AP testing supports students with college entry and helps them to receive additional college credit, advanced placement in classes, as well as show they are prepared for college on local indicators.<br><br>RCOE Data Contract:<br>Contract supports data collection, formatting, and professional development of staff to meet college and career indicators. | | |

| Action # | Title | Description | Total Funds | Contributing |
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| | | High School & Middle CTE Teacher Salaries<br>(4 at BD, 4 at TC, 3 at WSHS, 8 at CVHS, 4 at CDA & 5 at DMHS)<br><br>RCOE - 7 CTE Teachers:<br>CVHS, Cyber Securing, Agriculture, and Entrepreneurship courses, DMHS, Film, Sports Medicine and Aviation program, TCMS, Health and Career Exploration program.<br><br>2 CTE Administrative Assistants, supporting CTE programs at CVHS and DMHS.<br><br>CTE Teachers, Building & Construction Trades, DMHS<br><br>CTE Assistant Principal , Desert Mirage High School<br><br>Red Bird Agreement - Aviation, Warranty and maintenance of Aviation Simulator<br><br>RCOE STEAM Contract:<br>All 15 elementary schools: RCOE staff trains teachers and administrators on inquiry, wonderwalls, coding, and vital behaviors associated with effective STEAM learning.<br><br>Extra Services (KidWind, PLTW, STEAM, Dual Enrollment), providing instruction and services to students outside of the school day.<br><br>Instructional Supplies, STEAM instructional supplies<br>Instructional Supplies for non-CTE credentialed teachers for the following: PLTW, STEM Lab, CTE Medical Detectives, CTE Automations & Robotics, Cosmetology Program, KidWind<br><br>One Future Coachella Valley Regional Plan, Services including FAFSA, alignment teams, college fair, Gent's Alliance, and business engagement, in support of our Coachella Valley Regional Plan.<br><br>Substitutes for non-CTE Credentialed field trips and activities | | |

| Action # | Title | Description | Total Funds | Contributing |
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| | | RCOE Counseling Contract:<br>Provide continued data driven professional development for middle and high school counselors.<br><br>Split Funded Staff (CVHS AA, DMHS AA, DMHS Construction, Middle School STEM CDA), providing additional support for college and career readiness programs.<br><br>AP and PSAT Testing Cost for AP tests for students taking AP courses and the PSAT test for 10th and 11th grade students at DMHS, CVHS and WSHS. | | |
| **1.6** | Multilingual & Multicultural Education<br><br>Staff supported with LCFF S/C funds in this action include:<br><br>• Site EL Support Assistants (ELSA) (21)<br>• Migrant Coordinator (1)<br>• EL Coordinator (1)<br>• Dual Language Coordinator (1) | CVUSD was identified for Differentiated Assistance for the EL student group for low performance on the ELA, Math, College Career Indicator (CCI), and Graduation Rate Indicator, based on the results of the Fall 2023 Dashboard. This action is primarily focused on EL students, and will contribute to improving Academic Indicator outcomes for all English Learners performing in the Red or Very Low performance levels as noted in the Measuring and Reporting Results section for Goal 1. This action will also provide support to EL students at Cahuilla Desert Academy and Palm View schools that had a Red English Learner Progress Indicator (ELPI) Indicator on the 2023 Dashboard, and schools that had a Red ELPI Indicator on the 2024 Dashboard (Bobby Duke, Las Palmitas, Valle Del Sol, and Westside).<br><br>Multilingual and Multicultural Education services provide students targeted support to equip students with the linguistic skills to allow them to access academic content and fully engage in academic setting successfully.<br><br>The Multilingual and Multicultural Education department identifies English learners, Dual Language and Migrant students and monitors their academic progress, ensures students are placed in the correct classes, and provides them the support they need to develop the linguistic skills needed to achieve academic success.<br><br>English learner, Dual Language, and migrant students academic | $3,847,630.06 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
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| | | achievement will increase as measured by the annual Summative ELPAC, the ELPI, CAASPP, and other district assessments.<br><br>Migrant education provides specialized educational support to migratory children, addresses disparities in academic standards among states, ensures equitable opportunities to meet state standards and helps children overcome educational, cultural and health-related challenges. The expected outcomes will be reflected on graduation rates and state testing results.<br><br>* Migrant Coordinator - Provides supervision, planning, organization, implementation, coordination and evaluation of instructional programs for Migrant Education students and parents which allows for Migrant students to receive additional guidance on topics relating to academics, reclassification, EL and Migrant supplemental programs and services to help students reach reclassification.<br><br>* Migrant Extra Services for Migrant After-School K-8 required program for Migrant Education:<br>Extra service for teachers to provide reading, writing, math extended core support using IXL and District's writing program, chaperoning field trips, credit recovery, after school tutoring and summer school for migrant students in the after school program<br><br>* Migrant Program - Administrative Specialist<br><br>* Migrant Supplies: For Migrant After School and other Migrant services<br><br>* Migrant Travel and conferences - Counselors conference, National Association of State Directors of Migrant Educations (NASDME), Equity Conference<br><br>* Migrant Professionals/Consultants/Services & Operating Expenses<br><br>* Migrant Communication: Mailing company used to send annual letters and flyers to migrant families<br><br>* Migrant Outreach Teacher (1): Provides one to one support in core | | |

| Action # | Title | Description | Total Funds | Contributing |
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| | | subject matter classes providing small group instruction and re-teaching along with guided practice to meet the academic needs of all credit deficient Migrant students.<br><br>* Migrant Transportation - transportation for Migrant After School Program as well as educational field trips<br>Summer school for Migrant students in the after school program - Migrant Funding<br><br>* Migrant Summer School Materials and supplies - for Migrant After School and other Migrant services - Migrant Funding<br><br>* Migrant Travel - Summer School - Migrant Funding<br><br>EL services support all English learners in the acquisition of the language as emerging bilingual students. The following actions provided are intended to move students to an ELPAC level 4 to be able to reclassify more of our Long Term English Learners as well as move our EL students up one level each year as reflected on ELPI<br><br>* Direct Support for Immigrant Students- Newcomer Academy: 12 week program to support newcomer students transition as newcomers, learn more about ELPAC, and connect with other Newcomers within their school - Offered at all secondary schools and 4 elementary schools with the highest concentration of newcomer students.<br><br>* English Learner Coordinator - Provides supervision, planning, organization, implementation, coordination and evaluation of instructional programs for English Learner students and parents.<br><br>* Site EL Supports Assistants (ELSAs) (21) - Support with EL identification, reclassification, monitoring, RFEP monitoring, and EL testing.<br><br>* Support for Long Term English Learners for Language Acquisition, ELA, and Math - District-Level Supports will include:<br>-Data-Driven Principal Meetings: Include LTEL-specific data (ELPAC levels, ELPI growth, reclassification rates) in regular data chats with principals. | | |

| Action # | Title | Description | Total Funds | Contributing |
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| | | • LTEL-Focused PD: Provide targeted PD on integrated and designated ELD strategies aligned with the instructional framework, with specific LTEL scenarios.<br>• District-Wide Monitoring Tool: Use Ellevation dashboard to track LTELs.<br>• Curriculum Audits: Ensure curriculum across content areas includes scaffolds and culturally relevant materials that support LTELs.<br><br>* Support for Long Term English Learners for Language Acquisition, ELA, and Math - School Site-Level Supports:<br>• LTEL Data Chats: Conduct site-level data chats focused on LTELs, involving counselors, ELD leads, and grade-level teams.<br>• ELD Lesson Walkthroughs: Align walkthroughs with the instructional framework to ensure effective ELD instruction for LTELs.<br>• Student Goal-Setting: Engage LTELs in their own growth by setting ELPAC and academic goals with teacher support.<br>• Designated ELD Time: Protect and enhance designated ELD time with purposeful lessons geared toward LTEL needs (e.g., complex sentence structures, academic vocabulary).<br><br>* Site EL Supports Assistants (ELSAs) (21) - Support with EL identification, reclassification, monitoring, RFEP monitoring, and EL testing.<br><br>* EL Mentor Stipend: Each EL Mentor has a caseload of 30 EL mentees and meet with these students throughout the school year to develop an Individualized Language Plan (ILP) in which students focus on their ELPAC scores, academic performance, and personal goals to focus on reclassification.<br><br>* EL mentor subs for release time or extra services to meet with students<br><br>* Biliteracy/ Multiliteracy Awards/ Medals/ Sashes<br><br>* EL Mentor Extra Services<br><br>Summer School for specific English Learner Students - Supplemental | | |

| Action # | Title | Description | Total Funds | Contributing |
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| | | supports for ELs including push in or pull out supports<br><br>Dual language currently serves current students in grades K-8. 7 elementary schools offer dual language K-6, the other 7 are providing dual language in grades K-3 with additional grades added each year. All 3 middle schools offer Spanish Language Arts and Social studies in Spanish in both grades 7 and 8. Beginning 2024-25 CV high school and DM high school will offer dual language classes for dual language 9th graders. By 2028-29 both high schools will have dual language classes offered in grades 9-12. Westshores will begin once the Seaview cohort reaches grade 7.<br><br>* Dual Language Coordinator - Provides supervision, planning, organization, implementation, coordination and evaluation of instructional programs for Dual Language students and parents.<br><br>* Dual Language Spanish Teachers Middle School (2)<br><br>* Biliteracy/Multiliteracy Purchase of Awards, Medals, Sashes for students who earn the biliteracy awards in 6th and 8th grades as well as the state seal upon graduation.<br><br>Istation - DL literacy program: This is a personalized online learning program used to accelerate biliteracy growth in dual language classrooms grades K-6. | | |
| **1.7** | Title 1- Site Allocations<br>LCFF S/C- Site Allocations<br>State and Federal Accountability Support<br><br>Staff supported with | The use of state and federal funds is primarily directed to support vulnerable and low achieving student groups, such as English Learners, Foster Youth, and Socioeconomically Disadvantaged students, and provide targeted supplemental support and services to increase student success. The goal of supplemental materials and services is to bridge the achievement gap and may include intervention services, supplemental learning materials, and summer school.<br><br>This action is primarily focused on EL, FY, and SED student groups, | $3,152,827.87 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
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| | LCFF S/C funds in this action include:<br>• Director<br>• Coordinator<br>• Administrative Specialist<br>• 2 Budget Specialist | however the resources dedicated to this action are also expected to improve outcomes for student groups, schools and/or student groups at schools that were at the lowest performance level (red) on the 2023 and 2024 CA School Dashboard.<br><br>Schools use state and federal funding to implement Evidence-Based Strategies (EBIs) that are research based and proven to support similar school populations as we have in CVUSD. Evidence-Based interventions have been proven to increase success, which in turn will lead to more progress for our students.<br><br>To identify progress, site and district administrators will monitor CAASPP ELA and Math results, iReady assessments, district benchmarks, and grades.<br><br>Title I Site Allocations:<br>Each school receives Title I funds to help students meet state academic content and performance standards. Each school writes a School Plan for Student Achievement (SPSA) which includes a needs assessment, goals, and actions. The School Site Council (SSC) approves the plan. Allocations are based on a per pupil amount based on enrollment of disadvantaged students. Examples of expenditures include supplemental instructional supplies, collaboration time, and additional support during or after school, based on students' needs.<br>Students benefit from quality instructional materials, academic support when needed, and well-trained teachers.<br><br>LCFF Site Allocations:<br>Each school receives LCFF Supplemental/Concentration funds to help students meet state academic content and performance standards, and address the eight state priorities (Basic Services, Implementation of State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, Parent Involvement, School Climate). Each school writes a School Plan for Student Achievement (SPSA) which includes a needs assessment, goals, and actions. The School Site Council (SSC) approves the plan. Examples of expenditures include supplemental instructional supplies, collaboration time, enrichment opportunities within and after the school day, positive school climate and student wellness | | |

| Action # | Title | Description | Total Funds | Contributing |
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| | | activities, and additional support during or after school. Students benefit from enrichment activities that they might otherwise not participate in, a warm welcoming school environment, and support and intervention if/when needed.<br><br>Document Tracking Services online platform:<br>This online platform houses all of the templates that the district and sites use to create district plans such as the LCAP, The Federal Addendum, the District Parent Involvement Policy, and more. Schools use the platform to create and store the School Plan for Student Achievement (SPSA), the School Safety Plan, and the School Accountability Report Card (SARC).<br><br>Staff Support:<br>To ensure that all schools and departments are using their state & federal funds within the funding guidelines, and to promote and optimize student success, the State & Federal Projects Department assists in the coordination of state and federal programs, maintains categorical compliance accountability, implements systems and procedures as required for these programs,and supports district and site personnel in meeting program requirements and objectives to support student learning.<br>Staff includes:<br>• Director of State and Federal Accountability<br>• Coordinator of State and Federal Accountability<br>• Administrative Specialist<br>• Budget Specialists (2)<br>• Administrative Specialist | | |
| **1.8** | Technology<br><br>Staff supported with LCFF S/C funds in this action include:<br>• IT Services Technicians (5) | The Technology department will provide timely technical support to students and teachers to ensure smooth access to instructional technology hardware & software allowing teachers to focus on delivering high quality rigorous education without interruption. In addition, Technology staff will be provided to assist Schools and Departments maintain high quality student data in the District's Student Information System (SIS). The data entered into SIS will be submitted to government entities to help secure funding for the District. The Technology staff responsible for reporting student data will follow data reporting requirements established by the California | $2,860,815.94 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
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| | • Enterprise System Specialist<br>• SIS Coordinator | Department of Education through the use of the California Longitudinal Pupil Achievement Data System (CALPADS).<br><br>Furthermore, the Technology Department will provide and sustain a 21st century learning environment for students and teachers by supporting the use of instructional technology as a means to deliver a rigorous and relevant curriculum aligned to core content standards.<br><br>This action is primarily focused on EL, FY, and SED student groups, however the resources dedicated to this action are also expected to improve outcomes for student groups, schools and/or student groups at schools that were at the lowest performance level (red) on the 2023 and 2024 CA School Dashboard.<br><br>The actions listed below support district-wide student achievement and provide uninterrupted access to digital educational platforms and programs:<br><br>• Provide staff to support the District's Data Reporting operations related to properly funding student services.<br>• Provide tablets and accessories to students TK-12.<br>• Provide tablets, laptops and accessories to provide to teachers to support planning and instructional technology integration.<br>• Provide hotspots to students who lack internet access at home.<br><br>• IT Service Techs (5)<br>• Enterprise System Specialist (1)<br>• IT Support Expansion - 1 Student Information System (SIS) Coordinator<br><br>• Provide and sustain a 21st century learning environment for students and teachers by supporting the use of instructional technology.<br><br>• Instructional Technology Equipment<br>Provide internet hotspot service to students who lack access to the internet at home to support learning and student achievement outside of the | | |

| Action # | Title | Description | Total Funds | Contributing |
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| | | classroom. | | |
| **1.9** | Early Learners<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Early Learners Coordinator<br>• Head Start and Preschool Teacher (8) | While this action is primarily focused on SED, EL, and FY students, the resources dedicated to this action are also expected to improve outcomes for student groups, schools and/or student groups at schools that were at the lowest performance level (red) on the 2023 and 2024 CA School Dashboard.<br><br>Coordinator of Early Learners - supports staff, students, and parents with providing a high quality early educational program. A high quality program includes a responsive and nurturing environment, developmentally appropriate practices, play-based learning, qualified educators, family involvement, the whole child, individualized attention, assessment and observation, health and safety, professional development, and community engagement. They impact students by laying the foundation for lifelong learning and set the stage for future academic success, social competence, and overall well-being.<br><br>Early Education Head Start and Preschool Teacher Salaries (8)<br>Head Start and Preschool teachers provide three and four year old students with a high quality developmentally appropriate environment, where they focus on the whole child and their individual development. These teachers lay the foundation for lifelong learning and set the stage for future academic success, social competence, and overall well-being in early learners. | $7,494,344.19 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Provide equitable access to health and wellness to ensure social emotional and academic success. | Broad Goal |

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Expanded Learning Program (EXLP)
Based on LCAP Survey Data, families indicated a need for more access to sports and after school activities for their children. Parents also indicated on the LCAP Survey that they would like to join their children in afterschool activities.

Our community has many challenges related to social economic circumstances and plagued by inequities in basic human rights. The EXLP provides a safe and supportive space for students in the TK-12th grade and many tangible experiences that would otherwise not be feasible for many of our students. For students in elementary school (TK-6) the program is available and provides services between 6:30AM and 6:00 PM every school day. The program in general operates at least 30 Saturdays a year as well during non-school days at several sites. This model was designed as our program is designed for a working community in which students may not have access to activities not provided on school grounds.

EXLP parents are surveyed and regular parent meetings are held throughout the year. Parents are able to request featured speakers and be included in the design of the program. Students are constantly engaged in the design and activities provided at each school site in order to capture each community's unique nature. After school participants are known to "vote with their feet which means if students are not engaged, they will not attend.

The success of the program is also due to our partnerships with local nonprofits and organizations. For example we have existing partnerships with:

- Friends of the Desert Mountains (hiking, knowledge of native plants, access to the outdoors, supplies for students)
- Animal Samaritans (education on pet ownership and live and hands on interactions with native animal life)
- City of Coachella (offset cost of sports fields and meaningful participation in community events and celebrations where students can showcase their talents)
- Desert Recreation District (partnering to provide parallel programming and support)
- Boys & Girls Club (also partnering to provide parallel programming and support)
- Local elected officials, Supervisor V. Manuel Perez, Assemblymember Eduardo Garcia, Coachella Mayor Steve Hernandez and the City Council (provide opportunities for students to participate and attend community events)
- Cal State University San Bernardino (CSUSB) informational booths at EXLP events as well as soccer activities)

- College of the Desert(COD) pending work/study partnership agreement with CVUSD/EXLP. Our students have expressed a lot of excitement around the activities provided through our partners.

Student Support Services:
Student Support Services is a department within Education Services that works directly in ensuring students have access to safe and equitable Free And Public Education while ensuring that their educational rights are monitored and protected. The Student Support Services helps provide all students and their families within the District, with access to supports and services that are supporting educational rights, and provide a healthy and positive school culture where all students experience equally supportive learning environments and opportunities to learn and thrive.

Based on the LCAP Family Survey, families indicated the need for more security and staff to support student safety. There was also a request for additional support for Gender Support students. Many respondents also identified the need for more therapists to be able to serve more students and their mental health. The certificated staff survey results indicated a need for more inclusive and supportive administration and a need for improved discipline practices district wide.

Through the hiring of additional staff and support personnel, Student Support Services will be able to support all sites and students with their educational rights, and provide a healthy and positive school culture where all students experience equally supportive learning environments and opportunities to learn and thrive. Student Support Services works towards ensuring students have Safe and Equitable Access to a Free and Public Education.

The Student Support Team oversees School Safety Plans, Child Welfare, Attendance, Section 504 Plans and the SST Process, At Promise Youth, McKinney Vento & Foster Youth, Student Mental Health, Home Hospital, Positive School Climate and Culture and assists in the reintegration of students.

Attendance:

While CVUSD has seen an overall increase in Chronic Absenteeism since the 2020 school year, there was a 5.6% decline in the Chronic Absenteeism rate from 42.5% on the 2023 CA Dashboard, to 36.9% on the 2024 CA Dashboard. The attendance team works towards locating missing students and identifying barriers to attendance in order to set up and provide students with support and services to increase Average Daily Attendance (ADA) and decrease Chronic Absenteeism. An increase in ADA corresponds with overall academic improvement and success.

Student Attendance supports fall under the umbrella of the Student Support Services department. This includes an Attendance Coordinator, 2 District Attendance Resource Liaisons, and 12 elementary Attendance Clerks. Saturday School is utilized to provide intervention and tutoring, as well as ADA recovery.

The Attendance team monitors district and site attendance. They assist in identifying patterns and barriers to attendance in addition to locating missing students. The team works to fight chronic absenteeism through preventative measures, community awareness and family collaboration. The use of incentives to increase and maintain attendance rates are also a part of this program.

Through the use of the Student Support Services Attendance team, supports are provided to the district, families and students, by tracking data; identifying students at risk; communicating with families; acknowledging and encouraging 95% or higher attendance rates; providing home visits; running data analysis reports; meeting with parents; monitoring and overseeing the School Attendance Review Team process; holding School Attendance Review Board meetings, Mediation meetings, and providing supports so that students are successful.

Transformational Model/Social Emotional Wellness:
The certificated staff survey results indicated that many participants expressed significant concerns regarding student behavior and discipline within the school. Teachers noted that inconsistent enforcement of discipline policies leads to difficulties managing disruptive behaviors in the classroom. Issues such as cell phone use and lack of consequences for inappropriate actions were frequently mentioned, indicating a need for more effective and uniform discipline strategies.

The Transformational Model provides a sense of belonging for all, increased social emotional well being, and builds a positive school climate and culture for students, families and staff by providing students and staff with an understanding of emotions, triggers, and behavior as a form of communication. The CVUSD community gains a better understanding of social emotional well-being and needs for all. In addition, in utilizing district Professional Development; TK-12 SEL Lessons; Transformational Circle Facilitators; Wellness Center Staff; and community partners to better understand and teach coping skills and strategies for student self-regulation, the CVUSD community as a whole benefits from increased sense of belonging; understanding of various groups and cultures; increased sense of self worth and purpose; decrease in behavioral referrals; increase in attendance rates; decrease in suspension/expulsion rates; increase in understanding of well-being; and stronger positive relationships between students and staff.

The District Transformational Model and team were created to support the overall Social Emotional Wellness on our campuses, and in turn create a district wide understanding of supports needed to provide a positive and safe learning environment for all. The model emphasizes the value of individual students and, understanding their role and their worth within their community, understand how to adapt their behaviors to various environments, and how to repair harm once it has occurred within the members of their communities.

Through the transformational model, the district provides staff trainings including Restorative Justice, and works with our community sponsors; oversees the district Wellness Centers; creates and provides TK-12 Social Emotional Learning (SEL) lessons and curriculum; trains and oversees small group leads for various programs; monitors student social emotional wellbeing and provides coping skills and strategies to assist students in self-regulation.

Homeless/ Foster Youth Support
The McKinney-Vento Homeless Assistance Act (McKinney-Vento Act) (42 United States Code § 11431-11435) is federal legislation that ensures the educational rights and protections of children and youth experiencing homelessness. It requires all local educational agencies (LEAs) to ensure that homeless students have access to the same free, appropriate public education (FAPE), including public preschools, as provided to other children and youth. Students in foster care represent one of the most vulnerable and academically at-risk student groups enrolled in California schools. The California Department of Education (CDE) monitors the educational outcomes for foster youth and engages with multiple state agencies and non-profit organizations to ensure these students receive the support and services they need.

The CVUSD District Counselor/Liaison works with identified students and families in order to inform them of their educational rights. They ensure that their educational rights are being provided by including the following supports: arrange district transportation as needed, track

attendance and or barriers to attendance, support families in accessing resources and community supports, provide home visits, run data analysis reports, meet with parents, monitor and oversee qualifications for graduation requirements, communicate and collaborate with social workers and or homeless shelters, and locate missing students. They work with families to provide successful support in increasing attendance and overcoming barriers to attendance.

By identifying students in the categories of Homeless & Foster Youth and providing support and access to services, there should be a direct correlation between increased attendance rates, reduction in suspension rates, higher academic success, and increased graduation rates.

Mental Health Services
Based on the LCAP Family Survey, several participants mentioned the need for improved mental health services within schools. Concerns were raised about the availability and effectiveness of counseling and psychological support for students. Parents believe that providing robust mental health services is essential for addressing students' emotional and psychological well-being and can significantly impact their academic performance and overall school experience. Better access to mental health professionals and supportive resources is seen as vital to creating a safe and nurturing school environment.

There has been an increased need in mental health services since students returned to school after the pandemic. There has been an increase in depression, anxiety, grief, self harm and other mental health crises amongst both students and staff. This prevents students and staff from focusing on academics and has caused an increase in absenteeism. The Latino Commission has 2 coordinated care counselors assigned to provide support to students who are chronically absent, are disengaged from school, having difficulty meeting demands of education and/or have experienced trauma, adverse experiences, or challenges. Counseling support is a nonpunitive way to address those students who are exhibiting behaviors that put them at risk for dropping out and/or are chronically absent. Coordinated Care Counselors will be able to provide more direct services to those who need individualized support and attention. Coordinated Care Counselors will focus their efforts to help:

- Improve attendance and decrease chronic absenteeism.
- Implement activities that advance social-emotional learning, Positive Behavior Interventions and Supports (PBIS), culturally responsive practices, and trauma-informed strategies.

The Latino Commission Care Counselors also assisted in providing emergency housing, clothing and food for our students and families in crisis. The Riverside County Latino Commission on Alcohol & Drug Abuse Services provides a full continuum of care for school-based mental health support & Behavior Disorder Services to all school sites and counseling facilities, expanding services from Preschool, TK, and throughout 12th grade students of the Coachella Valley Unified School District. Services include small group counseling, individual therapy, classroom-based support as needed, drug and alcohol intervention services, psychiatric evaluations, and community support services.

The Latino Commission tracks all student referrals for each site, what services are being requested, identified disorders, and supports being provided. Metrics being tracked are:
-Increase and/or Improve:

- Attendance rates
- Graduation rates
- Rate of participation and retention of student involvement in classrooms
- Academic performance

- Improve school climate

-Decrease and/or Reduce:
- Chronic absenteeism
- Dropout rates
- Suspensions, expulsions, and instances of classroom removal
- Reduce referrals of students to law enforcement agencies and number of criminal offenses committed by students

Health Services
Based on the LCAP Family Survey, participants highlighted the importance of robust health services in schools. Concerns were raised about the availability of school nurses and the overall management of student health. Parents believe that having accessible and reliable health services is crucial for monitoring and addressing students' physical well-being, which directly impacts their ability to learn effectively. Improving the quality and availability of health services within schools is viewed as a vital step toward ensuring a healthy learning environment for all students.

With a variety of health services personnel at school sites, CVUSD will be able to respond to urgent situations and ensure that students receive the support and medical attention they need to be successful. In addition to providing basic health and wellness needs and education, the School Nurses, Licensed Vocational Nurses, and Health Services Technicians provide services such as support with daily medication disbursement, medical procedures, g-tube feeding, catheterizations, and diabetic monitoring.

School Nurses, Licensed Vocational Nurses, and Health Services Technicians provide low-income students and foster youth with medical access and referrals to community resources that may not otherwise be accessible to them. By providing essential healthcare services, promoting wellness, managing chronic conditions, and addressing and collaborating with District Staff and families about health-related barriers to learning, School Nurses, Licensed Vocational Nurses, and Health Services Technicians ensure all students have access to healthcare that, in turn, increases student attendance and academic achievement.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Suspension Rate (Priority 6) | 2023 Suspension Rate CA School Dashboard<br><br>All: 3.9%<br>AA: 17.9% (Red)<br>EL: 3.7% | 2024 Suspension Rate CA School Dashboard<br><br>All: 3.6%<br>AA: 7.5% (Yellow) | | 2026 Suspension Rate -CA School Dashboard<br><br>All: 0.9%<br>AA: 1.0%<br>EL: 0.7% | 2024 Suspension Rate CA School Dashboard<br><br>All: -0.3% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | LTEL: N/A<br>HOM: 3.9%<br>FY: 8.3% (Red)<br>SED: 4%<br>SWD: 5.2% | EL: 3.8%<br>LTEL: 8.9%<br>HOM: 3.7%<br>FY: 4.3%<br>SED: 3.9%<br>SWD: 5.4% | | LTEL: 1.0%<br>HOM: 0.9%<br>FY: 5.0%<br>SED: 1.0%<br>SWD: 2.2% | AA: - 10.4%<br>EL: +0.1 %<br>LTEL: N/A<br>HOM:- 0.2%<br>FY: -4 %<br>SED: - 0.1 %<br>SWD: +0.2 % |
| 2.2 | Suspension Rate (Priority 6) - CA Dashboard<br><br>Schools & Student Groups | Suspension Rate (Priority 6) - 2023 CA Dashboard<br><br>Schools & Student Groups<br><br>Cesar Chavez ES:<br>EL: 2.2% (Orange)<br>HI: 2.3% (Orange)<br>SED: 2.5% (Orange)<br>SWD: 6.1% (Red)<br><br>John Kelley ES:<br>HI: 1.1% (Orange)<br>SED: 1.2% (Orange)<br>SWD: 1.8% (Orange)<br><br>Las Palmitas ES:<br>EL: 5.3% (Red)<br>HI: 4.3% (Orange)<br>SED: 4.4% (Orange)<br><br>Mecca ES:<br>EL: 1.5% (Orange)<br>HI: 1.5% (Orange) | Suspension Rate (Priority 6) - 2024 CA Dashboard<br><br>Schools & Student Groups<br><br>Cesar Chavez ES:<br>EL: 2.8% (Orange)<br>HI: 4.2% (Orange)<br>SED: 4.7% (Red)<br>SWD: 10.4% (Red)<br><br>John Kelley ES:<br>HI: 2.1% (Orange)<br>SED: 2.2% (Orange)<br>SWD: 2.1% (Orange)<br><br>Las Palmitas ES:<br>EL: 1.3% (Green)<br>HI: 1.9% (Green)<br>SED: 2% (Green) | | Suspension Rate (Priority 6) - 2026 CA Dashboard<br><br>Schools & Student Groups<br><br>Cesar Chavez ES:<br>EL: 1.2%<br>HI: 1.3%<br>SED: 1.5%<br>SWD: 3.1%<br><br>John Kelley ES:<br>HI: 0.4%<br>SED: 0.4%<br>SWD: 0.8%<br><br>Las Palmitas ES:<br>EL: 2.3%<br>HI: 2.3%<br>SED: 2.3%<br><br>Mecca ES:<br>EL: 0.5%<br>HI: 0.5%<br>SED: 0.5% | Suspension Rate (Priority 6) - 2024 CA Dashboard<br><br>Schools & Student Groups<br><br>Cesar Chavez ES:<br>EL: +0.6% (Orange)<br>HI: +1.9 % (Orange)<br>SED: +2.2% (Red)<br>SWD: +4.3% (Red)<br><br>John Kelley ES:<br>HI: +1% (Orange)<br>SED: +1% (Orange)<br>SWD: +0.3% (Orange)<br><br>Las Palmitas ES:<br>EL: - 4 % (Green) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | SED: 1.5% (Orange)<br><br>Oasis ES:<br>EL: 2.3% (Orange)<br>HI: 2.7% (Orange)<br>SED: 2.7% (Orange)<br><br>Palm View ES:<br>All: 4.7% (Red)<br>EL: 3.2% (Red)<br>HI: 4.6% (Red)<br>SED: 4.5% (Red)<br>SWD: 3.8% (Orange)<br><br>Peter Pendleton ES:<br>EL: 1.1% (Orange)<br>HI: 1.5% (Orange)<br>SED: 1.6% (Orange)<br><br>Saul Martinez ES:<br>EL: 1.9% (Orange)<br>HI: 2.0% (Orange)<br>SED: 2.0% (Orange)<br>SWD: 8.2% (Red)<br><br>Sea View :<br>EL: 1.5% (Orange)<br>HI: 2.7% (Orange)<br>SED: 2.7% (Orange)<br>WH: 3.2% (Orange)<br>SWD: 7.9% (Red)<br><br>Westside ES:<br>EL: 2.2% (Orange) | Mecca ES:<br>EL: 2.8% (Orange)<br>HI: 2.4% (Orange)<br>SED: 2.7% (Orange)<br><br>Oasis ES:<br>EL: 3.5% (Orange)<br>HI: 3.2% (Orange)<br>SED: 3.5% (Orange)<br><br>Palm View ES:<br>All: 1.2% (Green)<br>EL: 1.0% (Blue)<br>HI: 1.2% (Green)<br>SED: 1.3% (Green)<br>SWD: 0.8% (Green)<br><br>Peter Pendleton:<br>EL: 1.6% (Orange)<br>HI: 2.1% (Orange)<br>SED: 2.4% (Orange)<br><br>Saul Martinez ES: | | Oasis ES:<br>EL: 0.5%<br>HI: 0.7%<br>SED: 0.7%<br><br>Palm View ES:<br>All:<br>EL: 1.0%<br>HI: 1.0%<br>SED: 1.5%<br>SWD: 1.8%<br><br>Peter Pendleton:<br>EL: 0.5%<br>HI: 0.5%<br>SED: 0.5%<br><br>Saul Martinez ES:<br>EL: 0.3%<br>HI: 0.3%<br>SED: 0.5%<br>SWD: 2.5%<br><br>Sea View ES:<br>EL: 0.5%<br>HI: 0.5%<br>SED: 0.7%<br>WH: 1.2%<br>SWD: 3.9%<br><br>Westside ES:<br>EL: 0.5% | HI: - 2.4% (Green)<br>SED: - 2.4% (Green)<br><br>Mecca ES:<br>EL: +1.3 % (Orange)<br>HI: +0.9 (Orange)<br>SED: +1.2% (Orange)<br><br>Oasis ES:<br>EL: +1.2% (Orange)<br>HI: +0.5% (Orange)<br>SED: +0.8% (Orange)<br><br>Palm View ES:<br>All: -3.5% (Green)<br>EL: -2.2% (Blue)<br>HI: -3.4% (Green)<br>SED: - 3.2% (Green)<br>SWD:- 3% (Green)<br><br>Peter Pendleton:<br>EL: +0.5% (Orange)<br>HI: +0.6% (Orange) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | HI: 2.7% (Orange)<br>SED: 2.9% (Orange)<br>SWD: 1.3% (Orange)<br><br>CVHS:<br>SWD: 10.5% (Orange)<br><br>La Familia HS:<br>EL: 3.0% (Orange)<br>HI: 2.6% (Orange)<br>SED: 2.7% (Orange) | EL: 2.0% (Yellow)<br>HI: 2.5% (Orange)<br>SED: 2.7% (Orange)<br>SWD: 7.1% (Orange)<br><br>Sea View ES:<br>EL: 5.2% (Red)<br>HI: 5.5% (Red)<br>SED: 5.4% (Red)<br>WH: 6.3% (Red)<br>SWD: 10.1% (Red)<br><br>Westside ES:<br>EL: 1.5% (Green)<br>HI: 1.4% (Green)<br>SED: 1.9% (Green)<br>SWD: 2.3% (Orange)<br><br>CVHS:<br>SWD: 5.4% (Green)<br><br>La Familia HS:<br>EL: 5.7% (Orange)<br>HI: 2.9% (Yellow)<br>SED: 3 % (Orange) | | HI: 0.5%<br>SED: 0.7%<br>SWD: 0.5%<br><br>CVHS:<br>SWD: 5.5%<br><br>La Familia HS:<br>EL: 1.0%<br>HI: 1.6%<br>SED: 0.7% | SED: +0.8% (Orange)<br><br>Saul Martinez ES:<br>EL: +0.1% (Yellow)<br>HI: +0.5 % (Orange)<br>SED: +0.7 % (Orange)<br>SWD: -1.1% (Orange)<br><br>Sea View ES:<br>EL: +3.7% (Red)<br>HI: +2.8% (Red)<br>SED: +2.7% (Red)<br>WH: +3.1% (Red)<br>SWD: +2.2% (Red)<br><br>Westside ES:<br>EL: - 0.7% (Green)<br>HI: -1.3% (Green)<br>SED: -1% (Green)<br>SWD: +1% (Orange)<br><br>CVHS:<br>SWD: -5.1% (Green) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | La Familia HS:<br>EL: +2.7% (Orange)<br>HI: +0.3% (Yellow)<br>SED: +0.3% (Orange) |
| 2.3 | High School Dropout Rate<br>(Priority 5) | 2023 High School Dropout Rate<br>DataQuest - 4-year Adjusted Cohort Outcome<br><br>All: 12.5%<br>EL: 17.3%<br>LTEL: N/A<br>HOM: 22.7%<br>FY: N/A<br>SED: 12.9%<br>SWD: 19.8% | 2024 High School Dropout Rate<br>DataQuest - 4-year Adjusted Cohort Outcome<br><br>All: 8.8 %<br>EL: 14.6%<br>LTEL: N/A<br>HOM: 10.7%<br>FY: 12.5%<br>SED: 9.1%<br>SWD: 11.9% | | 2026 High School Dropout Rate<br>2026 CA School Dashboard Additional reports<br><br>All: 2%<br>EL: 7%<br>LTEL:<br>HOM: 10%<br>FY:<br>SED: 2%<br>SWD: 9% | 2024 High School Dropout Rate<br>DataQuest - 4-year Adjusted Cohort Outcome<br><br>All: - 3.7 %<br>EL: -2.7 %<br>LTEL: N/A<br>HOM: -12 %<br>FY: N/A<br>SED: -3.8 %<br>SWD: -7.9% |
| 2.4 | Middle School Dropout Rate (Priority 5) | 2022-23 Middle School Dropout Rate:<br><br>Dropout Rate - 2 students = 0.00% | 2023-24 Middle School Dropout Rate (Priority 5)<br><br>Dropout Rate Data = 0.00% | | 2025-26 Middle School Dropout Rate:<br><br>Middle School Dropout Rate - 0% | 2023-24 Middle School Dropout Rate (Priority 5)<br><br>Difference from Baseline = 0% |
| 2.5 | Expulsion Rate<br>(Priority 6) | 2023 Expulsion Rate:<br>DataQuest<br><br>All: 0.07%<br>EL: 0.05%<br>LTEL: N/A | 2024 Expulsion Rate:<br>DataQuest<br><br>All: 0.06%<br>EL: 0.1%<br>LTEL: N/A | | 2026 Expulsion Rate:<br>DataQuest<br><br>All: 0%<br>EL: 0%<br>LTEL: 0% | 2024 Expulsion Rate:<br>DataQuest<br><br>All: - 0.01%<br>EL: +0.05%<br>LTEL: N/A |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | HOM: 0.0%<br>FY: 0.0%<br>SED: 0.1%<br>SWD: 0.1% | HOM: 0.0%<br>FY: 0.0%<br>SED: 0.1%<br>SWD: 0.1% | | HOM: 0%<br>FY: 0%<br>SED: 0%<br>SWD: 0% | HOM: 0.0%<br>FY: 0.0%<br>SED: 0%<br>SWD: 0% |
| 2.6 | Attendance Rate (local measure)<br>(Priority 5) | 2023-24 Attendance Rate<br>• Local Measures<br><br>August 21, 2023 – May 24, 2024<br><br>A. Regular Program School Attendance rate:<br><br>Attendance rate: %<br><br>2023-24 Regular Program<br><br>Grades TK-3: 91.90%<br>Grades 4-6: 92.30%<br>Grades 7-8: 90.54%<br>Grades 9-12: 89.82%<br><br>2023-24 Program S SDC<br><br>Grades TK-3: 87.99%<br>Grades 4-6: 90.39%<br>Grades 7-8: 89.58%<br>Grades 9-12: 81.48% | 2024-25 Attendance Rate<br>• Local Measures<br><br>August 19, 2024 - May 23, 2025<br><br>A. Regular Program<br><br>Attendance rate: %<br><br>2024-25 Regular Program<br><br>Total TK-3 91.56%<br>Total 4-6 92.34%<br>Total 7-8 89.74%<br>Total 9-12 88.48%<br><br>2024-25 Program S SDC<br><br>Total TK-3 88.24%<br>Total 4-6 89.96%<br>Total 7-8 86.96%<br>Total 9-12 78.81% | | 2026-27 Attendance Rate<br><br>August xx, 2026 – April xx, 2027<br><br>A. Regular Program School Attendance rate:<br><br>Attendance rate:<br><br>2026-27 Regular Program<br><br>Grades TK-3: 95.90%<br>Grades 4-6: 95.30%<br>Grades 7-8: 95.54%<br>Grades 9-12: 94.82%<br><br>2026-27 SDC Program<br><br>Grades TK-3: 92.0%<br>Grades 4-6: 93.0% | Difference from Baseline:<br><br>A. Regular Program<br><br>Attendance rate: %<br><br>2024-25 Regular Program<br><br>Total TK-3 -0.34%<br>Total 4-6 +0.04%<br>Total 7-8 -0.8%<br>Total 9-12 -1.34%<br><br>2024-25 Program S SDC<br><br>Total TK-3 +0.25%<br>Total 4-6 -0.43% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | Grades 7-8: 93.0%<br>Grades 9-12: 88.0% | Total 7-8 - 2.62%<br>Total 9-12 - 2.67% |
| 2.7 | Chronic Absenteeism - CA Dashboard Indicator | Chronic Absenteeism - 2023 CA Dashboard<br><br>All: 42.5% (Yellow)<br>EL: 41.0% (Yellow)<br>AI: 62.2% (Red)<br>LTEL: N/A<br>HOM: 52.7% (Red)<br>FY: 52.5% (Red)<br>SED: 43.2% (Yellow)<br>SWD: 49.0% (Yellow)<br>MR: 54.2% (Red) | Chronic Absenteeism - 2024 CA Dashboard<br><br>All: 36.9% (Yellow)<br>EL: 35.9% (Yellow)<br>AI: 63.9% (Red)<br>LTEL: 43.1% (Orange)<br>HOM: 49.8% (Orange)<br>FY: 46.3% (Orange)<br>SED: 39 % (Yellow)<br>SWD: 43.8% (Yellow)<br>MR: 47.9% (Orange) | | Chronic Absenteeism - 2026 CA Dashboard<br><br>All: 29%<br>EL: 28%<br>AI:<br>LTEL: N/A<br>HOM: 38%<br>FY: 40%<br>SED: 30%<br>SWD: 37%<br>MR: | Chronic Absenteeism - 2024 CA Dashboard<br><br>All: - 5.6 % (Yellow)<br>EL: -5.1%<br>AI: +1.7%<br>LTEL: N/A<br>HOM: -2.9%<br>FY: -6.2%<br>SED: -4.2%<br>SWD: -5.2%<br>MR: -6.3% |
| 2.8 | Chronic Absenteeism - CA Dashboard Indicator<br><br>School & Student Group Grades TK-8 | Chronic Absenteeism - CA 2023 School Dashboard<br><br>School & Student Group | Chronic Absenteeism - CA 2024 School Dashboard<br><br>School & Student Group | | Chronic Absenteeism - CA 2026 School Dashboard<br><br>School & Student Group | Chronic Absenteeism - CA 2024 School Dashboard<br><br>School & Student Group |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Grades TK-8<br><br>Coral Mountain:<br>All: 38.6% (Red)<br>SED: 41.4%<br>SWD: 45.6%<br>HI: 38.3%<br><br>John Kelley:<br>SWD: 68.1%<br><br>Oasis ES:<br>All: 45.2% (Red)<br>SED: 45.4%<br>EL: 44.2%<br>SWD: 51.0%<br>HI: 45.0%<br><br>Palm View ES:<br>SED: 42.2%<br>SWD: 40.8%<br><br>Sea View ES:<br>SWD: 57.1%<br>WH: 66.7%<br><br>Valley View ES:<br>SWD: 56.6%<br><br>Westside ES:<br>All: 49.1% (Red)<br>SED: 49.9% (Red)<br>EL: 50.0% (Red)<br>HI: 49.0% (Red)<br><br>Bobby Duke MS: | Grades TK-8<br><br>Coral Mountain:<br>All: 31.1%<br>(Yellow)<br>SED: 36.5 %<br>SWD: 33.3%<br>HI: 31.2 %<br><br>John Kelley:<br>SWD: 56.1%<br><br>Oasis ES:<br>All: 34.4%<br>(Yellow)<br>SED: 36.7%<br>EL: 34.3%<br>SWD: 29.7%<br>HI: 34.3%<br><br>Palm View ES:<br>SED: 31.7%<br>SWD: 36.4%<br><br>Sea View ES:<br>SWD: 61.8%<br>WH: 59.4%<br><br>Valley View ES:<br>SWD: 39.3%<br><br>Westside ES:<br>All: 37.9%<br>(Yellow)<br>SED: 41.1%<br>EL: 43.5 %<br>HI: 38.8% | | Grades TK-8<br><br>Coral Mountain:<br>All: 26%<br>SED: 26%<br>SWD: 30%<br>HI: 23%<br><br>John Kelley:<br>SWD: 53%<br><br>Oasis ES:<br>All: 30%<br>SED: 30%<br>EL: 29%<br>SWD: 36%<br>HI: 30%<br><br>Palm View ES:<br>SED: 27%<br>SWD: 25%<br><br>Sea View ES:<br>SWD: 42%<br>WH: 51%<br><br>Valley View ES:<br>SWD: 41%<br><br>Westside ES:<br>All: 35%<br>SED: 35%<br>EL: 35%<br>HI: 34%<br><br>Bobby Duke MS:<br>All: 35% | Grades TK-8<br><br>Coral Mountain:<br>All: -7.5%<br>SED: -4.9 %<br>SWD: -12.3%<br>HI: -7.1 %<br><br>John Kelley:<br>SWD: -12 %<br><br>Oasis ES:<br>All: -10.8<br>SED: - 8.7%<br>EL: -9.9 %<br>SWD: -21.3 %<br>HI: -10.7 %<br><br>Palm View ES:<br>-SED: -10.5 %<br>-SWD: -4.4%<br><br>Sea View ES:<br>SWD: +4.7 %<br>WH: -7.3 %<br><br>Valley View ES:<br>SWD: -17.3 %<br><br>Westside ES:<br>All: -11.2%<br>SED: -8.8 %<br>EL: -6.5 %<br>HI: -10.2%<br><br>Bobby Duke MS:<br>All: -8.3% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | All: 50.5% (Red)<br>SED: 51.1%<br>SWD: 66.0%<br>HI: 50.5%<br><br>Cahuilla Desert Academy:<br>EL: 43.2% | Bobby Duke MS:<br>All: 42.2%<br>SED: 44.8%<br>SWD: 54.5%<br>HI: 41.3%<br><br>Cahuilla Desert Academy:<br>EL: 38.1% | | SED: 36%<br>SWD: 51%<br>HI: 35%<br><br>Cahuilla Desert Academy:<br>EL: 28% | SED: - 6.3 %<br>SWD: -11.5 %<br>HI: - 9.2 %<br><br>Cahuilla Desert Academy:<br>EL: -5.1% |
| 2.9 | SEL - LCAP School Climate Survey (local measure)(Priority 6) Student Responses<br><br>I feel respected, accepted and welcomed at school. | Spring 2024 SEL - LCAP School Climate Survey Student Responses<br><br>I feel respected, accepted and welcomed at school.<br><br>Strongly Agree/Agree: 80% | Spring 2025 SEL LCAP School Climate Survey Student Responses:<br><br>I feel respected, accepted and welcomed at school.<br><br>Strongly Agree/Agree: 78% | | SEL - School Climate Survey (Spring 2027)<br><br>I feel respected, accepted and welcomed at school.<br><br>Strongly Agree/Agree: 90% | Spring 2025 SEL LCAP School Climate Survey Student Responses:<br><br>I feel respected, accepted and welcomed at school.<br><br>Strongly Agree/Agree: -2% |
| 2.10 | SEL - LCAP School Climate Survey (local measure)(Priority 6) Student Responses<br><br>I feel I am valued at school. | Spring 2024 SEL - LCAP School Climate Survey Student Responses<br><br>I feel I am valued at school.<br><br>Strongly Agree/Agree: 73% | Spring 2025 SEL LCAP School Climate Survey Student Responses:<br><br>I feel I am valued at school. | | SEL - School Climate Survey (Spring 2027)<br><br>I feel I am valued at school.<br><br>Strongly Agree/Agree: 85% | Spring 2025 SEL LCAP School Climate Survey Student Responses:<br><br>I feel I am valued at school.<br><br>Strongly Agree/Agree: -1% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Strongly Agree/Agree: 72% | | | |
| 2.11 | SEL - LCAP School Climate Survey (local measure)(Priority 6) Student Responses<br><br>I feel safe at school. | Spring 2024 SEL - LCAP School Climate Survey<br>Student Responses<br><br>I feel safe at school.<br><br>Strongly Agree/Agree: 67% | Spring 2025 SEL LCAP School Climate Survey<br>Student Responses:<br><br>I feel safe at school.<br><br>Strongly Agree/Agree: 69% | | SEL - School Climate Survey (Spring 2027)<br><br>I feel safe at school.<br><br>Strongly Agree/Agree: 82% | Spring 2025 SEL LCAP School Climate Survey<br>Student Responses:<br><br>I feel safe at school.<br><br>Strongly Agree/Agree: +2% |
| 2.12 | SEL - LCAP School Climate Survey (local measure)(Priority 6) Student Responses<br><br>I have access to a safe place at school. | Spring 2024 SEL - LCAP School Climate Survey<br>Student Responses<br><br>I have access to a safe place at school.<br><br>Strongly Agree/Agree: 76% | Spring 2025 SEL LCAP School Climate Survey<br>Student Responses:<br><br>I have access to a safe place at school.<br><br>Strongly Agree/Agree: 77% | | SEL - School Climate Survey (Spring 2027)<br><br>I have access to a safe place at school.<br><br>Strongly Agree/Agree: 91% | Spring 2025 SEL LCAP School Climate Survey<br>Student Responses:<br><br>I have access to a safe place at school.<br><br>Strongly Agree/Agree: +1% |

# Goal Analysis [2024-25]

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.

2.1 - Expanded Learning

Te action was implemented as planned, providing before and after school as well as intersession and summer school programs and activities:

- ASES
- ASES Frontier (SV & WSHS)
- 21st Century Community Learning Centers (CCLC) & 21st Century Equitable Access
- ASSETs Core & ASSETs Equitable
- Expanded Learning Opportunities Program (ELOP)

2.2 - Student Support Services

- Cum Files ECS Scanning and Shredding - this action was partially implemented, at the district level, but secondary sites did not send records, due to budget restrictions.
- San Joaquin County Office of Ed Beyond SST System 3 Yr Contract in 2024-25 - this was implemented. All site Administrators have received their login information for the platform, and training began on 1/30/2025. The contract will be continued for the remainder of the 3-year contract.
- Director of Student Support Services. Director salary (47%) - Implemented. Supported students, families and staff to ensure equity and access; provide safety and overall well-being for students; and programs to overcome obstacles and barriers to attendance.
- Child Welfare Coordinator (100%) - Implemented. The Coordinator communicated with all families about their Parent/Student Rights, monitored programs that related to Juvenile Justice, Mental Health, Wellness, Homeless/Foster, Suspensions/Expulsions, Transformational Model, PBIS, etc.
- TOSA- Student Support Services (100%) - Implemented. Supported all 21 schools in the initial 504 meeting and advised sites for follow up.
- Beyond SST PD/Trainings for site Administrators and will be pushing out to teachers.
- AlpenSpruce - (K-12 Transfers). Software platform - Implemented. Application platform is active and available for families transferring between schools within the - --

CVUSD or between the 3 valley districts (CVUSD, DSUSD, PSUSD)

- Legal Services - Lawyer was consulted on an as needed basis. Services were partially implemented in the 24-25 school year.
- 15 Bus Monitors - Implemented. Helped prevent disruptive behavior, addressed safety concerns, and promoted positive interactions among peers.

2.3 - Student Attendance Services

Attendance Coordinator (100%) - This position was vacant for most of the 24-25 school year. However, the two District Attendance Resource Liaisons and the Student Support Services staff were able to meet the needs of students and families and facilitate home visits and SARBS (School Attendance Review Boards) throughout the year.

District Attendance Resource Liaison (2)
Two District Attendance Resource Liaisons supported students, families, and staff in various attendance-related programs. These positions focused on ensuring equity and access to education by providing comprehensive support and training for district attendance clerks, as well as actively managing the district's attendance data.

Attendance Clerks (6 Positions)
Attendance Clerks were integral to the district's efforts to monitor and improve student attendance. These six dedicated staff members worked closely with site administrators, attendance teams, and families to address attendance issues early and proactively. The Clerks carried out the following duties:

- Monitored daily attendance and verified legally excused absences.
- Updated the district's AERIES SIS with communication from parents and teachers.
- Audited teacher attendance records to ensure accuracy.

2.4 - Transformational Model/Social Emotional Wellness
District Support Counselor
The District Support Counselor played a key role in supporting students, families, and staff through various programs that promoted equity, access, and overall well-being. This certificated counselor is trained to assist with social-emotional crises, mental health services, and the overall wellness of students. They also provided training and ongoing support to district Wellness Center teams.

Restorative Justice, Social-Emotional Learning, Transformational Learning, and Wellness Centers support. (Title IV)
Currently, no training contracts have been approved for these areas at this time. Not implemented in 24-25.

Transformational: PBIS Rewards (Title IV)
The PBIS Rewards application platform was active and available for school sites to track and monitor student behavior, rewards, and referrals. This tool allowed for:

- Daily tracking of behaviors, assigning points or referrals.
- Creation of rewards stores where students can redeem points for prizes.
- Weekly redemption of points through school and teacher stores.

Transformational: PBIS/TM LEADS - $2500 each (Title IV)
The PBIS/TM LEADS positions supported the district's Transformational Model by implementing PBIS, Restorative Practices, Transformational Learning, and providing staff professional development. These site leads played an important role in maintaining and monitoring the PBIS Rewards app, along with PBIS stores and behavior matrices across all CVUSD schools.
Implementation: PBIS was in place at all 21 CVUSD schools, with active PBIS Rewards apps, PBIS Stores, and behavior matrices observed across campuses.

Transformational Curriculum Facilitators - 10 Certificated (Title IV)
Transformational Curriculum Facilitators - 10 Classified (Title IV)
Curriculum Facilitators provided groups at sites based on need, and all schools had the opportunity to train facilitators in these programs. Facilitators guided the implementation of various transformational and restorative practices within the district.

Implementation included:

- Girasol: 41 trained facilitators (16 active)
- Joven Noble: 96 trained facilitators (16 active)
- Xinachtli: 75 trained facilitators (8 active)
- Restorative Practices: 33 trained facilitators (33 active)
- Effectiveness is measured by:
- Suspension and expulsion data
- Attendance data
- Circle rosters
- Graduation rosters

Support in the area of student gender and identity. Attended and provided training that supports our LGBTQ youth. (Title IV)

- Gender and Identity Support (GIS)
- Each site had a designated Gender & Identity Support (GIS) lead, and administrators ensured that these leads were available to support students in creating Gender Support Plans and developing student-led organizations.

FNL Stipends (11 leads) (25%) - LCFF
13 district sites completed the application process and were active in the Friday Night Live program. These sites included: CVHS, LFHS, DMHS, CDA, TC, WSHS, CMA, MV, OA, PP, VD, VV, and WS. They provided students with enriching extracurricular opportunities focused on wellness and community engagement.

Transformational: SEL Lesson update - LCFF - this action was not implemented

Wellness: 7 Lead Intervention Specialist Teachers (Cert) - LCFF Contribution
Wellness: 7 Behavior Technicians (Class) - LCFF Contribution
Wellness: Monthly PD Supplies/Materials - LCFF
Wellness Centers served as Tier 1 & Tier 2 interventions at both middle and high schools, and provided support for individual and small group needs. These centers offered a wide range of services, including mindfulness, coping strategies, self-care, grief support, behavior self-regulation, and more.

- Personnel: 7 Lead Intervention Specialist Teachers and 8 full-time Behavior Technicians provided services in the Wellness Centers.
- Sites: 7 secondary school sites hosted Wellness Centers.

Wellness: Student Mentor Services - LCFF
Student Mentors were assigned to support Wellness Centers across various sites. There were 9 mentors (2 female and 7 male), who were instrumental in running Transformational Circles, Conflict Resolution sessions, and Restorative Agreement meetings.

2.5 - Homeless/ Foster Youth Support
Homeless/Foster Liaison - District Support Counselor: This position was vacant for more than half of the 24-25 school year.

The position (when filled) was a certificated counselor who was trained to support students, families, and staff in the various programs and supports to ensure equity and access to students experiencing homelessness or who are in the foster system. While the position was vacant, an additional District Support Counselor and Student Support Services personnel provided supports in social emotional crisis, supported with services that provided mental health and overall well-being for students; and trained and supported the district admin and counselors. Students were Identified, tagged in th Student Information System (SIS) and monitored for progress. Students who qualified for the 130 credit waiver towards graduation were also Identified and monitored throughout the year.

Basic Student Needs: To ensure that students experiencing homelessness or in foster care had access to the same resources as their peers, Student Support Services provided essential items such as backpacks and school uniforms. Backpacks were available upon request, while school uniforms, including polos embroidered with school logos and shorts/pants in the school's designated colors, were ordered and delivered directly to school sites. Site Administrators distributed these uniforms based on individual student needs. This process ensured that all identified students, regardless of their housing situation, were able to attend school with the same materials and clothing as other students, promoting equality and inclusion.

Homeless/Foster Student Support: Transportation:
Transportation services for students under the McKinney-Vento Act and Foster Youth were provided through specialized bus routes tailored to meet their unique needs. Once students were identified, bus routes were set up within 48 hours, with communication sent to parents or guardians to ensure clarity. Transportation was arranged for students residing in hotels, motels, shelters, or other special circumstances, making sure they had access to consistent schooling. The following schools had students utilizing McKinney-Vento transportation:
CC: 1 student
CDA: 2 students
DMHS: 2 students
OA: 2 students
PV: 2 students
SM: 1 student
TC: 4 students
This transportation support helped eliminate barriers to education and ensured that these students were able to attend school regularly.

Homeless/Foster Student Support:
Conferences / Professional Development (PD) for Staff: To ensure that staff members were equipped to meet the needs of homeless and foster youth, Student Support Services staff attended professional development (PD) and conferences. These learning opportunities focused on equipping staff with the knowledge necessary to address both academic and social-emotional needs of students, in accordance with education code requirements. By staying updated on best practices and legal rights, staff was able to provide effective and equitable services, ensuring that homeless and foster students receive the support they need to thrive in school.

2.6 - Mental Health Services
Wellness: Mental Health Services - Latino Commission during the School Year and Summer
The commission provided extensive support to the district with a team of 21 therapists assigned to all 21 school sites. This also included substance abuse counselors at secondary schools, 6 roving counselors who support elementary sites, and additional services available at the 1st Street office.

This partnership allowed the Latino Commission to offer Tier 2 and Tier 3 mental health and social-emotional support services, addressing both caseload support and emergency crisis intervention. These services were available to all CVUSD students and their families throughout the school year, summer, and during breaks.

Key Services Provided:
Therapeutic Services: Individual therapy, family therapy, and group therapy.
Substance Abuse Counseling: Available to secondary students in need of support.
Case Management: Coordination and support services for students and families.
Crisis Support: Immediate support for students experiencing social-emotional or mental health crises.
The Latino Commission played a critical role in addressing the mental health needs of CVUSD students by offering timely, culturally responsive services that ensure students and families receive the support they need.

2.7 - Health Services
School Nurses (8) - LCFF -
School nurses played a key role in supporting the health and well-being of students, which in turn impacted their academic performance and school attendance. Certificated school nurses supported in reducing absenteeism by addressing health concerns that could prevent students from attending school. They conducted daily health screenings, and annual vision and hearing assessments, and provided additional screenings as required for 504 Plans, SSTs, IEPs, and Care Plans.

Licensed Vocational Nurses (10) - ESSER Funded Positions
Licensed Vocational Nurses (LVNs) worked closely alongside school nurses to support a comprehensive healthcare approach within the school setting. LVNs helped ensure that students receive the necessary care and attention in a safe and healthy school environment. By providing direct health services and support, LVNs played an important role in facilitating smooth daily operations and maintaining a high standard of care for both students and staff.

Health Service Technicians (20) - LCFF
Health Service Technicians supported the day-to-day operations of school health services. They served as a bridge between students, parents, district nurses, and school and district staff, ensuring effective communication and collaboration. They managed medical records, performed routine health checks, and ensured that medical supplies and equipment are properly maintained. Health Service Technicians also assist with medication distribution, first aid, and health inspections, ensuring that students' health needs are met promptly and accurately. In addition, they provided clerical support, helping to ensure that health-related tasks are efficiently managed at their assigned school sites.

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.

2.1 - Expanded Learning - material differences due to:
Some overtime, extra services, and transportation costs incurred throughout the school year were not processed until the later part of the school year. Summer school expenditures for personnel, transportation, materials, and supplies are not processed until the end of the school

year. Over 5,000 students enrolled in summer school for June -July 2025. We do expect to fully expend the ELOP funds budgeted for summer school and summer school activities, approximately $5 million in expenditures. The majority of the allocated funds that were not expended included funding for extra services, instructional supplies, and contracts for the ELOP (Expanded Learning Opportunities Program). In 2024-25 CVUSD was in the planning stage of broadening and enriching the Expanded Learning Program to include an academic component, along with engaging arts, sports, and other activities. The district-wide after school tutoring program was not rolled out until later in the school year, and did not have the participation that was expected. CVUSD will continue outreach efforts to increase attendance and enrollment in after school programs.

2.2 - Student Support Services

- Cum Files ECS Scanning and Shredding - this action was partially implemented.
- San Joaquin County Office of Ed Beyond SST System 3 Yr Contract in 2024-25 - no material differences
- Director of Student Support Services. Director salary (47%) - no material differences
- Child Welfare Coordinator (100%) - no material differences
- TOSA- Student Support Services (100%) - Difference in expenditures is attributed to increase in step and column and benefits that were not budgeted.
- AlpenSpruce - (K-12 Transfers). Software platform - no material differences
- Legal Services - no material differences
- 15 Bus Monitors - the material difference in action 2.2, exceeding the budgeted amount by $2 M is the costs in Special Education transportation, in addition to the Bus Monitors. The cost will be mitigated with the transportation reimbursement that the district receives for the state.

2.3 - Student Attendance Services
Attendance Coordinator (100%) - this position was only occupied for a short period at the beginning of the 24-25 school year. This accounts for the difference between the budgeted and expended amounts.

2.4 - Transformational Model/Social Emotional Wellness
There were no substantial material differences in action 2.4 except for the following:
Restorative Justice, Social-Emotional Learning, Transformational Learning, and Wellness Centers support. (Title IV) - this was only partially implemented, pending contracting with a vendor to continue to provide professional development.

2.5 - Homeless/ Foster Youth Support
Homeless Foster Student Support Services - District Support Counselor
$310,447 was budgeted, but expenditures totaled $224,435. This position was only filled from July - November, 2024, but expenditures were also included resources (uniforms, clothes, school supplies, backpacks) and transportation costs for Homeless/Foster Youth, and professional development for staff who support Foster and Homeless youth.

2.6 - Mental Health Services
Wellness: Mental Health Services - Latino Commission - The material difference between the budgeted amount for Latino Commission services and the actual expenditures could be attributed to the following:

- The number of services planned and budgeted for may not have been fully utilized due to the students' needs being less than anticipated
- The number of psychiatric sessions, which are a higher hourly rate than counselors or therapists, may have been less than budgeted for
- Latino services will continue through summer school, and those expenditures have not been processed yet
- There were no substantive differences in the programs and services offered

2.7 - Health Services
No material differences.

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

2.1 Expanded Learning
All Expanded Learning programs were effective in providing opportunities for students to engage in academic intervention, sports, drumline, and other afterschool activities that they otherwise would not have the opportunity to participate in. Attendance was an area of improvement and CVUSD will increase recruitment efforts for the 2025-26 school year.

The Expanded Learning Program is a highly successful program at CVUSD. Students are given the opportunity to explore interests, engage in sports and community events, and participate in Enrichment programs. Below is a sampling of programs that students in grades K - 12 participated in during the 2024-25 school year:

- Imagination Campus Workshops at Disneyland. EXLP students participated in workshops in Dance and Theme Park Design
- Disney Imagination Campus Workshops will continue every weekend in June.
- EXLP Dance Team participated as a finalist in the Open Call Talent Project at the McCallum Theatre, a Valley-wide talent competition.
- May 2025 Annual Cheer Competition at Desert Mirage High School in partnership with DMHS Cheer Team. Over 500 students competed in the Mini Cheer and Upper Cheer Competition a

Spring Break 2025:

- Over 1,000 EXLP students took a trip to Knott’s Berry Farm
- Oasis EXLP took a trip to the Flower Fields in Carlsbad. 50 EXLP students were able to tour the beautiful fields of flowers.

April 2025:

- Animal Samaritans continued their presentation series to the EXLP students, school by school
- 3rd grade Palm Elementary EXLP students visited the Santa Rosa & San Jacinto Mountains National Monument Visitor Center with the Friends of the Desert Mountain. Students had the opportunity to learn about our local desert, environment, and observe the natural gifts that surround us.
- Peter Pendleton took EXLP students Whale Watching in Huntington Beach.
- Over 700 EXLP students attended the Firebirds Game.

- EXLP hosted the annual Soccer Tournament at the Crossroad Event Space at Spotlight 29. Over 200 EXLP students grades 5th-8th participated in the tournament.

March 2025
- CVHS EXLP program enjoyed a trip to the Museum of Contemporary Art in La Jolla. 50 students attended this trip.
- Saul Martinez EXLP program enjoyed a day of Whale Watching in Newport Beach. 50 5th and 6th grade EXLP students attended this trip.
- EXLP hosted in collaboration with CVHS Band the Drumline and Flags competition. Over 450 people were in attendance at CDA. More than 180 EXLP students from CMA, John Kelley, Cesar Chavez, Valley View, Peter Pendleton, VDS, Mecca, Oasis, Bobby Duke, and Toro Canyon performed their much anticipated sets for Flags and/or Drumline.
- Palm View EXLP Cheer and Drumline teams performed at the Annual Dia del Niño for the City of Coachella. Cesar Chavez EXLP Mini and Upper Cheer also performed.
- The CVHS EXLP Dance Team participated in the 2nd Annual Dance Invitational at Rancho Mirage High School.
- 30 3rd grade Sea View EXLP students visited Anza Borrego Desert State Park with the Friends of the Desert Mountains

February 2025:
- Many EXLP programs participated in the Indio Date Festival Parade.
- 180+ EXLP students attended the MLS tournament at the Empire Polo Grounds.
- Mecca EXLP students performed at the Date Festival.
- Las Palmitas students took a trip to visit the Palm Springs Tramway.

December 2024 - January 2025:
- EXLP hosted their annual track and field meet at CVHS in collaboration with the CVHS Cross Country team.
- Over 300 EXLP students competed in various races and field events.
- EXLP Programs participated in the City of Coachella's Skellington Holiday Parade. A total of 70 parade entries were EXLP programs. that included cheer, drumline, dance, flags, floats, etc.
- 8 EXLP programs participated in the Palm Springs Lights Parade.
- 10 EXLP programs participated in the Mecca Desfile de Luces Parade.
- CVHS EXLP students took a trip to the Magic of Lights.
- Palm View EXLP students took a trip to the Magic of Lights.
- DMHS EXLP Dance team performed for the Thermal Community Park groundbreaking event.

2.2 - Student Support Services
Metrics used to measure the effectiveness of Action 2.2 include: CA School Dashboard Indicators: Chronic Absenteeism (Metric 2.7), Suspension (Metric 2.1), Dataquest - Expulsion (Metric 2.5), Local Data - Attendance (Metric 2.6), LCAP Student Survey (Metrics 2.9 - 2.12)

Chronic Absenteeism for "ALL" students decreased from 42.5% in 2023 to 36.9% in 2024, a decline of 5.6%. The Suspension rate for "ALL" students decreased from 3.9% in 2023 to 3.6% in 2024, a decline of 0.3%. The Expulsion rate decreased for "ALL" students from 0.07% in 2023 to 2.06% in 2024.

In response to questions about acceptance, feeling valued, and feeling safe at school, students responded with the following percentages in 2023 and 2024 comparatively: The responses were within 1% or 2% more or less, than the previous year for all 4 questions.

Question 2023 Response 2024 Response Change
I feel respected, accepted and welcomed at school. 80% 78% -2%
I feel I am valued at school. 73% 72% -1%
I feel safe at school. 67% 69% +2%
I have access to a safe place at school. 76% 77% +1%

Dashboard Indicators for Chronic Absenteeism and Suspension, and responses to the LCAP Student Survey questions indicate that Action 2.2 is effectively supporting student needs in the are of social emotional health, but there is also room to improve.

Sub-actions in Action 2.2:

- Cum Files ECS Scanning and Shredding - partially effective because it was not used on wide scales as expected
- San Joaquin County Office of Ed Beyond SST System 3 Year Contract in 2024-25 - this action was partially effective in supporting sites with a platform to house student SST records notes on supports provided to students,. but it was implemented mid-way through the school year.
- Director of Student Support Services. Director salary (47%) - effective in overseeing personnel and service organizations that provide safety and overall well-being for students, and programs to help families overcome obstacles and barriers to attendance, as well as supporting families with resources needed to facilitate student well-being and academic success.
- Child Welfare Coordinator (100%) - Communicated with all families about their Parent/Student Rights, and monitored programs for Mental Health, Wellness, Homeless/Foster Students. The Coordinator also worked to identify at-risk students and provide them with resources to support their needs, particularly students with Suspensions/Expulsions, Chronic Absenteeism, and/or students at-risk of dropping out.
- TOSA- Student Support Services (100%) - Implemented. Supported all 21 schools in the initial 504 meeting and advised sites for follow up. Has held/scheduled 2 Beyond SST PD/Trainings for site Administrators and will be pushing out to teachers.

AlpenSpruce - (K-12 Transfers). Software platform
Effectiveness:
Incoming to CVUSD: 245 requests submitted

- 210 requests approved
- 34 requests denied

Outgoing from CVUSD: 954 requests submitted

- 862 approved
- 86 denied

Internal transfers between sites: 707 requests submitted

- 520 approved
- 170 denied

Legal Services -Use of Services in 24-25 has been minimal

15 Bus Monitors - Effectiveness:
Provided control, safety and comfort to students riding in the school bus or District vehicle and provided safe and secure transportation for students with physical, medical, educational and emotional needs; assisted drivers in the loading, unloading and securing of students with special and general education needs.

2.3 - Student Attendance Services
Metrics used to measure the effectiveness of Action 2.3 include: CA School Dashboard Indicators: Chronic Absenteeism (Metric 2.7), Suspension (Metric 2.1), Dataquest - Expulsion (Metric 2.5), Local Data - Attendance (Metric 2.6), LCAP Student Survey (Metrics 2.9 - 2.12)

Metrics used to measure the effectiveness of Action 2.2 include: CA School Dashboard Indicators: Chronic Absenteeism (Metric 2.7), Suspension (Metric 2.1), Dataquest - Expulsion (Metric 2.5), Local Data - Attendance (Metric 2.6), LCAP Student Survey (Metrics 2.9 - 2.12)

Chronic Absenteeism for "ALL" students decreased from 42.5% in 2023 to 36.9% in 2024, a decline of 5.6%. The Suspension rate for "ALL" students decreased from 3.9% in 2023 to 3.6% in 2024, a decline of 0.3%. The Expulsion rate decreased for "ALL" students from 0.07% in 2023 to 2.06% in 2024.

In response to questions about acceptance, feeling valued, and feeling safe at school, students responded with the following percentages in 2023 and 2024 comparatively: The responses were within 1% or 2% more or less, than the previous year for all 4 questions.

Question 2023 Response 2024 Response Change
I feel respected, accepted and welcomed at school. 80% 78% -2%
I feel I am valued at school. 73% 72% -1%
I feel safe at school. 67% 69% +2%
I have access to a safe place at school. 76% 77% +1%

Dashboard Indicators for Chronic Absenteeism and Suspension, and responses to the LCAP Student Survey questions indicate that Action 2.3 is effectively supporting student needs in the are of social emotional health, but there is also room to improve.

Sub-actions in Action 2.3:
Attendance Coordinator (100%) - this action was not effective, as it was not filled for most of the 24-25 school year

District Attendance Resource Liaison (2) - through the work of the Attendance Resource Liaisons, the following was accomplished:
21 - "No Show" dropped students found by district team and re-enrolled
143 - Home visits made to find and support families in the SARB (School Attendance Review Board) process
408 - SART (School Attendance Review Team) contracts received in SSS
104 - Students escalated to the SARB Process
18 - SARB contracts escalated to Mediation with DA (District Attorney)
2 - Trainings Held for site Attendance Clerks
10 - Clerks provided with 1-1 training
16 - CPS (Child Protective Services) Calls for wellness checks on students

Attendance Clerks (6) - through the work of the Attendance Cllerks, the following was accomplished:
All Clerks monitored and provided targeted outreach to improve attendance and reduce Chronic Absenteeism.
49 - "No Show" students were dropped by school sites
7 - Students dropped through the 5-step process for 10+ consecutive days
1,782 - Scheduled SARTS
56 - Home visits made to find and support families in the SART process
409 - SART contracts signed
105 - Students escalated to the SARB Process

2.4 - Transformational Model/Social Emotional Wellness
Metrics used to measure the effectiveness of Action 2.2 include: CA School Dashboard Indicators: Chronic Absenteeism (Metric 2.7), Suspension (Metric 2.1), Dataquest - Expulsion (Metric 2.5), Local Data - Attendance (Metric 2.6), LCAP Student Survey (Metrics 2.9 - 2.12)

Chronic Absenteeism for "ALL" students decreased from 42.5% in 2023 to 36.9% in 2024, a decline of 5.6%. The Suspension rate for "ALL" students decreased from 3.9% in 2023 to 3.6% in 2024, a decline of 0.3%. The Expulsion rate decreased for "ALL" students from 0.07% in 2023 to 2.06% in 2024.

In response to questions about acceptance, feeling valued, and feeling safe at school, students responded with the following percentages in 2023 and 2024 comparatively: The responses were within 1% or 2% more or less, than the previous year for all 4 questions.

Question 2023 Response 2024 Response Change
I feel respected, accepted and welcomed at school. 80% 78% -2%
I feel I am valued at school. 73% 72% -1%
I feel safe at school. 67% 69% +2%
I have access to a safe place at school. 76% 77% +1%

Dashboard Indicators for Chronic Absenteeism and Suspension, and responses to the LCAP Student Survey questions indicate that Action 2.4 is effectively supporting student needs in the are of social emotional health, but there is also room to improve. This action was minimally implemented in 24-25, which may account for the slight decrease in student responses about feeling valued, accepted, welcomed, and valued at school.

Sub-actions in Action 2.4:
Restorative Justice, Social-Emotional Learning, Transformational Learning, and Wellness Centers support. (Title IV)
Currently, no training contracts have been approved for these areas at this time.

Transformational: PBIS Rewards (Title IV)
- The PBIS Rewards application platform is active and available for school sites to track and monitor student behavior, rewards, and referrals. This tool allows for:
- Daily tracking of behaviors, assigning points or referrals.

- Creation of rewards stores where students can redeem points for prizes.
- Weekly redemption of points through school and teacher stores.
- Daily review of referrals by site administration to ensure consistent behavior management.
- The system is fully operational with accounts set up for all CVUSD students, and staff is actively using the app to track Tier 2 behavior supports in collaboration with administrators

Transformational: PBIS/TM LEADS - $2500 each (Title IV)
The PBIS/TM LEADS positions supported the district's Transformational Model by implementing PBIS, Restorative Practices, Transformational Learning, and providing staff professional development. These site leads played an important role in maintaining and monitoring the PBIS Rewards app, along with PBIS stores and behavior matrices across all CVUSD schools.

- Implementation: PBIS is in place at all 21 CVUSD schools, with active PBIS Rewards apps, PBIS Stores, and behavior matrices observed across campuses.

Transformational Curriculum Facilitators - 10 Certificated (Title IV)
Transformational Curriculum Facilitators - 10 Classified (Title IV)

Support in the area of student gender and identity. Attend and provide training that supports our LGBTQ youth. (Title IV)
Effectiveness:

- Administrator assigned to GIS at all sites
- GIS Lead teachers assigned at 8 sites, plus 1 district lead.
- 13 students are currently on Gender Support Plans district wide.
- 3 schools have active student organizations, all of which are student-initiated.
- 20 student members participate in district-wide student organizations.

FNL Stipends (11 leads) (25%) - LCFF

Transformational: SEL Lesson update - LCFF - this action was not implemented.

PBIS Rewards App - discontinued due to low and inconsistent usage

Wellness: 7 Lead Intervention Specialist Teachers (Cert) - LCFF Contribution
Wellness: 7 Behavior Technicians (Class) - LCFF Contribution
Wellness: Monthly PD Supplies/Materials - LCFF
Effectiveness:
Significant increase in student usage of Wellness Centers, particularly in areas of conflict resolution, stress management, grief support, and healthy relationships.
Decrease in suspensions and physical altercations at schools with Wellness Centers.

Wellness: Student Mentor Services - LCFF

2.5 - Homeless/ Foster Youth Support
Metrics used to measure the effectiveness of Action 2.2 include: CA School Dashboard Indicators: Chronic Absenteeism (Metric 2.7), Suspension (Metric 2.1), Dataquest - Expulsion (Metric 2.5), Local Data - Attendance (Metric 2.6), LCAP Student Survey (Metrics 2.9 - 2.12). Action 2.5 is effective in supporting Foster and Homeless Youth, based on the Dashboard Indicators below. While it remains higher than the rate for the "ALL " student group of 36.9%, there has been a significant decline in the Chronic Absenteeism Rate for both Foster and Homeless student groups. There has also been a decrease in the suspension rate and an increase in the graduation rate for both student groups. Although this position was vacant for a large part of the school year, the duties of this position were picked up by other department personnel, in the interim, and we can see the improvements in the Dashboard indicators.

Dashboard Indicators for the Homeless and Foster Youth Student groups:

Chronic Absenteeism: 2023 2024 Difference
HOM: 52.7% 49.8% -2.7%
FY: 52.5% 46.3% -6.2%

Suspension Rate: 2023 2024 Difference
HOM: 3.9% 3.7% -0.2%
FY: 8.3% 4.3% -4.0%

Expulsion Rate: 2023 2024 Difference
HOM: 0% 0% 0%
FY: 0% 0% 0%

Graduation Rate: 2023 2024 Difference
HOM: 75% 77.8% +2.8%
FY: n/a 81.3% n/a

District Support Counselor 100% - LCFF
- 426 - Students identified as Homeless
- 107 - Students identified as Foster
- 246 - Students identified as Tribal Foster Youth
- 14 Students needed transportation
- 8 - Students applied for the130 credit waiver
- 26 - Students qualified for the130 credit waiver

Uniforms distributed to 14 elementary school sites
Backpacks and school supplies delivered to all 21 school sites

Homeless/Foster Student Support: Basic Student Needs - Title I

Backpacks were provided and available as needed in the Student Support Services Department. School uniforms, including polos embroidered with school logos, and shorts/pants in the assigned school color were ordered and delivered to school sites. Site Administrators distributed them on an as needed basis.

Homeless/Foster Student Support: Transportation McKinney Vento and Foster students transportation. - Title I
All identified students' needs were routed to transportation and CVUSD staff set up parent communication within 48 hours.
Students currently receiving specialized bus routing from hotels, motels, shelters, special circumstances locations:
CC - 1
CDA - 2
DM - 2
OA - 2
PV - 2
SM - 1
TC - 4

Homeless/Foster Student Support: Conferences/ PD for Foster/Homeless - Title I
Effectiveness: Student Support Services staff were trained to support student needs and meet Ed. Code requirements. Staff are able to provide equitable and knowledgeable access to services, for both academic and social emotional needs, as they relate to student rights.

2.6 - Mental Health Services
Metrics used to measure the effectiveness of Action 2.2 include: CA School Dashboard Indicators: Chronic Absenteeism (Metric 2.7), Suspension (Metric 2.1), Dataquest - Expulsion (Metric 2.5), Local Data - Attendance (Metric 2.6), LCAP Student Survey (Metrics 2.9 - 2.12)

Chronic Absenteeism for "ALL" students decreased from 42.5% in 2023 to 36.9% in 2024, a decline of 5.6%. The Suspension rate for "ALL" students decreased from 3.9% in 2023 to 3.6% in 2024, a decline of 0.3%. The Expulsion rate decreased for "ALL" students from 0.07% in 2023 to 2.06% in 2024.

In response to questions about acceptance, feeling valued, and feeling safe at school, students responded with the following percentages in 2023 and 2024 comparatively: The responses were within 1% or 2% more or less, than the previous year for all 4 questions.

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I feel I am valued at school. 73% 72% -1%
I feel safe at school. 67% 69% +2%
I have access to a safe place at school. 76% 77% +1%

Dashboard Indicators for Chronic Absenteeism and Suspension, and responses to the LCAP Student Survey questions indicate that Action 2.6 is effectively supporting student needs in the are of social emotional health, but there is also room to improve. This action was minimally implemented in 24-25, which may account for the slight decrease in student responses about feeling valued, accepted, welcomed, and valued at school.

Wellness: Mental Health Services - Latino Commission during Summer
Wellness: Mental Health Services - Latino Commission
Quarterly Service Data:
Quarter 1 (Aug. 1 – Oct. 31, 2024):

- 1,018 individuals served
- 802 Individual Therapy sessions
- 13 Family Therapy sessions
- 38 Group Therapy sessions
- 27 Substance Abuse Services
- 38 Case Management sessions

Quarter 2 (Nov. 1, 2024 – Jan. 31, 2025):

- 1,414 individuals served
- 998 Individual Therapy sessions
- 23 Family Therapy sessions
- 31 Group Therapy sessions
- 229 Substance Abuse Services
- 133 Case Management sessions

Impact and Effectiveness: These services are designed to address a range of needs from general emotional support to more intensive mental health and crisis interventions. The data from the first two quarters of the 2024-2025 contract period indicates that the Latino Commission has successfully supported many students and families, making significant progress in providing vital therapeutic and crisis services.

On the 2024 CA School Dashboard - The Indicator for Suspension is GREEN with a rate of 3.6% - a 0.3% decrease from 2023. Over the last several years, CVUSD has decreased its suspension rate from 5.1% (YELLOW) in 2018 to 3.6% (GREEN) in 2024.

On the 2024 CA School Dashboard - The Indicator for Chronic Absenteeism is Yellow with a rate of 36.9%% - a 5.5% decrease from 2023. Over the last three years, CVUSD has decreased its Chronic Absenteeism rate from 46% in 2022 to 36.9% in 2024.

2.7 - Health Services
School Nurses (5) - LCFF
By addressing both physical and mental health concerns, school nurses ensured that students were healthy, comfortable, and ready to learn. Their expertise in managing chronic conditions, administering medications, and providing health education empowers students to take control of their well-being, reducing absenteeism and promoting a positive learning environment. This comprehensive care ultimately contributes to improved student performance and overall educational success.

Metrics to measures effectiveness of action 2.7:
CA School Dashboard Indicators: Chronic Absenteeism (Metric 2.7), Local Data - Attendance (Metric 2.6), LCAP Student Survey (Metrics 2.9

- 2.12)

Chronic Absenteeism for "ALL" students decreased from 42.5% in 2023 to 36.9% in 2024, a decline of 5.6%. The Suspension rate for "ALL" students decreased from 3.9% in 2023 to 3.6% in 2024, a decline of 0.3%. The Expulsion rate decreased for "ALL" students from 0.07% in 2023 to 2.06% in 2024.

In response to questions about acceptance, feeling valued, and feeling safe at school, students responded with the following percentages in 2023 and 2024 comparatively: The responses were within 1% or 2% more or less, than the previous year for all 4 questions.

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Dashboard Indicators for Chronic Absenteeism and Suspension, and responses to the LCAP Student Survey questions indicate that Action 2.7 is effectively supporting student needs in the are of social emotional health, but there is also room to improve. This action was minimally implemented in 24-25, which may account for the slight decrease in student responses about feeling valued, accepted, welcomed, and valued at school.

School Nurses:
By addressing both physical and mental health concerns, school nurses ensured that students were healthy, comfortable, and ready to learn. Their expertise in managing chronic conditions, administering medications, and providing health education empowers students to take control of their well-being, reducing absenteeism and promoting a positive learning environment. This comprehensive care ultimately contributes to improved student performance and overall educational success.

Licensed Vocational Nurses: ESSER Funded Positions
LVNs helped manage routine health tasks such as administering medications, conducting health screenings, and providing first aid, allowing school nurses to focus on more complex health cases. Their support ensured that students received prompt, consistent care, reducing health-related disruptions to learning.

Health Service Technicians: LCFF
They helped ensure that students received timely care by performing tasks such as health screenings, tracking immunizations, and supporting students with chronic conditions. Their work allowed school nurses to focus on more complex health issues, ensuring that the entire health team can address the needs of students efficiently. By providing essential support, Health Service Technicians contribute to a healthy, safe environment that enables students to focus on their education and achieve academic success.

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.

2.1 - Expanded Learning
ESSER lll funding expired September 30, 2024 and will not be included in the 2025-26 LCAP. Programs and services supported with ESSER funding may be supported with Expanded Learning Opportunities Program (ELOP) funding, discontinued, or supported with other funding in 25-26.

- 1 Director position will be changed to a Coordinator position
- 1 Coordinator will be added to Expanded Learning - for a total of 3 Coordinators - an Instructional component will be added to the Expanded Learning Program

2.2 - Student Support Services
Cum Files ECS Scanning and Shredding - This action will be discontinued for the 25-26 school year.
Move Bus Monitors (15) action from 2.7 to 2.2

2.3 - Student Attendance Services
Attendance Coordinator - this position has been transitioned from a certificated to a classified management position and will be filled for the 25-26 school year.

2.4 - Transformational Model/Social Emotional Wellness

- Will not continue the use of PBIS Rewards App - due to inconsistency in use and budget constraints
- Transformational Curriculum Facilitators - 10 Certificated (Title IV) - Extra services will not continue in 25-26
- Transformational Curriculum Facilitators - 10 Classified (Title IV) - Extra services will not continue in 25-26
- The extra services for classified and certificated will be discontinued as the Circles will be facilitated during the school day.
- Wellness: 7 Lead Intervention Specialist Teachers (Certificated). Funding will change from the LCFF Contribution in 24-25; 4 teachers will be funded with LCFF S/C, and 3 Teachers will be funded with the Children and Youth Behavioral Health Initiative (CYBHI).
- Wellness: 7 Behavior Technicians (Class) - These positions are part of the Reduction in Force (RIF) for 25-26 and will not continue
- Wellness: Student Mentor Services - LCFF - These services will be discontinued in 25-26 due to budget constraints

2.5 - Homeless/ Foster Youth Support
There are no changes to action 2.5 for the 25-26 school year, other than filling the vacant Homeless/Foster Student Support Services: District Support Counselor position

2.6 - Mental Health Services
Wellness: Mental Health Services - Latino Commission during the School Year and Summer
Due to budget constraints and the expiration of ESSER funds and Learning Communities for School Success Program (LCSSP) Grant funds, CVUSD will reduce the contractual amount for Latino Commission Services to $4.2 million, from approximately $8 million in 2024-25.

2.7 - Health Services
School Nurses (8) - LCFF -

- Reduction in Force (RIF) of 3 School Nurses - due to budgetary constraints

Licensed Vocational Nurses (10) - ESSER Funded Positions -

- Reduction in Force (RIF) of 3 Licensed Vocational Nurses (LVNs) - due to budgetary constraints

Health Service Technicians (20) - LCFF - no changes for 2025-26

- Move Bus Monitors (15) action moved from 2.7 to 2.2

Change in Metrics:
To more strategically measure progress on the effectiveness and impact of Action 2.7 the metrics have changed from the following in the 2024-25 LCAP:
CA School Dashboard Indicators: Chronic Absenteeism (Metric 2.7), Suspension (Metric 2.1), Dataquest - Expulsion (Metric 2.5), Local Data - Attendance (Metric 2.6), LCAP Student Survey (Metrics 2.9 - 2.12)

To the following in the 25-26 LCAP:
CA School Dashboard Indicators: Chronic Absenteeism (Metric 2.7), Local Data - Attendance (Metric 2.6), LCAP Student Survey (Metrics 2.9 - 2.12)

The Following Data points were made to the "Measuring and Reporting Results" section of Goal 2, adding data for additional student groups, in the metrics for the "Baseline", "Year 1 Outcomes", "Target for Year 3 Outcomes" and "Current Difference from Baseline" columns:

2.1 Suspension Rate (Priority 6) - Added data for the AA student group as the suspension rate for this student group had Red Indicator on the 2023 Dashboard.

2.2 Suspension Rate (Priority 6) - CA Dashboard - Schools & Student Groups - added data for the "All" student group for Palm View, as the suspension rate for this student group had Red Indicator on the 2023 Dashboard.

2.7 Chronic Absenteeism - CA Dashboard Indicator - added data for the "AI" and "MR" student groups, as the suspension rate for these student groups (district-wide) had Red Indicator on the 2023 Dashboard.

2.8 Chronic Absenteeism - CA Dashboard Indicator - School & Student Group Grades TK-8:
Added data for the "All" student group for Coral Mountain, Oasis, Westside, and Bobby Duke, as the chronic absenteeism rate for these student groups had Red Indicator on the 2023 Dashboard.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Expanded Learning | The Expanded Learning funding formula and guidance has prioritized Foster Program and students who face being unhoused. In order to support these efforts, students who have either indicator have priority in enrollment at the beginning of the year or are prioritized on the waiting list. The EXLP program is designed for, and supportive of, students who are English learners or low income.<br><br>The majority of our EXLP employees are products of the Coachella Valley Unified School District as well as previous participants of CVUSD's Expanded Learning Programs. We also employ high school students who in turn become staff while attending the local community college as well as CSUSB. This "home-grown" staffing model is instrumental in serving our population as many employees have first hand knowledge or can identify with our population.<br><br>CVUSD EXLP has chosen not to have any fees associated with enrollment or special programming therefore there is no cost associated with participation. We also have an outstanding partnership with our Special Education Department and students are supported through the collaboration. These services help students be successful and participate in many EXLP activities.<br><br>ASES program provides after school enrichment activities as outlined in the California Department of Education (CDE) approved program plan and grant requirements. The program plan outlines all activities which are tied to current academic standards and/or best practices and meets the Continuous Quality Standards for Expanded Learning Programs. The program model also supports Social Emotional Learning (SEL) and MTSS by providing a space in which students can find success in the activities provided and enriches their educational journey and knowledge.<br><br>ASES Frontier (Sea View & West Shores)<br>After school program provides enrichment activities, transportation and support for schools identified by CDE as Frontier Sites. This grant serves Sea View Elementary and West Shores. | $19,928,472.48 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 21st Century Community Learning Centers (CCLC) & 21st CCLC Equitable Access<br>A Federally funded program that provides five-year grant funding to establish or expand after-school programs that provide students with academic and enrichment opportunities. 21st CCLC serves students in transitional kindergarten through eighth grade.<br>Funding is also utilized to purchase supplies that support activities provided to students, transportation, parent engagement, and supplies and services.<br><br>ASSETs Core & ASSETs Equitable<br>After School Safety and Education for Teens (High School)<br>Funding is utilized to compensate for Certificated, Classified Extra and Contracted Services to provide direct services to students enrolled in ASSETs at all 3 high schools. Funding is also utilized to purchase supplies<br><br>Expanded Learning Opportunities Program (ELOP)<br>“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. The expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. | | |
| **2.2** | Student Support Services<br>A refresh and implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission | Student Support Services (SSS) provides contracts, services and staff to monitor the ever changing safety, social-emotional, and mental health needs of the students of CVUSD and then develop systems, collaborate with partners, create and implement protocols, and provide professional development to support those needs.<br><br>CVUSD was identified for Differentiated Assistance for the Foster Youth (FY) student group for a high Suspension Rate, and for the AI, HOM, and FY student groups for a high Chronic Absenteeism Rate, based on the results of the Fall CA School 2023 Dashboard.<br>Based on the 2024 CA Dashboard, the FY student group suspension rate | $815,348.06 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | counseling.<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Director of Student Support Services<br>• Child Welfare Coordinator<br>• TOSA-Student Support Services<br>• Bus Monitors (15) | is low at 4.3% (Green), a decline of 4.0% from 2023 to 2024. While there has been a significant decline in the FY suspension rate, it remains 0.7% higher than the All Student group rate of 3.6%.<br><br>Additionally, on the 2024 Dashboard, the Chronic Absenteeism rate is orange for the following student groups: Foster Youth (46.3%), Homeless (49.8%), Long Term English Learners (43.1%), Two or More Races (47.9%) and White (45.4%). Based on the 2024 CA School Dashboard, CVUSD was identified for Differentiated Assistance for the LTEL Student group's suspension rate - which was 8.9% (Red).<br><br>This action is primarily focused on SED, EL, LTEL, and FY students, however the safety, social-emotional and mental health resources dedicated to this action are also expected to improve outcomes for AI, HOM and FY student groups across the district. District, school and school level student groups scoring in the red performance level on the Chronic Absenteeism and Suspension Indicators will be served via this action, therefore assisting in outcomes for all school-based student groups performing in the red performance level as noted in the Measuring and Reporting Results section for Goal 2.<br><br>Student Support Services assists in the identification of At Promise/ Homeless/ Foster/ Home Hospital/ 504/ Transfers/ and students in need of additional support. Students are assigned to various staff members, who monitor their caseloads, track grades and attendance, identify barriers to attendance or access to academics, and provide information and support to the students and their families.<br><br>In addition, the staff of Student Support Services are continually participating in training and are monitoring updates within Education Codes to ensure that Board Policies and the Annual Parent Notification as well as site administration is up to date in regards to the legalities of student rights.<br><br>Student support services utilizes a district level team made up of the following positions:<br>• Director of Student Support Services (SSS)<br>Acts as an advocate for students by overseeing: safety plans, discipline, behavior interventions, educational rights, mental wellbeing, | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | suspension/expulsions, investigations, and various student support services throughout the district.<br><br>• Coordinator of Child Welfare<br>Supports students by teaching/reteaching PBIS, training administrators in Behavior Support Guidelines and Restorative Practices in the integration process. Works towards increased attendance and a more positive school climate which will lead to academic success.<br><br>• Teacher On Special Assignment (TOSA) (assigned to support 504s)<br>Provides content, social emotional and cognitive coaching; monitors the progress, placement and as appropriate, intervention plans of identified/referred students. This educator supports/assists school sites with the initial meeting to determine eligibility, identification, and assignments of intervention supports/accommodation for the Student Study Team.<br><br>The Student Support Services Department utilizes contracts, stipends, and extra services to provide a variety of supports for all students across the district within the components of the Transformational Model, site leads, and facilitators of student circle cohorts.<br><br>• Beyond Student Success Team (SST) License- is a web-based SST and 504 data management tool designed to streamline the process<br><br>• AlpenSpruce (K-12 Transfers)- is an online application that is connected with our tri-districts to support intra and inter-district student transfers<br><br>• Legal Services<br>Services to support the process of guardianship or educational right holders for our at promise students.<br><br>• Bus Monitors (15)<br>Bus Monitors help prevent disruptive behavior, address safety concerns, and promote positive interactions among peers. Their presence offers | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | students an added layer of support and guidance during their commutes, contributing to both their safety and well-being | | |
| **2.3** | Student Attendance Services - Chronic Absenteeism remains high in the post-pandemic era. A refresh and implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling at all schools will support the SEL and mental health of CVUSD students to build a positive and engaging school climate.<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Student Wellness & Attendance Coordinator<br>• District Attendance | CVUSD was identified for Differentiated Assistance for the AI, HOM, and FY student groups for a high Chronic Absenteeism Rate, based on the results of the Fall CA School 2023 Dashboard.<br><br>Based on the 2024 CA Dashboard, the FY student group suspension rate is low at 4.3% (Green), a decline of 4.0% from 2023 to 2024. While there has been a significant decline in the FY suspension rate, it remains 0.7% higher than the All Student group rate of 3.6%.<br><br>Additionally, on the 2024 Dashboard, the Chronic Absenteeism rate is orange for the following student groups: Foster Youth (46.3%), Homeless (49.8%), Long Term English Learners (43.1%), Two or More Races (47.9%) and White (45.4%).<br><br>This action is primarily focused on SED, EL, and FY students, however the personnel resources (attendance team, attendance resource liaisons, attendance clerks) and the attendance incentive resources dedicated to this action are also expected to improve outcomes for AI, HOM and FY student groups across the district. District and school level student groups scoring in the red performance level on the Chronic Absenteeism Indicator will be served via this action, therefore assisting in outcomes for all school-based student groups performing in the red performance level as noted in the Measuring and Reporting Results section for metrics 2.6, 2.7 and 2.8.<br><br>The attendance personnel provides support to the district staff, families and students in order to increase attendance by tracking both district level and site level attendance, identifying students at risk of becoming chronically absent, communicating with families regarding attendance, acknowledging and encouraging 95% or higher attendance rates, providing home visits, running data analysis reports, meeting with parents, monitoring and overseeing the School Attendance Review Team (SART) process; holding School Attendance Review Board (SARB) meetings; conducting Mediation meetings, communicating and collaborating with the | $1,101,912.39 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | Resource Liaisons (2)<br>• Attendance Clerks<br>• District Support Counselor | District Attorney's Office, and locating missing students. Attendance personnel work with families to identify and overcome barriers to attendance.<br><br>By identifying and supporting students with attendance concerns or barriers to access, there should be a direct correlation to increased attendance rates, higher academic success, and increased graduation rates. This can be measured utilizing AERIES attendance, grade reports and graduation rates.<br><br>The Attendance Team includes:<br>Student Wellness & Attendance Coordinator<br>Supports the attendance needs of school sites by training and guiding practices that will support our families with getting their students to school, also by facilitating the SARB process.<br><br>District Attendance Resource Liaison (2)<br>Supports our community in the area of Student Support Services, to include site attendance reports, outreach, home visits, and community events. Utilized to help support families in getting students back in school and to increase attendance rates.<br><br>Attendance Clerks (6)<br>Attendance Clerks compile attendance records to provide up-to-date attendance for daily/weekly use by site administrators and for the report card period. They work with students/families daily and during registration. They prepare packets for the SART & SARB process and conduct Home visits to assist in locating families and addressing obstacles regarding student non-attendance.<br><br>Attendance Awards and Supplies<br>• District student awards and recognitions.<br>• Attendance Awareness Month (October) supplies, flyers, rewards.<br>• Ongoing recognition supplies.<br>• Materials are used to promote to students and families the importance of maintaining 95% or higher attendance | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **2.4** | Transformational Model/Social Emotional Wellness - This district model provides staff trainings through: working with our community sponsors; overseeing the district Wellness Centers; creating and providing TK-12 SEL Lessons and curriculum; training and overseeing small group leads for various program<br><br>Support for Long Term English Learners for Suspension - District-Level Supports will include:<br>Data-Driven Identification & Monitoring<br>• Monitor suspension, attendance, language proficiency, and academic data.<br>• Disaggregate data by | The Transformational Model improves and supports services for all students, staff and families for CVUSD. This district model provides staff trainings through: working with our community sponsors; overseeing the district Wellness Centers; creating and providing TK-12 SEL Lessons and curriculum; training and overseeing small group leads for various programs; monitoring student social emotional wellbeing; and providing coping skills and strategies to assist students in self-regulation.<br><br>The program also includes work with our community partners. Additional support through contracts include PBIS Rewards for incentives and tracking of Positive Behaviors.<br><br>CVUSD was identified for Differentiated Assistance for the Foster Youth (FY) student group for a high Suspension Rate, and for the AI, HOM, and FY student groups for a high Chronic Absenteeism Rate, based on the results of the Fall CA School 2023 Dashboard.<br><br>Based on the 2024 CA Dashboard, the FY student group suspension rate is low at 4.3% (Green), a decline of 4.0% from 2023 to 2024. While there has been a significant decline in the FY suspension rate, it remains 0.7% higher than the All Student group rate of 3.6%.<br><br>Based on the 2024 CA School Dashboard, CVUSD was identified for Differentiated Assistance for the LTEL Student group's suspension rate - which was 8.9% (Red). Additionally, on the 2024 Dashboard, the Chronic Absenteeism rate is orange for the following student groups: Foster Youth (46.3%), Homeless (49.8%), Long Term English Learners (43.1%), Two or More Races (47.9%) and White (45.4%).<br><br>This action is primarily focused on SED, EL, LTEL, and FY students, however the personnel resources (district support counselor, PBIS/Transformational Model Leads, Transformational Model Circle Facilitators, and Wellness Center Staff) dedicated to this action are also expected to improve outcomes for AI, HOM and FY student groups across the district. District and school level student groups scoring in the red performance level on the Chronic Absenteeism and Suspension Indicators will be served via this action, therefore assisting in outcomes for all school- | $1,277,388.84 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | subgroup (e.g., race, foster youth, migrant students) to identify root causes of discipline patterns.<br><br>Staff supported with LCFF S/C funds in this action include:<br>• District Support Counselor<br>• Lead Intervention Specialist Teachers (Certificated) (7) | based student groups performing in the red performance level as noted in the Measuring and Reporting Results section for Goal 2.<br><br>Expected Outcomes: Students will have an increased sense of belonging measured with survey results, increased attendance rates, decreased suspension rates, and increased graduation rates.<br>The district has a large team of trained staff to support the Transformational Model, including:<br><br>Restorative Justice, Social Emotional Learning, and Wellness Centers Support.<br><br>District Support Counselor - SEL support<br>Position focus: to support the social emotional aspect of our students and staff, year round.<br>• Gender support meetings<br>• Organize and facilitate workshops<br>• Friday Night Live<br>• Sprigeo<br>• Kindness Challenge<br>• Counseling for Crisis Response/Intervention<br>• School site PBIS/Transformational Model Leads (21)<br>• Friday Night Live (FNL) Leads (11) - teacher extra services<br><br>The Student Support Services Department utilizes various vendors, contracts, stipends and extra services to provide a variety of supports for all students across the district including:<br><br>• Monthly Professional Development Supplies and Materials- Supplies for wellness centers to support students needs, - Social Skills lessons (BOOK), printing of flyers to advertise wellness center/self regulation strategies and services.<br><br>Support for Long Term English Learners for Suspension - District-Level Supports will include:<br>District-Level Supports<br>Data-Driven Identification & Monitoring | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • Monitor suspension, attendance, language proficiency, and academic data.<br>• Disaggregate data by subgroup (e.g., race, foster youth, migrant students) to identify root causes of discipline patterns.<br><br>Professional Development<br>Train teachers, administrators, and classified staff in:<br>• Culturally and linguistically responsive practices<br>• Restorative justice alternatives to suspension<br>• Trauma-informed care for LTELs experiencing school disengagement<br><br>Support for Long Term English Learners for Suspension - School-Level Supports<br>Tiered Re-engagement Systems<br>• Implement MTSS with embedded LTEL supports:<br>• Strong school climate, inclusive pedagogy, Social Emotional Learning (SEL) routines<br>• Progress monitoring/student check-ins<br>• Restorative circles, and behavior intervention plans<br><br>Mental Health & Wellness Supports<br>• Provide on-campus counseling, and small-group SEL supports tailored to ELs and LTELs.<br>• Address root causes of suspension and absenteeism such as anxiety, bullying, transportation, or family responsibilities.<br><br>Staff Collaboration<br>• Schedule EL and LTEL-focused collaboration time during PLCs to analyze student progress and adjust supports.<br>• Promote collaboration between ELD and content teachers.<br><br>• Wellness: 7 Lead Intervention Specialist Teachers (Certificated) | | |
| **2.5** | Homeless/ Foster Youth Support | The Homeless & Foster Youth Support (District Counselor/Liaison) is a federally mandated position to assist with students who have been | $308,223.91 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | Staff supported with LCFF S/C funds in this action include:<br>• Homeless/Foster Student Support Services: District Support Counselor | identified to fall under either the McKinney-Vento Homeless or the Foster Youth qualifications.<br><br>The Student Support Services Homeless & Foster Liaison provides support to identified families and students, by tracking students tagged or identified at site level or district level. Other staff is needed to ensure student safety and that students are receiving the help and support they need.<br><br>CVUSD was identified for Differentiated Assistance for the Foster Youth (FY) student group for a high Suspension Rate, and for the HOM and FY student groups for a high Chronic Absenteeism Rate, based on the results of the Fall CA School 2023 Dashboard. District and school level HOM and FY student groups will be served via this action, to decrease Chronic Absenteeism and Suspension Rates, therefore assisting in outcomes for all school-based student groups performing in the red performance level as noted in the Measuring and Reporting Results section for Goal 2.<br><br>Based on the 2024 CA Dashboard, the FY student group suspension rate is low at 4.3% (Green), a decline of 4.0% from 2023 to 2024. While there has been a significant decline in the FY suspension rate, it remains 0.7% higher than the All Student group rate of 3.6%.<br><br>Additionally, on the 2024 Dashboard, the Chronic Absenteeism rate is orange for the following student groups: Foster Youth (46.3%), and Homeless (49.8%).<br><br>By providing support and access to services for students in the categories of Homeless & Foster Youth, there should be a direct correlation between increased attendance rates, reduction in suspension rates, higher academic success, and increased graduation rates. This can be measured utilizing AERIES attendance reports, suspension reports, grade reports and graduation rates.<br><br>Support for Foster and Homeless Youth includes the following:<br><br>District Support Counselor- The support counselor aims to support the social emotional aspect of our students and staff, year round. Through | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | gender support meetings, organizing and facilitating workshops, Friday Night Live support, Sprigeo, Kindness Challenge Coordination (prevent bullying programs), Red Ribbon Week, Coordinate with community partners to provide needed resources to staff, students, families, Coordinate inter-agency MH and counseling efforts to address social-emotional needs (including suicide prevention, bullying, harassment and character ed) and Counseling for Crisis Response/Intervention.<br><br>Basic Student Needs (school supplies, toiletries, clothing)- School supplies and school uniforms in elementary, also includes PE uniforms in secondary for our foster and McKinney Vento students. Items distributed at the beginning of the school year.<br><br>Transportation- McKinney Vento and Foster students transportation. These students have the right to continue at their original school of residence as we see best fits the child. The CVUSD Transportation Department has been providing this support.<br><br>Conferences/ Professional Development for Foster/Homeless- Attendance to RCOE training for our 2 District Counselors and student support staff, as applicable. CVUSD students will benefit from the implementation of the laws and assembly/senate bills that are passed or revised to provide our students with greater opportunity to succeed. | | |
| **2.6** | Mental Health Services | Latino Commission Counseling<br>In addition to the mental health therapists at each school site, the agency will provide services through two district-based Coordinated Care counselors who can provide support to students who are chronically absent, are disengaged from school, having difficulty meeting the demands of education and/or have experienced trauma, adverse experiences, or challenges. The work the Coordinated Care counselors will provide will directly support CVUSD's MTSS, Transformational Justice Model which utilizes Restorative Justice practices, Social- Emotional Learning, Positive Behavioral Interventions and Supports, culturally responsive practices, and trauma-informed strategies. | $4,351,241.44 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | CVUSD was identified for Differentiated Assistance for the Foster Youth (FY) student group for a high Suspension Rate, and for the AI, HOM, and FY student groups for a high Chronic Absenteeism Rate, based on the results of the Fall CA School 2023 Dashboard.<br><br>Based on the 2024 CA Dashboard, the FY student group suspension rate is low at 4.3% (Green), a decline of 4.0% from 2023 to 2024. While there has been a significant decline in the FY suspension rate, it remains 0.7% higher than the All Student group rate of 3.6%.<br><br>Additionally, on the 2024 Dashboard, the Chronic Absenteeism rate is orange for the following student groups: Foster Youth (46.3%), Homeless (49.8%), Long Term English Learners (43.1%), Two or More Races (47.9%) and White (45.4%).<br><br>This action is primarily focused on SED, EL, and FY students, however the personnel resources (Latino Commision Counseling Therapists) dedicated to this action are also expected to improve outcomes for AI, HOM and FY student groups across the district. District and school level student groups scoring in the red performance level on the Chronic Absenteeism and Suspension Indicators will be served via this action, therefore decreasing the Chronic Absenteeism and Suspension rates for all school-based student groups performing in the red performance level as noted in the Measuring and Reporting Results section for Goal 2.<br><br>By providing each school site with a licensed therapist, this provides Tier 2 & 3 supports for students identified with more advanced mental health needs. This can include small groups or one to one support for identified needs.<br><br>The need for Latino Commission Counseling services is based on staff referrals, counselor referrals, parent requests, student requests, and intake forms.<br><br>Expected Outcomes include a decrease and/or reduction in the following indicators:<br>• Chronic absenteeism | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • Dropout rates, suspensions, expulsions, and instances of classroom removal<br>• Referrals of students to law enforcement agencies and number of criminal offenses committed by students<br><br>And an Increase and/or Improvement in:<br>• Attendance rates<br>• Graduation rates<br>• Rate of participation and retention of student involvement in classrooms<br>• Academic performance<br>• Improve school climate<br><br>• Wellness: Mental Health Services - Latino Commission | | |
| **2.7** | Health Services<br><br>Staff supported with LCFF S/C funds in this action include:<br>• School Nurses (5)<br>• Licensed Vocational Nurses (7)<br>• Health Service Technicians (20) | CVUSD was identified for Differentiated Assistance for the AI, HOM, and FY student groups for a high Chronic Absenteeism Rate, based on the results of the Fall CA School 2023 Dashboard.<br><br>Based on the 2024 CA Dashboard, the FY student group suspension rate is low at 4.3% (Green), a decline of 4.0% from 2023 to 2024. While there has been a significant decline in the FY suspension rate, it remains 0.7% higher than the All Student group rate of 3.6%.<br><br>Additionally, on the 2024 Dashboard, the Chronic Absenteeism rate is orange for the following student groups: Foster Youth (46.3%), Homeless (49.8%), Long Term English Learners (43.1%), Two or More Races (47.9%) and White (45.4%).<br><br>This action is primarily focused on SED, EL, and FY students, however the health services resources and personnel (Licensed Vocational Nurses (LVNS), Health Services Technicians, and Bus Monitors) dedicated to this action are also expected to improve outcomes for AI, HOM and FY student groups across the district. District and school level student groups scoring in the red performance level on the Chronic Absenteeism Indicator will be | $3,937,345.74 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | served via this action, therefore assisting in outcomes for all school-based student groups performing in the red performance level as noted in the Measuring and Reporting Results section for metrics 2.6, 2.7 and 2.8.<br><br>School Health Services Personnel include:<br>School Nurses (5)<br>Promote the academic success of students by providing essential healthcare services, promoting wellness, managing chronic conditions, and addressing health-related barriers to learning that prevent students from regularly attending their educational programs and gaining educational benefit and academic success.<br><br>Licensed Vocational Nurses (7)<br>Work with School Nurses in promoting the academic success of students by providing essential healthcare services. They assist School Nurses by providing aid to students with medical needs, administering medications, performing health screenings, managing chronic conditions,<br><br>Health Service Technicians (20)<br>The health services technicians assist students with various medical conditions requiring specific care. Due to the geographical nature of our district the additional health mobility aids assist in ensuring student medical needs are met. | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Strengthen parent and community partnerships through effective communication for student success. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Parent Engagement

In The LCAP Parent survey, many parents expressed a need for better communication between the school and families. They highlighted inconsistencies in notifications about events, meetings, and changes in school schedules. Improvements in communication are seen as vital for better parental involvement.

However, in the LCAP Parent Survey - Question #19 Communication, 93% of parents agreed or strongly agreed with the Statement "I consistently receive information and updates from the school/district".

As of February 2025 staff have used ParentSquare to send a total of 548,139 auto notices, 36,632 Direct Messages, 1,839 app alerts, and 3,871 posts. About 81% of parents have chosen to receive notifications via email. Of the parents with mobile phones, 98% have opted to receive notifications through text messages, while 18% have downloaded the Parent Square app.

By utilizing the communication support, the district aims to increase communication to its educational partners through a variety of strategies to ensure timely dissemination of information that is relevant to the community at large.

Parent workshops, Resource Fairs, Events, and Meetings play a crucial role in increasing and supporting services for foster youth, English Learners, and low-income students by addressing their unique needs. These materials and supplies help create inclusive and supportive environments, facilitate effective communication between parents and educators, and empower parents with the knowledge and tools to advocate for their children's educational success.

Community Engagement Personnel:
Through the work of community engagement personnel, communication to community partners and parents will be of utmost importance to ensure that school plans, policies, events, and other pertinent information is being disseminated to all educational partners.

Community Engagement personnel are essential to address the need for parental involvement and family engagement. This includes addressing efforts of the school district to seek parent input in making decisions for the school district and each individual school site. Additionally, research has shown that strong family-school partnerships lead to improved student outcomes, such as: improved identification of needs, improved social emotional development, and improved attendance, improved academics, lower suspension rates, increased graduation rates, and improved preparation for college/career.

Community Center Supplies
Parent centers can encourage increased parental involvement in their children's education, which is crucial for the academic success of all students, including Foster Youth, English Learners, and low-income students. Technology resources can also facilitate communication between parents and teachers, allowing for better support and collaboration.

To measure progress and identify the impact of these investments, CVUSD will use the following metrics:
1. Usage Statistics: Track the utilization of new furniture and technology supplies in parent centers. Measure how frequently they are used by students, parents, and educators.
2. Parental Engagement: Monitor the level of parental involvement and participation in educational activities facilitated by the parent centers. This can include attendance at workshops, meetings, and other events.
3. Student Outcomes: Evaluate academic performance indicators such as grades, attendance rates, and graduation rates among foster youth, English Learners, and low-income students who have access to the improved resources and support services.
4. Feedback Surveys: Collect feedback from parents, students, and educational partners regarding the impact of the investments in parent centers and technology supplies. Use this qualitative data to assess satisfaction levels and identify areas for improvement.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Attendance at Back To School Night | 2023-24<br>Attendance at Back To School Night<br><br>5 sites data is represented and we had 682 participants (136.4 parent average) | 2024-25<br>Attendance at Back To School Night<br><br>11 sites data is represented and we had 2,364 participants (214.9 parent average) | | 2026-27<br>Attendance at Back To School Night<br><br>226 parent average per event | 2026-27<br>Attendance at Back To School Night<br><br>+78.5 parent average per event |
| 3.2 | Attendance at Parent Liaison Workshops | 2023-24 | 2024-25 | | 2026-27 | 2026-27 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Attendance at Parent Liaison Workshops<br><br>14 sites data is represented and we had 853 Parents attend 59 parent workshops (14.45 parent average) | Attendance at Parent Liaison Workshops<br><br>17 sites data is represented and the average # of parents that attended workshops is 35. | | Attendance at Parent Liaison Workshops<br><br>24 Parent average per event | Attendance at Parent Liaison Workshops<br><br>+20.5 Parent average per event |
| 3.3 | Attendance at Coffee with the Principal | 2023-24 Attendance at Coffee with the Principal<br><br>13 sites data is represented and we had 500 Parents attend 50 Coffee with the Principal Meetings (10 parent average) | 2024-25 Attendance at Coffee with the Principal<br><br>16 sites data is represented and we had 173 Parents attend Coffee with the Principal Meetings (10.8 parent average) | | 2026-27 Attendance at Coffee with the Principal<br><br>15 Parent average per event | 2026-27 Attendance at Coffee with the Principal<br><br>+0.8 Parent average per event |
| 3.4 | LCAP Family Survey<br><br>My student's teachers communicate their academic progress to their students and their families regularly.<br><br>Responses are inclusive of parents of unduplicated pupils and | Spring 2024 LCAP Family Survey<br><br>My student's teachers communicate their academic progress to their students and their families regularly.<br><br>Strongly Agree/Agree: 93% | Spring 2025 LCAP Family Survey<br><br>My student's teachers communicate their academic progress to their students and their families regularly. | | Spring 2027 LCAP Family Survey<br><br>My student's teachers communicate their academic progress to their students and their families regularly. | Spring 2025 LCAP Family Survey<br><br>My student's teachers communicate their academic progress to their students and their families regularly. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | parents of students with exceptional needs. | | Strongly Agree/Agree: 91% | | Strongly Agree/Agree: 100% | Strongly Agree/Agree: -2% |
| 3.5 | LCAP Family Survey<br><br>My student feels respected, accepted and welcome at school.<br><br>Responses are inclusive of parents of unduplicated pupils and parents of students with exceptional needs. | Spring 2024 LCAP Family Survey<br><br>My student feels respected, accepted and welcome at school.<br><br>Strongly Agree/Agree: 94% | Spring 2025 LCAP Family Survey<br><br>My student feels respected, accepted and welcome at school.<br><br>Strongly Agree/Agree: 93% | | Spring 2027 LCAP Family Survey<br><br>My student feels respected, accepted and welcome at school.<br><br>Strongly Agree/Agree: 100% | Spring 2025 LCAP Family Survey<br><br>My student feels respected, accepted and welcome at school.<br><br>Strongly Agree/Agree: -1% |
| 3.6 | LCAP Family Survey<br><br>My culture, opinions, and input are valued at my student's school.<br><br>Responses are inclusive of parents of unduplicated pupils and parents of students with exceptional needs. | Spring 2024 LCAP Family Survey<br><br>My culture, opinions, and input are valued at my student's school.<br><br>Strongly Agree/Agree: 95% | Spring 2025 LCAP Family Survey<br><br>My culture, opinions, and input are valued at my student's school.<br><br>Strongly Agree/Agree: 93% | | Spring 2027 LCAP Family Survey<br><br>My culture, opinions, and input are valued at my student's school.<br><br>Strongly Agree/Agree: 100% | Spring 2025 LCAP Family Survey<br><br>My culture, opinions, and input are valued at my student's school.<br><br>Strongly Agree/Agree: -2% |
| 3.7 | LCAP Family Survey<br><br>My student feels safe at school.<br><br>Responses are inclusive of parents of unduplicated pupils and | Spring 2024 LCAP Family Survey<br><br>My student feels safe at school.<br><br>Strongly Agree/Agree: 93% | Spring 2025 LCAP Family Survey<br><br>My student feels safe at school.<br><br>Strongly Agree/Agree: 91% | | Spring 2027 LCAP Family Survey<br><br>My student feels safe at school.<br><br>Strongly Agree/Agree: 100% | Spring 2025 LCAP Family Survey<br><br>My student feels safe at school.<br><br>Strongly Agree/Agree: -2% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | parents of students with exceptional needs. | | | | | |
| 3.8 | LCAP Family Survey<br><br>I consistently receive information and updates from the school/district.<br><br>Responses are inclusive of parents of unduplicated pupils and parents of students with exceptional needs. | Spring 2024 LCAP Family Survey<br><br>I consistently receive information and updates from the school/district.<br><br>Strongly Agree/Agree: 95% | Spring 2025 LCAP Family Survey<br><br>I consistently receive information and updates from the school/district.<br><br>Strongly Agree/Agree: 93% | | Spring 2027 LCAP Family Survey<br><br>I consistently receive information and updates from the school/district.<br><br>Strongly Agree/Agree: 100% | Spring 2025 LCAP Family Survey<br><br>I consistently receive information and updates from the school/district.<br><br>Strongly Agree/Agree: -2% |
| 3.9 | LCAP Family Survey<br><br>The school/district provides opportunities for parent involvement and to provide input for decision-making for parents.<br><br>Responses are inclusive of parents of unduplicated pupils and parents of students with exceptional needs. | Spring 2024 LCAP Family Survey<br><br>The school/district provides opportunities for parent involvement and to provide input for decision-making.<br><br>Strongly Agree/Agree: 93% | Spring 2025 LCAP Family Survey<br><br>The school/district provides opportunities for parent involvement and to provide input for decision-making.<br><br>Strongly Agree/Agree: 89% | | Spring 2027 LCAP Family Survey<br><br>The school/district provides opportunities for parent involvement and to provide input for decision-making.<br><br>Strongly Agree/Agree: 100% | Spring 2025 LCAP Family Survey<br><br>The school/district provides opportunities for parent involvement and to provide input for decision-making.<br><br>Strongly Agree/Agree: -4% |
| 3.10 | LCAP Family Survey<br><br>As a parent/guardian, I feel welcomed visiting my student's school. | Spring 2024 LCAP Family Survey<br><br>As a parent/guardian, I feel welcomed visiting my student's school. | Spring 2025 LCAP Family Survey<br><br>As a parent/guardian, I feel welcomed | | Spring 2027 LCAP Family Survey<br><br>As a parent/guardian, I feel welcomed | Spring 2025 LCAP Family Survey<br><br>As a parent/guardian, I feel welcomed |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Responses are inclusive of parents of unduplicated pupils and parents of students with exceptional needs. | Strongly Agree/Agree: 94% | visiting my student's school.<br><br>Strongly Agree/Agree: 92% | | visiting my student's school.<br><br>Strongly Agree/Agree: 100% | visiting my student's school.<br><br>Strongly Agree/Agree: -2% |
| 3.11 | LCAP Family Survey<br><br>I understand my legal rights and can advocate for my student and all students.<br><br>Responses are inclusive of parents of unduplicated pupils and parents of students with exceptional needs. | Spring 2024 LCAP Family Survey<br><br>I understand my legal rights and can advocate for my student and all students.<br><br>Strongly Agree/Agree: 95% | Spring 2025 LCAP Family Survey<br><br>I understand my legal rights and can advocate for my student and all students.<br><br>Strongly Agree/Agree: 93% | | Spring 2027 LCAP Family Survey<br><br>I understand my legal rights and can advocate for my student and all students.<br><br>Strongly Agree/Agree: 100% | Spring 2025 LCAP Family Survey<br><br>I understand my legal rights and can advocate for my student and all students.<br><br>Strongly Agree/Agree: -2% |

# Goal Analysis [2024-25]

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.

3.1 - Parent Engagement
Parent Workshops & Engagement Activities
Parent Workshops Educational Supplies and Materials

Activities: Building Stronger Partnerships for Student Success
Held Monthly Parent Workshops: Throughout the 2024-2025 school year, we offered one workshop per month, for a total of 11 workshops. These workshops have been a tremendous success, with high attendance and positive feedback from parents and students alike. The workshops were designed to support key areas of student success, including literacy, mental health, parenting, and academic achievement.

Provided valuable resources and knowledge to parents, helping them better support their children both academically and personally. Collected feedback through surveys to help guide the planning of future workshops to ensure they meet the needs of our families.

Workshops Held Through May 13, 2025: The following workshops have been held at the District Office and have been well-received by our community:

- Setting Limits
- Understanding Academic Language
- The Importance of Literacy
- Financial Literacy for Children
- Types of Technology Used in the Classroom
- Drug and Alcohol Prevention
- How to Help Anxiety and Depression
- Mental Health

Community Resource Fairs - Supplies and Materials
In addition to our workshops, CVUSD hosted 2 Community Resource Fairs to further connect parents with valuable resources.

3.2 - Communication to Educational Partners
Director of Operations and Emergency Services (100%)
The Director executed nearly daily communication with parents, students, staff and local media to keep all educational partners informed about both successes and crisis management within the district, in a timely manner. Expectations and procedures as related to Crisis Management were put in place, with site administrators being informed/trained in these areas.

Collaborations with other Community Partners
CVUSD collaborated with local community partners such as Oasis Vive and the Assistance League, enhancing support for our families. We also partnered with the City of Coachella at the Day of the Young Child event in March. These collaborations not only provided families with engaging experiences but also offered access to free resources. For example, through our community partnerships, we distributed over 700 backpacks and more than 1,400 school uniforms to elementary students, strengthening our commitment to supporting the needs of our families.

Aeries Communication Platform - Parent Square

- All school sites and the district office used Parent Square. A total of 94% of parents were contactable.
- ParentSquare was used to send communications primarily via email, text, and app notifications to parents, guardians, and students. These notifications kept the recipients informed and encouraged engagement with the school.

Translators (2)
They provided English to Spanish and Spanish to English interpreting at CVUSD board meetings. They also supported our special education department, translating and interpreting for IEP meetings. They played a key role in ensuring that parents have equal access to district materials and information.

Bilingual Psychologist Technicians (9)
Assisted Psychologists with translation and interpretation for student assessment and IEP meetings. Completed clerical tasks involved with

maintenance of legal timelines and documentation necessary for caseload management, scheduled IEP meetings, and translated and interpreted IEP documents.

3.3 - Community Engagement
Other language supports (purepecha, other languages, translating and interpreting services at board meetings and advisory meetings, etc) - LCFF- these language supports helped parents and community members, who are not fluent in English, engage in advisory committees, informational meetings, board meetings, etc.

Parent Community Outreach Manager (100%) - Title I -
Promoted and planned resource fairs, posted district information on ParentSquare and on social media, planned parent workshops, trained and led 21 Parent Community Liaisons; gathered donations for students such as backpacks, uniforms, and opportunities to attend El Paseo Fashion Week. Collaborated with community agencies to provide free prom dresses for high school students across the Coachella Valley.

Administrative Specialist (100%) - Title I
This position was partially implemented, due to medical leave

21 Parent Community Liaisons (50%) LCFF, 50% Title I
- Fully implemented - all 21 sites had a parent liaison to facilitate parent engagement and workshops and provide resources to parents
- These liaisons were proficient in ParentSquare, a platform that helps keep families connected and informed. They also assisted with updating school websites, collecting surveys, and helping parents update their information in the student information system (Aeries). Additionally, Parent Liaisons played a key role in recruiting parents for School Site Council and English Learner Advisory Committees (ELAC), ensuring that parent voices are heard in key decision-making processes.

Overtime for parent workshops happening after contractual time: - Parent Liaisons supported parents - Custodian helped clean area after training - LCFF
Fully implemented at parent workshops and advisory committees

LCAP Infographic, Guide, Printing, Translation - LCFF
This action was not implemented

ThoughtExchange Online Platform - LCFF
- This action was fully implemented. By using ThoughtExchange, the district was able to align its actions and services with the needs of students and families, ensuring that the support provided is both relevant and impactful.
- We used this Survey Platform in several ways, most notably to get input and feedback on the LCAP and also to provide feedback on professional development sessions provided and advisory meetings' content and impact. We needed our community's input to tell us what our students and families need, and also how the actions and services provided for students are supporting their success.

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.

3.1 - Parent Engagement
Parent Workshops & Engagement Activities - no material differences
Parent Workshops Educational Supplies and Materials - no material differences
Community Resource Fairs (2-3) Supplies and Materials - no material differences

3.2 - Communication to Educational Partners
Material difference for actions 3.2

- Salaries and benefits for 9 Bilingual Psychologists were less than anticipated
- Other Language Supports - we budgeted for a translator for Purepecha, but district staff were able to translate rather than hiring a contractor

3.3 - Community Engagement

- Other language supports (purepecha, other languages, etc) - LCFF - this action has been partially implemented. $710 of the $55,980 budget has been utilized
- Parent Community Outreach Manager (100%) - Title I - no material differences
- Administrative Specialist (100%) - Title I - no material differences
- 21 Parent Community Liaisons (50%) LCFF, 50% Title I - While the budgeted amount for 50% of the Parent Liaisons charged to Title I was $1,047,208, the actual expenditures are $1,084,600. The difference of $37,392 is attributed to sub costs and additional costs of health and welfare benefits.
- Overtime for parent workshops happening after contractual time: - Parent Liaisons to support parents - Custodian to help clean area after training - LCFF - no material differences
- LCAP Infographic, Guide, Printing, Translation - LCFF - Budget of $15,993 was not utilized
- ThoughtExchange Online Platform - LCFF - no material differences

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

3.1 - Parent Engagement
The Metrics for measuring the effectiveness of actions 3.1, 3.2, and 3.3 are as follows: Attendance at parent Workshops, Improved outcomes on the Parent LCAP Survey, an increase in student attendance
All of the metrics and indicators below show that the actions in Goal 3 were effective in engaging parents and community members, leading to student success. Attendance at Parent workshops and school events has increased over the previous year, the Parent LCAP Survey results, while dipping by an average of 1-2% year over year remain very favorable in the low 90% range. Chronic absenteeism rates are decreasing, which correlates with more students regularly attending school.

- Attendance at Parent Workshops:
- Back-to-School Night: In 2023, with 5 sites reporting data, the average attendance was 136.4 parents. In 2024, with 11 sites reporting data, the average attendance at Back-to-School Night was 214.9 parents.

- Parent Liaison School Workshops: In 2023, with 14 sites reporting data, the average attendance at a school workshop was 14.5 parents. In 2024, with 17 sites reporting data, the average attendance was 35.
- Coffee with the Principal: In 2023, with 13 sites reporting data, the average attendance at a school workshop was 10 parents. In 2024, with 16 sites reporting data, the average attendance was 10.8 parents.

- Improved outcomes on the Parent LCAP Survey:

Question: 2023 Reponse 2024 Response Difference
My student's teachers communicate their academic progress to their students and their families regularly. 93% 91% -2%
My student feels respected, accepted and welcome at school. 94% 93% -1%
My culture, opinions, and input are valued at my student's school. 95% 93% -2%
My student feels safe at school. 93% 91% -2%
I consistently receive information and updates from the school/district. 95% 93% -2%
The school/district provides opportunities for parent involvement and to provide input for decision-making. 93% 89% -4%
As a parent/guardian, I feel welcomed visiting my student's school. 94% 92% -2%
I understand my legal rights and can advocate for my student and all students. 95% 93% -2%

- An increase in student attendance 2023 2024 Difference

Chronic Absenteeism 42.5% 36.9% -5.6%

Parent Workshops & Engagement Activities, Supplies, and Materials
Each of these workshops typically saw between 50-75 attendees, providing a great opportunity for parents to connect, learn, and share experiences. We have found that these workshops are most effective when there are no other major events or meetings happening at the same time at school sites, as this allows for maximum participation.

Parent Feedback: Feedback from parents has been overwhelmingly positive, with many expressing their appreciation for the workshops. Comments like, "Thank you for always putting together these informational workshops," and "Your workshops are never boring, and you always engage parents," highlight the impact these sessions have had in fostering greater parent involvement and enhancing their ability to support their children's success.

Community Resource Fairs (2-3) Supplies and MaterialsParent Workshops & Engagement Activities
On February 1, 2025, CVUSD held a Resource Fair at Desert Mirage High School, with over 350 attendees and more than 25 community agencies participating. These events provided parents and families with direct access to local resources that can support their children's health, education, and well-being, fostering a stronger partnership between the school district and the community.

3.2 - Communication to Educational Partners
The Metrics for measuring the effectiveness of this action are as follows: Attendance at parent Workshops, Improved outcomes on the Parent LCAP Survey, increase parent representation on Parent Advisory Committees. As noted above in Action 3.1, all actions in Goal 3 have contributed to increased parent and community engagement, success in providing resources to parents, and have positively impacted student attendance and parents feelings of being respected, having their input valued, having opportunities to provide feedback for decision making and feeling welcome at CVUSD schools and the District office.

Director of Operations and Emergency Services (100%) - LCFF
Effectiveness: Weekly events were posted for viewing by students, staff, families and community partners; new/media articles with accurate information; uplifting the success stories of the district; crisis management; clear systems and procedures in place; participation in district leadership

Collaborations with other Community Partners - LCFF
Community Event held with over 300 attendees
District parents and students were attending these events because they are being held locally.

Aeries Communication Platform - Parent Square - LCFF
As of May 2025 staff have used ParentSquare to send over 600,000 auto notices, over 38,000 Direct Messages, 1,839 app alerts, and 3,871 posts. About 81% of parents have chosen to receive notifications via email. Of the parents with mobile phones, 98% have opted to receive notifications through text messages, while 18% have downloaded the Parent Square app.

Zoom - LCFF
Zoom is consistently used throughout the school year to conduct virtual meetings related to student support. There are 1,887 active users with an average satisfaction rate of 98%.

Translators (2) - LCFF
In addition to providing English to Spanish and Spanish to English interpreting at CVUSD board meetings the translators also provided interpreting at our LCAP Advisory Meetings. Parents commented that they appreciated that some LCAP meetings were presented entirely in Spanish, and when they were presented in English, there were multiple interpreters to assist.

Bilingual Psychologist Technicians (9) - LCFF Contribution
9 Bilingual Psychologist Technicians provided support to16 School Psychologists, 21 school sites, and approximately 2,400 students with IEPs.

3.3 Community Engagement
The Metrics for measuring the effectiveness of this action are as follows: Workshop surveys, LCAP surveys, and tracking all data in our district generated spreadsheet.

Other language supports (purepecha, other languages, translating and interpreting services at board meetings and advisory meetings, etc) - LCFF- these language supports have helped parents and community members, who are not fluent in English, engage in advisory committees, informational meetings, board meetings, etc.

Parent Community Outreach Manager (100%) - Title I
The Community Engagement Manager worked alongside all staff and the Superintendent. She provided translation support for all Communication, daily support to all parent liaisons, and provided a weekly summary of public events to parents and staff. The manager submitted flyers to be approved for distribution and also posted on social media.

Administrative Specialist (100%) - Title I
This position was not effective, as it was not staffed for long periods of time due to medical leave. This position will be part of teh reduction in force (RIF) for the 2025-26 school year.

21 Parent Community Liaisons (50%) LCFF, 50% Title I

- Parent Community Liaisons worked diligently with their site leadership to improve parent participation, increase parent-child relationships, provide community resources for parents, and increase parent volunteers at each site.
- Parents were more well informed and often sought help in finding resources.
- Site leadership was able to gather data on parent and community participation which was used on their site SPSA.
- The impact of their work can be seen through data gathered on parent and community participation, as well as feedback collected from parents. This information was crucial for school leadership as they updated and refined their School Plan for Student Achievement (SPSA). Parent Liaisons maintained visitor logs at each Parent Center, ensuring that all visits and interactions are captured to assess engagement.

Overtime for parent workshops happening after contractual time: - Parent Liaisons supported parents and provided childcare. Custodians helped clean the area after training - LCFF
Workshops ran smoothly; all parents were assisted; interpretation was provided as needed, children were cared for while parents participated in workshops

LCAP Infographic, Guide, Printing, Translation - LCFF
The action was not implemented

ThoughtExchange Online Platform - LCFF
This online platform allowed the district to survey educational partners and collect insights on district plans, initiatives, and programs. It has been a critical tool for gauging the effectiveness of the LCAP, as well as gathering input on professional development sessions and advisory meetings.

During the 2024-25 school year, through May 12, 2025 - Thought Exchange has had:

- 29 Engagements/Surveys
- 16,000 participants

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.

3.1 - Parent Engagement

- Parent Workshops Educational Supplies and Materials - no changes in 25-26
- Community Resource Fairs (2-3) Supplies and Materials - no changes in 25-26

3.2 - Communication to Educational Partners

- Director of Operations and Emergency Services (100%) - LCFF - this position will not continue in 25-26 due to a Reduction in Force (RIF)
- Bilingual Psychologist Technicians (9) - LCFF Contribution - these positions will not continue in 25-26 due to a Reduction in Force (RIF)

Change in Metrics:
To more strategically measure progress on the effectiveness and impact of Action 3.3, the metrics have changed from the following in the 2024-25 LCAP :
Attendance at parent Workshops, Improved outcomes on the Parent LCAP Survey, an increase in student attendance, increase parent representation on Parent Advisory Committees

To the following in the 25-26 LCAP:
Attendance at parent Workshops, Improved outcomes on the Parent LCAP Survey, increase parent representation on Parent Advisory Committees

3.3 - Community Engagement
Other language supports (purepecha, other languages, etc) - LCFF - this action will continue with a reduced budget

Parent Community Outreach Manager (100%) - Title I - Funding for this position will be changed to 50% Title I and 50% LCFF as some of the position duties are not aligned with Title I funding guidelines

Administrative Specialist (100%) - Title I - This position will not continue in 25-26 due to a Reduction in Force

21 Parent Community Liaisons (50%) LCFF, 50% Title I - Due to budget constraints, this position will have a change in work schedule, from 8 hours and 11 months to 5 hours and 10 months.

Extra Services - Classified - Safety Supervisors - LCFF - this action will be discontinued for 25-26 as it was not utilized in 24-25.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | Parent Engagement | Parent Workshops & Engagement Activities | $76,456.80 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Parent Workshops Educational Supplies and Materials<br><br>Community Resource Fairs (2-3) Supplies and Materials<br><br>Although designed primarily to support the needs of EL, FY, and SED student families, the services within this action are provided LEA-wide to increase overall family engagement, promote collaboration between schools and families and maximize the impact of services in addressing family support needs. | | |
| **3.2** | Communication to Educational Partners<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Translator Salaries (2) | Communication and Collaboration with community partners and the provision of materials and supplies for these collaborations, along with outreach and advertising materials, high-tech mailing, interpreter/ translator salaries, and other language supports, significantly increase and support services for Foster Youth, English Learners, and low-income students. These efforts address their needs by fostering stronger connections and partnerships between schools and communities, enhancing access to resources and information, and ensuring effective communication for families with diverse linguistic backgrounds.<br><br>Although designed primarily to support the needs of EL, FY, and SED student families, the services within this action are provided LEA-wide to increase overall family engagement and maximize the impact of communication with educational partners.<br><br>Communication Expenditures Include:<br>• Collaborations with Community Partners, Supplies and Materials<br>• AERIES Communication Platform<br>• Zoom - Platform for Virtual Meetings<br>• Outreach and Advertising Materials<br>• Translator Salaries (2) - Translators translate district documents such as IEP's, LCAP, Human Resources documents, legal notices and flyers. In addition they are qualified to interpret for district meetings such as board meetings, etc. | $474,960.27 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **3.3** | Community Engagement<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Community Engagement Manager<br>• Parent Community Liaisons (21) | Community Engagement Personnel significantly increases and supports services for foster youth, English Learners, and low-income students. These roles play critical parts in addressing their needs by coordinating outreach efforts, facilitating communication between schools and families, providing targeted support services, and ensuring smooth logistical operations.<br><br>Although designed primarily to support the needs of EL, FY, and SED student families, the services within this action are provided LEA-wide to increase overall family engagement and maximize the impact of communication with educational partners.<br><br>We will continue to measure progress continuing with workshop surveys, LCAP surveys, and inputting all data in our district generated spreadsheet. The district generated spreadsheet includes attendance records with parent and staff information, workshop titles, and dates.<br><br>Community Engagement Personnel and Expenditures include:<br>• Community Engagement Manager<br>• Parent Community Liaisons (21)<br>• Classified Extra Services (Administrative Assistant, Parent Community Liaisons, Custodial Staff)<br>• Other Language Supports<br>• LCAP Infographic Guide<br>• Thought Exchange Online Platform | $1,907,704.10 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | Provide professional learning to build the capacity of all staff to enhance learning. | Broad 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.

Implementation of Multi-Tiered System of Support - Professional Learning - Per Diem/Extra Services

MTSS is a framework designed to meet the needs of all students by ensuring that schools optimize data-driven decision making, progress monitoring, and evidence-based supports and strategies with increasing intensity to sustain student academic growth. Studies show MTSS creates a common language between teachers, families and administrators for the benefit of student success.

Goal 4 was developed based on our LCAP Staff Survey which identified in-depth professional development on educational concepts, English Learner Supports, Standards-driven instruction, The Science of Reading, managing difficult and disruptive student behaviors, and small group management as high areas of importance.

By providing Professional Learning opportunities to teachers and staff, educators will be equipped with strategies for a Multi-Tiered System of Support with Tier 1 Best First Instruction. With these professional development opportunities for educators and staff, all students will develop a deeper understanding of literacy and numeracy concepts, which leads to improved foundational and problem-solving skills, and increased engagement.

Studies have demonstrated a positive link between teacher professional development, teaching practices, and student outcomes when training is content-focused; incorporates active learning utilizing adult learning theory; supports collaboration; uses modeling of effective practice; provides coaching and expert support; offers opportunities for feedback and reflection.
Implementation of Multi-Tiered System of Support - Professional Learning - Contracts

By providing systemic professional development opportunities, inclusive of Administrators, Instructional Coaches, Instructional Leadership teams, and Staff, CVUSD will create a powerful vision and focus for each school site that tightly aligns to the district vision. Within this support, we will plan and implement key target actions for a Multi-Tiered System of Support (MTSS) for Tier 1 instructional practices which will create success-oriented schools, focused on the key components of the Science of Reading to support literacy and numeracy achievement for all students, determine areas of growth to implement Systematic Explicit Instruction, and encourage professional leadership and growth from within the district. Additionally, by offering ongoing learning opportunities for all district staff members, employees will gain the skills and knowledge necessary to support students across our district.

Through contracting with professional learning organizations, we will be able to provide systemic growth within our educators and staff. These organizations may include: Thinking Maps, i-Ready, curriculum partners, and Climate and Culture partners.

Professional learning helps educators and staff address and analyze student achievement data during the school year to immediately identify learning problems, develop solutions, and promptly apply those solutions to address students' needs.

Implementation of Multi-Tiered System of Support - Professional Learning - Conferences

With the skills and knowledge to support teachers and classroom personnel, our educators will be able to systematically support students' academic success focused on literacy and numeracy concepts, which lead to improved foundational and problem-solving skills, and increased engagement.

Attending educational conferences can contribute significantly to educators' professional development. Workshops, seminars, and interactive sessions provide opportunities to enhance the teaching skills and incorporate new pedagogical techniques, and gain insights to maintain an effective classroom management. This translates to improved teaching practices and better learning outcomes for students.

Implementation of Multi-Tiered System of Support - Professional Learning - Substitutes

By providing substitute coverage for Professional Learning opportunities within the work day, we will equip teachers and staff with training they need to implement the strategies for a Multi-Tiered System of Support with Tier 1 Best First Instruction. Through this training, teachers will be able to help all students develop a deeper understanding of literacy and numeracy concepts, lead to improved foundational and problem-solving skills, and increase engagement.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | August - Summer PD - participation rates to measure the percentage | No Baseline Data is available as this is a new Goal in 2024-25 | Of the participants who attended the August - Summer | | Number and Participation Rate of teachers who | Baseline data was not available in 2023- 2024. Year |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | of teachers/classified staff who attend the professional development sessions compared to the total number of eligible participants. | | PD - 249 Secondary teachers and 387 Elementary teachers attended the August PD. | | attended professional development in 2026-27: 70% | 1 will be the Baseline year. |
| 4.2 | August - (Summer) PD - Feedback Surveys immediately after the professional development to assess satisfaction, relevance, and perceived impact. | No Baseline Data is available as this is a new Goal in 2024-25 | Was your trainer/presenter knowledgeable about the topic presented? The average response was 3.8 out of 4.<br><br>Did the trainer/presenter communicate effectively? 100% of participants responded "yes"<br><br>Overall, how satisfied were you with the professional development you received? The average response was 3.7 out of 4.<br><br>How likely would you be implementing what you learned today? The average | | % of participants who rated August PD as positive, relevant and impactful to their teaching: 80% | Baseline data was not available in 2023- 2024. Year 1 will be the Baseline year. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | response was 3.8 out of 4. | | | |
| 4.3 | Post - August PD - observations/ walkthroughs to assess changes in practices/ strategies and student engagement. | No Baseline Data is available as this is a new Goal in 2024-25 | 99.75% of CVUSD Classrooms have evidence of Learning Intentions and Success Criteria. 90% of the staff has been trained on Gradual Release. | | After Walkthroughs and/or observations - the % of classrooms where evidence of PD practices / strategies and student engagement is noted: 70% | Baseline data was not available in 2023- 2024. Year 1 will be the Baseline year. |
| 4.4 | Post - August PD - Student Achievement Data to determine if there are any observable improvements following the implementation of strategies learned during the professional development. | No Baseline Data is available as this is a new Goal in 2024-25 | At end of year 2024, 25% of students ended in Tier 1 on the iReady diagnostic in Reading. | | Growth in performance on iReady, IXL, Diagnostic Assessments | Baseline data was not available in 2023- 2024. Year 1 will be the Baseline year. |
| 4.5 | October PD - participation rates to measure the percentage of teachers/classified staff who attend the professional development sessions compared to the total number of eligible participants. | No Baseline Data is available as this is a new Goal in 2024-25 | Of the participants who attended the October PD Day - 85 participants completed the post-training survey. | | Number and Participation Rate of teachers who attended professional development in 2026-27: 95% | Baseline data was not available in 2023- 2024. Year 1 will be the Baseline year. |
| 4.6 | October PD - Feedback Surveys immediately after the professional development to assess | No Baseline Data is available as this is a new Goal in 2024-25 | Was your trainer/presenter knowledgeable about the topic | | % of participants who rated October PD as positive, relevant and | Baseline data was not available in 2023- 2024. Year |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | satisfaction, relevance, and perceived impact. | | presented? 100% of participants responded with a 4, on a scale of 1-4.<br><br>Did the trainer/presenter communicate effectively? 100% of participants responded "yes"<br><br>Overall, how satisfied were you with the professional development you received? The average response was 3.7 out of 4.<br><br>How likely would you be implementing what you learned today? The average response was 3.8 out of 4. | | impactful to their teaching: 80% | 1 will be the Baseline year. |
| 4.7 | Post - October PD - observations/ walkthroughs to assess changes in practices/ strategies and student engagement. | No Baseline Data is available as this is a new Goal in 2024-25 | 99.75% of CVUSD Classrooms have evidence of Learning Intentions and Success Criteria. 90% of the staff has been | | After Walkthroughs and/or observations - the % of classrooms where evidence of PD practices / strategies and | Baseline data was not available in 2023- 2024. Year 1 will be the Baseline year. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | trained on Gradual Release. 923 recorded elementary classroom walkthroughs. 864 secondary classroom walkthroughs recorded. | | student engagement is noted: 70% | |
| 4.8 | Post - October PD - Student Achievement Data to determine if there are any observable improvements following the implementation of strategies learned during the professional development. | No Baseline Data is available as this is a new Goal in 2024-25 | 9% of students grew on iReady diagnostic from Beginning of the Year (13%) to Mid -Year (22%) 2025 in Tier 1 Reading. | | Growth in performance on iReady, IXL, Diagnostic Assessments | Baseline data was not available in 2023- 2024. Year 1 will be the Baseline year. |
| 4.9 | March PD - participation rates to measure the percentage of teachers/classified staff who attend the professional develop sessions compared to the total number of eligible participants. | No Baseline Data is available as this is a new Goal in 2024-25 | At the end of the March 2025 PD on Gradual Release, we had 90% of staff attend the training. Make-up trainings for those who missed are required by the end of the year. | | Number and Participation Rate of teachers who attended professional development in 2026-27: 95% | Baseline data was not available in 2023- 2024. Year 1 will be the Baseline year. |
| 4.10 | March PD - Feedback Surveys immediately after the professional development to assess satisfaction, relevance, and perceived impact. | No Baseline Data is available as this is a new Goal in 2024-25 | Was your trainer/presenter knowledgeable about the topic presented? The average response was 3.8 out of 4. | | % of participants who rated March PD as positive, relevant and impactful to their teaching: 80% | Baseline data was not available in 2023- 2024. Year 1 will be the Baseline year. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Did the trainer/presenter communicate effectively? 100% of participants responded "yes"<br><br>Overall, how satisfied were you with the professional development you received? The average response was 3.7 out of 4.<br><br>How likely would you be implementing what you learned today? The average response was 3.8 out of 4. | | | |
| 4.11 | Post - March PD - observations/ walkthroughs to assess changes in practices/ strategies and student engagement. | No Baseline Data is available as this is a new Goal in 2024-25 | 99.75% of CVUSD Classrooms have evidence of Learning Intentions and Success Criteria with over 4,000 observation/walkthroughs having been recorded by March. | | After Walkthroughs and/or observations - the % of classrooms where evidence of PD practices / strategies and student engagement is noted with an average of 70% | Baseline data was not available in 2023-2024. Year 1 will be the Baseline year. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.12 | Post - March PD - Student Achievement Data to determine if there are any observable improvements following the implementation of strategies learned during the professional development. | No Baseline Data is available as this is a new Goal in 2024-25 | 7% of students grew on iReady diagnostic from Mid-Year (22%) to End of Year (29%) 2025 in Tier 1 Reading. | | Growth in performance on iReady, IXL, Diagnostic Assessments | Baseline data was not available in 2023- 2024. Year 1 will be the Baseline year. |
| 4.13 | LCAP Survey - Certificated Staff<br><br>Question:<br>I am provided the training and resources needed to do my job. | Spring 2024 LCAP Survey - responses from Certificated Staff:<br><br>I am provided the training and resources needed to do my job.<br><br>80% agree/strongly agree | Spring 2025 LCAP Survey - Certificated Staff:<br><br>I am provided the training and resources needed to do my job.<br><br>Agree/strongly agree: 74% | | Spring 2027 LCAP Survey - responses from Certificated Staff:<br><br>I am provided the training and resources needed to do my job.<br><br>90% agree/strongly agree | Spring 2025 LCAP Survey - Certificated Staff:<br><br>I am provided the training and resources needed to do my job.<br><br>Agree/strongly agree: -6% |
| 4.14 | LCAP Survey - Certificated Staff<br><br>Question:<br>The professional learning offered by our SCHOOL is effective in enhancing my skills and knowledge for better performance in my job. | Spring 2024 LCAP Survey - responses from Certificated Staff:<br><br>The professional learning offered by our SCHOOL is effective in enhancing my skills and knowledge for better performance in my job.<br><br>77% agree/strongly agree | Spring 2025 LCAP Survey - Certificated Staff:<br><br>The professional learning offered by our SCHOOL is effective in enhancing my skills and knowledge for better performance in my job. | | Spring 2027 LCAP Survey - responses from Certificated Staff:<br><br>The professional learning offered by our SCHOOL is effective in enhancing my skills and knowledge for better performance in my job. | Spring 2025 LCAP Survey - Certificated Staff:<br><br>The professional learning offered by our SCHOOL is effective in enhancing my skills and knowledge for better performance in my job. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Agree/strongly agree: 74% | | 87% agree/strongly agree | Agree/strongly agree: -3% |
| 4.15 | LCAP Survey - Certificated Staff<br><br>Question:<br>The professional learning offered by our DISTRICT is effective in enhancing my skills and knowledge for better performance in my job. | Spring 2024 LCAP Survey - responses from Certificated Staff:<br><br>The professional learning offered by our DISTRICT is effective in enhancing my skills and knowledge for better performance in my job.<br><br>67% agree/strongly agree | Spring 2025 LCAP Survey - Certificated Staff:<br><br>The professional learning offered by our DISTRICT is effective in enhancing my skills and knowledge for better performance in my job.<br><br>Agree/strongly agree: 61% | | Spring 2027 LCAP Survey - responses from Certificated Staff:<br><br>The professional learning offered by our DISTRICT is effective in enhancing my skills and knowledge for better performance in my job.<br><br>80% agree/strongly agree | Spring 2025 LCAP Survey - Certificated Staff:<br><br>The professional learning offered by our DISTRICT is effective in enhancing my skills and knowledge for better performance in my job.<br><br>Agree/strongly agree: -6% |
| 4.16 | LCAP Survey - Classified Staff<br><br>Question:<br>I feel all professional development is relevant to my profession. | Spring 2024 LCAP Survey - responses from Classified Staff:<br><br>I feel all professional development is relevant to my profession.<br><br>75% agree/strongly agree | Spring 2025 LCAP Survey - Classified Staff:<br><br>I feel all professional development is relevant to my profession.<br><br>Agree/strongly agree: 65% | | Spring 2027 LCAP Survey - responses from Classified Staff:<br><br>I feel all professional development is relevant to my profession. | Spring 2025 LCAP Survey - Classified Staff:<br><br>I feel all professional development is relevant to my profession.<br><br>Agree/strongly agree: -10% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | 85% agree/strongly agree | |
| 4.17 | LCAP Survey - Classified Staff<br><br>Question:<br>Employees are aware of training opportunities and how it relates to employee success. | Spring 2024 LCAP Survey - responses from Classified Staff:<br><br>Employees are aware of training opportunities and how it relates to employee success.<br><br>74% agree/strongly agree | Spring 2025 LCAP Survey - Classified Staff:<br><br>Employees are aware of training opportunities and how it relates to employee success.<br><br>Agree/strongly agree: 69% | | Spring 2027 LCAP Survey - responses from Classified Staff:<br><br>Employees are aware of training opportunities and how it relates to employee success.<br><br>85% agree/strongly agree | Spring 2025 LCAP Survey - Classified Staff:<br><br>Employees are aware of training opportunities and how it relates to employee success.<br><br>Agree/strongly agree: -5% |
| 4.18 | LCAP Survey - Classified Staff<br><br>Question:<br>The professional learning offered by our site or dept is effective in enhancing my skills and knowledge for better performance in my job. | Spring 2024 LCAP Survey - responses from Classified Staff:<br><br>The professional learning offered by our site or dept is effective in enhancing my skills and knowledge for better performance in my job.<br><br>74% agree/strongly agree | Spring 2025 LCAP Survey - Classified Staff:<br><br>The professional learning offered by our site or dept is effective in enhancing my skills and knowledge for better performance in my job.<br><br>Agree/strongly agree: 62% | | Spring 2027 LCAP Survey - responses from Classified Staff:<br><br>The professional learning offered by our site or dept is effective in enhancing my skills and knowledge for better performance in my job.<br><br>85% agree/strongly agree | Spring 2025 LCAP Survey - Classified Staff:<br><br>The professional learning offered by our site or dept is effective in enhancing my skills and knowledge for better performance in my job.<br><br>Agree/strongly agree: -12% |

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

# Goal Analysis [2024-25]

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.

4.1 - Implementation of Multi-Tiered System of Support - Professional Learning - Per Diem/Extra Services
Summer Training - August 2024 -

- Teachers were provided professional development with a focus on the Instructional Framework, Gradual Release teaching, standards-based instruction, AVID strategies, and a variety of topics, aimed at increasing student learning and engagement.
- At the completion of summer training, MTSS Coordinator collected attendance data and scheduled make-up trainings for those needing the training. Over 95% of the staff completed the Instructional Framework training offered in the summer.

Summer and School Year Teacher/Coaches as Trainers = 50pp (Ex Services)
Instructional Coaches Training (24-25) = 15 Days @$74.66 (6 hrs/day) = 30pp (Ex Services)
Transformational Model Training (Ex Services) - Title IV

- Literacy, Math, and MTSS Coaches participated in training during the summer of 2024 and throughout the 24-25 school year, to support teachers in the Instructional Framework, Gradual Release teaching, First Best Instruction, Thinking Maps, and a variety of topics aimed at increasing student learning and engagement.

LETRS for Early Learners (Ex Services) - Title I - this action was not implemented

LETRS for Cohort 3,4 (Ex Services) - Title I

- 60 teachers and instructional coaches were trained on the Language Essentials for Teachers of Reading and Spelling in the science of reading with five essential components of reading: phonics, phonemic awareness, vocabulary, reading comprehension, and fluency. The LETRS training also focused on the skills of teaching writing, spelling, and oral language.

Classified Employee Trainings - Summer (Ex Services) 289 Paras @ 39.26/hour, 77 GEIAs @ 33.55/hour - ESSER, Ed Effectiveness
Classified Employee Training Support for non instructional positions - Classified PD Grant
Educational Support staff were provided professional development with a focus on the Instructional Framework, Gradual Release teaching, standards-based instruction, AVID strategies, and a variety of topics, aimed at increasing student learning and engagement.

Instructional Leadership Teams (ILTs) 4 x per year, 8 Teachers per school - This action was modified to be called the "District Leadership Academy"

- School site Leadership teams and Coaches participated in training throughout the 24-25 school year, to support teachers in the Instructional Framework, Gradual Release teaching, First Best Instruction, Thinking Maps, and a variety of topics aimed at increasing student learning and engagement.

Dual Language: -

- Dual Language Teachers and Instructional Coaches were provided professional development with a focus on the Instructional Framework, Gradual Release teaching, standards-based instruction, and a variety of topics, aimed at increasing student learning and engagement as it relates to dual language classroom instruction.
- Over 95% of Kindergarten - 3rd grade staff completed the training.

4.2 - Implementation of Multi-Tiered System of Support - Professional Learning -Contract
CABE Professional Development for Parent Liaisons -
CVUSD did not attend the CABE (California Association for Bilingual Education) conference in the 2024-2025 school year. However, our Parent Community Liaisons received support through other professional development opportunities and resources to enhance family engagement. These resources were shared through various channels, including our Family Engagement Symposium, offered by the Riverside County Office of Education (RCOE).

Family Engagement Symposium -
The Community Engagement Manager attended these meetings and ensured that all relevant materials and strategies were shared with Parent Community Liaisons to further support their work in fostering family-school partnerships.

Gary Soto Contract -
Professional Development for Staff:
Through our contract with Gary Soto, CVUSD provided targeted professional development for administrators, instructional coaches, and teachers. This training focused on several key instructional areas:

- Instructional Framework: This framework emphasized Lesson Clarity and Lesson Delivery. Each Cohort of schools participated in 5 Scheduled full-day trainings during the 24-25 school year.

LETRS for Early Learners Contract Extension - this action was not implemented
LETRS for Cohort 4 and Administrators - Contract

- LETRS (Language Essentials for Teachers of Reading and Spelling): This comprehensive literacy program focused on the science of reading. Both teachers and administrators were trained to apply these methods in the classroom to improve reading outcomes across the district. As of 2025, more than 160 educators have been trained or were in Year 2 of training, including most Elementary Administrators.

UCI Math - Ed Effectiveness

- Math, and MTSS Coaches participated in training during the summer of 2024 and throughout the 24-25 school year, to support teachers in the Instructional Framework, Gradual Release teaching, First Best Instruction, Thinking Maps, and a variety of topics aimed at increasing student learning and engagement.

- Aeries Professional Development - Ed Effectiveness - Implemented for Master Schedule training
- Thinking Maps - implemented and incorporated into summer training
- SCHED - LCFF - Implemented for teachers and classified personnel to register for summer PD sessions

Title I Compliance Professional Development - Title I
Implemented - State and Federal Accountability Department provided training sites on Title I requirements and allowability, School Site Council guidelines, SPSAs and site budgets. State and Federal Administrators attended the CAASFEP (California Association of Administrators of State and Federal Programs) conference in October 2024, but did not attend the All Titles conference in March 2025 due to budget constraints.

Restorative Practices training including Restorative Justice - LCFF
- Restorative Practices training, including Restorative Justice, was partially implemented in 24-25.

4.3 - Implementation of Multi-Tiered System of Support - Professional Learning - Conferences
Pathways to Student Success (PTSS) Elementary - Professional Development
VAPA (Secondary) - Professional Development - No professional development was given this year

AVID Summer Institute
- District and site personnel attended the AVID Summer Institute to plan and prepare their AVID goals for the 24-25 school year

MTSS Conference For MTSS Team - MTSS team attended the Visible Learning Conference

Counselor Professional Development
- Counselors attended professional development sessions with district Secondary Director and Counseling Coordinator, which were offered by Riverside County Office of Education (RCOE).

CABE Contract - 5 days of Professional Development for teachers provided by CABE trainers - not implemented due to budget constraints

Annual CAASFEP Conference, Annual "All Titles" Conference (Federal Funding Compliance)
- Attended by the Director and Coordinator of State and Federal Accountability. Topics covered at the conference included: Improving students outcomes through the LCAP and SPSA, Leading compliant, impactful English Learner programs, LCAP Development, current fiscal issues impacting school districts, federal program monitoring and more.

EL Department Professional Development - Related Expenses
External professional development on EL strategies for certificated, classified and/or administration including literacy, math and MTSS coaches
- this was not implemented

Migrant Department conferences and professional development - partially implemented due to budget constraints

4.4 - Implementation of Multi-Tiered System of Support - Professional Learning - Substitutes
Subs for Dual Language Professional Development - implemented

Subs for LETRS Professional Development - implemented

- As part of our commitment to improving literacy outcomes, CVUSD provided LETRS training for teachers. As of 2025, more than 160 educators have been trained or in Year 2 of training, including most Elementary Administrators.

Subs for Transformational Model - not implemented

4.5 - Implementation of Multi-Tiered System of Support - Professional Learning Salaries
Induction Teachers on Special Assignment (BTSA) (5)

- In 2024-25 there were 5 budgeted Induction teachers but only four positions were filled. Each teacher was at max or almost max caseload. The induction coaches provided 1:1 support to mentees, guidance on the completion of the clear credential program, and Saturday workshops on topics selected by their candidates.

MOU: Program Facilitation Fees for Agency's Enrolled Candidates in RCOE's Center for Teacher Innovation Program for 2024-25 school year
Induction Support to attend Calif Teachers; Assoc, AVID Center and any other PD required

- Implemented - The Induction program provided by RCOE for year 1 and year 2 teachers to clear their credentials. Approximately 55 teachers enrolled.

Induction Support (mileage, etc.)

- Implemented: 4 Induction coaches supported multiple teachers across the district, and were reimbursed for mileage.

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.

4.1 - Implementation of Multi-Tiered System of Support - Professional Learning - Per Diem/Extra Services
Summer Training - August 2024 - ESSER - $1,400,000 was budgeted, expenditures equal $1,011,590. There were not as many Certificated staff members participating in the Summer professional development as expected.

Transformational Model Training (Ex Services) - Title IV - not implemented, $401,196 Title IV funding was not used.

LETRS for Early Learners (Ex Services) - Title I - not implemented - $26,655 Title I

Classified Employee Trainings - Summer (Ex Services) 289 Paras @ 39.26/hour, 77 GEIAs @ 33.55/hour - ESSER, Ed Effectiveness - $375,203 was budgeted, expenditures equal $154,720 after October, 2024 and March 2025 PD days. There were not as many Classified staff members participating in the Summer professional development as expected.

Classified Employee Training Support for non instructional positions - Classified PD Grant - $235,719 budgeted, no expenditures. Classified staff members did not participate in the professional development as expected.

Expenditures for Extra services and overtime for professional development and related activities ,outside of the workday, are pending submittal from classified and certificated as the school year daws to a close.

Dual Language: - Provide training to teachers, sub coverage - LCFF - small portion of the funding was used as of 1-31-25 - $3,290 out of $170,302

4.2 - Implementation of Multi-Tiered System of Support - Professional Learning -Contract
CABE Professional Development for Parent Liaisons - LCFF - did not implement - $10,662

Family Engagement Symposium - LCFF - Partially implemented.

Gary Soto Contract - Ed Effectiveness - no material differences

Aeries Professional Development - Ed Effectiveness - not implemented, $30,280 was not expended

Title I Compliance Professional Development - Title I - partial implementation. State and Federal Department did not attend The All Titles Conference, and attendance at other conferences (AVID, CABE) was cancelled mid-way through the 24-25 school year.

Restorative Practices training including Restorative Justice - LCFF - this action was not implemented and the $127,944 LCFF S/C funds were not expended

4.3 - Implementation of Multi-Tiered System of Support - Professional Learning - Conferences
Implementation of Multi-Tiered System of Support (MTSS) - Conferences
Many of the budgeted conference expenditures in Action 4.3 were not utilized. Due to budget constraints, conference attendance was limited to only essential conferences and professional development and Networks provided by RCOE.

Pathways to Student Success (PTSS) Elementary - Professional Development - this was not implemented

VAPA (Secondary) - Professional Development - this was not implemented - $50,500 Prop 28 was budgeted, no funds were expended

AVID Summer Institute - partially implemented $117,005 of $245,226 budgeted funds were expended

Counselor Professional Development - this was implemented but $0 of the $133,275 budget has been processed as of 1-31-25 LCFF S/C

CABE Contract - 5 days of Professional Development for teachers provided by CABE trainers - not implemented - $912 of $21,324 budget was expended

National Direct Instruction Conference - this was partially implemented $1,177 of the $15,000 budget was expended.

Annual CAASFEP Conference, Annual "All Titles" Conference (Federal Funding Compliance) - this was partially implemented. Annual CAASFEP conference was attended, but not the “All Titles” Conference. Only $2,112 of the $15,993 budget was expended.

EL Department Professional Development - Related Expenses - this was not implemented

External professional development on EL strategies for certificated, classified and/or administration including literacy, math and MTSS coaches - this was not implemented -

Migrant travel and Conferences - CVUSD's Migrant Department was only able to send one attendee (not the 4 attendees that were planned) to the NASDME: National Association State Migrant Education Conference on April 20-24, 2025, due to budget constraints. This accounts for the difference between budgeted and actual expenditures.

4.4 - Implementation of Multi-Tiered System of Support - Professional Learning - Substitutes
As many of the conferences and professional development expenditures were suspended in 24-25, due to budget constraints, the need for substitutes was also decreased.

Subs for LETRS Professional Development - $18,074 of the $106,620 budgeted funds were expended.
Subs for Transformational Model - not implemented, $0 of the $106,620 budgeted funds were expended

4.5 - Implementation of Multi-Tiered System of Support - Professional Learning Salaries
Induction Teachers on Special Assignment (BTSA) (5) - 4 of the 5 Induction Teacher positions were filled, leaving a material difference. $871,893 of the $1,030,792 Budget was expended.

Induction Support to attend Calif Teachers; Assoc, Avid Center and any other PD required - the number of teachers who attended the “Good Teaching Conference” was less than anticipated.

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

The Metrics for measuring the effectiveness of actions 4.1, 4.2, 4.3, and 4.4 are as follows: CA Dashboard Metrics: CAASPP ELA (Metric 1.1), and Math (Metric 1.3), Graduation Rate (Metric 1.8), Chronic Absenteeism (Metric 2.7) , English Learner Progress Indicator (Metric 1.8),

Suspension (Metric 2.1). Other metrics include Staff LCAP Survey Results, post -professional development, and post-workshop/training staff surveys.

- Based on the CAASPP ELA results, the 2023 data shows that 26.12% of all students met or exceeded the standard, compared to 27.88% in 2024, an increase of 1.76%. All student groups increased the percentage of students who met or exceeded the standard on the CAASPP ELA from 2023 to 2024, except for LTELs with a -0.4% decline and Homeless students with a decline of -3.77%.
- Based on the CAASPP Math results, the 2023 data shows that 13.89% of all students met or exceeded the standard, compared to 16.65% in 2024, an increase of 2.76%. All student groups increased the percentage of students who met or exceeded the standard on the CAASPP Math from 2023 to 2024, except for Homeless students with a decline of -1.14%.
- The Graduation rate for all students increased from 78.6% in 2023 to 85% in 2024, an increase of 6.4%.
- Dashboard Data shows a decline in the ELPI Indicator (which measures the percentage of English Learners making progress in acquiring the English Language) from 46% in 2023 to 42.8% in 2024, a decline of -3.2%.
- Chronic Absenteeism for "ALL" students decreased from 42.5% in 2023 to 36.9% in 2024, a decline of 5.6%.
- The Suspension rate for "ALL" students decreased from 3.9% in 2023 to 3.6% in 2024, a decline of 0.3%.

The increase in performance levels on these Dashboard Indicators, indicates that the actions in Goal 4 that support Professional Development, are effective in increasing student academic performance, lowering the Chronic Absenteeism and Suspension rates , and decreasing Chronic Absenteeism across the district.
With a 3.2% decline in the ELPI score from 2023 to 2024, there is room for improvement in this area. We will be calling on sites that participated in the RCOE English Learner Community of Practice during the 2024-25 school year, to share Best Instructional Practices for our English Learner population, with our other CVUSD schools. Due to budget constraints, we will not be attending CABE in the 25-26 school year, and will need to look at alternative ways to bring PD for EL instruction to our district.

The post PD survey data from October 2024 and March 2025 is positive, with teachers being satisfied with the PD, and the implementation data observed during walkthroughs is very high - with almost 100% of classroom having evidence of the PD being implemented in their classrooms. The LCAP Staff survey for certificated and classified staff shows a decline in the favorability of responses regarding professional development from 2024 to 2025. A closer look at the data will ben eeded to ensure that we are meeting the professional development needs of our staff.

October PD - Feedback Surveys immediately after the professional development to assess satisfaction, relevance, and perceived impact:

- Was your trainer/presenter knowledgeable about the topic presented? 100% of participants responded with a 4, on a scale of 1-4.
- Did the trainer/presenter communicate effectively? 100% of participants responded "yes"
- Overall, how satisfied were you with the professional development you received? The average response was 3.7 out of 4.
- How likely would you be implementing what you learned today? The average response was 3.8 out of 4.

Post - October PD - observations/ walkthroughs to assess changes in practices/ strategies and student engagement:

- 99.75% of CVUSD Classrooms have evidence of Learning Intentions and Success Criteria. 90% of the staff has been trained on Gradual Release. 923 recorded elementary classroom walkthroughs. 864 secondary classroom walkthroughs recorded.

March PD - participation rates to measure the percentage of teachers/classified staff who attend the professional development sessions:

- At the end of the March 2025 PD on Gradual Release, we had 90% of staff attend the training. Make-up trainings for those who missed are required by the end of the year

March PD - Feedback Surveys immediately after the professional development to assess satisfaction, relevance, and perceived impact:
- Did the trainer/presenter communicate effectively? 100% of participants responded "yes"
- Overall, how satisfied were you with the professional development you received? The average response was 3.7 out of 4.
- How likely would you be implementing what you learned today? The average response was 3.8 out of 4.

Post March PD Observations/walkthroughs:
- March 2025 PD: 99.75% of CVUSD Classrooms have evidence of Learning Intentions and Success Criteria with over 4,000 observation/walkthroughs having been recorded by March.

LCAP Survey - responses from Certificated Staff: 2024 2025 Difference
- I am provided the training and resources needed to do my job. 80% 74% -6%
- The professional learning offered by our SCHOOL is effective in enhancing my skills and knowledge for better performance in my job. 77% 74% -3%
- The professional learning offered by our DISTRICT is effective in enhancing my skills and knowledge for better performance in my job. 67% 61% -6%

LCAP Survey - responses from Classified Staff:
- Employees are aware of training opportunities and how it relates to employee success. 74% 69% -5%
- The professional learning offered by our site or dept is effective in enhancing my skills and knowledge for better performance in my job. 74% 62% -12%

4.1 - Implementation of Multi-Tiered System of Support - Professional Learning - Per Diem/Extra Services
Summer Training - August 2024

Summer and School Year Teacher/Coaches as Trainers = 50pp (Ex Services) - ESSER
Early indicators show the positive impact of our professional learning efforts:
- i-Ready Reading and Math scores increased by 10% from the beginning of the year to mid-year.
- Post-training surveys revealed:
- 3.8 out of 4: The average rating for trainer knowledge.
- 100%: Of participants agreed that trainers communicated effectively.
- 3.7 out of 4: The average rating for overall satisfaction with the training.
- 3.8 out of 4: The average rating for the likelihood of implementing what was learned.

These responses indicate that the training was well-received, and participants felt prepared to apply new strategies in their classrooms.

Transformational Model Training (Ex Services) - Title IV

Instructional Coaches Training (24-25) = 15 Days @ $74.66 (6 hrs/day) = 30pp (Ex Services) - 50% Title I, 50% Ed Effectiveness
Effectiveness of Professional Learning:

- 100% of Instructional coaches have completed training. Coaches have provided Demo lessons to 90% of staff members and implemented Co-Teaching with 35% of staff members.

LETRS for Early Learners (Ex Services) - Title I - not implemented

LETRS for Cohort 3,4 (Ex Services) - Title I

- Early indicators show the positive impact of our professional learning efforts:
- Increased 10% on i-Ready Reading from beginning of the year to mid-year. Increased 8% on ELPAC levels 3 and 4 in 24-25 from 23-24 school year.

Classified Employee Trainings - Summer (Ex Services) 289 Paras @ 39.26/hour, 77 GEIAs @ 33.55/hour - ESSER, Ed Effectiveness
Classified Employee Training Support for non instructional positions - Classified PD Grant

- Increased student academic achievement on i-Ready Reading and i-Ready Math. Classified staff that attended summer PD and 2 PD days during the year included Special Education paraeducators, and General Education Instructional Aides (GEIAs) in grades TK-1.

Instructional Leadership Teams (ILTs) 4 x per year, 8 Teachers per school - Elementary

- School site Leadership teams and Coaches participated in training throughout the 24-25 school year, to support teachers in the Instructional Framework, Gradual Release teaching, First Best Instruction, Thinking Maps, and a variety of topics aimed at increasing student learning and engagement.
- Effectiveness: Increased 10% on i-Ready Reading and increased 10% on i-Ready Math from beginning of the year to mid-year. Increased 8% on ELPAC levels 3 and 4 in 24-25 from 23-24 school year. Decreased Suspensions 15% in 24-25 from 23-24. Post professional development classroom walkthroughs showed that there was a 99.75% implementation rate of strategies and instructional practices that were the focus of professional development sessions.

Dual Language: - Provide training to teachers, sub coverage - LCFF

- Dual Language (DL) teachers continue to collaborate and receive ongoing training throughout the year with the DL Coordinator.
- Effectiveness: Increased 10% on i-Ready Reading and increased 10% on i-Ready Math from beginning of the year to mid-year. Increased 8% on ELPAC levels 3 and 4 in 24-25 from 23-24 school year. Decreased Suspensions 15% in 24-25 from 23-24.

Change in Metrics:
To more strategically measure progress on the effectiveness and impact of Action 4.1, the metrics have changed from the following in the 2024-25 LCAP :
Teachers successfully completing the induction program, Teacher Retention, Teaching Assignment Monitoring Outcomes (TAMO) Data from CDE. CA Dashboard Metrics: CAASPP ELA (Metric 1.1), and Math (Metric 1.2), Graduation Rate (Metric 1.8), Chronic Absenteeism, English Learner Progress Indicator (Metric 1.8), Suspension (Metric 2.1). Other metrics include Staff LCAP Survey Results, implementation walkthroughs post -professional development, and post-workshop/training staff surveys.

To the following in the 25-26 LCAP:
CA Dashboard Metrics: CAASPP ELA (Metric 1.1), and Math (Metric 1.3), Graduation Rate (Metric 1.8), Chronic Absenteeism (Metric 2.7), English Learner Progress Indicator (Metric 1.8), Suspension (Metric 2.1). Other metrics include Staff LCAP Survey Results, post - professional development, and post-workshop /training staff surveys.
(Metrics for teacher retention, induction program and TAMO (Teaching Assignment Monitoring Outcomes) were moved to Action 4.5)

4.2 - Implementation of Multi-Tiered System of Support - Professional Learning -Contract
CABE Professional Development for Parent Liaisons - not implemented

Family Engagement Symposium - LCFF - Partially Implemented
- All resources shared were shared with Parent Community Liaisons

Gary Soto Contract - Ed Effectiveness
- School site Leadership teams and Coaches participated in training throughout the 24-25 school year, to support teachers in the Instructional Framework, Gradual Release teaching, First Best Instruction, Thinking Maps, and a variety of topics aimed at increasing student learning and engagement.
- Increased 10% on i-Ready Reading and increased 10% on i-Ready Math from beginning of the year to mid-year. Increased 8% on ELPAC levels 3 and 4 in 24-25 from 23-24 school year. 99.75% of CVUSD Classrooms have evidence of Learning Intentions and Success Criteria with over 4,000 observation/walkthroughs having been recorded by March.

LETRS for Early Learners Contract Extension - Title I - not implemented
LETRS for Cohort 4 and Administrators - Contract - Title I - not implemented

LETRS for Cohort 4 - Contract -
- Both teachers and administrators were trained to apply these methods in the classroom to improve reading outcomes across the district. As of 2025, more than 160 educators have been trained or in Year 2 of training, including most Elementary Administrators.
- Increased 10% on i-Ready Reading and increased 10% on i-Ready Math from beginning of the year to mid-year. Increased 8% on ELPAC levels 3 and 4 in 24-25 from 23-24 school year.

UCI Math -
Effectiveness: Increased 10% on i-Ready on i-Ready Math from beginning of the year to mid-year.

Aeries Professional Development - not implemented

Thinking Maps
- Increased 10% on i-Ready Reading and increased 10% on i-Ready Math from beginning of the year to mid-year. Increased 8% on ELPAC levels 3 and 4 in 24-25 from 23-24 school year.

Title I Compliance Professional Development - Title I - effective in providing State and Federal personnel with updates on district and site plans, grant reporting requirements, budget guidelines, and compliance monitoring.

Restorative Practices training including Restorative Justice - not implemented

Change in Metrics:
To more strategically measure progress on the effectiveness and impact of Action 4.2, the metrics have changed from the following in the 2024-25 LCAP: Teachers successfully completing the induction program, Teacher Retention, Teaching Assignment Monitoring Outcomes (TAMO) Data from CDE. CA Dashboard Metrics: CAASPP ELA (Metric 1.1), and Math (Metric 1.2), Graduation Rate (Metric 1.8), Chronic Absenteeism, English Learner Progress Indicator (Metric 1.8), Suspension (Metric 2.1). Other metrics include Staff LCAP Survey Results, implementation walkthroughs post -professional development, and post-wor

To the following in the 25-26 LCAP:
CA Dashboard Metrics: CAASPP ELA (Metric 1.1), and Math (Metric 1.3), Graduation Rate (Metric 1.8), Chronic Absenteeism (Metric 2.7) , English Learner Progress Indicator (Metric 1.8), Suspension (Metric 2.1). Other metrics include Staff LCAP Survey Results, post - professional development, and post-workshop/training staff surveys.
(Metrics for teacher retention, induction program and TAMO (Teaching Assignment Monitoring Outcomes) were moved to Action 4.5)

4.3 - Implementation of Multi-Tiered System of Support - Professional Learning - Conferences
Pathways to Student Success (PTSS) Elementary - Professional Development - not effective due to non-implementation

VAPA (Secondary) - Professional Development - not effective due to non-implementation

AVID Summer Institute - Teachers and administrators who attended, were able to bring back ideas of AVID implementation and best practices to their sites, to increase the implementation of AVID strategies and organizational skills at their schools.

MTSS Conference For MTSS Team - After district administrators attended the MTSS Conference, teachers were provided professional development with a focus on the Instructional Framework, Gradual Release teaching, standards-based instruction, AVID strategies, and a variety of topics, aimed at increasing student learning and engagement.

CABE Contract - 5 days of Professional Development for teachers provided by CABE trainers - not effective due to non-implementation

Annual CAASFEP Conference, Annual "All Titles" Conference (Federal Funding Compliance) - attended by the Director and Coordinator of State and Federal Accountability. Topics covered at the conference include: Improving students outcomes through the LCAP and SPSA, Leading compliant, impactful English Learner programs, LCAP Development, current fiscal issues impacting school districts, federal program monitoring and more.

EL Department Professional Development - Related Expenses - not effective due to non-implementation

External professional development on EL strategies for certificated, classified and/or administration including literacy, math and MTSS coaches - not effective due to non-implementation

Migrant Department conferences and professional development - not implemented

4.4 - Implementation of Multi-Tiered System of Support - Professional Learning - Substitutes

- Subs for Dual Language Professional Development - this was minimally implemented and there difficult to measure effectiveness
- Subs for LETRS Professional Development - effective, 40 teachers were able to participate and complete 1 year of the 2 year LETRS professional development
- Subs for Transformational Model - this was not implemented

Change in Metrics:
To more strategically measure progress on the effectiveness and impact of Action 4.4, the metrics have changed from the following in the 2024-25 LCAP :
Teachers successfully completing the induction program, Teacher Retention, Teaching Assignment Monitoring Outcomes (TAMO) Data from CDE. CA Dashboard Metrics: CAASPP ELA (Metric 1.1), and Math (Metric 1.2), Graduation Rate (Metric 1.8), Chronic Absenteeism (Metric 2.7), English Learner Progress Indicator (Metric 1.8), Suspension (Metric 2.1). Other metrics include Staff LCAP Survey Results, implementation walkthroughs post -professional development, and post-workshop/training staff surveys.

To the following in the 25-26 LCAP:
CA Dashboard Metrics: CAASPP ELA (Metric 1.1), and Math (Metric 1.3), Graduation Rate (Metric 1.8), Chronic Absenteeism (Metric 2.7) , English Learner Progress Indicator (Metric 1.8), Suspension (Metric 2.1). Other metrics include Staff LCAP Survey Results, post - professional development, and post-workshop /training staff surveys.
(Metrics for teacher retention, induction program and TAMO (Teaching Assignment Monitoring Outcomes) were moved to Action 4.5)

4.5 - Implementation of Multi-Tiered System of Support - Professional Learning Salaries

- Induction Teachers on Special Assignment (BTSA) (5) - 4 induction coaches provided 1:1 support to mentees, guidance on the completion of the clear credential program
- MOU: Program Facilitation Fees for Agency's Enrolled Candidates in RCOE's Center for Teacher Innovation Program for 2024-25 school year - 55 teachers were enrolled in the induction program for 24-25
- Induction Support to attend Calif Teachers; Assoc, Avid Center and any other PD required - teachers attended the Good Teaching Conference and have worked with their Induction Coach to implement best practices in their classrooms.

Change in Metrics:
To more strategically measure progress on the effectiveness and impact of Action 4.5, the metrics have changed from the following in the 2024-25 LCAP :
Teachers successfully completed the induction program, Teacher Retention, Teaching Assignment Monitoring Outcomes (TAMO) Data from CDE. CA Dashboard Metrics: CAASPP ELA (Metric 1.1), and Math (Metric 1.3), Graduation Rate (Metric 1.8), Chronic Absenteeism (Metric 2.7), English Learner Progress Indicator (Metric 1.8), Suspension (Metric 2.1). Other metrics include Staff LCAP Survey Results, implementation walkthroughs post -professional development, and post-workshop/training staff surveys.

To the following in the 25-26 LCAP:
Teachers successfully completed the induction program, Teacher Retention, Teaching Assignment Monitoring Outcomes (TAMO) Data from CDE. CA Dashboard Metrics: CAASPP ELA (Metric 1.1), and Math (Metric 1.3), Graduation Rate (Metric 1.8), Other metrics include Staff LCAP Survey Results, post-professional development, and post-workshop/training staff surveys.

Metrics measuring the Effectiveness of Action 4.5:
Local Data:

Appropriately Assigned Teachers: the data below shows action 4.5 to be effective in increasing the percentage of teachers with a clear credential, and reducing mis-assignments, teachers with an Incomplete Credential, and teachers without credentials or a Mis-assignment. In addition to,as noted above, the Dashboard indicators have increased performance levels for ELA, Math and the Graduation Rate.

- Total Teaching FTE (Full time Equivalent Position) = 956
- Teachers with Clear Credential = 93.6% (895 positions) - an increase from 89.5% in 2022-23
- Intern Teachers Properly Assigned = 3% (29 positions) - a decrease from 2.2% in 2022-23
- Teachers without Credentials and Mis-assignments = 2.6% (25 positions) - a decrease from 5.1% in 2022-23
- Credentialed Teachers Assigned Out-of-Field** = 0.7% (7 positions) - an increase from 0.6% in 2022-23
- Incomplete = 0.0% (0 positions) - a decrease from 2.4% in 2022-23
- Unknown = 0.0% (0 positions) - a decrease from 0.2% in 2022-23
- N/A = 0.0% (0 positions) - no change from 2023-24

2023-24
Appropriately Assigned Teachers: Source: Local Data = 96.7%, compared to 92.9% in 2022-23

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.

4.1 - Implementation of Multi-Tiered System of Support - Professional Learning - Per Diem/Extra Services
Summer training for classified and certificated staff will not be offered in August 2025 due to budget constraints. The following expenditures in the 24- 25 LCAP will not continue in 25-26.

- Summer Training - August - 500pp and $350 stipend/8 days - $1,400,000 funded with ESSER in 2024
- Summer and School Year Teacher/Coaches as Trainers = 50pp (Ex Services) - $298,640 funded with ESSER in 2024
- Classified Employee Trainings - Summer (Ex Services) 289 Paras @ 39.26/hour, 77 GEIAs @ 33.55/hour - $379,203 funded with ESSER in 2024

Professional Development during the school year that will not continue in 25-26 dude to budget constraints:

- Instructional Coaches Training (24,25) = 15 Days @$74.66 (6 hrs/day) = 30pp - $214,927 funded with Educator Effectiveness & Title I
- LETRS for Early Learners (Ex Services) - $26,655 Title I

Instructional Leadership Teams (ILTs) - this PD and Leadership had a change in name to "District Leadership Academy" - Gary Soto training and will continue in 2025-26 for - 22 schools - 3 teachers from each school, for 3 days = $47,520

Change in Metrics:
To more strategically measure progress on the effectiveness and impact of Action 4.1, the metrics have changed from the following in the 2024-25 LCAP : Teachers successfully completing the induction program, Teacher Retention, Teaching Assignment Monitoring Outcomes (TAMO) Data from CDE. CA Dashboard Metrics: CAASPP ELA (Metric 1.1), and Math (Metric 1.2), Graduation Rate (Metric 1.8), Chronic Absenteeism, English Learner Progress Indicator (Metric 1.8), Suspension (Metric 2.1). Other metrics include Staff LCAP Survey Results, implementation walkthroughs post -professional development, and post-workshop/training staff surveys.

To the following in the 25-26 LCAP:
CA Dashboard Metrics: CAASPP ELA (Metric 1.1), and Math (Metric 1.3), Graduation Rate (Metric 1.8), Chronic Absenteeism (Metric 2.7) , English Learner Progress Indicator (Metric 1.8), Suspension (Metric 2.1). Other metrics include Staff LCAP Survey Results, post - professional development, and post-workshop/training staff surveys.
(The following has been moved to Action 4.5 only - Teachers successfully completing the induction program, Teacher Retention, Teaching Assignment Monitoring Outcomes (TAMO) Data from CDE.)

4.2 - Implementation of Multi-Tiered System of Support - Professional Learning -Contracts
The following will not be continuing in the 25-26 LCAP due to budget constraints and non-implementation in 24-25

- CABE PD for Parent Liaisons - $10,662
- LETRS for Early Learners (Contract Extension) $0 budgeted in 24-25
- LETRS for Administrators (Contract) - $30,920
- RCOE Literacy Skill Development and Coaching the Coaches Support (Contract) - $0 - not implemented
- SCHED (Contract) - $3,838

The following actions will have a reduction in the contract amount:

- AERIES Professional Development - reduction from $30,280 to $12,743
- Transformational: Restorative Justice - reduction from $127,944 to $88,748

Change in Metrics:
To more strategically measure progress on the effectiveness and impact of Action 4.2, the metrics have changed from the following in the 2024-25 LCAP : Teachers successfully completing the induction program, Teacher Retention, Teaching Assignment Monitoring Outcomes (TAMO) Data from CDE. CA Dashboard Metrics: CAASPP ELA (Metric 1.1), and Math (Metric 1.2), Graduation Rate (Metric 1.8), Chronic Absenteeism, English Learner Progress Indicator (Metric 1.8), Suspension (Metric 2.1). Other metrics include Staff LCAP Survey Results, implementation walkthroughs post -professional development, and post-workshop/training staff surveys.

To the following in the 25-26 LCAP:
CA Dashboard Metrics: CAASPP ELA (Metric 1.1), and Math (Metric 1.3), Graduation Rate (Metric 1.8), Chronic Absenteeism (Metric 2.7), English Learner Progress Indicator (Metric 1.8), Suspension (Metric 2.1). Other metrics include Staff LCAP Survey Results, post -

professional development, and post-workshop /training staff surveys.
(The following has been moved to Action 4.5 only - Teachers successfully completing the induction program, Teacher Retention, Teaching Assignment Monitoring Outcomes (TAMO) Data from CDE.)

4.3 - Implementation of Multi-Tiered System of Support - Professional Learning - Conferences
The following actions will not continue in the 25-26 LCAP:

- VAPA - Pathways to Student Success - Professional Development - $50,500 - discontinued as the Elementary VAPA program is being redesigned
- AVID Summer Institute and Contract Yearly Renewal - we will not attend the summer conference due to budget constraints and RCOE will fund the AVID contract for 25-26 $245,226
- MTSS Conference - will not be attended due to budget constraints - $159,930
- Counselor PD - including travel and conference - will not be attended due to budget constraints - $133,275
- CABE Contract - 5 days of Professional development for teachers provided by CABE trainers - $21,324
- "Professional Development: , Annual CAASFEP Conference , Annual All Titles Conference (Compliance) , SFP Department , RCOE Network Meetings (RCAN, NISO, LCAP Workshops)" - reduction from $127,944 to $88,748

No changes were made to the metrics on Action 4.3

4.4 - Implementation of Multi-Tiered System of Support - Professional Learning - Substitutes
The follow actions will continue in 25-26 with a reduction in budget:

- LETRS Professional Development (Subs) - reduction from $106,620 to $45,761
- Transformational Model (Subs) - reduction from $106,620 to $88,114

Changes in Metrics:
To more strategically measure progress on the effectiveness and impact of Action 4.4, the metrics have changed from the following in the 2024-25 LCAP : Teachers successfully completing the induction program, Teacher Retention, Teaching Assignment Monitoring Outcomes (TAMO) Data from CDE. CA Dashboard Metrics: CAASPP ELA (Metric 1.1), and Math (Metric 1.2), Graduation Rate (Metric 1.8), Chronic Absenteeism, English Learner Progress Indicator (Metric 1.8), Suspension (Metric 2.1). Other metrics include Staff LCAP Survey Results, implementation walkthroughs post -professional development, and post-workshop/training staff surveys

To the following in the 25-26 LCAP:
CA Dashboard Metrics: CAASPP ELA (Metric 1.1), and Math (Metric 1.3), Graduation Rate (Metric 1.8), Chronic Absenteeism (Metric 2.7) , English Learner Progress Indicator (Metric 1.8), Suspension (Metric 2.1). Other metrics include Staff LCAP Survey Results, post - professional development, and post-workshop /training staff surveys.
(The following has been moved to Action 4.5 only - Teachers successfully completing the induction program, Teacher Retention, Teaching Assignment Monitoring Outcomes (TAMO) Data from CDE.)

4.5 - Implementation of Multi-Tiered System of Support - Professional Learning Salaries
Change in Funding source:

MOU: Program Facilitation Fees for Agency's Enrolled Candidates in RCOE's Center for Teacher Innovation Program During the 25-26 School Year. $138,589 will move from Title II to LCFF S/C due to reduction in Title II allocation.

Changes in Metrics:
To more strategically measure progress on the effectiveness and impact of Action 4.5, the metrics have changed from the following in the 2024-25 LCAP : Teachers successfully completing the induction program, Teacher Retention, Teaching Assignment Monitoring Outcomes (TAMO) Data from CDE. CA Dashboard Metrics: CAASPP ELA (Metric 1.1), and Math (Metric 1.2), Graduation Rate (Metric 1.8), Chronic Absenteeism, English Learner Progress Indicator (Metric 1.8), Suspension (Metric 2.1). Other metrics include Staff LCAP Survey Results, implementation walkthroughs post -professional development, and post-workshop/training staff surveys

To the following in the 25-26 LCAP:
Teachers successfully completed the induction program, Teacher Retention, Teaching Assignment Monitoring Outcomes (TAMO) Data from CDE. CA Dashboard Metrics: CAASPP ELA (Metric 1.1), and Math (Metric 1.3), Graduation Rate (Metric 1.8), Other metrics include Staff LCAP Survey Results, post -professional development, and post-workshop/training staff surveys.

The following two actions/services that were in 4.5 in the 2024-25 LCAP were moved to Action 1.5 - which is where they were intended to be last year. Both actions will continue to be implemented in LCAP Action 1.5:

- RCOE Data Contract:

Contract supports data collection, formatting, and professional development of staff to meet college and career indicators.

- RCOE STEAM Contract:

All 15 elementary schools: RCOE staff trains teachers and administrators on inquiry, wonderwalls, coding, and vital behaviors associated with effective STEAM learning.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Implementation of Multi-Tiered System of Support - Professional Learning - Per Diem/Extra Services | Professional learning helps educators and staff analyze student achievement data during the school year to immediately identify learning problems, develop solutions, and promptly apply those solutions to address students' needs. This action is primarily focused on EL, FY, and SED student groups, however the resources dedicated to this action are also expected to improve outcomes for student groups, schools and/or student groups at schools that were at the lowest performance level (red) on the 2023 CA School Dashboard. | $7,879,990.89 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Student success is measured by increased attendance rates, growth in both literacy and math scores on local district assessments and the annual CAASPP and ELPAC assessments. Professional Development opportunities include, but not limited to: LETRS Science of Reading, Transformational Model, English Language Development, Student Discourse, Dual Language, Foundational Skills, and Small Groups.<br><br>• Transformational Model Trainings - extra services<br>• Dual Language (DL) Collaboration Sessions<br>• Classified Employee Training Support - non instructional positions<br>• District Leadership Academy - 3 times per year, 3 teachers per school<br>• Professional development on the use of integrated ELD in core content to target the needs of ELs and LTELs to improve outcomes for both student groups.<br>• Professional development for teachers, administrators, and other school-based personnel to build capacity to ensure the best first instruction which allows English learners access to core content instruction. | | |
| **4.2** | Implementation of Multi-Tiered System of Support - Professional Learning -Contracts | By utilizing expert partners and companies for Professional Learning opportunities, we will be providing training to teachers and staff with strategies for a Multi-Tiered System of Support (MTSS) Tier 1 Best First Instruction. All students will develop a deeper understanding of literacy and numeracy concepts, that will lead to improved foundational and problem-solving skills, and increased engagement. This action is primarily focused on EL, FY, and SED student groups, however the resources dedicated to this action are also expected to improve outcomes for student groups, schools and/or student groups at schools that were at the lowest performance level (red) on the 2023 and 2024 CA School Dashboard.<br><br>Student success is measured by increased attendance rates, growth in both literacy and math scores on local district assessments and the annual CAASPP and ELPAC assessments. Professional Development opportunities include, but not limited to: MTSS for Leadership, LETRS | $891,233.11 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Science of Reading, Literacy Development, UCI Math, AVID, STEAM, PUENTE, Cognitive Coaching, Transformational Model, English Language Development, Student Discourse, Dual Language, Foundational Skills, and Small Groups.<br><br>Contracts for Professional Development Include:<br>• Family Engagement Symposium<br>• GDS Consulting Contract<br>• LETRS for Cohort 5<br>• Contracts for Professional Development on English Learner Strategies<br>• UCI Math - Irvine Math Project<br>• Aeries Professional Development<br>• Thinking Maps<br>• Title I Compliance Professional Development<br>• Restorative Practices training including Restorative Justice | | |
| **4.3** | Implementation of Multi-Tiered System of Support - Professional Learning - Conferences | Student success is measured by increased attendance rates, growth in English Language Proficiency, and in both literacy and math scores on local district assessments and the annual CAASPP and ELPAC assessments. This action is primarily focused on EL, FY, and SED student groups, however the resources dedicated to this action are also expected to improve outcomes for student groups, schools and/or student groups at schools that were at the lowest performance level (red) on the 2023 and 2024 CA School Dashboard.<br>Conferences Include:<br><br>• VAPA (Secondary) - Professional Development<br>• Annual CAASFEP Conference, Annual "All Titles" Conference (Federal Funding Compliance)<br>• EL Staff Professional Development - Related Expenses<br>• External professional development on EL strategies for certificated, classified and/or administration including literacy, math and MTSS coaches<br>• Migrant Department conferences and professional development | $145,156.42 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **4.4** | Implementation of Multi-Tiered System of Support - Professional Learning - Substitutes | Substitutes are necessary for teachers to be released from the classroom to attend professional learning opportunities with minimal disruption to classroom learning. Professional Development opportunities include, but not limited to: LETRS Science of Reading, Transformational Model, English Language Development, Student Discourse, Dual Language, Foundational Skills, and Small Groups. Student success is measured by increased attendance rates, growth in both literacy and math scores on local district assessments and the annual CAASPP and ELPAC assessments.<br><br>This action is primarily focused on EL, FY, and SED student groups, however the resources dedicated to this action are also expected to improve outcomes for student groups, schools and/or student groups at schools that were at the lowest performance level (red) on the 2023 and 2024 CA School Dashboard.<br><br>Throughout the year, substitutes will be needed so classroom teachers can attend the following trainings:<br>• Dual Language Professional Development<br>• LETRS Professional Development<br>• Transformational Model<br>• Strategies for English Learners and Long Term English Learners - Integrated and Designated ELD | $165,355.88 | Yes |
| **4.5** | Implementation of Multi-Tiered System of Support - Professional Learning Salaries | Under district instructional leadership, they provide support to teachers in the development of an engaging classroom, working with students to maximize learning, and assist in implementing school programs and projects.<br><br>This action is primarily focused on EL, FY, and SED student groups, however the resources dedicated to this action are also expected to improve outcomes for student groups, schools and/or student groups at | $1,111,699.92 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| | | schools that were at the lowest performance level (red) on the 2023 and 2024 CA School Dashboard.<br><br>• Induction Teachers on Special Assignment (BTSA) (4)<br>• MOU: Program Facilitation Fees for Agency's Enrolled Candidates in RCOE's Center for Teacher Innovation Program for 2025-26 school year<br>• Induction Support to attend Calif Teachers; Assoc, Avid Center and any other PD required | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| **5** | La Familia Continuation High School will improve student outcomes as reported on the California School Dashboard utilizing a multi-tiered system of supports. This focused improvement will include:<br>• The graduation rate for all students, including Socioeconomically Disadvantaged (SED), English Learners, and Hispanic students will increase by 5% annually.<br>• College and Career Readiness will improve by a minimum of 2 percentage points annually as measured by the CCI for all students, including SED, English Learners, and Hispanic students.<br>• CAASPP ELA results will improve by a minimum of 5 points per year for all students, including SED, English Learners, and Hispanic students.<br>• CAASPP Math results will improve by a minimum of 5 points per year for all students, including SED, English Learners, and Hispanic students.<br><br>Based on the most recent TAMO (Teacher Assignment Monitoring Outcomes) Data, from 2022-23, 91.7% of La Familia High School's teachers held a clear credential, 7.4% of teachers were working out-of-field (in a subject area different from the credential they held), and 0.9% of teachers had an incomplete credential. In numbers of FTE (Full Time Equivalent) positions, 10.5 FTEs held a clear credential, 0.8 FTEs were working out-of-field, and 0.1 FTE had an incomplete credential.<br><br>To address staffing challenges and promote equitable access to quality education, the district will implement targeted support strategies for teachers working without credentials or out-of-credential area at La Familia High School, which has a high concentration of low-income students. These efforts are designed to improve teacher effectiveness, reduce turnover, and ensure that all students receive high-quality instruction.<br><br>Key actions will include:<br>• Targeted Professional Development<br>• Mentorship and Coaching: instructional coaching to provide real-time feedback and lesson modeling<br>• Induction Support: to address the needs of non-credentialed teachers, support will be provided to strengthen instructional readiness | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (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 state budget created an “Equity Multiplier” to support students with high level needs. Schoolsites with prior year non-stability rates greater than 25% and prior year socioeconomically disadvantaged pupil rates greater than 70% are eligible for LCFF Equity Multiplier funding.

The LCFF Equity Multiplier (EM) funding program began with the 2023–24 school year. Schools were eligible for Equity Multiplier funding based on their non-stability rate and percentage of socioeconomically disadvantaged students, as shown in the California Department of Education's (CDE's) Stability Rate Data Report. In addition to receiving LCFF Equity Multiplier funding from 2023-24, La Familia High School continues to be eligible for LCFF Equity Multiplier Funding based on the 2024-25 enrollment data.

2022-23
La Familia HS non-stability rate = 42.1%
La Familia HS socioeconomically disadvantaged rate = 97.8%

2023-24 LCFF Equity Multiplier Funding amount = $204,206

2023-24
La Familia HS non-stability rate = 62.04%
La Familia HS socioeconomically disadvantaged rate = 86.12%

2024-25 LCFF Equity Multiplier Funding amount = $331,485

The Equity Multiplier Focus Goal is based on the following student group data from the 2024 CA School Dashboard:-

Graduation Rate:
The following Student Groups had very low performance with a RED Indicator on the CA School Dashboard:
All Students: 54.8%
English Learners: 56.2%
Long Term English Learner: 55.2%
Hispanic Students: 54.9%
Socioeconomically Disadvantaged: 54.5%

College & Career Indicator
The following Student Groups had a VERY LOW performance (the lowest level):
All Students: 1.2% prepared
English Learner: 0.0% prepared
Long Term English Learner: 0.0%
Hispanic Students: 1.3% prepared
Socioeconomically Disadvantaged: 1.3% prepared

CAASPP ELA:
The following student groups did not have a performance color because data cannot displayed for privacy reasons (less than 30 students in the group):
All Students: -196.6 points from standard met, a decline of -71.9 points
English Learners: -201.4 points from standard met
Long Term English Learners: -199.5 points from standard met
Hispanic: -196.6 points from Standard Met, a decline of -71.9 points
Socioeconomically Disadvantaged: -201.2 points from Standard Met, , a decline of -83.6 points

CAASPP Math:
The following student groups did not have a performance color because data cannot displayed for privacy reasons (less than 30 students in the group):
All Students: -267.9 points from standard met, a decline of -53.1 points
English Learners: -273.1 points from standard met
Long Term English Learners: -285.5 points from standard met
Hispanic: -267.9 points from Standard Met a decline of -52.1 points
Socioeconomically Disadvantaged: -268.0 points from Standard Met, a decline of -50.2 points

The following educational partner groups were consulted to share and analyze local data and data from the 2023 and 2024 CA School Dashboard, and provide input on prioritizing students' needs and best actions/services to meet those needs.

- Participants: Parents, community members, teachers, principal, staff
- Topics discussed: Title I, Part A Schoolwide Program; School-level data analysis; School Plan for Student Achievement; Equity Multiplier funds and required LCAP goal, metrics, and actions

Areas of Need:
Graduation Rate: 54.8% (-0.8% from 2023)
College Career Indicator: 1.2% of students met prepared
English Language Arts: 0.0% of students met the grade level standard
Math: 1.19% of students met the grade level standard

Survey Results and Feedback from Educational Partners indicated:

At La Familia High School, strengths include supportive teachers, a strong sense of community, effective academic aid programs, early graduation opportunities, and beneficial extracurricular activities. However, areas for improvement include better food options, enhanced facility maintenance, improved restroom and transportation conditions, stricter discipline enforcement, more diverse course offerings, and increased space for growth and safety. Additional suggestions include expanded community service opportunities, more shade structures, and modernized school facilities to accommodate growing staff and student needs.

Students, parents, and staff were surveyed to determine how the LCFF Equity Multiplier funds should be utilized at La Familia High School. The survey responses identified the following needs:

1. Student Programs and Experiences:
Feedback suggests that students are looking for more engaging, relevant, and supportive educational experiences. There is a clear expectation for actions that directly address and enhance their learning environments and opportunities. There is a clear mandate to focus on student-centric programs and initiatives that directly impact their educational experiences. Students would like the school/district to prioritize developing and enhancing programs that support student engagement, well-being, and academic achievement.

2. Academic Programs:
Many respondents praised the academic support provided by the school, noting the ease of recovering credits and the effectiveness of tutoring programs. The dual enrollment courses, credit recovery options, and advisory periods are particularly appreciated by students. Some respondents suggested improvements, such as a greater variety of classes and more electives to meet diverse interests. While the academic support is strong, there's a desire for more comprehensive college and career readiness programs. The current offerings are seen as beneficial, but there's room for expanding and enhancing these programs further.

3. Staff and Teacher Support:
The general consensus among respondents is that the staff and teachers at La Familia High School are very supportive and engaged. Many students and parents express appreciation for the personalized attention and help provided by teachers. This supportive environment is seen as a key aspect of the school's strength, contributing to a positive learning atmosphere. The relationship between students and staff is frequently highlighted as a strong point. However.

4. Professional Support for Certificated Staff:
Certificated staff constituted the second-largest respondent group, highlighting the importance of professional development, adequate resources, and higher morale among teachers. Participants from this group expressed a need for more support to help them provide high-quality education, including ongoing training, access to resources, and recognition of their hard work and contributions.

5. Parental Engagement and Communication:
Parents, though a smaller group, emphasized the significance of open communication channels and active involvement in their children's education. Their feedback indicates a desire for greater transparency, better information flow from the school, and opportunities to be more involved in school-related activities and decisions.

6. Facilities:

Numerous respondents highlighted the need for improvements and modernized school facilities to accommodate growing staff and student needs at La Familia High School. The lack of essential facilities such as a gym or a multi-purpose room was also a concern. Specific issues included the need for additional restrooms, and the need for better water fountains. Suggestions also included installing more shade structures, especially in areas where students wait for buses, and improving the school's air conditioning systems. Overall, the current state of the facilities appears to be a significant area requiring attention and improvement.

7. School Culture: More school culture activities and clearer rules and expectations.

8. Student Support:
The school's small class sizes and one-to-one attention are positives.
Families would like more support for students, including transportation, more help in mathematics, and more motivation for students to attend classes.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 5.1 | Graduation Rate (Priority 5)<br>CA Dashboard<br><br>N/A indicates that data is not available for privacy reasons because the student group has less than 11 students | 2023 Graduation Rate:<br><br>All: 55.7%<br>EL: 54.8%<br>LTEL: N/A<br>HOM: N/A<br>FY: N/A<br>SED: 55.2%<br>SWD: N/A | 2024 Graduation Rate:<br><br>All: 54.8 %<br>EL: 56.2 %<br>LTEL: 55.2 %<br>HOM: N/A<br>FY: N/A<br>SED: 54.5 %<br>SWD: N/A | | Graduation Rate (Priority 5)<br>2026 CA Dashboard<br><br>All: 70.7%<br>EL: 63.8%<br>LTEL: N/A<br>HOM: N/A<br>FY: N/A<br>SED: 64.2%<br>SWD: N/A | Graduation Rate:<br><br>All: - 0.9%<br>EL: +1.4 %<br>LTEL: N/A<br>HOM: N/A<br>FY: N/A<br>SED: -0.7%<br>SWD: N/A |
| 5.2 | CAASPP ELA (Priority 4)<br>CA Dashboard<br><br>% of students that met or exceeded the standard | CAASPP ELA – 2023 CA School Dashboard:<br>% of students that met or exceeded the standard<br><br>All: 0% | CAASPP ELA – 2024 CA School Dashboard:<br>% of students that met or exceeded the standard | | CAASPP Math – 2026 CA School Dashboard:<br>% of students that met or exceeded the standard | CAASPP ELA – 2024 CA School Dashboard:<br>% of students that met or exceeded the standard |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | EL: N/A<br>LTEL: N/A<br>HOM: N/A<br>FY: N/A<br>SED: 0%<br>SWD: N/A | All: 0 %<br>EL: N/A<br>LTEL: N/A<br>HOM: N/A<br>FY: N/A<br>SED: 0 %<br>SWD: N/A | | All: 9%<br>EL: 9%<br>LTEL: 9%<br>HOM: 9%<br>FY: 9%<br>SED: 9% | All: 0 %<br>EL: N/A<br>LTEL: N/A<br>HOM: N/A<br>FY: N/A<br>SED: 0 %<br>SWD: N/A |
| 5.3 | CAASPP Math (Priority 4)<br>CA Dashboard<br><br>% of students that met or exceeded the standard | CAASPP Math – 2023 CA School Dashboard:<br>% of students that met or exceeded the standard<br><br>All: 0%<br>EL: N/A<br>LTEL: N/A<br>HOM: N/A<br>FY: N/A<br>SED: 0%<br>SWD: N/A | CAASPP Math – 2024 CA School Dashboard:<br>% of students that met or exceeded the standard<br><br>All: 1.19%<br>EL: N/A<br>LTEL: N/A<br>HOM: N/A<br>FY: N/A<br>SED: 1.28 %<br>SWD: N/A | | CAASPP Math – 2026 CA School Dashboard:<br>% of students that met or exceeded the standard<br><br>All: 9%<br>EL: 9%<br>LTEL: 9%<br>HOM: 9%<br>FY: 9%<br>SED: 9%<br>SWD: 9% | CAASPP Math – 2024 CA School Dashboard:<br>% of students that met or exceeded the standard<br><br>All: + 1.19%<br>EL: N/A<br>LTEL: N/A<br>HOM: N/A<br>FY: N/A<br>SED: + 1.28 %<br>SWD: N/A |
| 5.4 | Percentage of students completing CTE programs (Priority 8) | CTE Completion 2023 CA Dashboard – Additional Reports:<br><br>All: 8.5%<br>EL: 2.4%<br>LTEL: N/A<br>HOM: N/A<br>FY: N/A<br>SED: 8.6%<br>SWD: N/A | CTE Completion 2024 CA Dashboard – Additional Reports:<br><br>All: 8.4%<br>EL: 9.6%<br>LTEL: 10.4<br>HOM: N/A<br>FY: N/A<br>SED: 8.5%<br>SWD: 3.8 | | 2026 Percentage of students completing CTE programs (Priority 8)<br><br>All: 17.5%<br>EL: 11.4%<br>LTEL: N/A<br>HOM: N/A<br>FY: N/A<br>SED: 17.6%<br>SWD: N/A | CTE Completion 2024 CA Dashboard – Additional Reports:<br><br>All: -0.1%<br>EL: +7.2%<br>LTEL: N/A<br>HOM: N/A<br>FY: N/A<br>SED: - 0.1%<br>SWD: N/A |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | |
| 5.5 | College Career Indicator (CCI) (Priority 4) CA Dashboard | 2023 – CCI<br>CA Dashboard:<br><br>All: 0.9%<br>EL: 0%<br>LTEL: N/A<br>HOM: N/A<br>FY: N/A<br>SED: 1%<br>SWD: N/A | 2024 – CCI<br>CA Dashboard:<br><br>All: 1.2%<br>EL: 0.0%<br>LTEL: 0.0%<br>HOM: N/A<br>FY: N/A<br>SED: 1.3%<br>SWD: N/A | | College Career Indicator (CCI) (Priority 4) 2026 CA Dashboard<br><br>All: 10%<br>EL: 10%<br>LTEL: N/A<br>HOM: N/A<br>FY: N/A<br>SED: 10%<br>SWD: N/A | 2024 – CCI<br>CA Dashboard:<br><br>All: +0.3%<br>EL: 0.0%<br>LTEL: N/A<br>HOM: N/A<br>FY: N/A<br>SED: +0.3%<br>SWD: N/A |
| 5.6 | Attendance Rate (local measure) (Priority 5) | 2023-24 Attendance Rate<br><br>August 24, 2023 – March 1, 2024<br><br>A. Regular Program School Attendance rate: 88.72%<br>B. Special Education Program School Attendance rate: 92.43%<br>C. Overall Average Attendance Rate: 90.57% | 2024-25 Attendance Rate<br><br>August 19, 2024 – May 23, 2025<br><br>A. Regular Program School Attendance rate: 80.65%<br>B. Special Education Program School Attendance rate: 87.39%<br>C. Overall Average Attendance Rate: 84.02% | | 2026-27 Attendance Rate<br><br>August, 2026 – March 1, 2027<br><br>A. Regular Program School Attendance rate: 94.72%<br>B. Special Education Program School Attendance rate: 98.43%<br>C. Overall Average Attendance Rate: 96.57% | Year 1 Difference from Baseline:<br><br>August 19, 2024 – May 23, 2025<br><br>A. Regular Program School Attendance rate: -8.07%<br>B. Special Education Program School Attendance rate: -5.04%<br>C. Overall Average Attendance Rate: 6.55% |

# Goal Analysis [2024-25]

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.

Action 5.1 - Academic Intervention and Enrichment Program (AIEP):
Partially implemented
The school worked on an implementation plan that included:
* Finalizing and confirmed the transportation schedule with the transportation department - transportation was provided for students who participated in afterschool events and sports
* The purchase of a site vehicle to transport students for community service, internships, sports events, etc.. was approved by the board and was in the requisition and purchasing process.
* Purchasing sports uniforms for students
* Purchasing 3 tough sheds for storage for after school and sports equipment as classroom and storage space is limited at La Familia High school.
* Purchasing technology for the college and career center and intervention support. Two MacBook charging carts were purchased with approximately 30 Macbooks in each.
* Extra services/overtime was provided to staff for after school support of student programs, sports and parent/family engagement.
The Academic Intervention and Enrichment Program launched in March of 2025. It began with small groups of students utilizing the program but we saw increased levels of participation week to week and expect significant growth in the 2025-2026 school year.

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

Action 5.1 - Academic Intervention and Enrichment Program (AIEP):
In the debut year, the implementation process for the Academic Intervention and Enrichment Program (AIEP) faced hurdles related to transportation and the arrival of purchased materials. Expenditures did not occur as expected.

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

Action 5.1 - Academic Intervention and Enrichment Program (AIEP):
In the debut year, the implementation process faced hurdles related to transportation and the arrival of purchased materials. However, as the materials have been received, growth is expected for the 25-26 school year.

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

Action 5.1 - Academic Intervention and Enrichment Program (AIEP):

With increased LCFF Equity Multiplier funding, we are proposing the addition of a larger indoor meeting space (a double-sized portable) to create additional opportunities for larger group collaborations both during and after school.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **5.1** | Academic Intervention and Enrichment Program (AIEP) | Based on the Evidenced Based Community Schools Model - La Familia High School will implement an Academic Intervention and Enrichment program during and after school, for 32 weeks, 8 hours per week<br><br>The program will be facilitated with:<br>* Classified Staff Extra Services/Overtime<br>* Certificated Staff Extra Services<br>* Site vehicles (two 7-9 passenger vans) for field trips, sports games, and work-based learning experiences and after-school bussing for students wanting to participate in the program, or participate in a program in the community.<br>* Curricular materials, sports/club equipment, and Wellness center program needs<br>* Program administrative, clerical, and printing costs. Positive rewards for academic growth<br>achievements<br>*Increase learning space including extra portable(s) to provide access to a library and an MPR space.<br><br>Metrics:<br>* Increase CAASPP ELA and Math scores by 3% yearly.<br>* Increase Attendance rate 3% per year.<br>* Decrease Chronic Absenteeism 3% per year.<br>* Decrease Suspension Rate 1% per year.<br>* Increase SEL Survey 3% per year | $331,485.00 | No |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $74,137,163 | $9,850,149 |

**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 |
|---|---|---|---|
| 44.212% | 0.000% | $0.00 | 44.212% |

**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:**<br>Implementation of Multi-tiered System of Instructional Supports<br><br>**Need:**<br>CAASPP test data from 2023 shows 26.12% of students met or exceeded ELA standards, while 13.89% met or exceeded the standards in Math. CAASPP test data from 2024 shows 27.18% (increase of 1.6%) of students met or exceeded ELA standards, while 13.89% | Implementation of this action, with data driven instruction, will provide staff the time and tools needed to determine areas of needs for EL, LTEL, Foster, and Low Income students, and plan how best to support students. Instructional supports were primarily selected to provide unduplicated students with essential tools and greater access to high-quality Tier 1 leadership, instruction, and support. As the implementation of these instructional supports will also benefit all student groups and allow for consistent districtwide | CAASPP ELA and Math (Metric 1.1 - 1.4), Graduation Rate (Metric 1.8), Local progress monitoring assessments in ELA and Math |

| 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 |
|---|---|---|---|
| | (increase of 2.76%) met or exceeded the standards in Math.<br><br>Additionally, on the 2023 CA School Dashboard, the performance levels for Graduation Rate (78.6%) and Math are very low (Red) (-110 points below Standard Met) and the performance level for English Language Arts is low (Orange) (-68.6 points below Standard Met).<br><br>On the 2024 CA School Dashboard, the performance levels for Graduation Rate increased of 6.4% to 8.5% (Green). However, the performance level for Math (-101.5 points below Standard Met) is Low (Orange) with 86.11% of students not meeting the standard, and the performance level for English Language Arts at -61.7 points below standard met (Orange) has 73.88% of students not meeting the standard.<br><br>Both the 2023 and 2024 CA School Dashboard scores indicate a continuing need to support students in English Language Arts & Mathematics performance across all grade levels in the district.<br><br>CVUSD was identified for Differentiated Assistance for the EL and SED student groups for low performance in English Language Arts, and for the EL, FY and SED students groups for low performance on the Math Indicator, based on the results of the Fall 2023 Dashboard. CVUSD was also identified for Differentiated Assistance for the EL student | practices, the instructional supports will be implemented districtwide.<br><br>Student Demographics:<br>English Learners: 40.2%<br>Foster Youth: 0.75%<br>Socioeconomically Disadvantaged: 93.3% | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | group's low performance level on the CCI Indicator, and the EL and SED student groups' low performance level (Red) on the Graduation Rate Indicator.<br><br>Based on the 2024 Dashboard, CVUSD was identified for Differentiated Assistance (DA) based on the outcomes for one student group, the Long Term English Learner (LTEL) student group. LTELs met the criteria for DA in Math (Red) and ELA (Orange). The Foster Youth (FY) Student group was performing at the lowest level (RED) in English Language Arts and Math.<br><br>This action is primarily focused on SED, EL, LTEL, and FY students, however the resources dedicated to this action are also expected to improve outcomes for district and school level student groups scoring in the Red performance level on ELA and Mathematics will be served via this action, therefore assisting in improving Academic Indicator outcomes for all school-based student groups.<br><br>Unduplicated student groups that received the lowest performance level on one or more state indicators on the 2023 Dashboard, leading to CVUSD being identified for Technical Assistance:<br>EL: CAASPP ELA & Math, CCI, Graduation Rate<br>FY: CAASPP Math<br>SED: CAASPP ELA & Math Graduation Rate<br><br>2024 - Differentiated Assistant Based on: | | |

| 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 |
|---|---|---|---|
| | LTEL: Math (Red), ELA (Orange)<br><br>2023 Dashboard 2024 Dashboard<br>CAASPP ELA:<br>EL: 9.21% (Red) 9.55% (Orange)<br>LTEL: n/a 3.58% (Orange)<br>FY: 33.33% (Orange) 21.43% (Red)<br>SED: 24.91% (Red) 26.56% (Yellow)<br><br>CAASPP Math:<br>EL: 5.94% (Red) 7.49% (Orange)<br>LTEL: n/a 0.99% (Red)<br>FY: 17.65% (Red) 10.71% (Red)<br>SED: 12.96% (Red) 15.19% (Orange)<br><br>Graduation Rate:<br>2023 2024<br>EL: 68.2% (Red) 77.2% (Yellow)<br>FY: *not available 81.3% (no color)<br>SED: 78.3% (Red) 84.8% (Green)<br><br>CCI - CA Dashboard:<br>2023 2024<br>EL: 6.8% (Very Low) 12.6% (Yellow)<br>FY: not available 12.5% (no color)<br>SED: 27.0% (Low) 34.8% (Yellow)<br><br>**Scope:**<br>LEA-wide | | |
| **1.2** | **Action:**<br>Supplemental Supports to Strengthen the Instructional Core<br><br>**Need:** | Implementation of this action, with data driven instruction, will provide staff the time and tools needed to determine areas of needs for EL, Foster, and Low Income students, and plan how best to support students. By providing instructional | CAASPP ELA and Math (Metric 1.1 - 1.4), Graduation Rate (Metric 1.8), Local progress |

| 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 |
|---|---|---|---|
| | CAASPP test data from 2023 shows 26.12% of students met or exceeded ELA standards, while 13.89% met or exceeded the standards in Math. CAASPP test data from 2024 shows 27.18% (increase of 1.6%) of students met or exceeded ELA standards, while 13.89% (increase of 2.76%) met or exceeded the standards in Math.<br><br>Additionally, on the 2023 CA School Dashboard, the performance levels for Graduation Rate (78.6%) and Math are very low (Red) (-110 points below Standard Met) and the performance level for English Language Arts is low (Orange) (-68.6 points below Standard Met).<br><br>On the 2024 CA School Dashboard, the performance levels for Graduation Rate increased of 6.4% to 8.5% (Green). However, the performance level for Math (-101.5 points below Standard Met) is Low (Orange) with 86.11% of students not meeting the standard, and the performance level for English Language Arts at -61.7 points below standard met (Orange) has 73.88% of students not meeting the standard.<br><br>Both the 2023 and 2024 CA School Dashboard scores indicate a continuing need to support students in English Language Arts & Mathematics performance across all grade levels in the district.<br><br>CVUSD was identified for Differentiated Assistance for the EL and SED student groups | supports primarily directed to meet the needs of our EL, FY, and SED students district wide, CVUSD will also support other student groups such as Native American, Homeless, and Hispanic students who are struggling.<br><br>While this action is primarily focused on SED, EL, LTEL, and FY students, the resources dedicated to this action are also expected to improve outcomes for AI, HOM, SWD and HIS student groups across the district. District and school level student groups scoring in the Red performance level in ELA, Mathematics, Graduation Rate and CCI will be served via this action. | monitoring assessments in ELA and Math |

| 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 |
|---|---|---|---|
| | for low performance in English Language Arts, and for the EL, FY and SED students groups for low performance on the Math Indicator, based on the results of the Fall 2023 Dashboard. CVUSD was also identified for Differentiated Assistance for the EL student group's low performance level on the CCI Indicator, and the EL and SED student groups' low performance level (Red) on the Graduation Rate Indicator.<br><br>Based on the 2024 Dashboard, CVUSD was identified for Differentiated Assistance (DA) based on the outcomes for one student group, the Long Term English Learner (LTEL) student group. LTELs met the criteria for DA in Math (Red) and ELA (Orange). The Foster Youth (FY) Student group was performing at the lowest level (RED) in English Language Arts and Math.<br><br>This action is primarily focused on SED, EL, LTEL, and FY students, however the resources dedicated to this action are also expected to improve outcomes for district and school level student groups scoring in the Red performance level on ELA and Mathematics will be served via this action, therefore assisting in improving Academic Indicator outcomes for all school-based student groups.<br><br>Unduplicated student groups that received the lowest performance level on one or more state indicators on the 2023 Dashboard, leading to CVUSD being identified for Technical Assistance: | | |

| 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 |
|---|---|---|---|
| | EL: CAASPP ELA & Math, CCI, Graduation Rate<br>FY: CAASPP Math<br>SED: CAASPP ELA & Math Graduation Rate<br><br>2024 - Differentiated Assistant Based on:<br>LTEL: Math (Red), ELA (Orange)<br><br>2023 Dashboard 2024 Dashboard<br>CAASPP ELA:<br>EL: 9.21% (Red) 9.55% (Orange)<br>LTEL: n/a 3.58% (Orange)<br>FY: 33.33% (Orange) 21.43% (Red)<br>SED: 24.91% (Red) 26.56% (Yellow)<br><br>CAASPP Math:<br>EL: 5.94% (Red) 7.49% (Orange)<br>LTEL: n/a 0.99% (Red)<br>FY: 17.65% (Red) 10.71% (Red)<br>SED: 12.96% (Red) 15.19% (Orange)<br><br>Graduation Rate:<br>2023 2024<br>EL: 68.2% (Red) 77.2% (Yellow)<br>FY: *not available 81.3% (no color)<br>SED: 78.3% (Red) 84.8% (Green)<br><br>CCI - CA Dashboard:<br>2023 2024<br>EL: 6.8% (Very Low) 12.6% (Yellow)<br>FY: not available 12.5% (no color)<br>SED: 27.0% (Low) 34.8% (Yellow)<br><br>Student Demographics:<br>English Learners: 40.2%<br>Foster Youth: 0.75% | | |

| 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 |
|---|---|---|---|
| | Socioeconomically Disadvantaged: 93.3%<br><br>**Scope:**<br>LEA-wide | | |
| **1.3** | **Action:**<br>Academic enhancements and supplemental programs<br><br>Staff supported with LCFF S/C funds in this action include:<br>• La Familia high school principal, teachers, custodian, and office staff<br><br>Teacher at West Shores High School<br><br>**Need:**<br>CAASPP test data from 2023 shows 26.12% of students met or exceeded ELA standards, while 13.89% met or exceeded the standards in Math. CAASPP test data from 2024 shows 27.18% (increase of 1.6%) of students met or exceeded ELA standards, while 13.89% (increase of 2.76%) met or exceeded the standards in Math.<br><br>Additionally, on the 2023 CA School Dashboard, the performance levels for Graduation Rate (78.6%) and Math are very low (Red) (-110 points below Standard Met) and the performance level for English Language Arts is low (Orange) (-68.6 points below Standard Met). | Enhancements within and outside the school day encompass a wide range of subjects, interests, hobbies, and pursuits, which complement and enhance the overall educational experience for students.<br><br>While this action is primarily focused on SED, EL, LTEL and FY students, the resources dedicated to this action are also expected to improve outcomes for AI, HOM, SWD and HIS student groups across the district. District and school level student groups scoring in the Red performance level in ELA, Mathematics, Graduation Rate and CCI will be served via this action. | CAASPP ELA and Math (Metric 1.1 - 1.4), Graduation Rate (Metric 1.8), College/Career Indicator (Metric 1.11), Local progress monitoring assessments in ELA and Math |

| 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 |
|---|---|---|---|
| | On the 2024 CA School Dashboard, the performance levels for Graduation Rate increased of 6.4% to 8.5% (Green). However, the performance level for Math (-101.5 points below Standard Met) is Low (Orange) with 86.11% of students not meeting the standard, and the performance level for English Language Arts at -61.7 points below standard met (Orange) has 73.88% of students not meeting the standard.<br><br>Both the 2023 and 2024 CA School Dashboard scores indicate a continuing need to support students in English Language Arts & Mathematics performance across all grade levels in the district.<br><br>CVUSD was identified for Differentiated Assistance for the EL and SED student groups for low performance in English Language Arts, and for the EL, FY and SED students groups for low performance on the Math Indicator, based on the results of the Fall 2023 Dashboard. CVUSD was also identified for Differentiated Assistance for the EL student group's low performance level on the CCI Indicator, and the EL and SED student groups' low performance level (Red) on the Graduation Rate Indicator.<br><br>Based on the 2024 Dashboard, CVUSD was identified for Differentiated Assistance (DA) based on the outcomes for one student group, the Long Term English Learner (LTEL) student group. LTELs met the criteria for DA in Math (Red) nad ELA (Orange). The Foster Youth | | |

| 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 |
|---|---|---|---|
| | (FY) Student group was performing at the lowest level (RED) in English Language Arts and Math.<br><br>This action is primarily focused on SED, EL, LTEL, and FY students, however the resources dedicated to this action are also expected to improve outcomes for district and school level student groups scoring in the Red performance level on ELA and Mathematics will be served via this action, therefore assisting in improving Academic Indicator outcomes for all school-based student groups.<br><br>Unduplicated student groups that received the lowest performance level on one or more state indicators on the 2023 Dashboard, leading to CVUSD being identified for Technical Assistance:<br>EL: CAASPP ELA & Math, CCI, Graduation Rate<br>FY: CAASPP Math<br>SED: CAASPP ELA & Math Graduation Rate<br><br>2024 - Differentiated Assistant Based on:<br>LTEL: Math (Red), ELA (Orange)<br><br>2023 Dashboard 2024 Dashboard<br>CAASPP ELA:<br>EL: 9.21% (Red) 9.55% (Orange)<br>LTEL: n/a 3.58% (Orange)<br>FY: 33.33% (Orange) 21.43% (Red)<br>SED: 24.91% (Red) 26.56% (Yellow)<br><br>CAASPP Math:<br>EL: 5.94% (Red) 7.49% (Orange) | | |

| 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 |
|---|---|---|---|
| | LTEL: n/a 0.99% (Red)<br>FY: 17.65% (Red) 10.71% (Red)<br>SED: 12.96% (Red) 15.19% (Orange)<br><br>Graduation Rate:<br>2023 2024<br>EL: 68.2% (Red) 77.2% (Yellow)<br>FY: *not available 81.3% (no color)<br>SED: 78.3% (Red) 84.8% (Green)<br><br>CCI - CA Dashboard:<br>2023 2024<br>EL: 6.8% (Very Low) 12.6% (Yellow)<br>FY: not available 12.5% (no color)<br>SED: 27.0% (Low) 34.8% (Yellow)<br><br>Student Demographics:<br>English Learners: 40.2%<br>Foster Youth: 0.75%<br>Socioeconomically Disadvantaged: 93.3%<br><br>**Scope:**<br>LEA-wide | | |
| **1.4** | **Action:**<br>Highly Qualified Educational Staff<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Curriculum Resource Technician (1)<br>• Instructional Media Assistants (22)<br>• MTSS Data Coaching Coordinators (2)<br>• MTSS Director of Elementary<br>• Data Assessment Specialists (2) | MTSS is inclusive of high-quality differentiated instruction, integrated data systems, and academic support. Implementation of action 1.4 includes a support structure for each of 3 school families, with the support of a MTSS Academic Director, a MTSS Coordinator of Data Coaching, a MTSS Data Specialist, a Reading and Math Instructional Coach at each elementary school, and a MTSS Coach at each middle and high school. The MTSS teams will support data driven instruction, and will provide staff the time and tools needed to | CAASPP ELA and Math (Metric 1.1 - 1.4), Graduation Rate (Metric 1.8), College/Career Indicator (Metric 1.11), Local progress monitoring assessments in ELA and Math |

| 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 |
|---|---|---|---|
| | • Ethnic Studies Teachers (10)<br>• High School Assistant Principals (10)<br>• Secondary Counselors (12)<br>• Athletic Directors (3)<br>• Activities Directors (3)<br>• Aquatic Instructors (2)<br>• Lifeguards (2)<br>• Elementary Assistant Principals (11)<br>• Literacy Coaches (15<br>• Elementary Teachers (9)<br>• Secondary Teachers (14)<br>• TK General Ed Instructional Aides (GEIAs)<br><br>**Need:**<br>Based on LCAP Survey Data, families indicated a need for teachers to engage with their students to motivate and challenge them. Students also indicated on the LCAP Survey that they would like a quality education. Also, the LCAP Family Survey data, shows that families expressed the need for quality teachers and the hiring of regular teaching staff.<br><br>Challenges continue to exist in hiring qualified and effective science, mathematics, and special education teachers. This presents an ongoing need to retain effective teachers within the district, and support early career teachers in becoming effective teachers,<br><br>CAASPP test data from 2023 shows 26.12% of students met or exceeded ELA standards, while 13.89% met or exceeded the standards | determine areas of need and support for EL, Foster, and Low Income students.<br><br>Also, the District will continue to provide additional site-level staffing above and beyond the base-funded instructional staffing to provide targeted instruction and reduce class sizes. To provide students with first-best, targeted instruction, the District continually strives to hire and retain highly qualified teachers by offering various stipends and competitive salaries.<br><br>This action will meet the needs of our EL, LTEL, FY and SED students and will be implemented district-wide as all student groups will benefit from a highly qualified Educational Staff, including the AI, HOM, HIS and SWD student groups. | |

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| | in Math. CAASPP test data from 2024 shows 27.18% (increase of 1.6%) of students met or exceeded ELA standards, while 13.89% (increase of 2.76%) met or exceeded the standards in Math.<br><br>Additionally, on the 2023 CA School Dashboard, the performance levels for Graduation Rate (78.6%) and Math are very low (Red) (-110 points below Standard Met) and the performance level for English Language Arts is low (Orange) (-68.6 points below Standard Met).<br><br>On the 2024 CA School Dashboard, the performance levels for Graduation Rate increased of 6.4% to 8.5% (Green). However, the performance level for Math (-101.5 points below Standard Met) is Low (Orange) with 86.11% of students not meeting the standard, and the performance level for English Language Arts at -61.7 points below standard met (Orange) has 73.88% of students not meeting the standard.<br><br>Both the 2023 and 2024 CA School Dashboard scores indicate a continuing need to support students in English Language Arts & Mathematics performance across all grade levels in the district.<br><br>CVUSD was identified for Differentiated Assistance for the EL and SED student groups for low performance in English Language Arts, and for the EL, FY and SED students groups for low performance on the Math Indicator, | | |

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| | based on the results of the Fall 2023 Dashboard. CVUSD was also identified for Differentiated Assistance for the EL student group's low performance level on the CCI Indicator, and the EL and SED student groups' low performance level (Red) on the Graduation Rate Indicator.<br><br>Based on the 2024 Dashboard, CVUSD was identified for Differentiated Assistance (DA) based on the outcomes for one student group, the Long Term English Learner (LTEL) student group. LTELs met the criteria for DA in Math (Red) and ELA (Orange). The Foster Youth (FY) Student group was performing at the lowest level (RED) in English Language Arts and Math.<br><br>This action is primarily focused on SED, EL, LTEL, and FY students, however the resources dedicated to this action are also expected to improve outcomes for district and school level student groups scoring in the Red performance level on ELA and Mathematics will be served via this action, therefore assisting in improving Academic Indicator outcomes for all school-based student groups.<br><br>Unduplicated student groups that received the lowest performance level on one or more state indicators on the 2023 Dashboard, leading to CVUSD being identified for Technical Assistance:<br>EL: CAASPP ELA & Math, CCI, Graduation Rate<br>FY: CAASPP Math | | |

| 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 |
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| | SED: CAASPP ELA & Math Graduation Rate<br><br>2024 - Differentiated Assistant Based on:<br>LTEL: Math<br><br>2023 Dashboard 2024 Dashboard<br>CAASPP ELA:<br>EL: 9.21% (Red) 9.55% (Orange)<br>LTEL: n/a 3.58% (Orange)<br>FY: 33.33% (Orange) 21.43% (Red)<br>SED: 24.91% (Red) 26.56% (Yellow)<br><br>CAASPP Math:<br>EL: 5.94% (Red) 7.49% (Orange)<br>LTEL: n/a 0.99% (Red)<br>FY: 17.65% (Red) 10.71% (Red)<br>SED: 12.96% (Red) 15.19% (Orange)<br><br>Graduation Rate:<br>2023 2024<br>EL: 68.2% (Red) 77.2% (Yellow)<br>FY: *not available 81.3% (no color)<br>SED: 78.3% (Red) 84.8% (Green)<br><br>CCI - CA Dashboard:<br>2023 2024<br>EL: 6.8% (Very Low) 12.6% (Yellow)<br>FY: not available 12.5% (no color)<br>SED: 27.0% (Low) 34.8% (Yellow)<br><br>Student Demographics:<br>English Learners: 40.2%<br>Foster Youth: 0.75%<br>Socioeconomically Disadvantaged: 93.3% | | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | **Scope:**<br>LEA-wide | | |
| **1.5** | **Action:**<br>College and Career Readiness<br><br>Staff supported with LCFF S/C funds in this action include:<br>College and Career Administrative Specialists (3)<br>• High School & Middle CTE Teacher Salaries (28)<br>• CTE Admin Assistants (2)<br>• CTE Farm Manager<br>• Coordinator of CTE<br>• Coordinator of College & Career<br>• Coordinator of Secondary Counselors<br><br>**Need:**<br>CAASPP test data from 2023 shows 26.12% of students met or exceeded ELA standards, while 13.89% met or exceeded the standards in Math. CAASPP test data from 2024 shows 27.18% (increase of 1.6%) of students met or exceeded ELA standards, while 13.89% (increase of 2.76%) met or exceeded the standards in Math.<br><br>Additionally, on the 2023 CA School Dashboard, the performance levels for Graduation Rate (78.6%) and Math are very low (Red) (-110 points below Standard Met) and the performance level for English Language Arts is low (Orange) (-68.6 points below Standard Met). | CVUSD will continue to provide a robust college/career readiness program. Students are engaged in programs and services ranging from CTE Programs and Pathways, PUENTE, AVID Student Leadership, College and Career Centers, VAPA, and more. MTSS is inclusive of high-quality differentiated instruction, integrated data systems, and academic support. All these components will provide students with access to core curriculum, data driven instruction, and progress monitoring.<br><br>Students also have access and are encouraged to participate in CTE Programs and Pathways, AP Courses, Dual Enrollment, Summer School, AVID Leadership, PUENTE, College Readiness Testing, University Visits, Dual Language coursework and more.<br><br>While this action is primarily focused on SED, EL, LTEL, and FY students, the resources dedicated to this action are also expected to improve outcomes for AI, HOM, SWD and HIS student groups across the district. District and school level student groups scoring in the Red performance level in ELA, Mathematics, Graduation Rate and CCI will be served via this action. | CAASPP ELA and Math (Metrics 1.1-1.4), Graduation Rate (Metric 1.8), A-G Completion Rate (Metric 1.10), College & Career Indicator (Metric 1.11), CTE Completion Rate (Metric 1.13), AP Passing Rate (Metric 1.15), Dual Enrollment (Metric 1.18) |

| 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 |
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| | On the 2024 CA School Dashboard, the performance levels for Graduation Rate increased of 6.4% to 8.5% (Green). However, the performance level for Math (-101.5 points below Standard Met) is Low (Orange) with 86.11% of students not meeting the standard, and the performance level for English Language Arts at -61.7 points below standard met (Orange) has 73.88% of students not meeting the standard.<br><br>Both the 2023 and 2024 CA School Dashboard scores indicate a continuing need to support students in English Language Arts & Mathematics performance across all grade levels in the district.<br><br>CVUSD was identified for Differentiated Assistance for the EL and SED student groups for low performance in English Language Arts, and for the EL, FY and SED students groups for low performance on the Math Indicator, based on the results of the Fall 2023 Dashboard. CVUSD was also identified for Differentiated Assistance for the EL student group's low performance level on the CCI Indicator, and the EL and SED student groups' low performance level (Red) on the Graduation Rate Indicator.<br><br>Based on the 2024 Dashboard, CVUSD was identified for Differentiated Assistance (DA) based on the outcomes for one student group, the Long Term English Learner (LTEL) student group. LTELs met the criteria for DA in Math | | |

| 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 |
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| | (Red) and ELA (Orange). The Foster Youth (FY) Student group was performing at the lowest level (RED) in English Language Arts and Math.<br><br>This action is primarily focused on SED, EL, LTEL, and FY students, however the resources dedicated to this action are also expected to improve outcomes for district and school level student groups scoring in the Red performance level on ELA and Mathematics will be served via this action, therefore assisting in improving Academic Indicator outcomes for all school-based student groups.<br><br>Unduplicated student groups that received the lowest performance level on one or more state indicators on the 2023 Dashboard, leading to CVUSD being identified for Technical Assistance:<br>EL: CAASPP ELA & Math, CCI, Graduation Rate<br>FY: CAASPP Math<br>SED: CAASPP ELA & Math Graduation Rate<br><br>2024 - Differentiated Assistant Based on:<br>LTEL: Math (Red), ELA (Orange)<br><br>2023 Dashboard 2024 Dashboard<br>CAASPP ELA:<br>EL: 9.21% (Red) 9.55% (Orange)<br>LTEL: n/a 3.58% (Orange)<br>FY: 33.33% (Orange) 21.43% (Red)<br>SED: 24.91% (Red) 26.56% (Yellow)<br><br>CAASPP Math: | | |

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| | EL: 5.94% (Red) 7.49% (Orange)<br>LTEL: n/a 0.99% (Red)<br>FY: 17.65% (Red) 10.71% (Red)<br>SED: 12.96% (Red) 15.19% (Orange)<br><br>Graduation Rate:<br>2023 2024<br>EL: 68.2% (Red) 77.2% (Yellow)<br>FY: *not available 81.3% (no color)<br>SED: 78.3% (Red) 84.8% (Green)<br><br>CCI - CA Dashboard:<br>2023 2024<br>EL: 6.8% (Very Low) 12.6% (Yellow)<br>FY: not available 12.5% (no color)<br>SED: 27.0% (Low) 34.8% (Yellow)<br><br>Student Demographics:<br>English Learners: 40.2%<br>Foster Youth: 0.75%<br>Socioeconomically Disadvantaged: 93.3%<br><br>**Scope:**<br>LEA-wide | | |
| **1.6** | **Action:**<br>Multilingual & Multicultural Education<br><br>Staff supported with LCFF S/C funds in this action include:<br><br>• Site EL Support Assistants (ELSA) (21)<br>• Migrant Coordinator (1)<br>• EL Coordinator (1) | The data points in the Identified Need section will be addressed with:<br>* Migrant support - after school and during the summer<br>* Migrant Coordinator - allows for Migrant students to receive additional guidance in academics, supplemental programs and preparation for reclassification.<br>* Migrant Outreach teachers (2) providing 1 on one 1 support for MIgrant students | CAASPP ELA and Math (Metrics 1.1-1.4), English Learner Progress Indicator (ELPI) (Metric 1.5) ELPAC (Metric 1.6), Reclassification Rate (Metric 1.7), Graduation Rate (Metric 1.8), College & Career Indicator (Metric 1.11), Percent of Students |

| 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 |
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| | • Dual Language Coordinator (1)<br><br>**Need:**<br>STUDENT GROUPS within CVUSD that received the lowest performance level on one or more state indicators on the 2023 Dashboard:<br><br>The EL and LTEL student groups performed significantly lower on state and local assessments than the “all students”group.<br><br>Based on the 2024 Dashboard, CVUSD was identified for Differentiated Assistance (DA) based on the outcomes for one student group, the Long Term English Learner (LTEL) student group. LTELs met the criteria for DA in Math (Red) and ELA (Orange). The Foster Youth (FY) Student group was performing at the lowest level (RED) in English Language Arts and Math.<br><br>This action is primarily focused on SED, EL, LTEL, and FY students, however the resources dedicated to this action are also expected to improve outcomes for district and school level student groups scoring in the Red performance level on ELA and Mathematics will be served via this action, therefore assisting in improving Academic Indicator outcomes for all school-based student groups.<br><br>2024 - Differentiated Assistant Based on: | * Migrant TOSA (1) - Plans and organizes after school programs and provides professional development and support to teachers.<br>* EL Mentors who work directly with students, EL TOSA, and an EL Coordinator who supports EL students, parents, and staff with the implementation and evaluation of instructional programs.<br>* Dual Language Program through 9th grade, to promote biliteracy and give students an alternate means to Meet prepared on the CA School Dashboard CCI indicator by earning the Seal of Biliteracy.<br>* Dual Language (DL) Coordinator who supports DL students, parents, and staff with the implementation<br>and evaluation of instructional programs.<br>* Support for Long Term English Learners for Language Acquisition, ELA, and Math - District-Level Supports will include:<br>-Data-Driven Principal Meetings: Include LTEL-specific data (ELPAC levels, ELPI growth, reclassification rates) in regular data chats with principals.<br>• LTEL-Focused PD: Provide targeted PD on integrated and designated ELD strategies aligned with the instructional framework, with specific LTEL scenarios.<br>• District-Wide Monitoring Tool: Use Ellevation dashboard to track LTELs.<br>• Curriculum Audits: Ensure curriculum across content areas includes scaffolds and culturally relevant materials that support LTELs. | earning the State Seal of Biliteracy (Metric 1.17) |

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| | LTEL: Math (Red), ELA (Orange)<br><br>% of Students that Met/Exceeded Grade Level Standards<br><br>CAASPP ELA:<br>2023 2024<br>EL: 9.21% (Red) 9.55% (Orange)<br>LTEL: n/a 3.58% (Orange)<br>FY: 33.33% (Orange) 21.43% (Red)<br>SED: 24.91% (Red) 26.56% (Yellow)<br><br>CAASPP Math:<br>EL: 5.94% (Red) 7.49% (Orange)<br>LTEL: n/a 0.99% (Red)<br>FY: 17.65% (Red) 10.71% (Red)<br>SED: 12.96% (Red) 15.19% (Orange)<br><br>Graduation Rate:<br>2023 2024<br>All: 78.6%. (Red) 85.0% (Green)<br>EL: 68.2% (Red) 77.2% (Yellow)<br><br>CCI - CA Dashboard:<br>2023 2024<br>All: 27.6% (Low) 35.3% (Green)<br>EL: 6.8% (Very Low) 12.6% (Yellow)<br><br>Unduplicated Pupils and Indicators with lowest performance level:<br>2023<br>EL: CAASPP ELA & Math, Graduation Rate, CCI<br><br>2024 | | |

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| | LTEL: CAASPP Math (Red), ELA (Orange)<br>FY: CAASPP ELA & Math<br><br>Student Demographics:<br>English Learners: 40.2%<br>Foster Youth: 0.75%<br>Socioeconomically Disadvantaged: 93.3%<br><br>**Scope:**<br>LEA-wide | | |
| **1.7** | **Action:**<br>Title 1- Site Allocations<br>LCFF S/C- Site Allocations<br>State and Federal Accountability Support<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Director<br>• Coordinator<br>• Administrative Specialist<br>• 2 Budget Specialist<br><br>**Need:**<br>CAASPP test data from 2023 shows 26.12% of students met or exceeded ELA standards, while 13.89% met or exceeded the standards in Math. CAASPP test data from 2024 shows 27.18% (increase of 1.6%) of students met or exceeded ELA standards, while 13.89% (increase of 2.76%) met or exceeded the standards in Math. | Each school receives LCFF Supplemental/Concentration funds and Title I funds to help students meet state academic content and performance standards, and address the eight state priorities (Basic Services, Implementation of State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, Parent Involvement, School Climate). the State and Federal Projects Team plays a role:<br>* Supporting school administration as they develop their School Plans<br>* Providing guidance on conducting needs assessments and researching evidence-based interventions.<br>* Involving Educational Partners (including the SSC and ELAC) in the SPSA Evaluation and Planning Process.<br>* Assisting sites in budget monitoring<br>* Ensuring expenditures are aligned and compliant with state and federal guidelines.<br>* Planning and monitoring of district and school plans and expenditures. | CAASPP ELA and Math (Metrics 1.1-1.4), Graduation Rate (Metric 1.8), College & Career Indicator (Metric 1.11), CTE Completion Rate (Metric 1.13) |

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| | Additionally, on the 2023 CA School Dashboard, the performance levels for Graduation Rate (78.6%) and Math are very low (Red) (-110 points below Standard Met) and the performance level for English Language Arts is low (Orange) (-68.6 points below Standard Met).<br><br>On the 2024 CA School Dashboard, the performance levels for Graduation Rate increased of 6.4% to 8.5% (Green). However, the performance level for Math (-101.5 points below Standard Met) is Low (Orange) with 86.11% of students not meeting the standard, and the performance level for English Language Arts at -61.7 points below standard met (Orange) has 73.88% of students not meeting the standard.<br><br>Both the 2023 and 2024 CA School Dashboard scores indicate a continuing need to support students in English Language Arts & Mathematics performance across all grade levels in the district.<br><br>CVUSD was identified for Differentiated Assistance for the EL and SED student groups for low performance in English Language Arts, and for the EL, FY and SED students groups for low performance on the Math Indicator, based on the results of the Fall 2023 Dashboard. CVUSD was also identified for Differentiated Assistance for the EL student group's low performance level on the CCI Indicator, and the EL and SED student groups' | While this action is primarily focused on SED, EL, LTEL and FY students, the resources dedicated to this action are also expected to improve outcomes for AI, HOM, SWD and HIS student groups across the district. District and school level student groups scoring in the Red performance level in ELA, Mathematics, Graduation Rate and CCI will be served via this action. | |

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| | low performance level (Red) on the Graduation Rate Indicator.<br><br>EL: CAASPP ELA & Math Graduation Rate, CCI<br>FY: CAASPP Math<br>SED: CAASPP ELA & Math, Graduation Rate<br><br>Based on the 2024 Dashboard, CVUSD was identified for Differentiated Assistance (DA) based on the outcomes for one student group, the Long Term English Learner (LTEL) student group. LTELs met the criteria for DA in Math (Red) and ELA (Orange). The Foster Youth (FY) Student group was performing at the lowest level (RED) in English Language Arts and Math.<br><br>LTEL: CAASPP Math (Red), ELA (Orange)<br><br>SCHOOLS within CVUSD that received the lowest performance level on one or more state indicators on the 2023 Dashboard: 7 elementary schools, 3 middle schools, 2 high schools.<br><br>Per the Fall 2023 Dashboard results, three schools were identified for CSI and six schools were identified for ATSI. School specific actions will continue to be needed to support student group needs within each identified school.<br><br>Per the Fall 2023 Dashboard results, one school exited CSI status and nine schools exited ATSI status, demonstrating that | | |

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| | strategic use of LCFF funds within the SPSA contribute to a school's ability to address specific needs as part of improving outcomes for students.<br><br>Similarly, with the strategic use of LCFF and CSI funds, per the 2024 Dashboard results, two schools, Oasis Elementary and Palm View Elementary exited CSI. All schools but 1 of the 7 schools that were identified for ATSI in 2023 were able to exit in 2024. The one school that remains in ATSI, for it's White Student Group, is Sea View Elementary.<br>Although Sea View is identified for ATSI for it's White Student group, for the Suspension Indicator (Red).<br><br>Student Demographics:<br>English Learners: 40.2%<br>Foster Youth: 0.75%<br>Socioeconomically Disadvantaged: 93.3%<br><br>**Scope:**<br>LEA-wide | | |
| **1.8** | **Action:**<br>Technology<br><br>Staff supported with LCFF S/C funds in this action include:<br>• IT Services Technicians (5)<br>• Enterprise System Specialist<br>• SIS Coordinator | MTSS is inclusive of high-quality differentiated instruction, integrated data systems, and academic support. All these components will provide students with access to core curriculum, data driven instruction, and progress monitoring. Expansion of the IT department including an Enterprise System Specialist, a Student Information System (SIS) Coordinator and a California Longitudinal Pupil Achievement Data System (CALPADS) staff position to perform data | CAASPP ELA and Math (Metrics 1.1-1.4), ELPAC (Metric 1.6), Graduation Rate (Metric 1.8), College & Career Indicator (Metric 1.11) |

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| | **Need:**<br>CAASPP test data from 2023 shows 26.12% of students met or exceeded ELA standards, while 13.89% met or exceeded the standards in Math. CAASPP test data from 2024 shows 27.18% (increase of 1.6%) of students met or exceeded ELA standards, while 13.89% (increase of 2.76%) met or exceeded the standards in Math.<br><br>Additionally, on the 2023 CA School Dashboard, the performance levels for Graduation Rate (78.6%) and Math are very low (Red) (-110 points below Standard Met) and the performance level for English Language Arts is low (Orange) (-68.6 points below Standard Met).<br><br>On the 2024 CA School Dashboard, the performance levels for Graduation Rate increased of 6.4% to 8.5% (Green). However, the performance level for Math (-101.5 points below Standard Met) is Low (Orange) with 86.11% of students not meeting the standard, and the performance level for English Language Arts at -61.7 points below standard met (Orange) has 73.88% of students not meeting the standard.<br><br>Based on the 2024 Dashboard, CVUSD was identified for Differentiated Assistance (DA) based on the outcomes for one student group, the Long Term English Learner (LTEL) student group. LTELs met the criteria for DA in Math (Red) and ELA (Orange). The Foster Youth (FY) Student group was performing at the | quality services, will allow CVUSD to have current, actionable data to drive instructions, programs and practices.<br><br>While this action is primarily focused on SED, EL, LTEL, and FY students, the resources dedicated to this action are also expected to improve outcomes for all student groups across the district. District and school level student groups scoring in the Red performance level in ELA, Mathematics, Graduation Rate and CCI will be served via this action. | |

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| | lowest level (RED) in English Language Arts and Math.<br><br>This action is primarily focused on SED, EL, LTEL and FY students, however the resources dedicated to this action are also expected to improve outcomes for district and school level student groups scoring in the Red performance level on ELA and Mathematics will be served via this action, therefore assisting in improving Academic Indicator outcomes for all school-based student groups.<br><br>Unduplicated student groups that received the lowest performance level on one or more state indicators on the 2023 Dashboard, leading to CVUSD being identified for Technical Assistance:<br>EL: CAASPP ELA & Math, CCI, Graduation Rate<br>FY: CAASPP Math<br>SED: CAASPP ELA & Math Graduation Rate<br><br>2024 - Differentiated Assistant Based on:<br>LTEL: Math<br><br>2023 Dashboard 2024 Dashboard<br>CAASPP ELA:<br>EL: 9.21% (Red) 9.55% (Orange)<br>LTEL: n/a 3.58% (Orange)<br>FY: 33.33% (Orange) 21.43% (Red)<br>SED: 24.91% (Red) 26.56% (Yellow)<br><br>CAASPP Math:<br>EL: 5.94% (Red) 7.49% (Orange)<br>LTEL: n/a 0.99% (Red) | | |

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| | FY: 17.65% (Red) 10.71% (Red)<br>SED: 12.96% (Red) 15.19% (Orange)<br><br>Graduation Rate:<br>2023 2024<br>EL: 68.2% (Red) 77.2% (Yellow)<br>FY: *not available 81.3% (no color)<br>SED: 78.3% (Red) 84.8% (Green)<br><br>CCI - CA Dashboard:<br>2023 2024<br>EL: 6.8% (Very Low) 12.6% (Yellow)<br>FY: not available 12.5% (no color)<br>SED: 27.0% (Low) 34.8% (Yellow)<br><br>Student Demographics:<br>English Learners: 40.2%<br>Foster Youth: 0.75%<br>Socioeconomically Disadvantaged: 93.3%<br><br>**Scope:**<br>LEA-wide | | |
| **1.9** | **Action:**<br>Early Learners<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Early Learners Coordinator<br>• Head Start and Preschool Teacher (8)<br><br>**Need:** | Supporting our Early Learners with Extended-day Kindergarten, Head Start/Preschool, and General Education Instructional Aides (GEIAs) in all TK and Kinder classes will help build foundational skills in ELA, Math, and English Language Acquisition, prepare them for academic success, promote positive behaviors and attitudes, and foster student success.<br><br>While this action is primarily focused on SED, EL, and FY students, the resources dedicated to this | iReady Diagnostic Test for ELA and Math, student portfolios |

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| | Not all CVUSD students are reading at grade level by third grade. EL, FY and SED students trail the performance of the "all students" group in these measures. Local assessment results (iReady) in 2023-24 indicate that early learning supports have been effective in supporting skill development and improvement, however additional needed supports for students continue to be needed in developing early literacy and math skills in Preschool, Transitional Kindergarten, Kindergarten, and First Grade.<br><br>The SED, EL, and FY student groups perform less successfully in CAASPP results than the “all students” group in elementary grades.<br><br>Student Demographics:<br>English Learners: 40.2%<br>Foster Youth: 0.75%<br>Socioeconomically Disadvantaged: 93.3%<br><br>**Scope:**<br>LEA-wide | action are also expected to improve outcomes for AI, HOM, SWD and HIS student groups across the district. District and school level student groups scoring in the Red performance level in ELA, Mathematics, Graduation Rate and CCI will be served via this action. | |
| **2.2** | **Action:**<br>Student Support Services<br>A refresh and implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling.<br><br>Staff supported with LCFF S/C funds in this action include: | A refresh and implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling at all schools will support the SEL and mental health of CVUSD unduplicated students. Student Support Services Department staff oversee planning and implementation of these programs for students and professional development for | CA School Dashboard Indicators: Chronic Absenteeism (Metric 2.7), Suspension (Metric 2.1), Dataquest - Expulsion (Metric 2.5), Local Data - Attendance (Metric 2.6), LCAP Student Survey (Metrics 2.9 - 2.12) |

| 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 |
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| | • Director of Student Support Services<br>• Child Welfare Coordinator<br>• TOSA- Student Support Services<br>• Bus Monitors (15)<br><br>**Need:**<br>CVUSD was identified for Differentiated Assistance for the Foster Youth (FY) student group for a high Suspension Rate, and for the AI, HOM, and FY student groups for a high Chronic Absenteeism Rate, based on the results of the Fall CA School 2023 Dashboard.<br><br>Based on the 2024 Dashboard, the HOM suspension rate has moved to Yellow (3.7%), and the FY suspension rate is (Green) 4.3%. The Chronic Absenteeism rate continues to be high with the Indicator at Red for AI, Orange for LTEL, FY, HOM, WH and 2 or more races. Based on the 2024 CA School Dashboard, CVUSD was identified for Differentiated Assistance for the LTEL Student group's suspension rate - which was 8.9% (Red).<br><br>This action is primarily focused on SED, EL, LTEL and FY students, however the safety, social-emotional and mental health resources dedicated to this action are expected to improve outcomes for district and school level student groups scoring in the red performance level on the Chronic Absenteeism and Suspension Indicators.<br><br>Suspension:<br>2023 2024 | staff. The work is supported by the use of various software programs and services.<br><br>The implemented programs will result in unduplicated students having greater access to resources, social-emotional supports, and mental health support on campus. Having all staff knowledgeable and the implementation of transformational model programs benefits all student groups and allows for consistent districtwide practices so this services is implemented districtwide. | |

| 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 |
|---|---|---|---|
| | EL: 3.7% (Yellow) 3.8% (Yellow)<br>LTEL: n/a 8.9% (Red)<br>FY: 8.3% (Red) 4.3% (Green)<br>SED: 4.0% (Yellow) 3.9% (Yellow)<br><br>High School Dropout Rate:<br>2023 CA School Dashboard Additional reports<br>2024 DataQuest 4-year adjusted cohort outcome<br>2023 2024<br>EL: 17.2% 14.8%<br>HOM: 20.8% 11.1%<br>FY: N/A 12.5%<br>SED: 12.8% 9.3%<br><br>**Scope:**<br>LEA-wide | | |
| **2.3** | **Action:**<br>Student Attendance Services - Chronic Absenteeism remains high in the post-pandemic era. A refresh and implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling at all schools will support the SEL and mental health of CVUSD students to build a positive and engaging school climate.<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Student Wellness & Attendance Coordinator | A refresh and implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling at all schools will support the SEL and mental health of CVUSD students.<br><br>In addition, site and district attendance teams will focus on root cause analysis of low attendance rates and works with students and families to mitigate barriers to improve attendance.<br><br>This action is primarily focused on SED, EL, and FY students, however the personnel resources (attendance team, attendance resource liaisons, attendance clerks) and the attendance incentive resources dedicated to this action are also | CA School Dashboard Indicators: Chronic Absenteeism (Metric 2.7), Suspension (Metric 2.1), Dataquest - Expulsion (Metric 2.5), Local Data - Attendance (Metric 2.6), LCAP Student Survey (Metrics 2.9 - 2.12) |

| 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 |
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| | • District Attendance Resource Liaisons (2)<br>• Attendance Clerks<br>• District Support Counselor<br><br>**Need:**<br>CVUSD has seen an increase in Chronic Absenteeism since the 2020 school year. The attendance team works towards locating missing students and identifying barriers to attendance in order to set up and provide students with support and services to increase Average Daily Attendance (ADA) and decrease Chronic Absenteeism.<br><br>CVUSD was identified for Differentiated Assistance for the HOM and FY student groups for a high Chronic Absenteeism Rate, based on the results of the Fall CA School 2023 Dashboard. The % of EL, FY, and SED students that are chronically absent has decreased from 2023 to 2024, but they are still high, compared to pre-pandemic levels in 2018: EL (10.7%), FY (12.7%), SED (12.5%).<br><br>Chronic Absenteeism - CA Dashboard<br>2023 2024<br>EL: 41.0% (Yellow) 35.9% (Yellow)<br>FY: 52.5% (Red) 46.3% (Orange)<br>SED: 43.2% (Yellow) 39.0% (Yellow)<br><br>**Scope:**<br>LEA-wide | expected to improve outcomes for district and school level student groups scoring in the red performance level on the Chronic Absenteeism Indicator | |

| 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 |
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| **2.4** | **Action:**<br>Transformational Model/Social Emotional Wellness - This district model provides staff trainings through: working with our community sponsors; overseeing the district Wellness Centers; creating and providing TK-12 SEL Lessons and curriculum; training and overseeing small group leads for various program<br><br>Support for Long Term English Learners for Suspension - District-Level Supports will include:<br>Data-Driven Identification & Monitoring<br>• Monitor suspension, attendance, language proficiency, and academic data.<br>• Disaggregate data by subgroup (e.g., race, foster youth, migrant students) to identify root causes of discipline patterns.<br><br>Staff supported with LCFF S/C funds in this action include:<br>• District Support Counselor<br>• Lead Intervention Specialist Teachers (Certificated) (7)<br><br>**Need:**<br>CVUSD was identified for Differentiated Assistance for the Foster Youth (FY) student group for a high Suspension Rate, and for the AI, HOM, and FY student groups for a high Chronic Absenteeism Rate, based on the results of the Fall CA School 2023 Dashboard. | A refresh and implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling at all schools will support the SEL and mental health of CVUSD unduplicated students. Student Support Services Department staff oversee planning and implementation of these programs for students and professional development for staff.<br><br>A component of this work focuses on Attendance including opportunities for home visits, direct support for foster students, professional development, SEL lessons, extra services to implement student programs, PBIS rewards, and Wellness Centers staff and materials, unduplicated students will have greater access to resources, social-emotional supports, and mental health support on campus. Having support services for students on campus should improve attendance programs for unduplicated students, but also other student groups and allow for consistent districtwide practices so these services are implemented districtwide.<br><br>This action is primarily focused on SED, EL, LTEL and FY students, however the personnel resources (district support counselor, PBIS/Transformational Model Leads, Transformational Model Circle Facilitators, and Wellness Center Staff) dedicated to this action will improve outcomes for all student groups scoring in the red performance level on the Chronic Absenteeism and Suspension Indicators. | CA School Dashboard Indicators: Chronic Absenteeism (Metric 2.7), Suspension (Metric 2.1), Dataquest - Expulsion (Metric 2.5), Local Data - Attendance (Metric 2.6), LCAP Student Survey (Metrics 2.9 - 2.12) |

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|---|---|---|---|
| | Based on the 2024 CA Dashboard, the FY student group suspension rate is low at 4.3% (Green), a decline of 4.0% from 2023 to 2024. While there has been a significant decline in the FY suspension rate, it remains 0.7% higher than the All Student group rate of 3.6%.<br><br>Based on the 2024 CA School Dashboard, CVUSD was identified for Differentiated Assistance for the LTEL Student group's suspension rate - which was 8.9% (Red). Additionally, on the 2024 Dashboard, the Chronic Absenteeism rate is orange for the following student groups: Foster Youth (46.3%), Homeless (49.8%), Long Term English Learners (43.1%), Two or More Races (47.9%) and White (45.4%).<br><br>Based on the 2024 CA School Dashboard, CVUSD was identified for Differentiated Assistance for the LTEL Student group's suspension rate - which was 8.9% (Red).<br><br>Chronic Absenteeism - CA Dashboard<br>2023 2024<br>EL: 41.0% (Yellow) 35.9% (Yellow)<br>FY: 52.5% (Red) 46.3% (Orange)<br>SED: 43.2% (Yellow) 39.0% (Yellow)<br><br>Suspension:<br>2023 2024<br>EL: 3.7% (Yellow) 3.8% (Yellow)<br>LTEL: n/a 8.9% (Red)<br>FY: 8.3% (Red) 4.3% (Green)<br>SED: 4.0% (Yellow) 3.9% (Yellow) | | |

| 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:**<br>LEA-wide | | |
| **2.6** | **Action:**<br>Mental Health Services<br><br>**Need:**<br>Based on the LCAP Family Survey, families indicated the need for more therapists to be able to serve more students and their mental health.<br><br>There has been an increased need in mental health services since students returned to school after the pandemic. There has been an increase in depression, anxiety, grief, self harm and other mental health crises amongst both students and staff. This prevents students and staff from focusing on academics and has caused an increase in absenteeism.<br><br>Based on the 2024 CA School Dashboard, CVUSD was identified for Differentiated Assistance for the LTEL Student group's suspension rate - which was 8.9% (Red).<br><br>Chronic Absenteeism - CA Dashboard<br>2023 2024<br>EL: 41.0% (Yellow) 35.9% (Yellow)<br>FY: 52.5% (Red) 46.3% (Orange)<br>SED: 43.2% (Yellow) 39.0% (Yellow)<br><br>Suspension: | By providing each school site with a licensed therapist, this provides Tier 2 & 3 supports for students identified with more advanced mental health needs. This can include small groups or one to one support for identified needs.<br><br>The Latino Commission has 2 coordinated care counselors assigned to provide support to students who are chronically absent, are disengaged from school, having difficulty meeting demands of education and/or have experienced trauma, adverse experiences, or challenges.<br><br>This action is primarily focused on SED, EL, LTEL, and FY students, however the personnel resources (Latino Commision Counseling Therapists) dedicated to this action are also expected to improve outcomes for student groups across the district. District and school level student groups scoring in the red performance level on the Chronic Absenteeism and Suspension Indicators will be served via this action, therefore decreasing the Chronic Absenteeism and Suspension rates for all school-based student groups performing in the red performance level as noted in the Measuring and Reporting Results section for Goal 2. | CA School Dashboard Indicators: Chronic Absenteeism (Metric 2.7), Suspension (Metric 2.1), Dataquest - Expulsion (Metric 2.5), Local Data - Attendance (Metric 2.6), LCAP Student Survey (Metrics 2.9 - 2.12) |

| 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 |
|---|---|---|---|
| | 2023 2024<br>EL: 3.7% (Yellow) 3.8% (Yellow)<br>LTEL: n/a 8.9% (Red)<br>FY: 8.3% (Red) 4.3% (Green)<br>SED: 4.0% (Yellow) 3.9% (Yellow)<br><br>**Scope:**<br>LEA-wide | | |
| **2.7** | **Action:**<br>Health Services<br><br>Staff supported with LCFF S/C funds in this action include:<br>• School Nurses (5)<br>• Licensed Vocational Nurses (7)<br>• Health Service Technicians (20)<br><br>**Need:**<br>CVUSD has seen an increase in Chronic Absenteeism since the 2020 school year. While the Chronic Absenteeism rates have declined from 2023 to 2024, they remain significantly high. The attendance team works towards locating missing students and identifying barriers to attendance in order to set up and provide students with support and services to increase Average Daily Attendance (ADA) and decrease Chronic Absenteeism. An increase in ADA corresponds with overall academic improvement and success.<br><br>Chronic Absenteeism - CA Dashboard<br>2023 2024 | The actions will promote the academic success of students by providing essential healthcare services, promoting wellness, managing chronic conditions, and addressing health-related barriers that prevent students from regularly attending their educational programs.<br><br>This action is primarily focused on SED, EL, and FY students, however the personnel resources (School Nurses, Licensed Vocational Nurses, Health Services Technicians, and Bus Monitors) dedicated to this action will improve outcomes for all student groups in CVUSD. | CA School Dashboard Indicators: Chronic Absenteeism (Metric 2.7), Local Data - Attendance (Metric 2.6), LCAP Student Survey (Metrics 2.9 - 2.12) |

| 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 |
|---|---|---|---|
| | EL: 41.0% (Yellow) 35.9% (Yellow)<br>FY: 52.5% (Red) 46.3% (Orange)<br>SED: 43.2% (Yellow) 39.0% (Yellow)<br><br>**Scope:**<br>LEA-wide | | |
| **3.1** | **Action:**<br>Parent Engagement<br><br>**Need:**<br>There are gaps in performance, especially for our unduplicated students. Student groups within CVUSD that received the lowest performance level on one or more state indicators on the 2023 Dashboard:<br><br>EL: CAASPP ELA & Math, Graduation Rate, CCI<br>FY: CAASPP Math<br>HOM: CAASPP ELA<br>SED: CAASPP ELA & Math, Graduation Rate<br><br>Student groups within CVUSD that received the lowest performance level on one or more state indicators on the 2024 Dashboard:<br>LTEL: Suspension, CAASPP Math<br>FY: CAASPP ELA & Math<br>HOM: CAASPP Math<br><br>**Scope:** | Providing parents of unduplicated pupils the tools they need to help their students to be academically and social-emotionally successful will help mitigate high absenteeism rates and close achievement gaps. Parent workshops, resource fairs, events, and meetings play a crucial role in supporting students and addressing their unique needs. Workshop materials and supplies help create inclusive and supportive environments, facilitate effective communication between parents and educators, and empower parents with the knowledge and tools to advocate for their children's educational success, as well as encourage them to get involved in the District decision-making process in order to build their capacity<br><br>These activities are primarily directed to serve the needs of our English Learner and low income families to ensure equitable access to educational supports and resources regardless of language or socio-economic barriers. As this action with all famillies, these services are offered districtwide. | Attendance at parent Workshops, Improved outcomes on the Parent LCAP Survey, an increase in student attendance |

| 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 |
|---|---|---|---|
| | LEA-wide | | |
| **3.2** | **Action:**<br>Communication to Educational Partners<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Translator Salaries (2)<br><br>**Need:**<br>There are gaps in performance, especially for our unduplicated students. Student groups within CVUSD that received the lowest performance level on one or more state indicators on the 2023 Dashboard:<br>EL: CAASPP ELA & Math, Graduation Rate, CCI<br>FY: CAASPP Math<br>HOM: CAASPP ELA<br>SED: CAASPP ELA & Math, Graduation Rate<br><br>Student groups within CVUSD that received the lowest performance level on one or more state indicators on the 2024 Dashboard:<br>LTEL: Suspension, CAASPP Math<br>FY: CAASPP ELA & Math<br>HOM: CAASPP Math<br><br>The LCAP survey states that communication needs improvement. Improvements in communication are seen as vital for better parental involvement and to avoid surprises. | Community Engagement personnel are essential to address the need for parental involvement and family engagement. This includes addressing efforts of the school district to seek parent input in making decisions for the school district and each individual school site.<br><br>Outreach and advertising materials, high-tech mailing, interpreter/translator salaries, and other language supports will significantly increase support services for students and families. These efforts address their needs by fostering stronger connections and partnerships between schools and communities. Communication is primarily directed to serve the needs of our English Learner, Foster Youth, and low income families to ensure equitable access to educational information, resources, and opportunities regardless of language or socio-economic barriers. As this action improves communication with all familles, these services are offered districtwide. | Attendance at parent Workshops, Improved outcomes on the Parent LCAP Survey, increase parent representation on Parent Advisory Committees. |

| 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 |
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| | Many parents expressed a need for better communication between the school and families. They highlighted inconsistencies in notifications about events, meetings, and changes in school schedules.<br><br>Parents have different preferences for communication methods, some have limited access to technology, and some speak a language other than English.<br><br>**Scope:**<br>LEA-wide | | |
| **3.3** | **Action:**<br>Community Engagement<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Community Engagement Manager<br>• Parent Community Liaisons (21)<br><br>**Need:**<br>There are gaps in performance, especially for our unduplicated students. Student groups within CVUSD that received the lowest performance level on one or more state indicators on the 2023 Dashboard:<br>EL: Graduation Rate, CCI, CAASPP ELA & Math<br>FY: CAASPP Math<br>HOM: CAASPP ELA<br>SED: Graduation Rate, CAASPP ELA & Math | The Parent Community Engagement Manager, Parent Community Liaisons and online communication and data sharing platforms play a critical role in addressing the needs of our educational partners by coordinating outreach efforts, facilitating communication between schools and families, providing targeted support services, and ensuring smooth logistical operations.<br><br>Communication is primarily directed to serve the needs of our English Learner and low income families to ensure equitable access to educational information, resources, and opportunities regardless of language or socio-economic barriers. As this action improves communication with all familles, these services are offered districtwide. | We will continue to measure progress continuing with workshop surveys, LCAP surveys, and tracking all data in our district generated spreadsheet. |

| 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 |
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| | Student groups within CVUSD that received the lowest performance level on one or more state indicators on the 2024 Dashboard:<br>LTEL: Suspension, CAASPP Math<br>FY: CAASPP ELA & Math<br>HOM: CAASPP Math<br><br>The LCAP survey states that communication needs improvement. Improvements in communication are seen as vital for better parental involvement and to avoid surprises.<br><br>Many parents expressed a need for better communication between the school and families. They highlighted inconsistencies in notifications about events, meetings, and changes in school schedules.<br><br>The Community survey also indicated a need for improvement in communication between the district and community partners. Half of the respondents described the current level of communication as effective, signaling that clear and efficient channels are in place for productive interactions. However, the other half expressed a need for improvement, pointing to existing communication barriers.<br><br>Addressing these issues is paramount to enhance clarity, ensure mutual understanding, and foster a more robust partnership.<br><br>**Scope:**<br>LEA-wide | | |

| 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 |
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| **4.1** | **Action:**<br>Implementation of Multi-Tiered System of Support - Professional Learning - Per Diem/Extra Services<br><br>**Need:**<br>Our unduplicated student groups received the lowest performance level on the following state indicators on the 2023 Dashboard:<br>EL: Graduation Rate, CCI, CAASPP ELA & Math<br>FY: Chronic Absenteeism, Suspension, CAASPP Math<br>HOM: Chronic Absenteeism, CAASPP ELA<br>SED: Graduation Rate, CAASPP ELA & Math<br><br>Our unduplicated student groups received the lowest performance level on the following state indicators on the 2024 Dashboard:<br>LTEL: Suspension & CAASPP Math<br>FY: CAASPP ELA & CAASPP Math<br>HOM: CAASPP Math<br><br>2023 Dashboard 2024 Dashboard<br>CAASPP ELA:<br>EL: 9.21% (Red) 9.55% (Orange)<br>FY: 33.33% (Orange) 21.43% (Red)<br>SED: 24.91% (Red) 26.56% (Yellow)<br><br>CAASPP Math:<br>EL: 5.94% (Red) 7.49% (Orange)<br>FY: 17.65% (Red) 10.71% (Red)<br>SED: 12.96% (Red) 15.19% (Orange) | By providing systemic professional development opportunities, inclusive of Administrators, Instructional Coaches, Instructional Leadership teams, and Staff, CVUSD will create a powerful vision and focus for each school site that tightly aligns to the district vision.<br><br>Within this support, we will plan and implement key target actions for a Multi-Tiered System of Support (MTSS) for Tier 1 instructional practices which will create success-oriented schools, focused on the key components of the Science of Reading to support literacy and numeracy achievement for all students, determine areas of growth to implement Systematic Explicit Instruction, and encourage professional leadership and growth from within the district.<br><br>Extra services are essential to engaging staff in these professional development opportunities outside the regular school day and results in unduplicated students having greater access to high-quality Tier 1 instruction and support. Having highly qualified staff benefits all student groups and allows for consistent districtwide practices so this services is implemented districtwide. | CA Dashboard Metrics: CAASPP ELA (Metric 1.1), and Math (Metric 1.3), Graduation Rate (Metric 1.8), Chronic Absenteeism (Metric 2.7) , English Learner Progress Indicator (Metric 1.8), Suspension (Metric 2.1). Other metrics include Staff LCAP Survey Results, post -professional development, and post-workshop/training staff surveys. |

| 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 |
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| | Graduation Rate:<br>2023 2024<br>EL: 68.2% (Red) 77.2% (Yellow)<br>FY: *not available 81.3% (no color)<br>SED: 78.3% (Red) 84.8% (Green)<br><br>CCI - CA Dashboard:<br>2023 2024<br>EL: 6.8% (Very Low) 12.6% (Yellow)<br>FY: not available 12.5% (no color)<br>SED: 27.0% (Low) 34.8% (Yellow)<br><br>The LCAP Staff Survey identified that certificated staff want to participate in in-depth professional development on educational concepts, English Learner Supports, Standards-driven instruction, The Science of Reading, managing difficult and disruptive student behaviors, and small group management as high areas of importance.<br><br>**Scope:**<br>LEA-wide | | |
| **4.2** | **Action:**<br>Implementation of Multi-Tiered System of Support - Professional Learning -Contracts<br><br>**Need:**<br>Our unduplicated student groups received the lowest performance level on the following state indicators on the 2023 Dashboard:<br>EL: Graduation Rate, CCI, CAASPP ELA & Math | By providing systemic professional development opportunities, inclusive of Administrators, Instructional Coaches, Instructional Leadership teams, and Staff, CVUSD will create a powerful vision and focus for each school site that tightly aligns to the district vision.<br><br>By utilizing expert partners and companies for Professional Learning opportunities, we will be providing training to teachers and staff with strategies for a Multi-Tiered System of Support | CA Dashboard Metrics: CAASPP ELA (Metric 1.1), and Math (Metric 1.3), Graduation Rate (Metric 1.8), Chronic Absenteeism (Metric 2.7) , English Learner Progress Indicator (Metric 1.8), Suspension (Metric 2.1). Other metrics include Staff LCAP Survey Results, |

| 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 |
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| | FY: Chronic Absenteeism, Suspension, CAASPP Math<br>HOM: Chronic Absenteeism, CAASPP ELA<br>SED: Graduation Rate, CAASPP ELA & Math<br><br>Our unduplicated student groups received the lowest performance level on the following state indicators on the 2024 Dashboard:<br>LTEL: Suspension & CAASPP Math<br>FY: CAASPP ELA & CAASPP Math<br>HOM: CAASPP Math<br><br>2023 Dashboard 2024 Dashboard<br>CAASPP ELA:<br>EL: 9.21% (Red) 9.55% (Orange)<br>FY: 33.33% (Orange) 21.43% (Red)<br>SED: 24.91% (Red) 26.56% (Yellow)<br><br>CAASPP Math:<br>EL: 5.94% (Red) 7.49% (Orange)<br>FY: 17.65% (Red) 10.71% (Red)<br>SED: 12.96% (Red) 15.19% (Orange)<br><br>Graduation Rate:<br>2023 2024<br>EL: 68.2% (Red) 77.2% (Yellow)<br>FY: *not available 81.3% (no color)<br>SED: 78.3% (Red) 84.8% (Green)<br><br>CCI - CA Dashboard:<br>2023 2024<br>EL: 6.8% (Very Low) 12.6% (Yellow)<br>FY: not available 12.5% (no color)<br>SED: 27.0% (Low) 34.8% (Yellow) | (MTSS) Tier 1 Best First Instruction. Within this support, we will plan and implement key target actions MTSS Tier 1 instructional practices which will create success-oriented schools, focused on the key components of the Science of Reading to support literacy and numeracy achievement for all students, determine areas of growth to implement Systematic Explicit Instruction, and encourage professional leadership and growth from within the district.<br><br>Contracted professional learning providers are essential to engaging staff in these professional development opportunities and results in unduplicated students having greater access to high-quality Tier 1 leadership, instruction and support. Having highly qualified staff benefits all students and allows for consistent districtwide practices so this services is implemented districtwide. | post -professional development, and post-workshop/training staff surveys. |

| 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 |
|---|---|---|---|
| | The LCAP Staff Survey identified that certificated staff want to participate in in-depth professional development on educational concepts, English Learner Supports, Standards-driven instruction, The Science of Reading, managing difficult and disruptive student behaviors, and small group management as high areas of importance.<br><br>**Scope:**<br>LEA-wide | | |
| **4.4** | **Action:**<br>Implementation of Multi-Tiered System of Support - Professional Learning - Substitutes<br><br>**Need:**<br>Our unduplicated student groups received the lowest performance level on the following state indicators on the 2023 Dashboard:<br>EL: Graduation Rate, CCI, CAASPP ELA & Math<br>FY: Chronic Absenteeism, Suspension, CAASPP Math<br>HOM: Chronic Absenteeism, CAASPP ELA<br>SED: Graduation Rate, CAASPP ELA & Math<br><br>Our unduplicated student groups received the lowest performance level on the following state indicators on the 2024 Dashboard:<br>LTEL: Suspension & CAASPP Math<br>FY: CAASPP ELA & CAASPP Math<br>HOM: CAASPP Math<br><br>2023 Dashboard 2024 Dashboard | Substitutes are necessary for teachers to be released from the classroom to attend professional learning opportunities with minimal disruption to classroom learning. Professional Development opportunities include, but not limited to: LETRS Science of Reading, Transformational Model, English Language Development, Student Discourse, Dual Language, Foundational Skills, and Small Groups.<br><br>By providing systemic professional development opportunities, CVUSD will create a powerful vision and focus for each school site that tightly aligns to the district vision. Within this support, we will plan and implement key target actions for a Multi-Tiered System of Support (MTSS) for Tier 1 instructional practices which will create success-oriented schools, focused on the key components of the Science of Reading to support literacy and numeracy achievement for all students, determine areas of growth to implement Systematic Explicit Instruction, and encourage professional leadership and growth from within the district. Increasing staff | CA Dashboard Metrics: CAASPP ELA (Metric 1.1), and Math (Metric 1.3), Graduation Rate (Metric 1.8), Chronic Absenteeism (Metric 2.7) , English Learner Progress Indicator (Metric 1.8), Suspension (Metric 2.1). Other metrics include Staff LCAP Survey Results, post -professional development, and post-workshop/training staff surveys. |

| 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 |
|---|---|---|---|
| | CAASPP ELA:<br>EL: 9.21% (Red) 9.55% (Orange)<br>FY: 33.33% (Orange) 21.43% (Red)<br>SED: 24.91% (Red) 26.56% (Yellow)<br><br>CAASPP Math:<br>EL: 5.94% (Red) 7.49% (Orange)<br>FY: 17.65% (Red) 10.71% (Red)<br>SED: 12.96% (Red) 15.19% (Orange)<br><br>Graduation Rate:<br>2023 2024<br>EL: 68.2% (Red) 77.2% (Yellow)<br>FY: *not available 81.3% (no color)<br>SED: 78.3% (Red) 84.8% (Green)<br><br>CCI - CA Dashboard:<br>2023 2024<br>EL: 6.8% (Very Low) 12.6% (Yellow)<br>FY: not available 12.5% (no color)<br>SED: 27.0% (Low) 34.8% (Yellow)<br><br>The LCAP Staff Survey identified that certificated staff want to participate in in-depth professional development on educational concepts, English Learner Supports, Standards-driven instruction, The Science of Reading, managing difficult and disruptive student behaviors, and small group management as high areas of importance.<br>SED - 27.0% - Low<br><br>**Scope:**<br>LEA-wide | access to professional development through the use of subs during the regular instructional day will result in unduplicated students having greater access to high-quality Tier 1 instruction and support. Having highly qualified staff benefits all students and allows for consistent districtwide practices so this services is implemented districtwide. | |

| 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 |
|---|---|---|---|
| **4.5** | **Action:**<br>Implementation of Multi-Tiered System of Support - Professional Learning Salaries<br><br>**Need:**<br>Our unduplicated student groups received the lowest performance level on the following state indicators on the 2023 Dashboard:<br>EL: Graduation Rate, CCI, CAASPP ELA & Math<br>FY: Chronic Absenteeism, Suspension, CAASPP Math<br>HOM: Chronic Absenteeism, CAASPP ELA<br>SED: Graduation Rate, CAASPP ELA & Math<br><br>Our unduplicated student groups received the lowest performance level on the following state indicators on the 2024 Dashboard:<br>LTEL: Suspension & CAASPP Math<br>FY: CAASPP ELA & CAASPP Math<br>HOM: CAASPP Math<br><br>2023 Dashboard 2024 Dashboard<br>CAASPP ELA:<br>EL: 9.21% (Red) 9.55% (Orange)<br>FY: 33.33% (Orange) 21.43% (Red)<br>SED: 24.91% (Red) 26.56% (Yellow)<br><br>CAASPP Math:<br>EL: 5.94% (Red) 7.49% (Orange)<br>FY: 17.65% (Red) 10.71% (Red)<br>SED: 12.96% (Red) 15.19% (Orange)<br><br>Graduation Rate:<br>2023 2024<br>EL: 68.2% (Red) 77.2% (Yellow) | Under district instructional leadership, the Induction Coaches provide support to first and second year teachers in the development of an engaging classroom, working with students to maximize learning, and assist in implementing school programs and projects. Induction coaches are essential to the success of teachers who are new to the profession which results in higher teacher recruitment and retention rates which results in unduplicated students having greater access to high-quality Tier 1 instruction. Having highly qualified teachers benefits all students and allows for consistent districtwide practices so this services is implemented districtwide.<br><br>This action is primarily focused on EL, FY, and SED student groups, however the resources dedicated to this action are also expected to improve outcomes for student groups, schools and/or student groups at schools that were at the lowest performance level (red) on the 2023 CA School Dashboard. | Teachers successfully completed the induction program, Teacher Retention, Teaching Assignment Monitoring Outcomes (TAMO) Data from CDE. CA Dashboard Metrics: CAASPP ELA (Metric 1.1), and Math (Metric 1.3), Graduation Rate (Metric 1.8), Other metrics include Staff LCAP Survey Results, post - professional development, and post-workshop/training staff surveys. |

| 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 |
|---|---|---|---|
| | FY: *not available 81.3% (no color)<br>SED: 78.3% (Red) 84.8% (Green)<br><br>CCI - CA Dashboard:<br>2023 2024<br>EL: 6.8% (Very Low) 12.6% (Yellow)<br>FY: not available 12.5% (no color)<br>SED: 27.0% (Low) 34.8% (Yellow)<br><br>In order to close equity gaps and ensure that our unduplicated students thrive academically, building staff capacity to deliver high-quality Tier 1 instruction is essential. With teacher shortages and new teachers entering the profession, it is essential that we provide support to retain our teachers and prepare them to best support the needs of our unduplicated students.<br><br>The LCAP Staff Survey identified that certificated staff want to participate in in-depth professional development on educational concepts, English Learner Supports, Standards-driven instruction, The Science of Reading, managing difficult and disruptive student behaviors, and small group management as high areas of importance.<br><br>**Scope:**<br>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 |
|---|---|---|---|
| **2.5** | **Action:**<br>Homeless/ Foster Youth Support<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Homeless/Foster Student Support Services: District Support Counselor<br><br>**Need:**<br>CVUSD was identified for Differentiated Assistance for the Homeless student group for a high Chronic Absenteeism Rate, based on the results of the Fall CA School 2023 Dashboard. District and school level Homeless student groups will be served via this action, to decrease Chronic Absenteeism.<br>2023 2024<br>* Chronic Absenteeism: 52.7% (Red) 49.8% (Orange)<br>* Suspension: 8.3% (Yellow) 3.7% (Yellow)<br>* Graduation Rate: 75% (Orange) 77.8% (Yellow)<br>* College Career Indicator: 13.6% Low 24.1% (Yellow)<br>* CAASPP ELA: -102.4 DFS (Red) -83.3 DFS (Orange)<br>* CAASPP Math: -115.8 DFS (Orange) -124.7DFS (Red) | By providing support and access to services for students in the categories of Homeless & Foster Youth, there should be a direct correlation between increased attendance rates, reduction in suspension rates, higher academic success, and increased graduation rates. | CA School Dashboard Indicators: Chronic Absenteeism (Metric 2.7), LCAP Student Survey (Metrics 2.9 - 2.12)<br><br>AERIES attendance reports, suspension reports, grade reports and graduation rates. |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>Limited to Unduplicated Student Group(s) | | |

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

## Additional Concentration Grant Funding

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

The district will receive $9,850,149 in additional concentration grant add-on funding for 2025-26. All schools in the Coachella Valley Unified School District (CVUSD) have an enrollment of unduplicated student groups greater than 55%. CVUSD uses the concentration grant add-on funding to support existing LCAP actions by retaining certificated and classified personnel who provide direct services to students at all CVUSD school which includes:

Action 1.4 Transitional Kindergarten paraprofessionals
Action 1.4 14 Secondary Teachers - Class Size Reduction
Action 1.4 9 Elementary Teachers - Class Size Reduction
Action 1.5 Career Readiness Support: Career Center staff including counselors and classified support staff
Action 1.9 Early childhood teachers
Action 2.3 Support and Implementation Staff: additional staff to support attendance outreach
Action 2.4 Wellness Center Support: Wellness Center staff including certificated Lead Intervention Specialist Teachers

| **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 | 1:13.2 |

| 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 certificated staff providing direct services to students | N/A | 1:18.1 |

# 2025-26 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $167,686,527 | 74,137,163 | 44.212% | 0.000% | 44.212% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $77,362,607.10 | $36,062,778.71 | $0.00 | $16,332,868.88 | $129,758,254.69 | $93,125,771.99 | $36,632,482.70 |

| 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 | Implementation of Multi-tiered System of Instructional Supports | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $0.00 | $2,445,571.63 | $2,367,089.79 | | | $78,481.84 | $2,445,571.63 | |
| 1 | 1.2 | Supplemental Supports to Strengthen the Instructional Core | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $4,322,645.53 | $4,438,063.14 | $8,243,998.75 | | | $516,709.92 | $8,760,708.67 | |
| 1 | 1.3 | Academic enhancements and supplemental programs<br><br>Staff supported with LCFF S/C funds in this action include:<br>• La Familia high school principal, teachers, custodian, and office staff<br><br>Teacher at West Shores High School | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $5,895,039.84 | $5,671,372.60 | $4,730,208.55 | $6,532,944.36 | | $303,259.53 | $11,566,412.44 | |
| 1 | 1.4 | Highly Qualified Educational Staff<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Curriculum Resource Technician (1)<br>• Instructional Media Assistants (22) | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $30,593,281.66 | $0.00 | $24,063,825.28 | $2,152,125.12 | | $4,377,331.26 | $30,593,281.66 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | • MTSS Data Coaching Coordinators (2)<br>• MTSS Director of Elementary<br>• Data Assessment Specialists (2)<br>• Ethnic Studies Teachers (10)<br>• High School Assistant Principals (10)<br>• Secondary Counselors (12)<br>• Athletic Directors (3)<br>• Activities Directors (3)<br>• Aquatic Instructors (2)<br>• Lifeguards (2)<br>• Elementary Assistant Principals (11)<br>• Literacy Coaches (15<br>• Elementary Teachers (9)<br>• Secondary Teachers (14)<br>• TK General Ed Instructional Aides (GEIAs) | | | | | | | | | | | | | |
| **1** | **1.5** | College and Career Readiness<br><br>Staff supported with LCFF S/C funds in this action include:<br>College and Career Administrative Specialists (3)<br>• High School & Middle CTE Teacher Salaries (28)<br>• CTE Admin Assistants (2)<br>• CTE Farm Manager | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $9,422,569.16 | $4,910,117.82 | $10,109,662.85 | $3,900,256.59 | | $322,767.54 | $14,332,686.98 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | • Coordinator of CTE<br>• Coordinator of College & Career<br>• Coordinator of Secondary Counselors | | | | | | | | | | | | | | |
| 1 | 1.6 | Multilingual & Multicultural Education<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Site EL Support Assistants (ELSA) (21)<br>• Migrant Coordinator (1)<br>• EL Coordinator (1)<br>• Dual Language Coordinator (1) | English Learners | Yes | LEA-wide | English Learners | All Schools | Ongoing | $3,454,908.64 | $392,721.42 | $2,082,528.20 | | | $1,765,101.86 | $3,847,630.06 | |
| 1 | 1.7 | Title 1- Site Allocations<br>LCFF S/C- Site Allocations<br>State and Federal Accountability Support<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Director<br>• Coordinator<br>• Administrative Specialist<br>• 2 Budget Specialist | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $1,842,072.06 | $1,310,755.81 | $1,838,762.68 | | | $1,314,065.19 | $3,152,827.87 | |
| 1 | 1.8 | Technology<br><br>Staff supported with LCFF S/C funds in this action include:<br>• IT Services Technicians (5) | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $1,033,816.99 | $1,826,998.95 | $2,860,815.94 | | | | $2,860,815.94 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | • Enterprise System Specialist<br>• SIS Coordinator | | | | | | | | | | | | | | |
| 1 | 1.9 | Early Learners<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Early Learners Coordinator<br>• Head Start and Preschool Teacher (8) | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $6,851,680.19 | $642,664.00 | $894,506.33 | $3,690,051.86 | | $2,909,786.00 | $7,494,344.19 | |
| 2 | 2.1 | Expanded Learning | All | No | | | All Schools | Ongoing | $11,713,908.71 | $8,214,563.77 | | $18,766,172.88 | | $1,162,299.60 | $19,928,472.48 | |
| 2 | 2.2 | Student Support Services<br>A refresh and implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling.<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Director of Student Support Services<br>• Child Welfare Coordinator<br>• TOSA-Student Support Services<br>• Bus Monitors (15) | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $620,402.33 | $194,945.73 | $815,348.06 | | | | $815,348.06 | |
| 2 | 2.3 | Student Attendance Services - Chronic Absenteeism remains high in the post-pandemic era. A refresh and implementation of the Transformational Model, Wellness Centers | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $1,101,912.39 | $0.00 | $1,101,912.39 | | | | $1,101,912.39 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling at all schools will support the SEL and mental health of CVUSD students to build a positive and engaging school climate.<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Student Wellness & Attendance Coordinator<br>• District Attendance Resource Liaisons (2)<br>• Attendance Clerks<br>• District Support Counselor | | | | | | | | | | | | | | |
| **2** | **2.4** | Transformational Model/Social Emotional Wellness - This district model provides staff trainings through: working with our community sponsors; overseeing the district Wellness Centers; creating and providing TK-12 SEL Lessons and curriculum; training and overseeing small group leads for various program<br><br>Support for Long Term English Learners for Suspension - District-Level Supports will include:<br>Data-Driven Identification & Monitoring<br>• Monitor suspension, attendance, language proficiency, | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $1,079,688.55 | $197,700.29 | $1,012,853.63 | | | $264,535.21 | $1,277,388.84 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | and academic data.<br>• Disaggregate data by subgroup (e.g., race, foster youth, migrant students) to identify root causes of discipline patterns.<br><br>Staff supported with LCFF S/C funds in this action include:<br>• District Support Counselor<br>• Lead Intervention Specialist Teachers (Certificated) (7) | | | | | | | | | | | | | | |
| **2** | **2.5** | Homeless/ Foster Youth Support<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Homeless/Foster Student Support Services: District Support Counselor | Foster Youth | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | Ongoing | $237,356.95 | $70,866.96 | $237,356.95 | | | $70,866.96 | $308,223.91 | |
| **2** | **2.6** | Mental Health Services | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $0.00 | $4,351,241.44 | $4,351,241.44 | | | | $4,351,241.44 | |
| **2** | **2.7** | Health Services<br><br>Staff supported with LCFF S/C funds in this action include:<br>• School Nurses (5)<br>• Licensed Vocational Nurses (7) | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $3,937,345.74 | $0.00 | $3,937,345.74 | | | | $3,937,345.74 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | • Health Service Technicians (20) | | | | | | | | | | | | | | |
| 3 | 3.1 | Parent Engagement | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $0.00 | $76,456.80 | $76,456.80 | | | | $76,456.80 | |
| 3 | 3.2 | Communication to Educational Partners<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Translator Salaries (2) | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $296,407.09 | $178,553.18 | $474,960.27 | | | | $474,960.27 | |
| 3 | 3.3 | Community Engagement<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Community Engagement Manager<br>• Parent Community Liaisons (21) | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $1,802,645.02 | $105,059.08 | $286,930.38 | | | $1,620,773.72 | $1,907,704.10 | |
| 4 | 4.1 | Implementation of Multi-Tiered System of Support - Professional Learning - Per Diem/Extra Services | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $7,818,400.69 | $61,590.20 | $7,376,543.04 | $21,238.00 | | $482,209.85 | $7,879,990.89 | |
| 4 | 4.2 | Implementation of Multi-Tiered System of Support - Professional Learning -Contracts | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $0.00 | $891,233.11 | $110,092.48 | $234,500.00 | | $546,640.63 | $891,233.11 | |
| 4 | 4.3 | Implementation of Multi-Tiered System of Support - Professional Learning - Conferences | All | No | | | All Schools | Ongoing | $0.00 | $145,156.42 | | | | $145,156.42 | $145,156.42 | |
| 4 | 4.4 | Implementation of Multi-Tiered System of Support - Professional Learning - Substitutes | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $165,355.88 | $0.00 | $10,619.00 | | | $154,736.88 | $165,355.88 | |
| 4 | 4.5 | Implementation of Multi-Tiered System of | English Learners<br>Foster Youth | Yes | LEA-wide | English Learners<br>Foster Youth | All Schools | Ongoing | $936,334.57 | $175,365.35 | $379,548.55 | $434,004.90 | | $298,146.47 | $1,111,699.92 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Support - Professional Learning Salaries | Low Income | | | Low Income | | | | | | | | | | |
| **5** | **5.1** | Academic Intervention and Enrichment Program (AIEP) | All | No | | | Specific Schools: La Familia Continuation High School Grades 11 & 12 | 1 year | $0.00 | $331,485.00 | | $331,485.00 | | | $331,485.00 | |

# 2025-26 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 |
|---|---|---|---|---|---|---|---|---|---|
| $167,686,527 | 74,137,163 | 44.212% | 0.000% | 44.212% | $77,362,607.10 | 0.000% | 46.135 % | **Total:** | $77,362,607.10 |
| | | | | | | | | **LEA-wide Total:** | $77,125,250.15 |
| | | | | | | | | **Limited Total:** | $237,356.95 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Implementation of Multi-tiered System of Instructional Supports | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $2,367,089.79 | |
| 1 | 1.2 | Supplemental Supports to Strengthen the Instructional Core | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $8,243,998.75 | |
| 1 | 1.3 | Academic enhancements and supplemental programs<br><br>Staff supported with LCFF S/C funds in this action include:<br>• La Familia high school principal, teachers, custodian, and office staff<br><br>Teacher at West Shores High School | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $4,730,208.55 | |

| 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 | 1.4 | Highly Qualified Educational Staff<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Curriculum Resource Technician (1)<br>• Instructional Media Assistants (22)<br>• MTSS Data Coaching Coordinators (2)<br>• MTSS Director of Elementary<br>• Data Assessment Specialists (2)<br>• Ethnic Studies Teachers (10)<br>• High School Assistant Principals (10)<br>• Secondary Counselors (12)<br>• Athletic Directors (3)<br>• Activities Directors (3)<br>• Aquatic Instructors (2)<br>• Lifeguards (2)<br>• Elementary Assistant Principals (11)<br>• Literacy Coaches (15<br>• Elementary Teachers (9)<br>• Secondary Teachers (14) | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $24,063,825.28 | |

| 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 (%) |
|---|---|---|---|---|---|---|---|---|
| | | • TK General Ed Instructional Aides (GEIAs) | | | | | | |
| 1 | 1.5 | College and Career Readiness<br><br>Staff supported with LCFF S/C funds in this action include:<br>College and Career Administrative Specialists (3)<br>• High School & Middle CTE Teacher Salaries (28)<br>• CTE Admin Assistants (2)<br>• CTE Farm Manager<br>• Coordinator of CTE<br>• Coordinator of College & Career<br>• Coordinator of Secondary Counselors | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $10,109,662.85 | |
| 1 | 1.6 | Multilingual & Multicultural Education<br><br>Staff supported with LCFF S/C funds in this action include:<br><br>• Site EL Support Assistants (ELSA) (21)<br>• Migrant Coordinator (1)<br>• EL Coordinator (1) | Yes | LEA-wide | English Learners | All Schools | $2,082,528.20 | |

| 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 (%) |
|---|---|---|---|---|---|---|---|---|
| | | • Dual Language Coordinator (1) | | | | | | |
| 1 | 1.7 | Title 1- Site Allocations LCFF S/C- Site Allocations State and Federal Accountability Support<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Director<br>• Coordinator<br>• Administrative Specialist<br>• 2 Budget Specialist | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,838,762.68 | |
| 1 | 1.8 | Technology<br><br>Staff supported with LCFF S/C funds in this action include:<br>• IT Services Technicians (5)<br>• Enterprise System Specialist<br>• SIS Coordinator | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $2,860,815.94 | |
| 1 | 1.9 | Early Learners<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Early Learners Coordinator<br>• Head Start and Preschool Teacher (8) | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $894,506.33 | |
| 2 | 2.2 | Student Support Services A refresh and | Yes | LEA-wide | English Learners<br>Foster Youth | All Schools | $815,348.06 | |

| 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 (%) |
|---|---|---|---|---|---|---|---|---|
| | | implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling.<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Director of Student Support Services<br>• Child Welfare Coordinator<br>• TOSA- Student Support Services<br>• Bus Monitors (15) | | | Low Income | | | |
| **2** | **2.3** | Student Attendance Services - Chronic Absenteeism remains high in the post-pandemic era. A refresh and implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling at all schools will support the SEL and mental health of CVUSD students to build a positive and engaging school climate.<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Student Wellness & Attendance Coordinator | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,101,912.39 | |

| 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 (%) |
|---|---|---|---|---|---|---|---|---|
| | | • District Attendance Resource Liaisons (2)<br>• Attendance Clerks<br>• District Support Counselor | | | | | | |
| 2 | 2.4 | Transformational Model/Social Emotional Wellness - This district model provides staff trainings through: working with our community sponsors; overseeing the district Wellness Centers; creating and providing TK-12 SEL Lessons and curriculum; training and overseeing small group leads for various program<br><br>Support for Long Term English Learners for Suspension - District-Level Supports will include: Data-Driven Identification & Monitoring<br>• Monitor suspension, attendance, language proficiency, and academic data.<br>• Disaggregate data by subgroup (e.g., race, foster youth, migrant students) to identify root causes of | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,012,853.63 | |

| 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 (%) |
|---|---|---|---|---|---|---|---|---|
| | | discipline patterns.<br><br>Staff supported with LCFF S/C funds in this action include:<br>• District Support Counselor<br>• Lead Intervention Specialist Teachers (Certificated) (7) | | | | | | |
| **2** | **2.5** | Homeless/ Foster Youth Support<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Homeless/Foster Student Support Services: District Support Counselor | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | $237,356.95 | |
| **2** | **2.6** | Mental Health Services | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $4,351,241.44 | |
| **2** | **2.7** | Health Services<br><br>Staff supported with LCFF S/C funds in this action include:<br>• School Nurses (5)<br>• Licensed Vocational Nurses (7)<br>• Health Service Technicians (20) | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $3,937,345.74 | |
| **3** | **3.1** | Parent Engagement | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $76,456.80 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 3 | 3.2 | Communication to Educational Partners<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Translator Salaries (2) | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $474,960.27 | |
| 3 | 3.3 | Community Engagement<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Community Engagement Manager<br>• Parent Community Liaisons (21) | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $286,930.38 | |
| 4 | 4.1 | Implementation of Multi-Tiered System of Support - Professional Learning - Per Diem/Extra Services | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $7,376,543.04 | |
| 4 | 4.2 | Implementation of Multi-Tiered System of Support - Professional Learning - Contracts | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $110,092.48 | |
| 4 | 4.4 | Implementation of Multi-Tiered System of Support - Professional Learning - Substitutes | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $10,619.00 | |
| 4 | 4.5 | Implementation of Multi-Tiered System of Support - Professional Learning Salaries | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $379,548.55 | |

# 2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $201,851,200.00 | $147,072,985.00 |

| 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** | Implementation of Multi-tiered System of Instructional Supports | Yes | $3,138,984 | $1,251,029 |
| **1** | **1.2** | Supplemental Supports to Strengthen the Instructional Core | Yes | $14,431,483 | $14,547,675 |
| **1** | **1.3** | Academic enhancements and supplemental programs<br><br>Staff supported with LCFF S/C funds in this action include:<br>• La Familia high school principal, teachers, custodian, and office staff<br>• Pathways to Success teachers at 14 elementary sites<br>• VAPA teachers at middle and high school<br>• Music Teacher at West Shores High school | Yes | $19,266,364 | $13,716,862 |
| **1** | **1.4** | Highly Qualified Educational Staff<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Curriculum Resource Technician (1)<br>• Instructional Media Assistants (22)<br>• MTSS Data Coaching Coordinators (3) | Yes | $29,466,935 | $26,574,213 |

| 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) |
|---|---|---|---|---|---|
| | | • Data Assessment Specialists (3)<br>• Ethnic Studies Teachers (10)<br>• High School Assistant Principals (11)<br>• Secondary Counselors (12)<br>• Athletic Directors (3)<br>• Activities Directors (3)<br>• Aquatic Instructors (2)<br>• Lifeguards (2)<br>• Elementary Assistant Principals (8) | | | |
| **1** | **1.5** | College and Career Readiness<br><br>Staff supported with LCFF S/C funds in this action include:<br>College and Career Administrative Specialists (3)<br>• High School & Middle CTE Teacher Salaries (28)<br>• CTE Budget Specialist<br>• CTE Admin Assistants (2)<br>• CTE Farm Manager | Yes | $13,733,561 | $11,564,644 |
| **1** | **1.6** | Multilingual & Multicultural Education<br><br>Staff supported with LCFF S/C funds in this action include:<br>• EL Administrative Specialist (1)<br>• Site EL Support Assistants (ELSA) (21)<br>• Migrant Coordinator (1) | Yes | $19,463,269 | $17,243,637 |
| **1** | **1.7** | Title 1- Site Allocations<br>LCFF S/C- Site Allocations<br>State and Federal Accountability Support | Yes | $3,823,963 | $2,241,499 |

| 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) |
|---|---|---|---|---|---|
| | | Staff supported with LCFF S/C funds in this action include:<br>• Director<br>• Coordinator<br>• Administrative Specialist<br>• Budget Specialists (2) | | | |
| **1** | **1.8** | Technology<br><br>Staff supported with LCFF S/C funds in this action include:<br>• IT Services Technicians (9)<br>• Enterprise System Specialist<br>• SIS Coordinator<br>• CALPADS staff (1) | Yes | $3,705,558 | $2,738,285 |
| **1** | **1.9** | Early Learners<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Early Learners Coordinator<br>• Head Start and Preschool Teacher (8)<br>• Extended Day Kindergarten Teacher Salaries @ 50% | Yes | $14,421,151 | $12,899,645 |
| **2** | **2.1** | Expanded Learning | No | $42,361,393 | $10,218,730 |
| **2** | **2.2** | Student Support Services<br>A refresh and implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling. | Yes | $2,087,253 | $4,749,456 |

| 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) |
|---|---|---|---|---|---|
| | | Staff supported with LCFF S/C funds in this action include:<br>• Director of Student Support Services<br>• Child Welfare Coordinator<br>• TOSA- Student Support Services<br>• Bus Monitors (15) | | | |
| **2** | **2.3** | Student Attendance Services - Chronic Absenteeism remains high in the post-pandemic era. A refresh and implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling at all schools will support the SEL and mental health of CVUSD students to build a positive and engaging school climate.<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Attendance Coordinator<br>• District Attendance Resource Liaisons (2)<br>• Attendance Clerks<br>• District Support Counselor | Yes | $1,119,805 | $849,740 |
| **2** | **2.4** | Transformational Model/Social Emotional Wellness - This district model provides staff trainings through: working with our community sponsors; overseeing the district Wellness Centers; creating and providing TK-12 SEL Lessons and curriculum; training and overseeing small group leads for various program | Yes | $2,910,758 | $2,800,669 |

| 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) |
|---|---|---|---|---|---|
| | | Staff supported with LCFF S/C funds in this action include:<br>• District Support Counselor | | | |
| **2** | **2.5** | Homeless/ Foster Youth Support<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Homeless/Foster Student Support Services: District Support Counselor | Yes | $310,447 | $224,435 |
| **2** | **2.6** | Mental Health Services | Yes | $8,410,195 | $7,372,736 |
| **2** | **2.7** | Health Services<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Health Service Technicians (20) | Yes | $4,528,592 | $4,326,182 |
| **3** | **3.1** | Parent Engagement | Yes | $66,104 | $65,860 |
| **3** | **3.2** | Communication to Educational Partners<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Translator Salaries (2)<br>• Public Information Officer | Yes | $1,826,512 | $1,585,820 |
| **3** | **3.3** | Community Engagement<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Parent Community Liaisons (21) | Yes | $2,608,353 | $2,521,758 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **4** | **4.1** | Implementation of Multi-Tiered System of Support - Professional Learning - Per Diem/Extra Services | Yes | $10,445,605 | $7,597,514 |
| **4** | **4.2** | Implementation of Multi-Tiered System of Support - Professional Learning -Contracts | Yes | $1,252,200 | $647,705 |
| **4** | **4.3** | Implementation of Multi-Tiered System of Support - Professional Learning - Conferences | Yes | $784,431 | $135,191 |
| **4** | **4.4** | Implementation of Multi-Tiered System of Support - Professional Learning - Substitutes | Yes | $223,902 | $18,074 |
| **4** | **4.5** | Implementation of Multi-Tiered System of Support - Professional Learning Salaries | Yes | $1,260,176 | $1,090,917 |
| **5** | **5.1** | Academic Intervention and Enrichment Program (AIEP) | No | $204,206 | $90,709 |

# 2024-25 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) |
|---|---|---|---|---|---|---|
| $74,294,277 | $91,434,567.00 | $82,467,204.00 | $8,967,363.00 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Implementation of Multi-tiered System of Instructional Supports | Yes | $2,947,179.00 | $1,134,935 | | |
| 1 | 1.2 | Supplemental Supports to Strengthen the Instructional Core | Yes | $13,783,336.00 | $14,273,469 | | |
| 1 | 1.3 | Academic enhancements and supplemental programs<br><br>Staff supported with LCFF S/C funds in this action include:<br>• La Familia high school principal, teachers, custodian, and office staff<br>• Pathways to Success teachers at 14 elementary sites<br>• VAPA teachers at middle and high school<br>• Music Teacher at West Shores High school | Yes | $8,588,864.00 | $7,507,846 | | |
| 1 | 1.4 | Highly Qualified Educational Staff<br><br>Staff supported with LCFF S/C funds in this action include: | Yes | $17,565,652.00 | $15,028,047 | | |

| 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) |
|---|---|---|---|---|---|---|---|
| | | • Curriculum Resource Technician (1)<br>• Instructional Media Assistants (22)<br>• MTSS Data Coaching Coordinators (3)<br>• Data Assessment Specialists (3)<br>• Ethnic Studies Teachers (10)<br>• High School Assistant Principals (11)<br>• Secondary Counselors (12)<br>• Athletic Directors (3)<br>• Activities Directors (3)<br>• Aquatic Instructors (2)<br>• Lifeguards (2)<br>• Elementary Assistant Principals (8) | | | | | |
| **1** | **1.5** | College and Career Readiness<br><br>Staff supported with LCFF S/C funds in this action include: College and Career Administrative Specialists (3)<br>• High School & Middle CTE Teacher Salaries (28)<br>• CTE Budget Specialist<br>• CTE Admin Assistants (2)<br>• CTE Farm Manager | Yes | $10,293,312.00 | $9,463,923 | | |

| 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 | 1.6 | Multilingual & Multicultural Education<br><br>Staff supported with LCFF S/C funds in this action include:<br>• EL Administrative Specialist (1)<br>• Site EL Support Assistants (ELSA) (21)<br>• Migrant Coordinator (1) | Yes | $2,403,814.00 | $979,565 | | |
| 1 | 1.7 | Title 1- Site Allocations<br>LCFF S/C- Site Allocations<br>State and Federal Accountability Support<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Director<br>• Coordinator<br>• Administrative Specialist<br>• Budget Specialists (2) | Yes | $2,548,210.00 | $1,450,354 | | |
| 1 | 1.8 | Technology<br><br>Staff supported with LCFF S/C funds in this action include:<br>• IT Services Technicians (9)<br>• Enterprise System Specialist<br>• SIS Coordinator<br>• CALPADS staff (1) | Yes | $3,705,558.00 | $2,738,285 | | |
| 1 | 1.9 | Early Learners<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Early Learners Coordinator | Yes | $8,093,296.00 | $7,644,071 | | |

| 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) |
|---|---|---|---|---|---|---|---|
| | | • Head Start and Preschool Teacher (8)<br>• Extended Day Kindergarten Teacher Salaries @ 50% | | | | | |
| **2** | **2.2** | Student Support Services<br>A refresh and implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling.<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Director of Student Support Services<br>• Child Welfare Coordinator<br>• TOSA- Student Support Services<br>• Bus Monitors (15) | Yes | $2,087,253.00 | $4,749,456 | | |
| **2** | **2.3** | Student Attendance Services - Chronic Absenteeism remains high in the post-pandemic era. A refresh and implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling at all schools will support the SEL and mental health of CVUSD students to build a positive and engaging school climate.<br><br>Staff supported with LCFF S/C funds in this action include: | Yes | $1,119,805.00 | $836,379 | | |

| 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) |
|---|---|---|---|---|---|---|---|
| | | • Attendance Coordinator<br>• District Attendance Resource Liaisons (2)<br>• Attendance Clerks<br>• District Support Counselor | | | | | |
| **2** | **2.4** | Transformational Model/Social Emotional Wellness - This district model provides staff trainings through: working with our community sponsors; overseeing the district Wellness Centers; creating and providing TK-12 SEL Lessons and curriculum; training and overseeing small group leads for various program<br><br>Staff supported with LCFF S/C funds in this action include:<br>• District Support Counselor | Yes | $2,586,743.00 | $2,708,338 | | |
| **2** | **2.5** | Homeless/ Foster Youth Support<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Homeless/Foster Student Support Services: District Support Counselor | Yes | $239,293.00 | $224,435 | | |
| **2** | **2.6** | Mental Health Services | Yes | $406,155.00 | $380,937 | | |
| **2** | **2.7** | Health Services<br><br>Staff supported with LCFF S/C funds in this action include: | Yes | $4,528,592.00 | $4,326,182 | | |

| 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) |
|---|---|---|---|---|---|---|---|
| | | • Health Service Technicians (20) | | | | | |
| **3** | **3.1** | Parent Engagement | Yes | $66,104.00 | $65,860 | | |
| **3** | **3.2** | Communication to Educational Partners<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Translator Salaries (2)<br>• Public Information Officer | Yes | $1,826,512.00 | $1,585,820 | | |
| **3** | **3.3** | Community Engagement<br><br>Staff supported with LCFF S/C funds in this action include:<br>• Parent Community Liaisons (21) | Yes | $1,229,818.00 | $1,113,009 | | |
| **4** | **4.1** | Implementation of Multi-Tiered System of Support - Professional Learning - Per Diem/Extra Services | Yes | $7,075,380.00 | $6,246,399 | | |
| **4** | **4.2** | Implementation of Multi-Tiered System of Support - Professional Learning - Contracts | Yes | $153,106.00 | $700 | | |
| **4** | **4.3** | Implementation of Multi-Tiered System of Support - Professional Learning - Conferences | Yes | $154,599.00 | $1,990 | | |
| **4** | **4.4** | Implementation of Multi-Tiered System of Support - Professional Learning - Substitutes | Yes | $10,662.00 | 0 | | |
| **4** | **4.5** | Implementation of Multi-Tiered System of Support - Professional Learning Salaries | Yes | $21,324.00 | 7204 | | |

# 2024-25 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) |
|---|---|---|---|---|---|---|---|---|
| $169,039,703 | $74,294,277 | 1.163% | 45.114% | $82,467,204.00 | 0.000% | 48.786% | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## *Purpose*

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

# Requirements and Instructions

**General Information**

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

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

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

**Reflections: Annual Performance**

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

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

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

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

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

*EC* Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

**Reflections: Technical Assistance**

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

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

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

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

# Engaging Educational Partners

## *Purpose*

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

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

# Requirements

## *Requirements*

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## *Instructions*

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

## Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

## Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

## *Purpose*

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

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

### Statutory Requirements

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

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

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

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

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

### LEA-wide and Schoolwide Actions

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

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

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

### For School Districts Only

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

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

## *Requirements and Instructions*

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

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

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

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

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

## *Total Planned Expenditures Table*

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

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

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

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

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

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

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

## *Contributing Actions Table*

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

## *Annual Update Table*

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

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

## *Contributing Actions Annual Update Table*

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

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

## *LCFF Carryover Table*

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

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

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

## *Calculations in the Action Tables*

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

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

## LCFF Carryover Table

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

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

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

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

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

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