LCFF Budget Overview for Parents

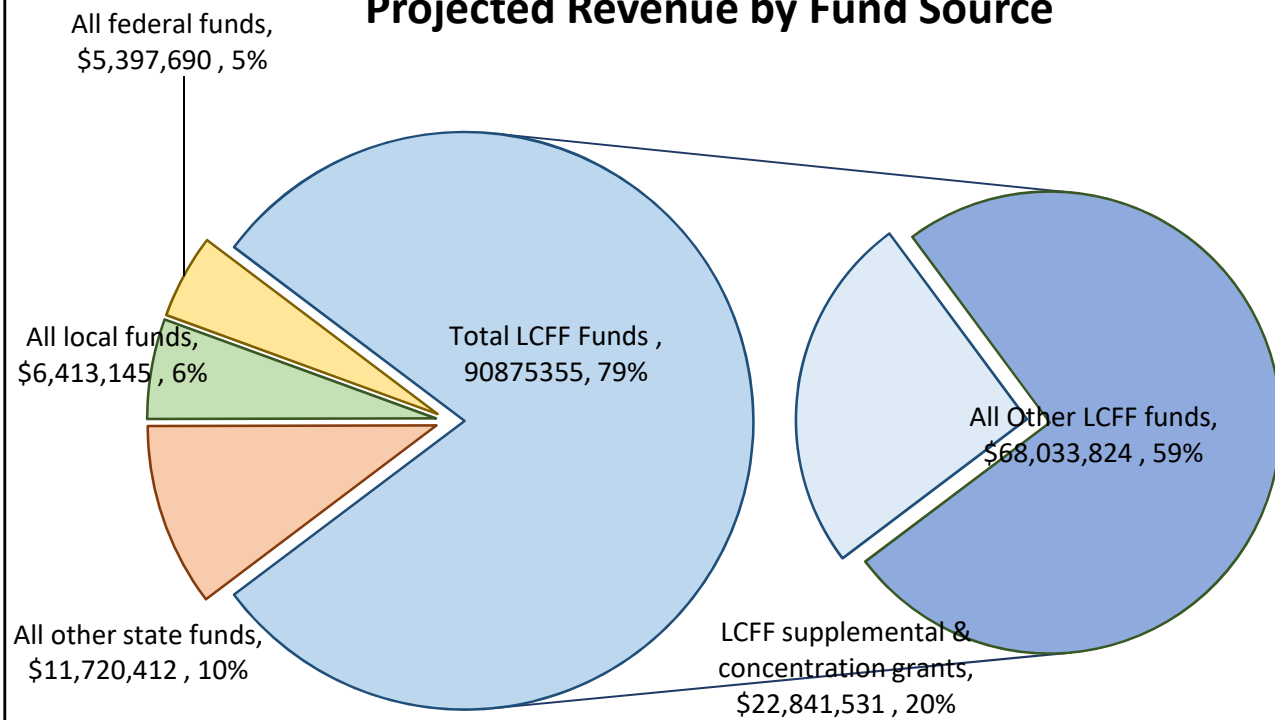Local Educational Agency (LEA) Name: Centinela Valley Union HSD

CDS Code: 64352

School Year: 2024-25

LEA contact information: Kelly Santos310-263-3170santosk@cvuhsd.org

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

All federal funds, $5,397,690 , 5%

All local funds, $6,413,145 , 6%

All other state funds, $11,720,412 , 10%

Total LCFF Funds , 90875355, 79%

All Other LCFF funds, $68,033,824 , 59%

LCFF supplemental & concentration grants, $22,841,531 , 20%

This chart shows the total general purpose revenue Centinela Valley Union HSD 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 Centinela Valley Union HSD is $114,406,602.00, of which $90,875,355.00 is Local Control Funding Formula (LCFF), $11,720,412.00 is other state funds, $6,413,145.00 is local funds, and $5,397,690.00 is federal funds. Of the $90,875,355.00 in LCFF Funds, $22,841,531.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP
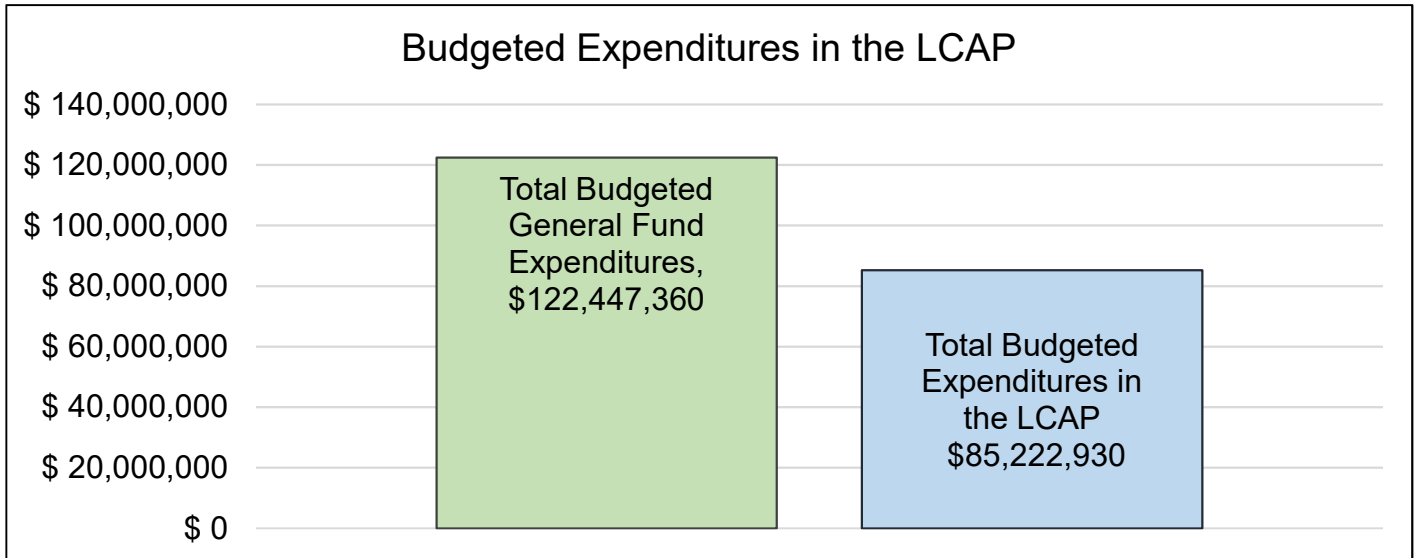
This chart provides a quick summary of how much Centinela Valley Union HSD plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Centinela Valley Union HSD plans to spend $122,447,360.00 for the 2024-25 school year. Of that amount, $85,222,930.00 is tied to actions/services in the LCAP and $37,224,430.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
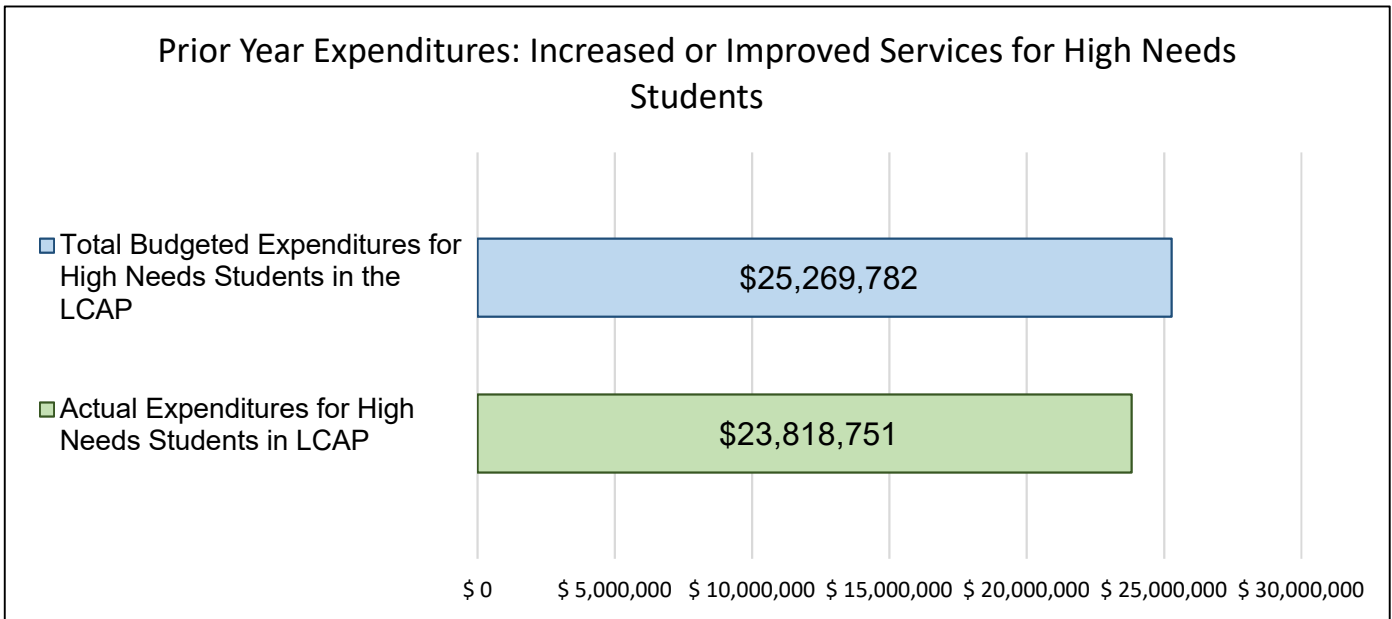
A majority of the District's non-LCAP budget is dedicated to general operational costs, including labor expenses for other certificated employees, most classified employees, information technology infrastructure, security services, administration, business operations, and human resources

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

In 2024-25, Centinela Valley Union HSD is projecting it will receive $22,841,531.00 based on the enrollment of foster youth, English learner, and low-income students. Centinela Valley Union HSD must describe how it intends to increase or improve services for high needs students in the LCAP. Centinela Valley Union HSD plans to spend $24,011,494.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$25,269,782
☐ Actual Expenditures for High Needs Students in LCAP	$23,818,751

$ 0 $ 5,000,000 $ 10,000,000 $ 15,000,000 $ 20,000,000 $ 25,000,000 $ 30,000,000

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

The text description of the above chart is as follows: In 2023-24, Centinela Valley Union HSD's LCAP budgeted $25,269,782.00 for planned actions to increase or improve services for high needs students. Centinela Valley Union HSD actually spent $23,818,751.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of $1,451,031.00 had the following impact on Centinela Valley Union HSD's ability to increase or improve services for high needs students:

The original budget reflected the use of one time funds, which have since been adjusted.

2023-2024 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023-2024 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Centinela Valley Union High	Kelly Santos Assistant Superintendent, Educational Services	santosk@cvuhsd.org 310-263-3170

Goals and Actions

Goal

Goal #	Description
1	Close achievement gaps by increasing the percentage of students who graduate ready for college, career, and life.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Percent of students that participate in at least one Advanced Placement (AP) exam	2019-20, per College Board AP Student Data file: 24% All Students 31% Female 18% Male 25% Socioeconomically Disadvantaged 8% English Learners 32% Redesignated Fluent English Proficient (RFEP) 27% Foster Youth 20% Homeless Youth	2020-21, per College Board AP Student Data file: 23% All Students 29% Female 16% Male 23% Socioeconomically Disadvantaged 8% English Learners 31% Redesignated Fluent English Proficient (RFEP) 0% Foster Youth 26% Homeless Youth	2021-22, per College Board AP Student Data file: 20% All Students 26% Female 15% Male 20% Socioeconomically Disadvantaged 10% English Learners 28% Redesignated Fluent English Proficient (RFEP) 0% Foster Youth 16% Homeless Youth	2022-23, per College Board AP Student Data file: 24.8% All Students 31.1% Female 18.9% Male 24.6% Socioeconomically Disadvantaged 10.6% English Learners 36.0% Redesignated Fluent English Proficient (RFEP) 15.8% Foster Youth	2022-23, 2% growth per year 30% All Students 37% Female 24% Male 31% Socioeconomically Disadvantaged 14% English Learners 38% Redesignated Fluent English Proficient (RFEP) 33% Foster Youth 26% Homeless Youth 8% Students with

	2% Students with Disabilities 13% African American/Black 25% American Indian/Alaska Native 63% Asian 38% Filipino 25% Latino 7% Native Hawaiian/Pacific Islander 28% White 22% Two or More Races	3% Students with Disabilities 15% African American/Black 8% American Indian/Alaska Native 49% Asian 53% Filipino 23% Latino 14% Native Hawaiian/Pacific Islander 24% White 21% Two or More Races	2% Students with Disabilities 15% African American N/A American Indian/Alaska Native 45% Asian 31% Filipino 21% Hispanic or Latino 3% Native Hawaiian/Pacific Islander 14% White 23% Two or More Races	12.6% Homeless Youth 2.4% Students with Disabilities 16.0% African American N/A American Indian/Alaska Native 47.0% Asian 43.5% Filipino 26.0% Hispanic or Latino 9.8% Native Hawaiian/Pacific Islander 22.6% White 22.7% Two or More Races	Disabilities 19% African American/Black 31% American Indian/Alaska Native 69% Asian 44% Filipino 31% Latino 13% Native Hawaiian/Pacific Islander 34% White 28% Two or More Races
Percent of students that pass at least one Advanced Placement (AP) exam with a score of 3 or higher	2019-20, per College Board AP Student Data file: 53% All Students 54% Female 52% Male 53% Socioeconomically Disadvantaged 75% English Learners 59% Redesignated Fluent English Proficient (RFEP) 25% Foster Youth 50% Homeless Youth 58% Students with Disabilities 30% African American/Black 0% American Indian/Alaska Native 59% Asian 67% Filipino 56% Latino 33% Native Hawaiian/Pacific Islander 61% White 35% Two or More Races	2020-21, per College Board AP Student Data file: 33% All Students 33% Female 32% Male 32% Socioeconomically Disadvantaged 64% English Learners 37% Redesignated Fluent English Proficient (RFEP) N/A Foster Youth 20% Homeless Youth 27% Students with Disabilities 9% African American/Black 0% American Indian/Alaska Native 28% Asian 15% Filipino 36% Latino 20% Native Hawaiian/Pacific Islander 46% White 24% Two or More Races	2021-22, per College Board AP Student Data file: 46% All Students 44% Female 49% Male 45% Socioeconomically Disadvantaged 80% English Learners 46% Redesignated Fluent English Proficient (RFEP) N/A Foster Youth 40% Homeless Youth 22% Students with Disabilities 25% African American N/A American Indian/Alaska Native 51% Asian 36% Filipino 49% Hispanic or Latino 0% Native Hawaiian/Pacific Islander 38% White 41% Two or More Races	2022-23, per College Board AP Student Data file: 54.4% All Students 53.3% Female 56.2% Male 53.8% Socioeconomically Disadvantaged 80.7% English Learners 57.7% Redesignated Fluent English Proficient (RFEP) 66.7% Foster Youth 46.2% Homeless Youth 23.1% Students with Disabilities 33.0% African American N/A American Indian/Alaska Native 68.1% Asian 55.0% Filipino 57.2% Hispanic or Latino 25.0% Native Hawaiian/Pacific Islander 58.3% White 33.3% Two or More Races	2022-23, 2% growth per year 59% All Students 60% Female 58% Male 59% Socioeconomically Disadvantaged 81% English Learners 65% Redesignated Fluent English Proficient (RFEP) 31% Foster Youth 56% Homeless Youth 64% Students with Disabilities 36% African American/Black 6% American Indian/Alaska Native 65% Asian 73% Filipino 62% Latino 39% Native Hawaiian/Pacific Islander 67% White 41% Two or More Races
Percent of Advanced Placement (AP)	2019-20: 43.6% (883), per College Board AP	2020-21: 25.0% (416), per College Board AP	2021-22: 37.1% (537), per College Board AP Student	2022-23: 42.6% (823), per College Board AP Student	2022-23: 49.6% CVUHSD (growth of 2% per year)

exams with a score of 3 or higher	Student Data file	Student Data file	Data file	Data file	

California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessment Mathematics Grade 11 Standard Met or Exceeded Rate	2018-19, per DataQuest CAASPP Smarter Balanced Assessment Results:
	
	15.2% All Students
	16.2% Female
	14.4% Male
	15.1% Economically Disadvantaged
	  0.6% English Learners
	19.7% Redesignated Fluent English Proficient (RFEP)
	   N/A Foster Youth
	23.1% Homeless Youth
	  2.0% Students with Disabilities
	11.4% African American/Black
	   N/A American Indian/Alaska Native
	64.1% Asian
	   N/A Filipino
	13.8% Latino
	28.6% Native Hawaiian/Pacific Islander
	22.9% White
	18.6% Two or More Races
		2020-21, per DataQuest CAASPP Smarter Balanced Assessment Results:
		
		14.8% All Students
		15.4% Female
		14.3% Male
		14.4% Economically Disadvantaged
		  0.5% English Learners
		18.6% Redesignated Fluent English Proficient (RFEP)
		   N/A Foster Youth
		  9.1% Homeless Youth
		  0.7% Students with Disabilities
		12.9% African American/Black
		   N/A American Indian/Alaska Native
		56.7% Asian
		   N/A Filipino
		13.3% Latino
		18.8% Native Hawaiian/Pacific Islander
		26.3% White
		24.5% Two or More Races
			2021-22, per DataQuest CAASPP Smarter Balanced Assessment Results:
			
			15.3% All Students
			15.7% Female
			14.9% Male
			14.7% Economically Disadvantaged
			  1.3% English Learners
			20.0% Redesignated Fluent English Proficient (RFEP)
			   N/A Foster Youth
			16.7% Homeless Youth
			  1.7% Students with Disabilities
			10.7% African American
			   N/A American Indian/Alaska Native
			48.4% Asian
			38.9% Filipino
			14.9% Hispanic or Latino
			   N/A Native Hawaiian/Pacific Islander
			21.1% White
			19.6% Two or More Races
				2022-23, per DataQuest CAASPP Smarter Balanced Summative Assessment Results:
				
				13.6% All Students
				13.3% Female
				14.0% Male
				13.2% Socioeconomically Disadvantaged
				  0.4% English Learners
				19.5% Redesignated Fluent English Proficient (RFEP)
				  N/A Foster Youth
				  4.0% Homeless Youth
				  0.0% Students with Disabilities
				  9.7% African American
				  N/A American Indian/Alaska Native
				34.5% Asian
				35.7% Filipino
				13.7% Hispanic or Latino
				  0.0% Native Hawaiian/Pacific Islander
				21.1% White
				12.1% Two or More Races
					2022-23, growth of 2% per year
					
					21.2% All Students
					22.2% Female
					20.4% Male
					21.1% Economically Disadvantaged
					  6.6% English Learners
					25.7% Redesignated Fluent English Proficient (RFEP)
					   N/A Foster Youth
					29.1% Homeless Youth
					  8.0% Students with Disabilities
					17.4% African American/Black
					   N/A American Indian/Alaska Native
					70.1% Asian
					   N/A Filipino
					19.8% Latino
					34.6% Native Hawaiian/Pacific Islander
					28.9% White
					24.6% Two or More Races

California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessment English Language Arts (ELA) Grade 11 Standard Met or Exceeded Rate	2018-19 per DataQuest CAASPP Smarter Balanced Assessment Results:
	
	47.3% All Students
	52.9% Female
	42.4% Male
	47.5% Economically Disadvantaged
	  5.9% English Learners
	56.7% Redesignated
		2020-21, per DataQuest CAASPP Smarter Balanced Assessment Results:
		
		43.2% All Students
		48.8% Female
		37.9% Male
		42.5% Economically Disadvantaged
		  4.6% English Learners
		53.4% Redesignated
			2021-22, per DataQuest CAASPP Smarter Balanced Assessment Results:
			
			45.7% All Students
			54.0% Female
			38.3% Male
			45.2% Economically Disadvantaged
			  7.2% English Learners
				2022-23, per DataQuest CAASPP Smarter Balanced Summative Assessment Results:
				
				49.4% All Students
				54.5% Female
				44.1% Male
				49.5% Socioeconomically Disadvantaged
				  8.5% English Learners
					2022-23, growth of 2% per year
					
					53.3% All Students
					58.9% Female
					48.4% Male
					53.5% Economically Disadvantaged
					11.9% English Learners
					62.7% Redesignated Fluent English Proficient (RFEP)
					   N/A Foster Youth

	Fluent English Proficient (RFEP)
	   N/A Foster Youth
	38.5% Homeless Youth
	12.8% Students with Disabilities
	38.6% African American/Black
	   N/A American Indian/Alaska Native
	82.1% Asian
	   N/A Filipino
	47.2% Latino
	35.7% Native Hawaiian/Pacific Islander
	61.3% White
	54.6% Two or More Races
		Fluent English Proficient (RFEP)
		   N/A Foster Youth
		27.3% Homeless Youth
		 7.5% Students with Disabilities
		38.5% African American/Black
		   N/A American Indian/Alaska Native
		66.7% Asian
		   N/A Filipino
		42.8% Latino
		37.5% Native Hawaiian/Pacific Islander
		57.9% White
		49.0% Two or More Races
			58.5% Redesignated Fluent English Proficient (RFEP)
			  N/A Foster Youth
			62.5% Homeless Youth
			 8.1% Students with Disabilities
			40.8% African American
			  N/A American Indian/Alaska Native
			58.6% Asian
			77.8% Filipino
			45.5% Hispanic or Latino
			  N/A Native Hawaiian/Pacific Islander
			47.4% White
			52.3% Two or More Races
				65.1% Redesignated Fluent English Proficient (RFEP)
				  N/A Foster Youth
				36.0% Homeless Youth
				 8.5% Students with Disabilities
				43.5% African American
				  N/A American Indian/Alaska Native
				69.0% Asian
				64.3% Filipino
				49.9% Hispanic or Latino
				43.8% Native Hawaiian/Pacific Islander
				50.0% White
				48.9% Two or More Races
					66.5% Homeless Youth
					18.8% Students with Disabilities
					44.6% African American/Black
					  N/A American Indian/Alaska Native
					88.1% Asian
					  N/A Filipino
					53.2% Latino
					41.7% Native Hawaiian/Pacific Islander
					67.3% White
					60.6% Two or More Races

Percent of graduates that have successfully completed "A-G" requirements	Class of 2020, per DataQuest 4-Yr ACGR:
	
	46.7% All Students
	54.2% Female
	40.0% Male
	46.3% Socioeconomically Disadvantaged
	29.6% English Learners
	   N/A Redesignated Fluent English Proficient (RFEP)
	30.0% Foster Youth
	38.2% Homeless Youth
	16.1% Students with Disabilities
	48.9% African American/Black
	   N/A American Indian/Alaska Native
	82.5% Asian
	60.0% Filipino
	44.3% Latino
		Class of 2021, per DataQuest 4-Yr ACGR:
		
		42.6% All Students
		50.4% Female
		35.0% Male
		41.9% Socioeconomically Disadvantaged
		28.5% English Learners
		   N/A Redesignated Fluent English Proficient (RFEP)
		16.7% Foster Youth
		27.9% Homeless Youth
		18.2% Students with Disabilities
		35.5% African American/Black
		   N/A American Indian/Alaska Native
		72.5% Asian
		76.9% Filipino
		42.6% Latino
			Class of 2022, per DataQuest 4-Yr ACGR:
			
			42.1% All Students
			48.8% Female
			35.3% Male
			41.3% Socioeconomically Disadvantaged
			21.4% English Learners
			  N/A Redesignated Fluent English Proficient (RFEP)
			22.2% Foster Youth
			37.0% Homeless Youth
			13.0% Students with Disabilities
			47.4% African American
			  N/A American Indian/Alaska Native
				Class of 2023, per DataQuest 4-Yr ACGR and Class of 2023 Master file
				
				40.6% All Students
				49.6% Female
				32.3% Male
				39.0% Socioeconomically Disadvantaged
				24.0% English Learners
				  N/A Redesignated Fluent English Proficient (RFEP)
				 8.3% Foster Youth
				27.3% Homeless Youth
				14.5% Students with Disabilities
				38.9% African American
				  N/A American Indian/Alaska Native
				64.3% Asian
				57.9% Filipino
					Class of 2023, growth of 2% per year
					
					52.7% All Students
					60.2% Female
					46.0% Male
					52.3% Socioeconomically Disadvantaged
					35.6% English Learners
					  N/A Redesignated Fluent English Proficient (RFEP)
					36.0% Foster Youth
					44.2% Homeless Youth
					22.1% Students with Disabilities
					54.9% African American/Black
					  N/A American Indian/Alaska Native
					88.5% Asian
					66.0% Filipino
					50.3% Latino
					63.1% Native

	57.1% Native Hawaiian/Pacific Islander 46.4% White 53.7% Two or More Races	30.0% Native Hawaiian/Pacific Islander 35.7% White 47.2% Two or More Races	69.0% Asian N/A Filipino 40.3% Hispanic or Latino 31.3% Native Hawaiian/Pacific Islander 40.0% White 42.3% Two or More Races	39.8% Hispanic or Latino 27.3% Native Hawaiian/Pacific Islander 52.4% White 43.5% Two or More Races	Hawaiian/Pacific Islander 52.4% White 59.7% Two or More Races
Percent of graduates that have successfully completed Career Technical Education (CTE) pathways	Class of 2020, per CALPADS Report 3.15: *Denominator revised to include 4-Yr ACGR HS Diploma Graduates 22.4% All Students 19.8% Female 24.6% Male 22.1% Socioeconomically Disadvantaged 21.2% English Learners N/A Redesignated Fluent English Proficient (RFEP) 10.0% Foster Youth 5.9% Homeless Youth 19.5% Students with Disabilities 14.2% African American N/A American Indian/Alaska Native 35.0% Asian 26.7% Filipino 23.7% Hispanic or Latino 21.4% Native Hawaiian/Pacific Islander 28.6% White 14.6% Two or More Races	Class of 2021, per CALPADS Report 3.20: *Denominator revised to include 4-Yr ACGR HS Diploma Graduates 22.0% All Students 23.4% Female 20.6% Male 22.3% Socioeconomically Disadvantaged 20.6% English Learners N/A Redesignated Fluent English Proficient (RFEP) 16.7% Foster Youth 11.6% Homeless Youth 20.5% Students with Disabilities 16.9% African American N/A American Indian/Alaska Native 25.0% Asian 46.2% Filipino 22.6% Hispanic or Latino 20.0% Native Hawaiian/Pacific Islander 7.1% White 22.2% Two or More Races	Class of 2022, per CALPADS Report 3.20: 19.4% All Students 19.0% Female 19.9% Male 18.9% Socioeconomically Disadvantaged 12.5% English Learners N/A Redesignated Fluent English Proficient (RFEP) 11.1% Foster Youth 13.0% Homeless Youth 12.3% Students with Disabilities 13.1% African American N/A American Indian/Alaska Native 17.2% Asian N/A Filipino 20.7% Hispanic or Latino 18.8% Native Hawaiian/Pacific Islander 10.0% White 23.1% Two or More Races	Class of 2023, per CALPADS Reports 3.20 and 15.2: 16.0% All Students 14.3% Female 17.5% Male 15.2% Socioeconomically Disadvantaged 13.6% English Learners N/A Redesignated Fluent English Proficient (RFEP) 8.3% Foster Youth 10.9% Homeless Youth 10.1% Students with Disabilities 10.9% African American N/A American Indian/Alaska Native 14.3% Asian N/A Filipino 17.6% Hispanic or Latino 9.1% Native Hawaiian/Pacific Islander 14.3% White 8.7% Two or More Races	Class of 2023, growth of 2% per year *Revised to reflect updated calculations based on 4-Yr ACGR HS Diploma Graduates 28.4% All Students 25.8% Female 30.6% Male 28.1% Socioeconomically Disadvantaged 27.2% English Learners N/A Redesignated Fluent English Proficient (RFEP) 16.0% Foster Youth 11.9% Homeless Youth 25.5% Students with Disabilities 20.2% African American N/A American Indian/Alaska Native 41.0% Asian 32.7% Filipino 29.7% Hispanic or Latino 27.4% Native Hawaiian/Pacific Islander 34.6% White 20.6% Two or More Races
Percent of graduates that have successfully completed "A-G" requirements and Career Technical	Class of 2020, per CALPADS Reports 15.2 and 3.15: 13.0% All Students	Class of 2021, per CALPADS Reports 15.2 and 3.20: *Denominator revised to include 4-Yr ACGR HS	Class of 2022, per CALPADS Reports 15.2 and 3.20: 12.2% All Students	Class of 2023, per CALPADS Reports 3.20 and 15.2: 9.9% All Students 10.7% Female	Class of 2023, growth of 2% per year 19.0% All Students 18.4% Female

Education (CTE) pathways	12.4% Female 13.5% Male 12.6% Socioeconomically Disadvantaged 10.7% English Learners N/A Redesignated Fluent English Proficient (RFEP) 5.0% Foster Youth 2.9% Homeless Youth 6.7% Students with Disabilities 10.7% African American N/A American Indian/Alaska Native 27.5% Asian 20.0% Filipino 12.9% Hispanic or Latino 14.3% Native Hawaiian/Pacific Islander 14.3% White 9.8% Two or More Races	Diploma Graduates 13.1% All Students 14.2% Female 12.0% Male 13.0% Socioeconomically Disadvantaged 10.0% English Learners N/A Redesignated Fluent English Proficient (RFEP) 0.0% Foster Youth 4.7% Homeless Youth 5.7% Students with Disabilities 8.2% African American N/A American Indian/Alaska Native 22.5% Asian 38.5% Filipino 13.5% Hispanic or Latino 10.0% Native Hawaiian/Pacific Islander 7.1% White 11.1% Two or More Races	13.5% Female 11.0% Male 12.1% Socioeconomically Disadvantaged 6.3% English Learners N/A Redesignated Fluent English Proficient (RFEP) N/A Foster Youth 8.7% Homeless Youth 4.9% Students with Disabilities 9.4% African American N/A American Indian/Alaska Native 13.8% Asian N/A Filipino 12.6% Hispanic or Latino 12.5% Native Hawaiian/Pacific Islander 10.0% White 13.5% Two or More Races	9.2% Male 8.9% Socioeconomically Disadvantaged 3.8% English Learners N/A Redesignated Fluent English Proficient (RFEP) N/A Foster Youth 3.6% Homeless Youth 2.2% Students with Disabilities 6.9% African American N/A American Indian/Alaska Native 10.7% Asian N/A Filipino 10.7% Hispanic or Latino 9.1% Native Hawaiian/Pacific Islander 9.5% White 6.5% Two or More Races	19.5% Male 18.4% Socioeconomically Disadvantaged 7.6% English Learners 11.0% Foster Youth 6.0% Homeless Youth 14.1% Students with Disabilities 16.7% African American/Black N/A American Indian/Alaska Native 33.5% Asian 26.0% Filipino 18.9% Latino 20.3% Native Hawaiian/Pacific Islander 20.3% White 15.8% Two or More Races
Percent of English Learners (ELs) who progress in English proficiency (ELPAC)	2018-19: 38.9% (594) CVUHSD, per CA School Dashboard	2020-21: 9.0% Proficient CVUHSD, per DataQuest English Language Proficiency Assessments for (CA) ELPAC 9.0% Level 4 (Well Developed) 27.7% Level 3 (Moderately Developed) 34.1% Level 2 (Somewhat Developed) 29.2% Level 1 (Minimally Developed)	2021-22: 50.6% (870) CVUHSD, per CA School Dashboard	2022-23: 49.5% (857), per CA School Dashboard	2022-23: 44.9% CVUHSD (growth of 2% per year)
English Learner (EL) Reclassification Rate	October 2019 - October 2020: 15.0% (176) CVUHSD, per DataQuest	2020-21: 13.8% (133) CVUHSD, per 20-21 CALPADS Report 2.12 and 19-20 DataQuest EL	July 1, 2020 - June 30, 2021: 7.1% (77) CVUHSD, per CALPADS Reports 2.16 and 8.1 EOY.	July 1, 2022 - June 30, 2023: 12.3% (160) CVUHSD, per CALPADS Reports 2.16 and 8.1 EOY.	July 1, 2022 - June 30, 2023: 12.1% (growth of 2% per year) *Revised to reflect updated

		Census Day Enrollment 2021-22: 6.6% (66) CVUHSD, per 21-22 CALPADS Report 2.12 and 20-21 DataQuest EL Census Day Enrollment	July 1, 2021 - June 30, 2022: 10.1% (127) CVUHSD, per CALPADS Reports 2.16 and 8.1 EOY.		calculations based on the academic school year

Percent of grade 11 students ready for college per the California State University (CSU) Early Assessment Program (EAP) in English Language Arts (ELA)	2018-19, per DataQuest CAASPP Smarter Balanced Assessment Results:
	
	17.0% All Students
	20.6% Female
	13.9% Male
	16.9% Economically Disadvantaged
	  0.7% English Learners
	20.3% Redesignated Fluent English Proficient (RFEP)
	   N/A Foster Youth
	23.1% Homeless Youth
	2.0% Students with Disabilities
	12.7% African American/Black
	   N/A American Indian/Alaska Native
	51.3% Asian
	   N/A Filipino
	16.0% Latino
	14.3% Native Hawaiian/Pacific Islander
	32.3% White
	25.0% Two or More Races
		2020-21, per DataQuest CAASPP Smarter Balanced Assessment Results:
		
		16.8% All Students
		19.4% Female
		14.4% Male
		16.2% Economically Disadvantaged
		  0.5% English Learners
		21.7% Redesignated Fluent English Proficient (RFEP)
		   N/A Foster Youth
		9.1% Homeless Youth
		  0.0% Students with Disabilities
		10.5% African American/Black
		   N/A American Indian/Alaska Native
		40.0% Asian
		   N/A Filipino
		16.7% Latino
		18.8% Native Hawaiian/Pacific Islander
		26.3% White
		24.5% Two or More Races
			2021-22, per DataQuest CAASPP Smarter Balanced Assessment Results:
			
			16.8% All Students
			20.2% Female
			13.8% Male
			15.9% Economically Disadvantaged
			  0.5% English Learners
			22.5% Redesignated Fluent English Proficient (RFEP)
			   N/A Foster Youth
			18.8% Homeless Youth
			  2.9% Students with Disabilities
			12.1% African American
			   N/A American Indian/Alaska Native
			41.4% Asian
			50.0% Filipino
			16.0% Hispanic or Latino
			   N/A Native Hawaiian/Pacific Islander
			26.3% White
			27.3% Two or More Races
				2022-23, per DataQuest CAASPP Smarter Balanced Summative Assessment Results:
				
				49.4% All Students
				54.5% Female
				44.1% Male
				49.5% Socioeconomically Disadvantaged
				  8.5% English Learners
				65.1% Redesignated Fluent English Proficient (RFEP)
				   N/A Foster Youth
				36.0% Homeless Youth
				  8.5% Students with Disabilities
				43.5% African American
				   N/A American Indian/Alaska Native
				69.0% Asian
				64.3% Filipino
				49.9% Hispanic or Latino
				43.8% Native Hawaiian/Pacific Islander
				50.0% White
				48.9% Two or More Races
					2022-23, growth of 2% per year
					
					23.0% All Students
					28.6% Female
					21.9% Male
					24.9% Economically Disadvantaged
					  8.7% English Learners
					28.3% Redesignated Fluent English Proficient (RFEP)
					   N/A Foster Youth
					31.1% Homeless Youth
					10.0% Students with Disabilities
					20.7% African American/Black
					N/A American Indian/Alaska Native
					59.3% Asian
					N/A Filipino
					24.0% Latino
					22.3% Native Hawaiian/Pacific Islander
					40.3% White
					33.0% Two or More Races

Percent of grade 11 students ready for college per the California State University (CSU) Early Assessment Program (EAP) in Mathematics	2018-19, per DataQuest CAASPP Smarter Balanced Assessment Results
	
	  3.9% All Students
	  4.0% Female
	  3.7% Male
		2020-21, per DataQuest CAASPP Smarter Balanced Assessment Results:
		
		  3.7% All Students
		  3.2% Female
		  4.2% Male
			2021-22, per DataQuest CAASPP Smarter Balanced Assessment Results:
			
			  3.8% All Students
			  3.2% Female
			  4.3% Male
				2022-23, per DataQuest CAASPP Smarter Balanced Summative Assessment Results:
				
				13.6% All Students
				13.3% Female
				14.0% Male
					2022-23, growth of 2% per year
					
					  9.9% All Students
					10.0% Female
					  9.7% Male
					  9.8% Economically Disadvantaged

	3.8% Economically Disadvantaged 0.0% English Learners 5.5% Redesignated Fluent English Proficient (RFEP) N/A Foster Youth 7.7% Homeless Youth 0.7% Students with Disabilities 0.9% African American/Black N/A American Indian/Alaska Native 36.0% Asian N/A Filipino 3.2% Latino 0.0% Native Hawaiian/Pacific Islander 9.7% White 7.0% Two or More Races	3.6% Economically Disadvantaged 0.0% English Learners 5.0% Redesignated Fluent English Proficient (RFEP) N/A Foster Youth 0.0% Homeless Youth 0.0% Students with Disabilities 1.5% African American/Black N/A American Indian/Alaska Native 30.0% Asian N/A Filipino 2.8% Latino 6.3% Native Hawaiian/Pacific Islander 10.5% White 10.2% Two or More Races	3.5% Economically Disadvantaged 0.4% English Learners 4.3% Redesignated Fluent English Proficient (RFEP) N/A Foster Youth 0.0% Homeless Youth 0.0% Students with Disabilities 2.9% African American N/A American Indian/Alaska Native 29.0% Asian 5.6% Filipino 3.1% Hispanic or Latino N/A Native Hawaiian/Pacific Islander 5.3% White 6.5% Two or More Races	13.2% Socioeconomically Disadvantaged 0.4% English Learners 19.5% Redesignated Fluent English Proficient (RFEP) N/A Foster Youth 4.0% Homeless Youth 0.0% Students with Disabilities 9.7% African American N/A American Indian/Alaska Native 34.5% Asian 35.7% Filipino 13.7% Hispanic or Latino 0.0% Native Hawaiian/Pacific Islander 21.1% White 12.1% Two or More Races	6.0% English Learners 11.5% Redesignated Fluent English Proficient (RFEP) N/A Foster Youth 13.7% Homeless Youth 6.7% Students with Disabilities 6.9% African American/Black N/A American Indian/Alaska Native 42.0% Asian N/A Filipino 9.2% Latino 6.0% Native Hawaiian/Pacific Islander 15.7% White 13.0% Two or More Races
CVUHSD Districtwide Benchmarks English Language Arts (ELA) Participation Rate	Baseline to be established 2021-22	2021-22: 69% CVUHSD, per Illuminate Assessment Results 72% English 9 76% English 10 99% English 11 29% English 12	2021-22: English 9 Q1 District Assessment: Participation 65% English 9 Q3 District Assessment: Participation 66% English 10 Q1 District Assessment: Participation 62% English 10 Q3 District Assessment: Participation 77% English 11 Q1 District Assessment: Participation 81% English 11 Q3 District Assessment: Participation 97% English 12 Q1 District Assessment: Participation 31%	2022-23: English 9 Q1 District Assessment: Participation 38% English 9 Q2 District Assessment: Participation 71% English 9 Q3 District Assessment: Participation 62% English 9 Q4 District Assessment: Participation 63% English 10 Q1 District Assessment: Participation 47% English 10 Q2 District Assessment: Participation 75% English 10 Q3 District Assessment: Participation 50%	2022-23: Growth of 2% per year

			English 12 Q3 District Assessment: Participation 30% * ELA and Math Benchmark metrics will reflect only the District common assessment data, in alignment with Science and Social Studies, and will not also include the LevelSet Lexile and Quantile scores. *Denominator revised to reflect quarterly enrollment.	English 10 Q4 District Assessment: Participation 69% English 11 Q1 District Assessment: Participation 62% English 11 Q2 District Assessment: Participation 85% English 11 Q3 District Assessment: Participation 66% English 11 Q4 District Assessment: Participation 83% English 12 Q1 District Assessment: Participation 15% English 12 Q2 District Assessment: Participation 72% English 12 Q3 District Assessment: Participation 18% English 12 Q4 District Assessment: Participation 47%	
CVUHSD Districtwide Benchmarks English Language Arts (ELA) Mastery Rate	Baseline to be established 2021-22	2021-22: 36% CVUHSD, per Illuminate Assessment Results 10% English 9 13% English 10 40% English 11 81% English 12	2021-22: English 9 Q1 District Assessment: Mastery 72% English 9 Q3 District Assessment: Mastery 38% English 10 Q1 District Assessment: Mastery 61% English 10 Q3 District Assessment: Mastery75 % English 11 Q1 District Assessment: Mastery 87% English 11 Q3 District Assessment: Mastery 87% English 12 Q1 District Assessment: Mastery 69% English 12 Q3 District Assessment: Mastery 90%	2022-23: English 9 Q1 District Assessment: Mastery 60% English 9 Q2 District Assessment: Mastery 20% English 9 Q3 District Assessment: Mastery 70% English 9 Q4 District Assessment: Mastery 23% English 10 Q1 District Assessment: Mastery 72% English 10 Q2 District Assessment: Mastery 21% English 10 Q3 District Assessment: Mastery 69% English 10 Q4 District Assessment: Mastery 25%	2022-23: Growth of 2% per year

				English 11 Q1 District Assessment: Mastery 91%	
			* ELA and Math Benchmark metrics will reflect only the District common assessment data, in alignment with Science and Social Studies, and will not also include the LevelSet Lexile and Quantile scores. *Denominator revised to reflect quarterly enrollment.	English 11 Q1 District Assessment: Mastery 91% English 11 Q2 District Assessment: Mastery 14% English 11 Q3 District Assessment: Mastery 77% English 11 Q4 District Assessment: Mastery 18% English 12 Q1 District Assessment: Mastery 87% English 12 Q2 District Assessment: Mastery 21% English 12 Q3 District Assessment: Mastery 79% English 12 Q4 District Assessment: Mastery 27%	
CVUHSD Districtwide Benchmarks Mathematics Participation Rate	Baseline to be established 2021-22	2022: 63% CVUHSD, per Illuminate Assessment Results 66 % Integrated Mathematics I 82 % Integrated Mathematics II 72% Integrated Mathematics III 32% Advanced Algebra with Financial Applications	2021-22: Integrated Math I Q1 District Assessment: Participation 79% Integrated Math I Q3 District Assessment: Participation 51% Integrated Math II Q1 District Assessment: Participation 83% Integrated Math II Q3 District Assessment: Participation76% Integrated Math III Q1 District Assessment: Participation 87% Integrated Math III Q3 District Assessment: Participation 79% Adv. Alg Q1 District Assessment: Participation 87% Adv. Alg Q3 District Assessment: Participation 50% * ELA and Math Benchmark metrics will	2022-23: Integrated Math I Q1 District Assessment: Participation 85% Integrated Math I Q2 District Assessment: Participation 55% Integrated Math I Q3 District Assessment: Participation 46% Integrated Math I Q4 District Assessment: Participation Integrated Math II Q1 District Assessment: Participation 66% Integrated Math II Q2 District Assessment: Participation 58% Integrated Math II Q3 District Assessment: Participation 64% Integrated Math II Q4 District Assessment: Participation Integrated Math III Q1 District Assessment: Participation 71% Integrated Math III Q2 District Assessment: Participation	2022-23: Growth of 2% per year

			reflect only the District common assessment data, in alignment with Science and Social Studies, and will not also include the LevelSet Lexile and Quantile scores. *Denominator revised to reflect quarterly enrollment.	65% Integrated Math III Q3 District Assessment: Participation 67% Integrated Math III Q4 District Assessment: Participation Adv. Alg Q1 District Assessment: Participation 85% Adv. Alg Q2 District Assessment: Participation 29% Adv. Alg Q3 District Assessment: Participation 32% Adv. Alg Q4 District Assessment: Participation *We are trying to retrieve the Math Level Set data for Q4 from the company we are no longer contracted with.	
CVUHSD Districtwide Benchmarks Mathematics Mastery Rate	Baseline to be established 2021-22	2021-22: 5% CVUHSD, per Illuminate Assessment Results 3% Integrated Mathematics I 4% Integrated Mathematics II 14% Integrated Mathematics III 1% Advanced Algebra with Financial Applications	2021-22: Integrated Math I Q1 District Assessment: Mastery 56% Integrated Math I Q3 District Assessment: Mastery 23% Integrated Math II Q1 District Assessment: Mastery 34% Integrated Math II Q3 District Assessment: Mastery 63% Integrated Math III Q1 District Assessment: Mastery 45% Integrated Math III Q3 District Assessment: Mastery 44% Adv. Alg Q1 District Assessment: Mastery 52% Adv. Alg Q3 District	2022-23: Integrated Math I Q1 District Assessment: Mastery 57% Integrated Math I Q2 District Assessment: Mastery 17% Integrated Math I Q3 District Assessment: Mastery 15% Integrated Math I Q4 District Assessment: Mastery Integrated Math II Q1 District Assessment: Mastery 38% Integrated Math II Q2 District Assessment: Mastery 57% Integrated Math II Q3 District Assessment: Mastery 58% Integrated Math II Q4 District Assessment: Mastery Integrated Math III Q1 District Assessment: Mastery 41% Integrated Math III Q2 District Assessment: Mastery 14% Integrated Math III Q3 District	2022-23: Growth of 2% per year

| | | | Assessment: Mastery 2%

* ELA and Math Benchmark metrics will reflect only the District common assessment data, in alignment with Science and Social Studies, and will not also include the LevelSet Lexile and Quantile scores.

*Denominator revised to reflect quarterly enrollment. | Assessment: Mastery 14%
Integrated Math III Q4 District Assessment: Mastery
Adv. Alg Q1 District Assessment: Mastery 51%
Adv. Alg Q2 District Assessment: Mastery 1%
Adv. Alg Q3 District Assessment: Mastery 1%
Adv. Alg Q4 District Assessment: Mastery

*We are trying to retrieve the Math Level Set data for Q4 from the company we are no longer contracted with. | |
| CVUHSD Districtwide Benchmarks Science Participation Rate | Baseline to be established 2021-22 | 2021-22: 74%, CVUHSD; per Illuminate Assessment Results

74% Physics
73% Chemistry
N/A Biology
(participation rate for Biology Benchmarks is not available due to inconsistent administration of common assessments across school sites. The Biology Course Leads will work with teachers to ensure districtwide common assessments are agreed to and administered consistently in the 2022-23 school year.) | 2021-22:
Biology Q1 District Assessment: Participation 23%
Biology Q2 District Assessment: Participation 58%
Biology Q3 District Assessment: Participation 47%
Biology Q4 District Assessment: Participation 30%
Chemistry Q1 District Assessment: Participation 71%
Chemistry Q2 District Assessment: Participation 42%
Chemistry Q3 District Assessment: Participation 58%
Chemistry Q4 District Assessment: Participation 64%
Physics Q1 District Assessment: Participation 71% | 2022-23:
Biology Q1 District Assessment: Participation 62%
Biology Q2 District Assessment: Participation 66%
Biology Q3 District Assessment: Participation 49%
Biology Q4 District Assessment: Participation 39%
Chemistry Q1 District Assessment: Participation 66%
Chemistry Q2 District Assessment: Participation 13%
Chemistry Q3 District Assessment: Participation 57%
Chemistry Q4 District Assessment: Participation 97%
Physics Q1 District Assessment: Participation 71% | 2022-23: Growth of 2% per year |

			2021-22	2022-23	
			Physics Q2 District Assessment: Participation 42% Physics Q3 District Assessment: Participation 64% Physics Q4 District Assessment: Participation 54% *Denominator revised to reflect quarterly enrollment.	Physics Q2 District Assessment: Participation 25% Physics Q3 District Assessment: Participation 54% Physics Q4 District Assessment: Participation 52%	
CVUHSD Districtwide Benchmarks Science Mastery Rate	Baseline to be established 2021-22	2021-22: 27%, CVUHSD; per Illuminate Assessment Results 43% Physics 11% Chemistry N/A Biology (participation rate for Biology Benchmarks is not available due to inconsistent administration of common assessments across school sites. The Biology Course Leads will work with teachers to ensure districtwide common assessments are agreed to and administered consistently in the 2022-23 school year.)	2021-22: Biology Q1 District Assessment: Mastery 34% Biology Q2 District Assessment: Mastery 12% Biology Q3 District Assessment: Mastery 31% Biology Q4 District Assessment: Mastery 21% Chemistry Q1 District Assessment: Mastery 15% Chemistry Q2 District Assessment: Mastery 2% Chemistry Q3 District Assessment: Mastery 11% Chemistry Q4 District Assessment: Mastery 15% Physics Q1 District Assessment: Mastery 23% Physics Q2 District Assessment: Mastery 38% Physics Q3 District Assessment: Mastery 66% Physics Q4 District Assessment: Mastery 45% *Denominator revised to reflect quarterly enrollment.	2022-23: Biology Q1 District Assessment: Mastery 15% Biology Q2 District Assessment: Mastery 41% Biology Q3 District Assessment: Mastery 49% Biology Q4 District Assessment: Mastery 45% Chemistry Q1 District Assessment: Mastery 16% Chemistry Q2 District Assessment: Mastery 3% Chemistry Q3 District Assessment: Mastery 11% Chemistry Q4 District Assessment: Mastery 14% Physics Q1 District Assessment: Mastery 33% Physics Q2 District Assessment: Mastery 94% Physics Q3 District Assessment: Mastery 55% Physics Q4 District Assessment: Mastery 47%	2022-23: Growth of 2% per year
CVUHSD Districtwide	Baseline to be	2021-22: 65%, CVUHSD;	2021-22:	2022-23:	2022-23: Growth of 2% per

Benchmarks Social Science Participation Rate	established 2021-22	per Illuminate Assessment Results 63% World History 59% US History 55% Government 81% Economics	Economics Q1/3 District Assessment: Participation 73% Economics Q2/4 District Assessment: Participation 55% Government Q1/3 District Assessment: Participation 69% Government Q2/4 District Assessment: Participation 46% US History Q1 District Assessment: Participation 68% US History Q2 District Assessment: Participation 71% US History Q3 District Assessment: Participation 57% US History Q4 District Assessment: Participation 26% World History Q1 District Assessment: Participation 71% World History Q2 District Assessment: Participation 74% World History Q3 District Assessment: Participation 62% World History Q4 District Assessment: Participation 35% *Denominator revised to reflect quarterly enrollment.	Economics Q1 District Assessment: Participation 79% Economics Q2 District Assessment: Participation 50% Economics Q3 District Assessment: Participation 44% Economics Q4 District Assessment: Participation 11% Government Q1/3 District Assessment: Participation 41% Government Q2/4 District Assessment: Participation 31% US History Q1 District Assessment: Participation 87% US History Q2 District Assessment: Participation 57% US History Q3 District Assessment: Participation 18% US History Q4 District Assessment: Participation 31% World History Q1 District Assessment: Participation 30% World History Q2 District Assessment: Participation 47% World History Q3 District Assessment: Participation 43% World History Q4 District Assessment: Participation 16%	year
CVUHSD Districtwide Benchmarks Social	Baseline to be established 2021-22	2021-22: 56%, CVUHSD; per Illuminate Assessment	2021-22: Economics Q1/3 District	2022-23: Economics Q1 District	2022-23: Growth of 2% per year

| Science Mastery Rate | | Results

45% World History
58% US History
55% Government
65% Economics | Assessment: mastery 52% Economics Q2/4 District
Assessment: mastery 78% Government Q1/3 District
Assessment: mastery 49% Government Q2/4 District
Assessment: mastery 61% US History Q1 District
Assessment: mastery 53% US History Q2 District
Assessment: mastery 57% US History Q3 District
Assessment: mastery 57% US History Q4 District
Assessment: mastery 64% World History Q1 District
Assessment: mastery 52% World History Q2 District
Assessment: mastery 36% World History Q3 District
Assessment: mastery 50% World History Q4 District
Assessment: mastery 41%

*Denominator revised to reflect quarterly enrollment. | Assessment: mastery 54% Economics Q2 District
Assessment: mastery 55% Economics Q3 District
Assessment: mastery 48% Economics Q4 District
Assessment: mastery 28% Government Q1/3 District
Assessment: mastery 55% Government Q2/4 District
Assessment: mastery 52% US History Q1 District
Assessment: mastery 45% US History Q2 District
Assessment: mastery 37% US History Q3 District
Assessment: mastery 47% US History Q4 District
Assessment: mastery 69% World History Q1 District
Assessment: mastery 40% World History Q2 District
Assessment: mastery 37% World History Q3 District
Assessment: mastery 40% World History Q4 District
Assessment: mastery 30% | |
|---|---|---|---|---|---|
| California Assessment of Student Performance and Progress (CAASPP) California Science Test (CAST) Standard Met or Exceeded Rate | Baseline to be established 2022-23 | N/A | 2021-22, per DataQuest CAASPP CAST Results:

10.3% All Students
10.4% Female
10.2% Male
10.1% Economically Disadvantaged
 0.6% English Learners
10.7% Redesignated Fluent English Proficient (RFEP)
 N/A Foster Youth
 0.0% Homeless Youth
 1.4% Students with Disabilities
 6.4% African American | 2022-23, per DataQuest CAASPP CAST Results:

11.0%   All Students
10.4%   Female
11.5%   Male
10.5% Socioeconomically Disadvantaged
 1.0%   English Learners
13.4%   Redesignated Fluent English Proficient (RFEP)
 N/A   Foster Youth
 6.7%   Homeless Youth
 2.7%   Students with Disabilities | 2022-23, growth of 2% per year

12.3% All Students
12.4% Female
12.2% Male
12.1% Economically Disadvantaged
 2.6% English Learners
12.7% Redesignated Fluent English Proficient (RFEP)
 N/A Foster Youth
 2.0% Homeless Youth
 3.4% Students with Disabilities
 8.4% African American
 N/A American |

N/A American Indian/Alaska Native	7.9% African American	Indian/Alaska Native
27.6% Asian	N/A American Indian/Alaska Native	29.6% Asian
N/A Filipino	28.6% Asian	N/A Filipino
9.8% Hispanic or Latino	38.9% Filipino	11.8% Hispanic or Latino
0.0% Native Hawaiian/Pacific Islander	10.2% Hispanic or Latino	2.0% Native Hawaiian/Pacific Islander
31.3% White	8.3% Native Hawaiian/Pacific Islander	33.3% White
20.4% Two or More Races	20.0% White	22.4% Two or More Races
	19.1% Two or More Races	

Goal Analysis

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

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

The implementation of the seven actions to achieve our goal of closing achievement gaps and increasing the percentage of students who graduate ready for college, career, and life has yielded significant successes, despite encountering some challenges. One of the most successful aspects has been Action 1001: College Access, Preparation, and Support. The addition of full-time College and Career Counselors, along with an additional Academic Counselor at each school site, has significantly enhanced the personalized counseling experience for students. This expansion has enabled the counseling program to monitor and act on student data more efficiently, leading to more tailored and effective support for our students.

Another notable success has been Action 1002: Career Readiness. Both Hawthorne HS and Lawndale HS hosted Career Days where EVERY student participated in three sessions hosted by career speakers aligned with their interests, identified through a pre-event survey. This initiative was unprecedented in scale at CVUHSD, featuring approximately 150 professionals who provided invaluable career insights to students. While all schools have previously implemented Career Days, this year's events represented a significant enhancement in scope and impact.

Our CTE programs continue to offer high-quality experiences, though promoting enrollment post-pandemic remains a challenge. Efforts to increase student participation in these valuable programs are ongoing and critical to their success.

Regarding Actions 1003 and 1004, focusing on support for Long-Term English Learners and English Learner Program Coordination, there has been substantial progress despite some setbacks. The continued use of ProTalk through various professional learning opportunities and quarterly, site-based ELPD sessions facilitated by EL Coordinators have been beneficial. However, the EL Specialist position was vacant for the second half the year, and the LTEL Mentors program saw limited success due to low teacher participation and student engagement issues. In response, in-class data chats were implemented to help students track their progress toward reclassification, providing essential support in addressing growth areas.

Action 1005: Strategic Academic Supports and Expanded Learning Opportunities faced significant challenges, primarily due to a severe tutor pipeline shortage from our partner, CSUDH Project Reach. Starting the year with 42 tutors and ending with only 30 due to economic pressures, we mitigated this challenge by collaborating with Air Tutors to offer virtual tutoring services. Despite these efforts, maintaining a robust tutoring program remains a critical area for improvement.

The implementation of Action 1006: Arts Integration has been a resounding success. Over 2,000 students across 62 classrooms experienced professional productions, and integrated arts instruction benefited 1,350 students, thanks to comprehensive professional learning and curriculum development initiatives. These efforts have successfully integrated arts with various academic subjects, enriching the overall educational experience.

Lastly, Action 1013: Summer School continues to present both successes and challenges. While nearly one-third of enrolled students did not attend, our new approach of offering both in-person and digital courseware credit recovery options led to the completion of over 1,800 courses. However, many digital courseware courses remained incomplete, highlighting the ongoing challenge of engaging and supporting students in summer credit recovery efforts.

Overall, while there have been notable successes in the implementation of these actions, challenges such as staff vacancies, unfilled extra duty positions, and student engagement in supplemental programs need to be continuously addressed to achieve our goal of closing achievement gaps and preparing students for life after high school.

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

For Goal 1, there were no material differences, based upon the District's 15% threshold, between Budgeted Expenditures and Estimated Actual Expenditures. Overall, our Estimated Actuals show expenditures approximately only 5.87% under the planned budget.

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

During the three-year LCAP cycle, the specific actions undertaken to close achievement gaps and increase the percentage of students ready for college, career, and life yielded mixed results. Despite concerted efforts, the A-G completion rate decreased by 6.1% for all students, indicating ineffectiveness in Action 1001 (College Access, Preparation, and Support). The limitations in credit recovery options, especially for grades other than F, and the broader availability of non-UC credit recovery courses likely contributed to this decline. Additionally, the shift of PSAT administration to an optional Saturday event resulted in lower participation.

In Action 1002 (Career Readiness), the CTE completion rate saw a 6.4% decrease, demonstrating that the actions did not meet their desired outcomes. Factors such as reduced student interest during distance learning and ineffective promotion of special programs contributed to this decline. However, there was a notable increase in EL participation due to targeted efforts by ELD Coordinators and CTE staff.

Conversely, Actions 1003 and 1004 (Support for Long-Term English Learners and English Learner Program Coordination) showed significant progress in certain areas. As noted in last year's annual update, upon the release of the 2022 CA School Dashboard, 62 of the 80 districts in Los Angeles County were identified for Differentiated Assistance. Not only was CVUHSD not one of these districts, we were the only district identified for Differentiated Assistance in 2019 that was no longer identified as such in 2022. This is due to the District's significant gains from 2019 to 2022 in terms of English Learner progress toward proficiency. The District moved from the low category at 38.9% of ELs making progress toward proficiency to the medium category at 50.6%. This is definitely a testament to the effectiveness of Actions 1003 and 1004 as they relate to improving English Learner progress toward proficiency as well as the reclassification rate. Indeed, during the 3-year cycle, ELs making progress toward proficiency increased 10.6% and we exceeded our Year 3 desired outcome for the EL reclassification rate by 0.2%.

However, upon the release of the 2023 CA School Dashboard, CVUHSD became eligible for Technical Assistance in the form of Differentiated Assistance based upon English Learner performance in the following areas: Pupil Achievement - due to CAASPP Math performance (red performance indicator) and CAASPP ELA performance (orange performance indicator), and 2) Pupil Engagement - due to the Graduation Rate (red performance indicator). During the 3-year cycle, the percentage of ELs meeting or exceeding standard on the CAASPP ELA did increase by 2.6%, while the EL Graduation Rate decreased by

7.4%, and the percentage of ELs meeting or exceeding standard on the CAASPP Math assessment decreased by 0.2%.

Despite these challenges, both of these actions have resulted in progress that cannot be ignored. During the 3-year cycle, the English Learner Reclassification rate exceeded the desired outcome by 0.2% for a 12.3% reclassification rate. Additionally, the percent of ELs who increase at least 1 ELPI level annually or maintained at level 4 on the ELPAC over the 3-year cycle increased by 10.6%, far exceeding the desired outcome with 49.5% of ELs achieving this outcome in 2022-23. Additionally, feedback from our District English Learner Advisory Committee members continues to be positive about the programs, strategies, and supports provided by these actions, identifying the efforts of the EL team across all schools as being both supportive and effective.

Action 1005 (Strategic Academic Supports and Expanded Learning Opportunities) faced challenges due to a severe tutor shortage from the CSUDH Project Reach partnership. Despite starting with 42 tutors and losing 12 throughout the year, the district mitigated this by partnering with Air Tutors to provide virtual tutoring sessions. This initiative is anticipated to conduct 3,500 sessions by the end of the 2023-24 school year, demonstrating adaptability in addressing academic support needs.

In Action 1006 (Arts Integration), both staff and student participation in arts exposure and integration programming continued to grow, reflecting positive engagement in non-core academic areas. Similarly, Action 1013 (Summer School) successfully facilitated credit recovery, with 822 courses completed through direct instruction and 1,047 through digital courseware, supporting students in meeting graduation and A-G requirements.

Overall, while some actions, particularly those supporting English Learners and offering expanded learning opportunities, showed effectiveness, others, such as college and career readiness initiatives, faced significant challenges and did not achieve their desired outcomes. The mixed results underscore the need for continued evaluation and adaptation of strategies to better support student achievement and readiness for post-secondary success.

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

Reflecting on prior practices has led to several pivotal changes in the planned goal of closing achievement gaps by increasing the percentage of students who graduate ready for college, career, and life.Specifically to address the decrease in completion of A-G course requirements, the District will increase efforts to connect students with the various college readiness and access programs offered on campuses (Action 1001: College Readiness, Access & Support). The goal of each of these programs is to increase the rate at which students complete high school and enroll in and graduate from a post-secondary institution. The District is revitalizing its approach to coordinating efforts across these programs, which we collectively refer to as the CVUHSD College Access Collaborative (CAC). These programs include: Cal Lutheran TRIO Upward Bound Classic; Cal Lutheran TRIO Upward Bound Math & Science; CSUDH Upward Bound Classic; CSUDH Upward Bound Math & Science; Volunteers of America Upward Bound; Volunteers of America Educational Talent Search; CARS (College Access, Readiness, and Success), and GearUp. Moving into the 2024-25 school year, College Counseling and college readiness programs will be overseen by a District administrator separate from the District administrator overseeing Academic Counseling. This will allow our college readiness initiatives to receive more targeted support and oversight, and allow for both college counseling and academic counseling administrators to work collaboratively to support these efforts. Ultimately, students' engagement in college access programs should contribute to increased A-G completion rates, increased completion of dual enrollment courses, and increased enrollment in courses of rigor, such as Advanced Placement classes.

Additionally, the District will engage the California Association of School Counselors (CASC) to provide professional learning for all of our Counselors centered on the new 2023 California Standards for the School Counseling Profession (CSSCP). Training will focus on gaining a deep understanding of the CSSCP's core principles, skills, and mindsets as well as navigating the multiple areas of responsibility - including academic, career, and social-emotional development - focusing on equity and inclusion. We will also renew our efforts to strategically engage all students in the use of the CaliforniaColleges.edu college and career planning tools as part of their 5-year high school and post-secondary planning.

Additionally, though the District has made progress in educating students about post-secondary options, we need to continue to leverage use of the College and Career Guidance Initiative (CCGI) platform as well as our College and Career Centers and College & Career Counselors to ensure that all students have

a clearly articulated post-secondary plan. The District must meet the challenge of ensuring detailed post-secondary planning takes place for each and every student, even without a dedicated advisory period within the school day.

Moreover, to increase and re-engage students in Career and Technical Education (CTE) academies and pathways, the District will implement new CTE academies and pathways based on student interest, regional labor market data, and post-secondary partnerships (Action 10032: Career Readiness). Planning for this revitalized approach to Career Readiness began in Spring 2023 with an initial survey of rising 7th, 8th, and 9th graders from our three primary feeder districts to gauge career interests. The District administered this survey again in Spring 2024. This data informed our Golden State Pathways applications, for which we were awarded grant funding beginning with the 2024-25 school year in the areas of Computer Science and Education, both of which were highly ranked by prospective students.

In regard to Action 1003: Support for Long-Term English Learners (LTELs) and Action1004: English Learner Program Coordination,the District will implement a multi-faceted strengthened approach. First, upon receiving notification of the District's eligibility for Differentiated Assistance focused on English Learners, we prioritized LCFF S&C funds to continue the District English Learner Specialist position, which had originally been slated for reduction as of the 2024-25 school year. This position is critical to providing comprehensive support to all school sites to ensure coordinated, targeted support for English Learners, LTELs, and RFEPs.

Additionally, we decided to partner with LACOE and the California Collaborative for Learning Acceleration as part of their grant cohort. We engaged a small group of pilot teachers to engage with evidence-based professional learning modules in the areas of Mathematics, Language, Development, and Literacy. The goal of the Learning Acceleration online, asynchronous courses is to build up teachers' expertise in accelerating student learning in the priority content areas of mathematics, literacy, and language development infusing critical elements of Universal Design for Learning, Culturally Sustaining Pedagogy, and Social Emotional Learning. Based upon the outcomes of this pilot, we have built into our 2024-27 LCAP opportunities for all teachers to engage in these self-paced modules. Courses that will be available to all teachers starting in the 2024-25 school year include: Literacy - Reading Comprehension (9-12); Language Development - Academic Vocabulary Development (9-12); Language Development - Oral and Written Language Development (9-12); Mathematics - Representations (9-12); Mathematics - Mathematical Language (9-12), and; Mathematics - Word Problems (9-12).

During the 2023-24 school year, the District also engaged approximately 50 staff in LACOE's Getting Reading Right: Filling in the Gaps in the Secondary Classroom, a 10-part series that focused on the science of reading and how it applies to the high school classroom across content areas. During the 2024-25 school year, the District will engage this cohort of teachers in a Community of Practice - supported by LACOE - focused on application of learnings based in the science of reading, and engage a second cohort of teachers in the 10-part foundational series.

Finally, our District continues to work closely with the LACOE Accountability & Data Literacy Unit as our partner and liaison to the CDE specific to criteria for English Learner metrics. An ongoing consideration is enrolling English Learners in grade levels determined by credits rather than by age. This would give our English Learners more time to earn credits before they are technically considered seniors; however, if they are enrolled as 10th graders they do not qualify for AB2121/SB532 to graduate in their 4th or 5th year with 130 credits. Yet, it may help to enroll incoming immigrant seniors as juniors.

In regard to Action 1005: Strategic Student Supports, the District will review and update its policy for enrolling students in non-UC credit recovery courses. This is likely to limit access to non-UC courses to 11th and 12th graders, so as to support increases in A-G completion rates.

For Action 1006: Arts Integration, our strategy will remain unchanged, with the ongoing goal of increasing teacher participation in professional learning and arts-integrated lesson applications and expanding student exposure to arts-related experiences.

Lastly, in regard to Action 1013: Summer School, the District will return to on-campus credit recovery to better support students in meeting their graduation requirements, contributing to the overall goal of increasing college and career readiness among students.

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.

Goal

Goal #	Description
2	Provide varied supports to actively engage students, families, and the school community in promoting students' academic progress as well as their social, emotional, and mental health.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Parent input in decision-making	2020-2021 Scheduled Meetings: DPAC: August 21 and December 11, 2020 DELAC: August 21 and December 11, 2020 # of Parent HKS Responses: 639 in 19-20	2021-2022 Scheduled Meetings: DPAC: October 19, December 6, April 12, May 2 DELAC: February 7, March 7 # of Parent HKS Responses: 1,402 in 20-21 # of Parent HKS Responses: 1,166 in 21-22	2022-2023 Scheduled Meetings: DPAC: October 25, December 6, April 18, May 16 DELAC: February 7, March 7 # of Parent HKS Responses: 1,402 in 20-21 # of Parent HKS Responses: 1,166 in 21-22 # of Parent HKS Responses: 1,057 in 22-23	2023-24 Scheduled Meetings: DPAC: October 23, December 4, April 15, May 13, June 3 DELAC: October 23, December 4, January 29, March 4, April 15, May 13, June 3 # of Parent HKS Responses: 949 in 23-24	DPAC: 5 Meetings DELAC: 2 Meetings The following reflect an increase of 2% annually (with the baseline data projected out for the whole year): # of Parent HKS Responses: 677
Attendance rate	2018-19: 93.5% CVUHSD *Revised to reflect 2018-19 as the base year, due to the transition to Distance Learning during the 2019-20 school year. 93.5% All Students	2020-21, per CALPADS Report 14.2: 95.2% All Students 95.9% Female 94.5% Male 95.0% Socioeconomically Disadvantaged 93.3% English Learners	2021-22, per CALPADS Report 14.2: 90.1% All Students 89.7% Female 90.5% Male 89.9% Socioeconomically Disadvantaged 88.7% English Learners	2022-23, per CALPADS Report 14.2: 90.6% All Students 90.2% Female 90.0% Male 90.3% Socioeconomically Disadvantaged	2022-23, growth of 1% per year *Revised to reflect 2018-19 as the base year, due to the transition to Distance Learning during the 2019-20 school year. 96.5% All Students

	93.5% Female 93.5% Male 93.4% Socioeconomically Disadvantaged 92.5% English Learners 94.3% Redesignated Fluent Proficient 87.4% Foster Youth 89.7% Homeless Youth 89.7% Students with Disabilities 92.8% African American/Black 82.3% American Indian/Alaska Native 96.9% Asian 97.5% Filipino 93.5% Latino 92.9% Native Hawaiian/Pacific Islander 94.5% White 92.7% Two or More Races	96.1% Redesignated Fluent Proficient 88.8% Foster Youth 90.2% Homeless Youth 92.9% Students with Disabilities 94.6% African American/Black 87.2% American Indian/Alaska Native 98.6% Asian 96.7% Filipino 95.2% Latino 94.1% Native Hawaiian/Pacific Islander 94.5% White 94.4% Two or More Races	91.2% Redesignated Fluent Proficient 88.9% Foster Youth 84.7% Homeless Youth 87.6% Students with Disabilities 90.0% African American/Black 82.8% American Indian/Alaska Native 94.4% Asian 92.8% Filipino 90.1% Latino 90.5% Native Hawaiian/Pacific Islander 88.4% White 88.5% Two or More Races	89.4% English Learners 91.9% Redesignated Fluent English Proficient (RFEP) 88.5% Foster Youth 86.9% Homeless Youth 87.4% Students with Disabilities 89.9% African American 93.0% American Indian/Alaska Native 95.2% Asian 93.5% Filipino 90.6% Hispanic or Latino 89.7% Native Hawaiian/Pacific Islander 89.3% White 88.0% Two or More Races	96.5% Female 96.5% Male 96.4% Socioeconomically Disadvantaged 95.5% English Learners 97.3% Redesignated Fluent Proficient 90.4% Foster Youth 92.7% Homeless Youth 92.7% Students with Disabilities 95.8% African American/Black 85.3% American Indian/Alaska Native 99.9% Asian 100.0% Filipino 96.5% Latino 95.9% Native Hawaiian/Pacific Islander 97.5% White 95.7% Two or More Races
Parental participation in programs for Unduplicated Pupils (UPs)	Logged from 9/1/2019-1/30/2020: # of Volunteers: 498 # of Family Engagement Participants: 6,855 # of Family Education Participants: 1,401 # of Family Education Opportunities: 126 (Computer, Classes, ELAC, meeting, ESL, Classes, FACTOR, 2, Mental, Health, Nutrition, PEBSAF, Providence, Little, Company,	Logged from 9/1/2021-4/28/2022: # of Volunteers: 479 # of Family Engagement Participants: 14,776 # of Family Education Participants: 42,556 # of Family DIGITAL Engagement (Bit.ly ""clicks"") = 6,351 Family Education Opportunities: (Computer Classes, ELAC, FACTOR, Mental, Health, Nutrition,	Logged from 8/15/2022-4/14/2023: # of Volunteers: 566 # of Family Engagement Participants: 2,520 # of Family Education Participants: 56,774 # of Family DIGITAL Engagement (Bit.ly "clicks") = 12,779 Family Education Opportunities: (Computer Classes, ELAC, FACTOR, Mental, Health, Nutrition, Richstone,	Logged from 9/21/2023 - 5/20/2024 # of Volunteers: 474 # of Family Engagement Participants: 2,385 # of Family Education Participants: 13,121 # of Family DIGITAL Engagement (Bit.ly ""clicks"") = 4,072 Family Education Opportunities: (Computer Classes, ELAC, FACTOR, Grupo Crecer, Mental, Health, Richstone,	The following reflect an increase of 2% annually (with the baseline data projected out for the whole year): # of Volunteers: 950 # of Family Engagement Participants: 13,079 # of Family Education Participants: 2,673 # of Family Engagement Opportunities: 273 # of Family Education Opportunities: 240

Workshop, Richstone, SCROC, event, Suicide, Workshop, Vaping, Workshop, CANVAS, wokshop, Classes, and, events, for, parents, start, the, following, week., Computer, Classes, ESL, Classes, Learning, Walks, Mental, Health, N/A, Nutrition, Public, Health, Richstone, PowerSchool, Data) # of Family Engagement Opportunities: 143 (1stDayofSchool, ArtDocent, AttendedDPAC, AttendedtheSafetyPlanningMeeting, BacktoSchoolNight, Chaperoned, CoffeewiththePrincipals, Decoratingthebulletinboardsfortheparentcenter, DPAC, ELAC, GeneralELandSSCMeetings, GradeLevelMeetings, Helpingatthestudentstore, HelpinginParentCenters, HonorRollCeremony, HonorRollVolunteers, Infosnap, Lloyde'sParentalInvolvementDay, MillionFatherMarch, MillionFathersMarch, N/A, OpenHousevolunteers, ParentCollaboration, ParentNight, PowerSchool, PowerSchoolHelp, walk-insandappointments., PTO/PTSO, PTSO,	Richstone, CANVAS wokshop, PowerSchool) # of Family Engagement Opportunities: (1stDayofSchool, ArtDocent, AttendedDPAC, AttendedtheSafetyPlanningMeeting, BacktoSchoolNight, Chaperoned, CoffeewiththePrincipals, Decoratingthebulletinboardsfortheparentcenter, DPAC, ELAC, GeneralELandSSCMeetings, GradeLevelMeetings, Helpingatthestudentstore, HelpinginParentCenters, HonorRollCeremony, HonorRollVolunteers, Infosnap, Lloyde'sParentalInvolvementDay, MillionFatherMarch, OpenHousevolunteers, ParentCollaboration, ParentNight, PowerSchool, PowerSchoolHelp, walk-insandappointments., PTO/PTSO, PTSO, Registration, RegistrationWeek, ProgramParentMeetings, SSCMeeting, Studentstore)	CANVAS workshop, PowerSchool) Family Engagement Opportunities: (1stDayofSchool, ArtDocent, AttendedDPAC, AttendedtheSafetyPlanningMeeting, BacktoSchoolNight, Chaperoned, CoffeewiththePrincipals, Decoratingthebulletinboardsfortheparentcenter, DPAC, ELAC, GeneralELandSSCMeetings, GradeLevelMeetings, Helpingatthestudentstore, HelpinginParentCenters, HonorRollCeremony, HonorRollVolunteers, Infosnap, Lloyde'sParentalInvolvementDay, MillionFatherMarch, OpenHousevolunteers, ParentCollaboration, ParentNight, PowerSchool, PowerSchoolHelp, walk-insandappointments., PTO/PTSO, PTSO, Registration, RegistrationWeek, ProgramParentMeetings, SSCMeeting, Studentstore)	CANVAS, PowerSchool) Family Engagement Opportunities: (1stDayofSchool, ArtDocent, Attended DPAC, Attended the Safety Planning Meeting, Back to School Night, Chaperoned, Coffee with , Decorating thebulletinboardsfortheparent center, DPAC, ELAC, GeneralELandSSCMeetings, GradeLevelMeetings, Helpingatthestudentstore, HelpinginParentCenters, HonorRollCeremony, HonorRollVolunteers, Infosnap, Lloyde'sParentalInvolvement Day, MillionFatherMarch, OpenHousevolunteers, ParentCollaboration, ParentNight, PowerSchool, PowerSchoolHelp, walk-insandappointments., PTO/PTSO, PTSO, Registration, RegistrationWeek, ProgramParentMeetings, SSCMeeting, Studentstore)

	Registration, RegistrationWeek, SCJParentMeeting, SSC, SSCMeeting, Studentstore)				

Chronic absenteeism (CA) rate	2018-19, per DataQuest Chronic Absenteeism Rate and CALPADS Report 14.1:
	
	20.6% All Students
	20.8% Female
	20.4% Male
	20.8% Socioeconomically Disadvantaged
	24.1% English Learners
	17.0% Redesignated Fluent Proficient
	37.5% Foster Youth
	34.3% Homeless Youth
	28.7% Students with Disabilities
	24.6% African American/Black
	   N/A American Indian/Alaska Native
	  6.2% Asian
	  7.9% Filipino
	20.2% Latino
	15.8% Native Hawaiian/Pacific Islander
	26.4% White
	22.1% Two or More Races
		2020-21, per DataQuest Chronic Absenteeism Rate and CALPADS Report 14.1:
		
		13.8% All Students
		11.6% Female
		15.8% Male
		14.4% Socioeconomically Disadvantaged
		19.9% English Learners
		10.6% Redesignated Fluent Proficient
		27.0% Foster Youth
		30.3% Homeless Youth
		18.4% Students with Disabilities
		14.7% African American/Black
		   N/A American Indian/Alaska Native
		  3.6% Asian
		  7.1% Filipino
		13.9% Latino
		17.3% Native Hawaiian/Pacific Islander
		11.5% White
		15.3% Two or More Races
			2021-22, per DataQuest Chronic Absenteeism Rate and CALPADS Report 14.1:
			
			34.6% All Students
			35.9% Female
			33.5% Male
			36.0% Socioeconomically Disadvantaged
			38.6% English Learners
			31.0% Redesignated Fluent Proficient
			40.6% Foster Youth
			50.0% Homeless Youth
			45.4% Students with Disabilities
			34.7% African American/Black
			N/A American Indian/Alaska Native
			21.5% Asian
			24.6% Filipino
			34.8% Latino
			31.6% Native Hawaiian/Pacific Islander
			38.3% White
			40.4% Two or More Races
				2022-23, per DataQuest Absenteeism Rate and CALPADS Report 14.1:
				
				32.9% All Students
				34.1% Female
				31.8% Male
				34.4% Socioeconomically Disadvantaged
				36.2% English Learners
				27.3% Redesignated Fluent English Proficient (RFEP)
				56.3% Foster Youth
				47.9% Homeless Youth
				46.9% Students with Disabilities
				35.7% African American
				  N/A American Indian/Alaska Native
				15.3% Asian
				22.1% Filipino
				32.5% Hispanic or Latino
				40.4% Native Hawaiian/Pacific Islander
				38.9% White
				40.8% Two or More Races
					2022-23, reduce by 2% per year
					*Revised to reflect 2018-19 as the base year, due to the transition to Distance Learning during the 2019-20 school year.
					
					14.6% All Students
					14.8% Female
					14.4% Male
					14.8% Socioeconomically Disadvantaged
					18.1% English Learners
					11.0% Redesignated Fluent Proficient
					31.5% Foster Youth
					28.3% Homeless Youth
					22.7% Students with Disabilities
					18.6% African American/Black
					   N/A American Indian/Alaska Native
					  0.2% Asian
					  1.9% Filipino
					14.2% Latino
					  9.8% Native Hawaiian/Pacific Islander
					20.4% White
					16.1% Two or More Races

High school dropout rate	Class of 2020, per DataQuest 4-Yr ACGR: 8.8% All Students 7.0% Female 10.3% Male 8.2% Socioeconomically	Class of 2021, per DataQuest 4-Yr ACGR: 8.9% All Students 6.2% Female 11.2% Male 8.9% Socioeconomically	Class of 2022, per DataQuest 4-Yr ACGR: 8.2% All Students 5.1% Female 11.0% Male 7.7% Socioeconomically	Class of 2023, per DataQuest 4-Yr ACGR: 8.5% All Students 7.3% Female 9.5% Male 8.3%	Class of 2023, reduce by 1% per year 7.8% All Students 6.0% Female 9.3% Male 7.2% Socioeconomically

	Disadvantaged 20.7% English Learners 8.7% Foster Youth 20.5% Homeless Youth 15.3% Students with Disabilities 7.3% African American/Black N/A American Indian/Alaska Native 0.0% Asian 0.0% Filipino 9.6% Latino 0.0% Native Hawaiian/Pacific Islander 6.7% White 8.9% Two or More Races	Disadvantaged 14.0% English Learners 53.8% Foster Youth 15.1% Homeless Youth 9.1% Students with Disabilities 8.5% African American/Black N/A American Indian/Alaska Native 2.2% Asian 0.0% Filipino 9.2% Latino 9.1% Native Hawaiian/Pacific Islander 15.0% White 9.1% Two or More Races	Disadvantaged 13.4% English Learners N/A Redesignated Fluent English Proficient (RFEP) 16.7% Foster Youth 23.1% Homeless Youth 8.1% Students with Disabilities 5.7% African American N/A American Indian/Alaska Native 6.3% Asian N/A Filipino 8.4% Hispanic or Latino 5.9% Native Hawaiian/Pacific Islander 12.5% White 14.8% Two or More Races	Socioeconomically Disadvantaged 16.8% English Learners N/A Redesignated Fluent English Proficient (RFEP) 0.0% Foster Youth 11.9% Homeless Youth 6.3% Students with Disabilities 2.3% African American N/A American Indian/Alaska Native 6.1% Asian 5.0% Filipino 9.8% Hispanic or Latino 14.3% Native Hawaiian/Pacific Islander 18.5% White 4.1% Two or More Races	Disadvantaged 19.7% English Learners 7.7% Foster Youth 19.5% Homeless Youth 14.3% Students with Disabilities 6.3% African American/Black N/A American Indian/Alaska Native 0.0% Asian 0.0% Filipino 8.6% Latino 0.0% Native Hawaiian/Pacific Islander 5.7% White 7.9% Two or More Races
High school graduation rate	Class of 2020, per DataQuest 4-Yr ACGR: 90.6% All Students 92.1% Female 89.4% Male 91.2% Socioeconomically Disadvantaged 78.3% English Learners 87.0% Foster Youth 77.3% Homeless Youth 84.2% Students with Disabilities 91.5% African American/Black N/A American Indian/Alaska Native 100% Asian 100% Filipino 89.8% Latino 100% Native Hawaiian/Pacific Islander	Class of 2021, per DataQuest 4-Yr ACGR 86.3% All Students 90.5% Female 82.5% Male 86.5% Socioeconomically Disadvantaged 75.2% English Learners 46.2% Foster Youth 81.1% Homeless Youth 75.9% Students with Disabilities 86.3% African American/Black N/A American Indian/Alaska Native 88.0% Asian 100% Filipino 86.4% Latino 90.0% Native Hawaiian/Pacific Islander 70.0% White	Class of 2022, per DataQuest 4-Yr ACGR: 88.6% All Students 93.1% Female 84.4% Male 89.2% Socioeconomically Disadvantaged 78.9% English Learners N/A Redesignated Fluent English Proficient (RFEP) 75.0% Foster Youth 70.8% Homeless Youth 82.2% Students with Disabilities 93.0% African American N/A American Indian/Alaska Native 90.6% Asian N/A Filipino 87.7% Hispanic or Latino 94.1% Native	Class of 2023, per DataQuest 4-Yr ACGR: 87.6% All Students 89.4% Female 85.9% Male 88.0% Socioeconomically Disadvantaged 70.9% English Learners N/A Redesignated Fluent English Proficient (RFEP) 92.3% Foster Youth 82.1% Homeless Youth 81.0% Students with Disabilities 95.0% African American N/A American Indian/Alaska Native 84.8% Asian 95.0% Filipino 86.0% Hispanic or Latino	Class of 2023, growth of 2% per year 96.6% All Students 98.1% Female 95.4% Male 97.2% Socioeconomically Disadvantaged 84.3% English Learners 93.0% Foster Youth 83.3% Homeless Youth 90.2% Students with Disabilities 97.5% African American/Black N/A American Indian/Alaska Native 100% Asian 100% Filipino 95.8% Latino 100% Native Hawaiian/Pacific Islander 99.3% White

	93.3% White 91.1% Two or More Races	81.8% Two or More Races	Hawaiian/Pacific Islander 83.3% White 85.2% Two or More Races	78.6% Native Hawaiian/Pacific Islander 77.8% White 93.9% Two or More Races	97.1% Two or More Races
Suspension rate	2019-20, per DataQuest: 2.8% All Students 2.6% Female 3.0% Male 2.7% Socioeconomically Disadvantaged 3.0% English Learners 17.6% Foster Youth 10.6% Homeless Youth 3.1% Students with Disabilities 6.2% African American/Black N/A American Indian/Alaska Native 0.0% Asian 0.0% Filipino 2.0% Latino 8.8% Native Hawaiian/Pacific Islander 5.9% White 4.8% Two or More Races	2020-21, per DataQuest: 0.0% All Students 0.0% Female 0.0% Male N/A Economically Disadvantaged N/A English Learners N/A Redesignated Fluent English Proficient (RFEP) N/A Foster Youth N/A Homeless Youth N/A Students with Disabilities 0.0% African American N/A American Indian/Alaska Native 0.0% Asian 0.0% Filipino 0.0% Hispanic or Latino 0.0% Native Hawaiian/Pacific Islander 1.1% White 0.0% Two or More Races	2021-22, per DataQuest: 4.0% All Students 2.7% Female 5.3% Male 3.3% Economically Disadvantaged 2.6% English Learners N/A Redesignated Fluent English Proficient (RFEP) 8.1% Foster Youth 8.0% Homeless Youth 5.1% Students with Disabilities 8.4% African American N/A American Indian/Alaska Native 0.0% Asian 0.0% Filipino 2.2% Hispanic or Latino 3.3% Native Hawaiian/Pacific Islander 3.4% White 8.2% Two or More Races	2022-23, per DataQuest and CALPADS Report 1.21 and 7.10: 3.7% All Students 2.8% Female 4.5% Male 4.0% Socioeconomically Disadvantaged 4.2% English Learners 1.5% Redesignated Fluent English Proficient (RFEP) 9.6% Foster Youth 9.1% Homeless Youth 5.4% Students with Disabilities 8.0% African American N/A American Indian/Alaska Native 2.2% Asian 0.0% Filipino 2.8% Hispanic or Latino 3.4% Native Hawaiian/Pacific Islander 2.9% White 5.1% Two or More Races	2022-23, reduce by 0.5% per year 1.3% All Students 1.1% Female 1.5% Male 1.2% Socioeconomically Disadvantaged 1.5% English Learners 16.1% Foster Youth 9.1% Homeless Youth 1.6% Students with Disabilities 4.7% African American/Black N/A American Indian/Alaska Native 0.0% Asian 0.0% Filipino 0.5% Latino 7.3% Native Hawaiian/Pacific Islander 4.4% White 3.3% Two or More Races
Expulsion rate	2019-20, per DataQuest: 0.15% All Students 0.10% Female 0.20% Male 0.16% Socioeconomically Disadvantaged 0.19% English Learners 0.00% Foster Youth	2020-21, per DataQuest 0.00% All Students 0.00% Female 0.00% Male N/A Economically Disadvantaged N/A English Learners N/A Redesignated	2021-22, per DataQuest: 0.03% All Students 0.03% Female 0.03% Male N/A Economically Disadvantaged N/A English Learners N/A Redesignated	2022-23, per DataQuest and CALPADS Report 1.21 and 7.10: 0.11% All Students 0.03% Female 0.18% Male 0.12% Socioeconomically	2022-23, reduce by 0.01% per year: 0.12% All Students 0.07% Female 0.17% Male 0.13% Socioeconomically Disadvantaged 0.16% English Learners

	0.00% Homeless Youth 0.00% Students with Disabilities 0.19% African American/Black N/A American Indian/Alaska Native 0.00% Asian 0.00% Filipino 0.14% Latino 0.00% Native Hawaiian/Pacific Islander 0.00% White 0.48% Two or More Races	Fluent English Proficient (RFEP) N/A Foster Youth N/A Homeless Youth N/A Students with Disabilities 0.00% African American N/A American Indian/Alaska Native 0.00% Asian 0.00% Filipino 0.00% Hispanic or Latino 0.00% Native Hawaiian/Pacific Islander 0.00% White 0.00% Two or More Races	Fluent English Proficient (RFEP) N/A Foster Youth N/A Homeless Youth N/A Students with Disabilities 0.00% African American N/A American Indian/Alaska Native 0.00% Asian 0.00% Filipino 0.04% Hispanic or Latino 0.00% Native Hawaiian/Pacific Islander 0.00% White 0.00% Two or More Races	Disadvantaged 0.08% English Learners 0.04% Redesignated Fluent English Proficient (RFEP) 0.00% Foster Youth 0.51% Homeless Youth 0.11% Students with Disabilities 0.19% African American N/A American Indian/Alaska Native 0.00% Asian 0.00% Filipino 0.08% Hispanic or Latino 0.00% Native Hawaiian/Pacific Islander 0.00% White 0.57% Two or More Races	0.00% Foster Youth 0.00% Homeless Youth 0.00% Students with Disabilities 0.16% African American/Black N/A American Indian/Alaska Native 0.00% Asian 0.00% Filipino 0.11% Latino 0.00% Native Hawaiian/Pacific Islander 0.00% White 0.45% Two or More Races
School Safety: California Healthy Kids Survey (CHKS)	2019-20: CVUHSD Students: 51% perceive the school as safe/very safe Parents: 87% perceive the school as safe/very safe Teachers: 93% perceive the school as safe/very safe	2020-21: Students: 68% perceive the school as safe/very safe, per CHKS Parents: 79% perceive the school as safe/very safe, per CSPS Teachers: N/A 2021-22: Students: 55% perceive the school as safe/very safe, per CHKS Parents: 88% perceive the school as safe/very safe, per CSPS Teachers: 92% perceive the school as safe/very safe, per CSSS	2022-23: Students: 52% perceive the school as safe/very safe, per CHKS Parents: 87% perceive the school as safe/very safe, per CSPS Teachers: 91% perceive the school as safe/very safe, per CSSS	2023-24: Students: 50% perceive the school as safe/very safe, per CHKS Parents: 80% perceive the school as safe/very safe, per CSPS Teachers: 84% perceive the school as safe/very safe, per CSSS	2022-23: Growth of 2% per year Students: 57% perceive the school as safe/very safe Parents: 93% perceive the school as safe/very safe Teachers: 99% perceive the school as safe/very safe
School Connectedness: California Healthy Kids Survey (CHKS)	2019-20: Students: 48% agree/strongly agree on	2020-21: Students: 50% agree/strongly agree on	2022-23: Students: 50% agree/strongly agree on	2023-24: Students: 46% agree/strongly agree on School Connectedness Scale	2022-23: Growth of 2% per year Students: 54%

School Connectedness Scale Questions (aggregate of questions related to connectedness; aggregation provided by CHKS) Parents: 86% agree/strongly agree that they feel welcome to participate at their school Teachers: 89% agree/strongly agree that our schools are a supportive and inviting place for staff to work	School Connectedness Scale Questions, per CHKS Parents: 82% agree/strongly agree that they feel welcome to participate at their school, per CSPS Teachers: 93% agree/strongly agree that our schools are a supportive and inviting place for staff to work, per CSSS 2021-22: Students: 51% agree/strongly agree on School Connectedness Scale Questions, per CHKS Parents: 84% agree/strongly agree that they feel welcome to participate at their school, per CSPS Teachers: 89% agree/strongly agree that our schools are a supportive and inviting place for staff to work, per CSSS	School Connectedness Scale Questions, per CHKS Parents: 88% agree/strongly agree that they feel welcome to participate at their school, per CSPS Teachers: 89% agree/strongly agree that our schools are a supportive and inviting place for staff to work, per CSSS	Questions, per CHKS Parents: 87% agree/strongly agree that they feel welcome to participate at their school, per CSPS Teachers: 76% agree/strongly agree that our schools are a supportive and inviting place for staff to work, per CSSS	agree/strongly agree on School Connectedness Scale Questions (aggregate of questions related to connectedness; aggregation provided by CHKS) Parents: 92% agree/strongly agree that they feel welcome to participate at their school Teachers: 95% agree/strongly agree that our schools are a supportive and inviting place for staff to work

Goal Analysis

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

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

The implementation of the five actions to achieve our goal of providing varied supports to actively engage students, families, and the school community in promoting students' academic progress as well as their social, emotional, and mental health has yielded significant successes. One of the most successful aspects of Goal #2 implementation continues to be in relation to Action 2001: Social, Emotional, and Mental Health Supports. According to the CA Healthy

Kids Survey (CHKS), there was only a 3.25% gap between students who indicated in the past 12 months that they wanted to get mental health services and those who indicated they successfully received mental health services. This is undoubtedly a direct result of the District's continued commitment to funding Wellness Centers staffed by two full-time Social Workers and interns at each school site. The District also continued to contract with Richstone Family Center to provide an additional bilingual therapist for each site, continued its partnership with CareSolace to provide coordinated, warm hand-off referral support for students, families, and staff to mental health and health service providers, and onboarded Hazel Health for telehealth services. Overall, according to the CHKS, 73% of students know how to access counseling services on campus when they need help with stress, feeling sad, family issues, or drug use. Likewise, 82% of parents, according to the CSPS, strongly agree or agree that our schools provide quality counseling or other ways to help students with social or emotional needs, and 92% of staff, according to the CSSS, strongly agree or agree that our schools provide adequate counseling and support services for students.

Though remaining an ongoing area of focus, Action 2002: School Safety and Connectedness presented some challenges this year. Staff identified three key areas, as voiced strongly by the Centinela Valley Secondary Teachers Association (CVSTA), that led the District to conduct the following staff focus groups:1) Student Discipline & Safety; 2) Truancy & Tardy Reduction, and3) Vaping & Substance Abuse Reduction. Each focus group used the following essential questions to guide the discussions: 1) What are our most pressing issues? 2) What are we currently doing, and is it working? 3) What other solutions and/or supports should we investigate. All three focus group content included an overview of the legal aspects of each topic, founded in Education Code and specific District data. In response to staff concerns in these areas, we also added the following workshops to our 2024 Summer Professional Learning Week: Identifying Narcotics & Symptoms of Substance Abuse; Legal Aspects of Student Discipline in California Schools, and; Student De-Escalation Strategies.

Additionally, we took steps in the Spring to respond to the following data from the California Healthy Kids Survey (CHKS): the percentage of students who perceive our schools as safe/very safe decreased from 52% in 2022-23 to 50% in 2023-24, while the percentage of students who agree/strongly agree on the California Healthy Kids school connectedness scale questions also decreased from 50% in 2022-23 to 46% in 2023-24. To learn more from our students, families, and staff about how we can increase safety and connectedness, we hosted a districtwide Student Listening Circle (4-hour morning session) and Family Forum (3-hour evening session) facilitated by the California School Climate Collaborative (CSCC). Both events also consisted of staff "listeners" from all school sites and the District Office. The events were structured opportunities for students and families to share their unique experiences and perspectives on critical school climate and culture issues through dialogue and participatory action planning. Students were asked questions such as: What makes you feel like you are part of this school? How do you know when an adult at your school cares about you or believes in you? What makes you feel safe and comfortable to be yourself at your school? What makes you feel unsafe at your school? What do you wish adults at your school knew about what it's like to be a student? Families were asked such questions as: How can your child's school increase their sense of belonging? Can you share anything about connections to other students/school staff? How do you feel your school rebuilds safety and trust for your student when something happens, such as a conflict with a teacher/coach/another student? Input from the staff focus groups, student listening circle, and family forum are guiding the District's strengthened approach to Action 2002: School Safety and Connectedness during this new LCAP cycle.

Additionally, one of the most frequent means by which student and family participants in the CSCC events shared that students can feel more connected to school is through their participation in experiences beyond academics. This aligned with the results of our ThoughtExchange LCAP Survey, in which 92% of respondents indicated that students' participation in athletics, clubs, and other after school activities motivates them to do better academically. Both this qualitative and quantitative input support Action 2004: Athletics as a Means of Improving Student Attendance and Academic Engagement.

In addressing State Priority #3: Parent Involvement, the coordinated services and resources provided through Action 2003: Family Engagement and Action 2005: Community Schools Transformation have strongly contributed to families' sense of belonging and connectedness to our schools Through the Parent Centers, the District offered the following family engagement options: Parent Teacher Organizations (PTO/PTSO); Coffee with Staff (Principal, Academies, EL support, Counselors, etc.); PowerSchool workshops; referrals to outside community services; basic computer skills support, and; financial aid workshops. All parents are invited to attend the District Parent Advisory Council (DPAC) meetings as well.

Another success for the District in this area is in relation to providing families with information and resources to support student learning and development in the home. Through the California School Parent Survey we learned that parents want increased opportunities to gain knowledge about how to better help

their children continue the learning process at home. This year, 81% of parent respondents agree or strongly agree that teachers communicate with parents about what students are expected to learn in class (a significant increase from 74% the prior year). The District's engagement with parent education organizations Grupo Crecer and Factor - both deemed highly effective and valuable by parent participants - continues to support the District's progress in providing families with information and resources to support student learning and development in the home.

Finally, the District has continued to leverage its relationships with our partner districts to increase awareness about CVUHSD among elementary and middle school families. Originally, the District planned to reinstate the High School Rush Day where prospective students of the Class of 2027 would be bussed from our feeder middle schools to all three of our comprehensive sites to explore our academies and special programs, athletics and club offerings, and engage in pep rallies to experience each school site's unique culture and community. Unfortunately, despite planning beginning in the summer, we were unable to secure the number of buses needed to make this event a reality, as access to large scale bus transportation has continued to be an issue for schools and districts. Instead, we hosted an evening Priority enrollment event in the Centinela Valley Center for the Arts, offering the same programmatic exposure to prospective students and their families.

Action 2005: Community Schools Transformation has also proven to be a significant area of success in relation to Goal #2. All four of our schools share three common goals: 1) to provide resources and events to meet families' basic needs; 2) to implement wellness activities and events in support of students' social, emotional, and mental health, and; 3) to collaborate with community partners to provide post-secondary job and career readiness, awareness, and preparation activities for students and families. However, as each community school is uniquely responsive to the needs of its students, families, staff, and community, their fourth goals vary. Lloyde HS focused on providing extra-curricular activities in the areas of arts, social clubs, and sports to improve student academic performance and attendance. Similarly, Leuzinger HS aimed to provide increased extracurricular activities to enrich students' high school experience. Both Lawndale HS and Hawthorne HS honed in on implementing student and parent engagement activities and events to support families feeling connected to and a part of the Community School.

Overall, the comprehensive actions taken to actively engage students, families, and the school community have been successful in promoting students' academic progress as well as their social, emotional, and mental health. The implementation of trauma-informed practices, Positive Behavioral Interventions and Supports (PBIS), and restorative practices has significantly enhanced school safety and connectedness. Efforts to increase family engagement, including the successful implementation of the Community Schools initiative, have fostered a stronger partnership between families and schools. Moving forward, the District will implement additional targeted programs and strategies to increase school safety and improve attendance and engagement.

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

For Goal 2, there were no material differences, based upon the District's 15% threshold, between Budgeted Expenditures and Estimated Actual Expenditures. Overall, our Estimated Actuals show expenditures approximately only 3.85% under the planned budget.

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

The five specific actions taken during the three-year LCAP cycle to support students' academic progress as well as their social, emotional, and mental health have shown varying levels of effectiveness (Action 2001). Data from the California Healthy Kids Survey (CHKS) indicates a reduction in social-emotional distress among students, with significant distress dropping from 31.25% in the 2021-22 school year to 26% in 2023-24. Chronic sadness also saw a slight decline from 35.75% to 33.25% over the same period. These gains suggest that the measures implemented, such as Wellness Centers, bilingual therapists, telehealth services, and home visits, have positively impacted student well-being. However, the need for continued progress remains evident.

In contrast, efforts to improve school safety and connectedness (Action 2002) have been less successful. Despite the positive correlation between students' participation in athletics or other after school activities with positive student outcomes (Action 2004), perceptions of school safety and connectedness both

declined, with only 50% of students feeling safe in 2023-24 compared to 52% in the previous year (though this percentage is comparable to the 51% 2019-20 baseline data). Likewise, school connectedness dropped below the 2019-20 baseline of 48% to 46% in 2023-24. Additionally, despite a slight overall decrease in suspension rates, certain vulnerable groups, including socioeconomically disadvantaged students, English Learners, Foster Youth, Homeless Youth, and Students with Disabilities, saw increases in their suspension rates, highlighting ongoing challenges in these areas. Undoubtedly, the COVID-19 pandemic and distance learning took a toll on both school safety and connectedness metrics, and a renewed and strengthened approach to this action is necessary in 2024-25.

Although it is believed that family engagement likely continued to rise, particularly with the introduction of the Community Schools initiative, the lack of reliable data complicates the assessment of these efforts. Family engagement efforts (Action 2003) experienced setbacks due to a transition in District oversight, which disrupted consistent tracking and reporting. Nevertheless, all metrics related to family engagement met or exceeded Year 3 outcomes by Year 2, except for the number of volunteers, which remains a challenging aspect at the high school level.

The Community Schools Transformation (Action 2005) has achieved notable success, with various initiatives supporting families and enhancing community ties. In the course of the school year, these efforts have yielded impressive results. Seven produce distribution events have served over 1,400 families districtwide through a partnership with the Social Justice Learning Institute. Since its grand opening at Hawthorne HS in January, approximately 250 families and counting have shopped at the Cougar Community Closet, with the Community Loving organization providing 3 closet pop-up events serving an additional 30-40 students & families at each event. Likewise Lloyde HS launched their Bulldog Boutique, Lawndale HS opened the Cardinal Thrift Shop, and Leuzinger HS established the Win Thrift Leutique.

Our partnership with Supply Bank has put hygiene kits, dental kits, body wash, backpacks, and school supplies in the hands of at least 700 students and families to date. And, perhaps most impressively, 10 Resource Fairs have taken place across the District. These tabling events have featured representatives from: Rainbow Services, the South Bay Workforce Investment Board (SBWIB), the Asian American Drug Abuse Program (AADAP), the Department of Public Health, Inglewood One Stop, Hawthorne & Inglewood Teen Centers, Reality Check, USC Viterbi K12, Child Mind Institute, the Los Angeles County Library, and Hawthorne Dental.

Overall, while some actions have effectively advanced the goal of engaging students, families, and the school community, others require ongoing attention and improvement to fully realize their intended impact.

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

Reflecting on prior practices has prompted several adjustments to our planned actions for Goal 2 for the coming year to more effectively engage students, families, and the school community in promoting academic progress alongside social, emotional, and mental health. For Action 2001, we will continue the full implementation of social, emotional, and mental health supports while establishing an online system to track data related to student referrals and outcomes through the Wellness Center, similar to the CareSolace data system. This will enhance our ability to monitor and address students' needs systematically.

In terms of school safety and connectedness (Action 2002), we are introducing a Violence Prevention Program and a Substance Abuse Prevention Program. We will also implement a stronger, structured response to student vaping on campus and ensure the systemic use of other means of correction as part of our restorative practices, fostering a safer and more supportive school environment.

For Action 2003 regarding family engagement, we recognize the need for accurate tracking protocols, especially following a transitional period in District oversight that led to a decrease in reported engagements. We plan to renew efforts to track parent engagement and education accurately by defining "engagement" and "education" opportunities clearly. This will ensure consistent data collection across school sites. Moreover, we aim to increase parent engagement by offering more on-campus opportunities where families can be present to recognize their students, participate in an activity or learning with their student, or be specifically invited by their student.

In Action 2004, which focuses on athletics as a means to improve student attendance and academic engagement, we will collaborate with administrators and Athletics Directors to ensure accurate tagging of student athletes. This will enable precise tracking of success metrics, including attendance rates and course completion rates of athletes compared to the overall student body.

Finally, for Action 2005, related to the Community Schools Transformation, we will continue the full implementation of this action and work towards aligning goals more effectively. Additionally, we will engage in strategic efforts to market the resources and services provided through Community Schools more frequently and widely, ensuring that students, families, and staff are well-informed and can benefit from available support.
Overall, these adjustments and renewed efforts stem from our reflections on past practices and data, aiming to create a more supportive and engaging environment for all students and their families.

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.

Goal

Goal #	Description
3	Provide students with access to highly trained teachers, courses, programs, and 1:1 technology that support students' college and career readiness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Student lacking own copy of textbook rate	2020-21: LACOE Williams Sufficiency Visits declared all schools to have provided all students with the necessary instructional materials.	2021-22: LACOE Williams Sufficiency Visits declared all schools to have provided all students with the necessary instructional materials.	2022-23: LACOE Williams Sufficiency Visits declared all schools to have provided all students with the necessary instructional materials.	2023-24: LACOE Williams Sufficiency Visits declared all schools to have provided all students with the necessary instructional materials.	Maintain 100% of students having access to standards-aligned instructional materials and textbooks, as reported by the LACOE visiting team.
Teacher misassignment rate	2019-20: 0.3% (1), per SARC Total Teachers Without Credentials and Misassignments	2020-21: 1.5% (4.6), revised per DataQuest TAMO Ineffective Teacher	2020-21: 1.5% (4.6), per DataQuest TAMO	As defined by ESSA, Ineffective Teacher = Total Teachers Without Credentials and Misassignments =	Eliminate teacher misassignments as reported by LACOE's teacher assignment monitoring

				Permits/Waivers + Misassignments + Vacant Positions 2021-22, 5.3% (17.8), per DataQuest TAMO 2022-23, TBD% (TBD), per DataQuest TAMO	division.
Overall facility rating	2020-21: LACOE Williams Facilities Visits declared all schools to be in good condition regarding cleanliness, safety, and functionality.	2021-22: LACOE Williams Facilities Visits declared all schools to be in good condition regarding cleanliness, safety, and functionality.	2022-23: LACOE Williams Facilities Visits declared all schools to be in good condition regarding cleanliness, safety, and functionality.	2023-24: LACOE Williams Facilities Visits declared all schools to be in good condition regarding cleanliness, safety, and functionality.	Maintain 100% of students having access to school facilities that are clean, safe, and functional, as reported by the LACOE visiting team.
Implementation of all CA state standards, including how ELs will access the CCSS and ELD standards	2020-21: MET according to the District's Narrative Summary for this local indicator provided for the 2021 California School Dashboard. New baseline metric to be established 2021-22: The District will transition from a narrative summary to completion of the CDE-approved Self-Reflection Tool to report progress on LCFF Priority 2: Implementation of State Academic Standards.	2021-22: MET according to the District's Narrative Summary for this local indicator provided for the 2022 California School Dashboard. The District chose not to transition to the CDE Self-Reflection Tool as the narrative summary allows the District to report with more specifics as to how we are implementing the state academic standards.	2022-23: MET according to the District's Narrative Summary for this local indicator provided for the 2022 California School Dashboard.	2023-24: MET according to the District's Narrative Summary for this local indicator provided for the 2023 California School Dashboard.	"Full Implementation" based upon the overall rubric score.
Math 4th year course enrollment rate	Baseline to be established 2021-22	2021-22: 60.5% (867) CVUHSD, per PowerSchool Course History Data for the Class of 2022	2021-22, per PowerSchool course history data for the Class of 2022: 61.3% All Students 64.6% Female 57.9% Male 61.7% Socioeconomically Disadvantaged 24.4% English Learners 69.0% Redesignated Fluent English Proficient (RFEP) N/A Foster Youth	2022-23, per PowerSchool course history data for the Class of 2023: 74.8% All Students 79.1% Female 70.8% Male 76.0% Socioeconomically Disadvantaged 36.9% English Learners 83.7% Redesignated Fluent English Proficient (RFEP)	2022-23: Growth of 2% per year

			42.3% Homeless Youth 32.0% Students with Disabilities 62.0% African American N/A American Indian/Alaska Native 83.3% Asian N/A Filipino 60.2% Hispanic or Latino 76.9% Native Hawaiian/Pacific Islander 55.6% White 68.6% Two or More Races *Denominator revised per CALPADS report 3.11	28.6%　　　Foster Youth 56.8%　　　Homeless Youth 58.2%　　　Students with Disabilities 77.6%　　　African American N/A　　　American Indian/Alaska Native 71.9%　　　Asian 78.9%　　　Filipino 73.8%　　　Hispanic or Latino 91.7%　　　Native Hawaiian/Pacific Islander 63.2%　　　White 82.6%　　　Two or More Races	
Science 3rd Year course enrollment rate	Baseline to be established 2021-22	2021-22: 22.47% (322) CVUHSD, per PowerSchool Course History Data for the Class of 2022	2021-22, per PowerSchool course history data for the Class of 2022: 74.9% All Students 78.3% Female 71.5% Male 75.2% Socioeconomically Disadvantaged 44.8% English Learners 80.2% Redesignated Fluent English Proficient (RFEP) N/A Foster Youth 69.2% Homeless Youth 50.3% Students with Disabilities 77.1% African American N/A American Indian/Alaska Native 76.7% Asian N/A Filipino 73.8% Hispanic or Latino 76.9% Native Hawaiian/Pacific Islander 77.8% White 82.4% Two or More Races	2022-23, per PowerSchool course history data for the Class of 2023: 81.6%　　　All Students 86.1%　　　Female 77.5%　　　Male 82.4% Socioeconomically Disadvantaged 47.1%　　　English Learners 88.4%　　　Redesignated Fluent English Proficient (RFEP) 71.4%　　　Foster Youth 75.7%　　　Homeless Youth 58.8%　　　Students with Disabilities 84.8%　　　African American N/A　　　American Indian/Alaska Native 78.1%　　　Asian 84.2%　　　Filipino 80.7%　　　Hispanic or Latino 75.0%　　　Native Hawaiian/Pacific Islander 78.9%　　　White 91.3%　　　Two or More	2022-23: Growth of 2% per year

			*Denominator revised per CALPADS report 3.11	Races
World Language 4th year course enrollment rate	Baseline to be established 2021-22	2021-22: 21.51% (311) CVUHSD, per PowerSchool Course History Data for the Class of 2022	2021-22, per PowerSchool course history data for the Class of 2022: 22.4% All Students 27.2% Female 17.5% Male 23.4% Socioeconomically Disadvantaged 28.5% English Learners 35.4% Redesignated Fluent English Proficient (RFEP) N/A Foster Youth 11.5% Homeless Youth 2.0% Students with Disabilities 0.0% African American N/A American Indian/Alaska Native 0.0% Asian N/A Filipino 29.4% Hispanic or Latino 0.0% Native Hawaiian/Pacific Islander 0.0% White 2.0% Two or More Races *Denominator revised per CALPADS report 3.11	2022-23, per PowerSchool course history data for the Class of 2023: 64.8% All Students 72.0% Female 58.2% Male 65.4% Socioeconomically Disadvantaged 32.1% English Learners 68.2% Redesignated Fluent English Proficient (RFEP) 14.3% Foster Youth 48.6% Homeless Youth 30.6% Students with Disabilities 67.9% African American N/A American Indian/Alaska Native 62.5% Asian 73.7% Filipino 63.2% Hispanic or Latino 83.3% Native Hawaiian/Pacific Islander 63.2% White 78.3% Two or More Races	2022-23: Growth of 2% per year
Advanced Placement (AP) course enrollment rate	2019-20, per CALPADS Report 3.11: *Revised numerator 30.6% All Students 38.2% Female	2020-21, per CALPADS Report 3.11: 26.5% All Students 33.9% Female 19.1% Male	2021-22, per CALPADS Report 3.11: 22.3% All Students 28.2% Female 16.7% Male	2022-23, per CALPADS Report 3.11: 26.1% All Students 32.7% Female 19.9% Male	2022-23, growth of 2% per year *Revised to reflect updated baseline calculation 36.6% All Students

	23.7% Male 31.4% Socioeconomically Disadvantaged 14.8% English Learners 39.0% Redesignated Fluent English Proficient (RFEP) 18.5% Foster Youth 22.4% Homeless Youth 3.9% Students with Disabilities 18.4% African American N/A American Indian/Alaska Native 63.0% Asian 48.8% Filipino 31.6% Hispanic or Latino 16.3% Native Hawaiian/Pacific Islander 38.7% White 29.9% Two or More Races	26.7% Socioeconomically Disadvantaged 10.0% English Learners 35.3% Redesignated Fluent English Proficient (RFEP) 0.0% Foster Youth 16.1% Homeless Youth 3.1% Students with Disabilities 16.6% African American N/A American Indian/Alaska Native 49.5% Asian 51.3% Filipino 27.1% Hispanic or Latino 19.4% Native Hawaiian/Pacific Islander 26.0% White 27.7% Two or More Races	22.3% Socioeconomically Disadvantaged 12.6% English Learners 29.6% Redesignated Fluent English Proficient (RFEP) 7.1% Foster Youth 16.4% Homeless Youth 1.8% Students with Disabilities 15.5% African American N/A American Indian/Alaska Native 43.3% Asian 39.0% Filipino 23.1% Hispanic or Latino 7.9% Native Hawaiian/Pacific Islander 14.8% White 25.4% Two or More Races	26.2% Socioeconomically Disadvantaged 12.5% English Learners 35.8% Redesignated Fluent English Proficient (RFEP) 12.5% Foster Youth 12.3% Homeless Youth 2.6% Students with Disabilities 17.1% African American N/A American Indian/Alaska Native 47.5% Asian 40.8% Filipino 27.4% Hispanic or Latino 11.9% Native Hawaiian/Pacific Islander 23.1% White 26.1% Two or More Races	44.2% Female 29.7% Male 37.4% Socioeconomically Disadvantaged 20.8% English Learners 45.0% Redesignated Fluent English Proficient (RFEP) 24.5% Foster Youth 28.4% Homeless Youth 9.9% Students with Disabilities 24.4% African American N/A American Indian/Alaska Native 69.0% Asian 54.8% Filipino 37.6% Hispanic or Latino 22.3% Native Hawaiian/Pacific Islander 44.7% White 35.9% Two or More Races
Career Technical Education (CTE) course enrollment rate	2019-20, per CALPADS Report 3.11: *Numerator revised to reflect data from CALPADS Report 3.11 instead of the updated CALPADS Report 3.15. 45.4% All Students 41.9% Female 48.5% Male 45.3% Socioeconomically Disadvantaged 25.3% English Learners 49.8% Redesignated Fluent English Proficient (RFEP)	2020-21, per CALPADS Report 3.11: *Numerator revised to reflect data from CALPADS Report 3.11 instead of the updated CALPADS Report 3.15. 36.3% All Students 33.8% Female 38.8% Male 36.9% Socioeconomically Disadvantaged 22.2% English Learners 39.8% Redesignated Fluent English Proficient (RFEP)	2021-22, per CALPADS Report 3.11: 39.2% All Students 37.1% Female 41.3% Male 39.5% Socioeconomically Disadvantaged 26.5% English Learners 43.7% Redesignated Fluent English Proficient (RFEP) 47.6% Foster Youth 25.3% Homeless Youth 33.1% Students with Disabilities	2022-23, per CALPADS Report 3.11: 36.6% All Students 33.5% Female 39.6% Male 36.4% Socioeconomically Disadvantaged 20.4% English Learners 41.5% Redesignated Fluent English Proficient (RFEP) 37.9% Foster Youth 30.9% Homeless Youth 30.9% Students with Disabilities 36.4% African American N/A American	2022-23, growth of 2% per year *Revised to reflect updated calculations based on CALPADS Report 3.11 51.4% All Students 47.9% Female 54.5% Male 51.3% Socioeconomically Disadvantaged 31.3% English Learners 55.8% Redesignated Fluent English Proficient (RFEP) 40.5% Foster Youth 48.9% Homeless Youth 50.5% Students with Disabilities 50.5% African American

	34.5% Foster Youth 42.9% Homeless Youth 44.5% Students with Disabilities 44.5% African American N/A American Indian/Alaska Native 44.7% Asian 50.9% Filipino 45.7% Hispanic or Latino 41.5% Native Hawaiian/Pacific Islander 41.3% White 43.9% Two or More Races	27.3% Foster Youth 28.9% Homeless Youth 34.5% Students with Disabilities 36.4% African American N/A American Indian/Alaska Native 35.6% Asian 37.0% Filipino 36.5% Hispanic or Latino 34.7% Native Hawaiian/Pacific Islander 31.1% White 35.4% Two or More Races	37.6% African American N/A American Indian/Alaska Native 36.5% Asian 48.1% Filipino 39.7% Hispanic or Latino 35.3% Native Hawaiian/Pacific Islander 34.4% White 38.3% Two or More Races	Indian/Alaska Native 36.3% Asian 41.8% Filipino 36.9% Hispanic or Latino 33.3% Native Hawaiian/Pacific Islander 33.3% White 30.9% Two or More Races	N/A American Indian/Alaska Native 50.7% Asian 56.9% Filipino 51.7% Hispanic or Latino 47.5% Native Hawaiian/Pacific Islander 47.3% White 49.9% Two or More Races
UC/CSU A-G required course enrollment rate	2019-20, per CALPADS Report 3.11: 99.2% All Students 98.9% Female 99.4% Male 99.2% Socioeconomically Disadvantaged 99.6% English Learners 99.4% Redesignated Fluent English Proficient (RFEP) 89.7% Foster Youth 97.1% Homeless Youth 98.3% Students with Disabilities 99.2% African American N/A American Indian/Alaska Native 100.0% Asian 100.0% Filipino 99.1% Hispanic or	2020-21, per CALPADS Report 3.11: 98.8% All Students 99.0% Female 98.6% Male 98.9% Socioeconomically Disadvantaged 99.5% English Learners 98.3% Redesignated Fluent English Proficient (RFEP) 95.5% Foster Youth 100.0% Homeless Youth 93.0% Students with Disabilities 99.2% African American 100.0% American Indian/Alaska Native 98.5% Asian 98.1% Filipino 98.7% Hispanic or	2021-22, per CALPADS Report 3.11: 98.9% All Students 98.9% Female 99.0% Male 98.9% Socioeconomically Disadvantaged 99.3% English Learners 98.9% Redesignated Fluent English Proficient (RFEP) 100.0% Foster Youth 94.7% Homeless Youth 96.9% Students with Disabilities 99.0% African American N/A American Indian/Alaska Native 100.0% Asian 100.0% Filipino 98.9% Hispanic or Latino 100.0% Native Hawaiian/Pacific Islander 93.8% White 100.0% Two or More	2022-23, per CALPADS Report 3.11: 99.4% All Students 99.5% Female 99.4% Male 99.6% Socioeconomically Disadvantaged 99.4% English Learners 99.5% Redesignated Fluent English Proficient (RFEP) 100.0% Foster Youth 98.7% Homeless Youth 97.5% Students with Disabilities 99.5% African American N/A American Indian/Alaska Native 99.2% Asian 100.0% Filipino 99.4% Hispanic or Latino 100.0% Native Hawaiian/Pacific Islander	2022-23: Maintain all student groups at 99% CVUHSD

Latino 100.0% Native Hawaiian/Pacific Islander 100.0% White 98.3% Two or More Races	Latino 100.0% Native Hawaiian/Pacific Islander 98.6% White 98.8% Two or More Races	Races	98.7% White 98.6% Two or More Races		

Goal Analysis

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

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

The overall implementation of the 18 actions to provide students with access to highly trained teachers, courses, programs, and 1:1 technology that support college and career readiness has been largely successful, albeit with certain challenges and deviations from the initial plan. This comprehensive approach aimed to create an environment conducive to 21st-century learning, improve instructional quality, and ensure equity in educational opportunities.

In regard to Action 3001: Educational Technology, the District achieved significant success by distributing Chromebooks to all students, facilitating both in-class and at-home learning. Classroom technology upgrades were systematically carried out, enhancing instructional spaces to align with state academic content standards and support participation in the California Assessment of Student Performance and Progress (CAASPP). This ensured that students had the necessary tools and environment for effective learning and assessment.

The transition to non-content-specific Instructional Coaches (Action 3002: Instructional Coaching) was a major shift aimed at broadening access to instructional support. Indeed, the greatest challenge related to implementing this action was the transition from content-specific coaches in ELA, Math, Science, and Social Studies to non-content-specific Instructional Coaches. Non-content-specific Instructional Coaches provide more teachers access to instructional support; however, the shift for returning Coaches from content-based coaching to broad pedagogical coaching has certainly been an area of growth. Our current program requires that Coaches focus on instructional strategies with a minimized focus on content area expertise. However, during the coaching sessions, it requires that the Coaches get teachers to analyze their own practices and progress in terms of implementing standards-based instruction. Additionally, the reduction in the number of Instructional Coaches in the District from 12 to 6 proved challenging as prioritizing how best to support teachers with fewer support staff needed to be established. Finally, of the 6 Instructional Coaches for the 2023-24 school year, 3 were new to the role.

Despite these challenges, the following are highlights of the Instructional Coaching Program: the creation of curriculum maps for Adult Transition and vocational strands; updated curriculum maps for first year of alternate diploma pathway for Functional Living Skills program; all Coaches facilitated Learning Walks at their school sites; all Coaches assisted with lunch-time Professional Learning Opportunities focused on Effective Use of AI in the Classroom; all Coaches facilitated SBAC hand-scoring for ELA and Math; all Coaches facilitated Summer PL Week planning with the Department Chairs, and; all Coaches participated in Adaptive Schools Training.

To further the District's progress toward the goal of providing students with access to highly trained teachers, Action 3003: Organization-Wide Cultural Proficiency, Action 3004: CTE Pathways Implementation Support, Action 3005: Co-Teaching Implementation Support, and Action 3006: Educational Technology Instructional Support have also proven effective during the 2023-24 school year.

The Equity Team made significant progress toward the following goals for the 2023-24 school year: 1) Recognize staff for equitable practices. The Equity

team recognized staff members monthly who displayed equitable practices in the District; 2) Analyze site level data. The Equity Team had a goal to analyze site-level data and work with their administration on addressing equity gaps. The teams were able to review data. Some teams were able to implement strategies at their site to address equity gaps. For example at Lloyde HS, they identified a need to support students with 3 or more F's. The Coordinator pulled the data and worked with staff and the students on addressing fail rates; 3) Include classified in equity professional learning. The team held 2 classified lunch and learns specific to classified staff. One was held during Christmas break and one during Thanksgiving break.

Below are highlights from Equity Team work during the 2024-25 school year: the team held monthly lunch and learn opportunities at all school sites; Equity Coordinators supported sites in creating prayer spaces on campus for Muslim students; the Equity Coordinators participated and supported AAPAC meetings at the district and the sites; the team held the 4th annual Equity symposium, and the equity team supported ASB with on-campus activities recognizing various cultural groups; the Equity Team also engaged in a book study on Tangible Equity and the importance of higher-order thinking skills/questions being implemented in all classrooms; the team offered the following workshops: Inclusive Language; Real Scenarios of Stressful Situations.

The Summer Academy Retreat facilitated collaboration and planning among pathway leaders where annual goals were set to address growth areas, aligning with the 11 Elements of a High-Quality CTE program. Inclusionary practices continued to be a focus for expanding access to core and elective classes for Low Income students also identified with disabilities to learn and interact with general education peers. The District continued to provide support and training for teachers, including time for special education teachers to work alongside general education teachers on student needs and providing appropriate accommodations and supports. The District also provided co-teaching training through 2Teach. Additionally, a robust professional learning and support program - led by the District Educational Technology Specialist - was implemented, enabling teachers to utilize technology and programs to enhance student learning.

Additionally, the core work of Action 3008: Professional Learning Communities (PLC) Implementation Support was also fully implemented in support of the goal of providing students with access to highly trained teachers. The District held its signature Summer Professional Learning Week for the 10th year, open to all certificated staff to attend for professional growth. Furthermore, 11 late-start days allowed for 60-minute collaboration sessions throughout the school year. Though Department Chairs and Course Leads were able to leverage this collaboration time to focus on curriculum, instruction, assessment, and student progress, there were some challenges. 60% of Course Lead positions remained unfilled during the 2023-24 school year, a 30% increase from the 2022-23 school year despite multiple re-postings. Therefore, some Course Teams were left without formal teacher leadership which made maintaining instructional continuity and assessment a significant challenge. Yet, despite this challenge, CVUHSD utilized qualitative and quantitative measures to assess implementation of content standards, including: professional learning (PL) opportunities; adoption of aligned curriculum and implementation training; instructional coaching in all content areas; common assessment data, and; instructional walk-through data. Course Leads developed and adjusted common assessments and modified curriculum maps ensuring alignment to CA Standards and Frameworks.

Though having many fewer new hires than in years past, the District successfully held its 3-day New Hire Summer Institute as planned (Action 3007: Hiring and Retaining Diverse Staff). Additionally, the District continued to provide access to and funding for clear credential candidates to complete their induction program through UCLA Extension. Instructional Coaches provided mentor support to assist candidates with their coursework and required observation feedback.

Action 3009: Paraprofessional and Classified Support Staff Training was also fully and effectively implemented. In the 2023-24 school year, the District invested more heavily in classified and paraprofessional training than in years past. Our support staff are often not only on the front lines with families, community members, and students, but fulfilling critical responsibilities on the back end of our educational programs. Trainings offered this year aimed to provide participants with opportunities to build their technical skills, grow their interpersonal abilities, and learn more about legal aspects of their roles.

In terms of providing students with access to courses and programs in support of their college and career readiness, several actions within this goal worked in complementary fashion to garner effectiveness. Through Action 3012: Course Access and Academy and Special Programs Support, the District continued to demonstrate full implementation of California State Standards, including how our English Learners access the Common Core State Standards and the ELD standards, according to the District's Narrative Summary for this local indicator provided for the 2024 California School Dashboard. Though the District was

not able to offer the traditional option of Period 0 and Period 7 in order to increase student access to credit recovery and a broad course of study, the District was able to provide afternoon and evening credit recovery options for students via Edmentum courses facilitated by appropriately credentialed teachers.

Additionally, through Action 3010: Supplemental Instructional Materials, supplemental instructional materials were provided for VPA, PE, World Languages, and Practical Arts courses. Advanced Placement (AP) prep and practice materials were also provided, along with supplemental materials for Upward Bound, CARS, GEAR UP, and other college access programs providing direct services to our students. This action also funded the provision of a Chromebook for every student to use in class and take home in order to access digital instructional materials. Additionally, the CV Local Assessment System (Action 3011), was fully and effectively implemented.

Action 3018: Strategic Supports for Students with Disabilities, was fully and effectively implemented. Three Special Education Program Managers funded by ESSER III provided on-site programmatic oversight. Five BCBAs were hired through an agency to provide support for Students with Disabilities and other low income students presenting externalized behaviors that impair their access to the learning environment.

Action 3013: Operationalizing the Graduate Profile, is one action where implementation was partial. This action was not fully implemented. The District did participate in the Graduate Profile Community of Practice through Scaling Student Success, which is dedicated to expanding the number of communities using a Graduate Profile to establish a whole child vision. However, the District did not fully engage in its partnership with Envision Learning to refresh our Graduate Profile. Due to the intense work of transitioning to a traditional six-period day and working with a smaller team within the Educational Services Department, we chose to delay much of this work until the 2024-25 school year. Therefore, 2024-25 funds will be utilized to continue this work.

Finally, all basic services actions (3014: Continuous Improvement Cycle and Data Analysis; 3015: Teacher; 3016: Instructional Materials; 3017: Facilities) were fully and effectively implemented.

In summary, the district made substantial progress in achieving its goal of enhancing college and career readiness through various actions, despite encountering some challenges and the need for adjustments in implementation strategies.

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

For Goal 3, there were no material differences, based upon the District's 15% threshold, between Budgeted Expenditures and Estimated Actual Expenditures. Overall, our Estimated Actuals show expenditures approximately only 8.2% under the planned budget.

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

During the three-year Local Control Accountability Plan (LCAP) cycle, several specific actions were implemented to provide students with access to highly trained teachers, courses, programs, and 1:1 technology, with varying degrees of effectiveness.

The integration of educational technology applications (Action 3001 - Educational Technology), which were effective during distance learning, into on-campus instruction proved to be a significant success. Tools like GoGuardian for Chromebook management and Canvas for flexible learning opportunities allowed teachers to offer dynamic and differentiated instruction. This expanded students' exposure to essential digital tools, supporting both high school academic progress and readiness for post-secondary education and careers. The effective use of these technologies during the pandemic's remote learning phase and their continued use on campus underscore a successful adaptation to modern educational needs.

Instructional coaching for teachers of Low Income Students and English Learners showed strong utilization, with 1,732 classroom observations totaling 69,012 minutes (Action 3002: Instructional Coaching). Coaches facilitated SBAC Hand-Scoring in ELA and Math and participated in the 10-part Getting

Reading Right: Filling the Gaps in the Secondary Classroom training, indicating robust support for teachers. This consistent coaching likely contributed to improved instructional practices and improved student outcomes in standardized assessments, reflecting an effective support mechanism.

In regard to Action 3003: Organization-Wide Cultural Proficiency, efforts to improve cultural proficiency and school connectedness faced challenges. This is most evidenced by a decline in the percentage of students feeling connected to their school (from 50% to 46%) and a decrease in students respecting each other's differences (according to the CHKS, 54.25% of students strongly agree or agree that adults/teachers at their school respect differences in students; 33.75% strongly agree or agree that students in their schools respect each other's differences). Staff surveys indicated a need for more professional development in working with diverse groups, despite high levels of mutual respect among staff. According to the California School Staff Survey (CSSS), 38% of staff indicated they need more professional development, training, mentorship, or other support for working with diverse racial, ethnic, or cultural groups; 86% of staff indicated that adults who work at our schools support and treat each other with respect. This suggests that while there are strong interpersonal relationships among staff, more targeted efforts are needed to enhance student perceptions of inclusivity and respect.

Though Action 3004: CTE Pathways Implementation Support continues to result in model programs highlighted by our region and state, ensuring these structures and services result in improved student outcomes is an area of growth. The CTE Course Enrollment Rate declined from a 2019-20 baseline of 45.4% to 36.6% in 2022-23. 8.8% decrease. The decrease in 2021-22 was caused by students' lack of interest in being in an academy because of distance learning (limited labs and minimal hands-on experiences) as well as District's and site's inability to promote enrollment in special programs effectively. Our signature High School Rush Day event, where all 8th grade students from all feeder schools are bussed to all three comprehensive high schools for an interactive introduction to academies and programs has not been viable due to issues securing transportation. This data highlights the challenges in maintaining student interest and participation in CTE pathways, and is what is fueling the District's renewed approach to this action which includes the research and implementation of new pathways.

Furthermore, declining completion rates of CTE pathways by Low Income students indicate a need for better engagement strategies and support mechanisms to sustain student interest in these career-focused courses.
In regard to Action 3006: Educational Technology Instructional Support, the provision of 30 Ed Tech workshops and the Digital Learning Initiative (DLI) Academy provided extensive training for teachers, covering various digital tools and instructional strategies (PowerTeacherPro and Canvas Grade Sync; Interactive Whiteboard Training; Engaging Learners with PearDeck; Canvas Quizzes; PowerSchool 2.0, and; Digital Student Annotations). The breadth and depth of these offerings illustrate our strong commitment to enhancing teachers' technological proficiency, which is critical for delivering effective, 21st century instruction.

Efforts to hire and retain diverse staff also proved effective in the 2023-24 school year (Action 3007). Though few in numbers, six new hires attended the New Hire Summer Institute. Over the span of three days, participants engaged in the following: an overview of our District vision and goals; an informational session provided by Human Resources and Fiscal Services; an introduction to the Hawthorne, Lawndale, and Lennox communities; a full day of District educational technology workshops; time dedicated to curriculum, instruction, and assessment for teachers; a session focused on insight into the social, emotional, and mental health needs of our students; introductory training on classroom management in our PBIS (Positive Behavior Interventions & Supports) schools and our Multi-Tiered System of Supports (MTSS); an introduction to the Centinela Valley Secondary Teachers Association (CVSTA) and member benefits, and; an informational session on CVUHSD's Clear Credential Induction Program through UCLA Extension (for those needing to clear their credential). Additionally, seven candidates participated in the UCLA Extension Clear Credential Induction Program. Four completed year one; three completed the two-year program in full and applied for their clear credential.

Professional learning opportunities were well-attended, with a significant portion of certificated staff participating in various training sessions (Action 3008: Professional Learning Communities (PLC) Implementation Support). 121 certificated (37%) staff attended the October 16, 2023 Optional Professional Learning Day. During this PL Day, all participants attended the following three 90-minute sessions: 1) Cultural Competency & the Third Space: Emphasizing asset Building & Community (Participants learned how to develop collegial and interdisciplinary partnerships that engage students, families, and communities in building school culture and designing a curriculum where all stakeholders are recognized, valued, and able to contribute); 2) AI In Education Micro Course (In this self-paced session, participants explored the latest developments in artificial intelligence and how teachers can use AI tools like Chat GPT to increase

teacher productivity and enhance student learning. They also learned how AI can be used to create engaging and personalized learning experiences and had the opportunity to try out AI tools and brainstorm ideas for incorporating them into their classrooms.); 3) Planning for Reading (Participants learned structured ways to increase student comprehension of rigorous texts and were able to identify strategies to support teachers' planning for reading, selecting text, and building vocabulary for their specific content area.).

Additionally, 189 certificated staff (57.8%) attended the 4-day 2024 Summer Professional Learning Week. Participants attended a workshop-of-choice each morning, following by structured, facilitated professional learning specific to their content area or role. Workshops-of-choice included: Educator Wellness & Mental Health; AI in Teaching & Learning; Identifying Narcotics & Symptoms of Substance Abuse; Understanding Students' Mental Health Challenges; Social & Emotional Aspects of Student Learning; Legal Aspects of Student Discipline in CA Schools; Student De-Escalation Strategies; Differentiating Instruction to Support All Students; Literacy-Reading in the Secondary Classroom; Powerful Practices for Supporting English Learners; School Funding & Accountability in CA; Alternative Grading Practices; STAR Reading Data Reports: Moving Students to Mastery Special Ed Group; STAR Reading Data Reports: Moving Students to Mastery; HMH Language Launch and Read 180.

Finally, approximately 50 teachers from across all content areas participated in LACOE's 10-part Getting Reading Right: Filling the Gaps in the Secondary Classroom training as part of the District's focus on literacy. This training is founded in the science of reading and its grade level appropriate applications to high school students. The high participation rates and diverse topics indicate an effective approach to continuous professional development, likely enhancing instructional quality and student outcomes.

Expanded training opportunities for paraprofessionals and classified support staff included various relevant topics (Action 3009:Paraprofessional and Classified Support Staff Training). Approximately 50 staff participated in online Google Workspace and Microsoft Office training and 30 staff participated in Advanced Google Workspace training. Other trainings included: Customer Service; 2-Man Lift; CPR; Classified Lunch & Learn with the Equity Team, and; ACSA Classified Educational Leaders Conference. This broad range of training supports the overall operational effectiveness and contributes to a well-prepared support staff, essential for maintaining a conducive learning environment.

In regard to Action 3010: Supplemental Instructional Materials, the implementation of Chromebooks and digital learning tools facilitated enhanced learning experiences and provided students with essential digital skills. This action effectively supported 21st century instructional methods and prepared students for digital competencies required in higher education and future careers. Through Action 3011: CV Local Assessment System, Interim Assessment Hand Scoring improved teachers' understanding of statewide assessments, which positively impacted lesson planning and student performance. Additionally, in response to a request from the office of Deputy Superintendent of Public Instruction, Cheryl Cotton, the District met with a team from CDE to discuss factors that have contributed to CVUHSD being identified as one of only five districts in the state to demonstrate Mathematics gains for students in the "standard not met" category between the 2019 and 2022 test administrations of the SBAC. This reflects the effectiveness of Action 3011 in combination with instructional efforts and professional learning focused on improving math outcomes.

As a result of Action 3012: Course Access and Special Programs Support, enrollment in advanced courses has significantly increased. The Math 4th Year Course Enrollment Rate increased 14.3 % from baseline to the 22-23 school year. The Science 4th Year Course Enrollment Rate increased 59.13% (however, note that baseline data was determined at the end of first semester and did not include course completion of a full year). The World Languages 4th Year Course Enrollment Rate increased by 42.83%. The District must monitor this data closely to determine how the shift to a 6-period day affects access to advanced courses. While there was a slight increase in A-G course enrollment rates, challenges remained in ensuring successful completion with a C or higher. Conversely, the 8-period day facilitated significant increases in 4th-year course enrollments in math, science, and world languages, showcasing the benefits of expanded scheduling options. These mixed outcomes highlight the need for continuous monitoring and adjustment of course offerings and support services to optimize student success as the District continues to operate on a traditional six-period day. Finally, despite gains in course access, the AP Course Enrollment Rate decreased by 4.5% over the 3-year LCAP cycle. The District is exploring how increases in Dual Enrollment classes is also affecting AP course enrollment.

Action 3013: Operationalizing the Graduate Profile was partially implemented. The District continued to participate in the Scaling Student Success Graduate

Profile Community of Practice in order to stay connected to the work in preparation for re-entering the focus strands fully in the 2024-25 school year. However, the District did not engage in refreshing our Graduate Profile and will continue this effort in the 2024-25 school year.

In regard to Action 3018: Strategic Supports for Students with Disabilities the provision of Special Education Program Managers proved effective in providing consistent, legally compliant oversight for the IEP process. Though quantitative data was not reliably collected, qualitative feedback from staff and families indicates that the consistent presence of BCBAs on our school sites has led to marked improvement in behavior for many students. Continued focus on quantitative data collection will enhance the ability to measure and improve these supports.

Finally, all basic services actions (3014: Continuous Improvement Cycle and Data Analysis; 3015: Teacher; 3016: Instructional Materials; 3017: Facilities) were fully and effectively implemented. Hawthorne HS successfully earned full accreditation for another six years, while Lloyde HS received accreditation and will have a one-day visit in the 2024-25 school year. The following data regarding teacher misassignments will be reported on the 2024 California School Dashboard: Number/percentage of misassignments of teachers of ELs: 2 / 0.6%; Number/percentage of total teacher misassignments: 27 / 7.54%; Number/percentage of vacant teacher positions: 20 / 5.58%. Williams Instructional Materials Sufficiency has been met at all sites, even when at sites where official visits were not scheduled by LACOE. Transitioning from physical to digital textbooks has allowed students to be assigned their instructional materials more efficiently and accurately. Students have a digital textbook within 24 hours due to the automation of textbook assignments via Clever and Canvas. According to the Summary of Ratings of Williams Facilities Inspection Report, the District had zero instances where facilities did not meet the "good repair" standard.

In summary, the 18 actions designed to support progress toward Goal 3 reflect a mix of effective implementations and areas needing further improvement. The integration of educational technology and professional learning for teachers were notably successful, while cultural proficiency and CTE pathways faced more significant challenges. Continuous evaluation and adjustment of these actions will be essential to achieve the overarching goal of enhancing college and career readiness for all students.

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

In reflecting on the previous year's practices, several changes have been made to the planned goals, metrics, desired outcomes, and actions for the upcoming year to enhance students' college and career readiness through access to highly trained teachers, courses, programs, and 1:1 technology. For Action 3001: Educational Technology, we will continue full implementation, updating the metric to include an annual educator survey to assess the usage of educational technology tools and subscriptions. For Action 3002: Instructional Coaching, the progress metric will now include data on formal Cognitive Coaching sessions, disaggregated by content area, ensuring all new Instructional Coaches receive full training.

Additionally, Instructional Coaches will collaborate more closely with Equity Coordinators to align instructional support efforts, a reciprocal adjustment noted in Action 3003: Organization-Wide Cultural Proficiency. Moving into the 2024-25 school year, Equity Coordinators will work more closely with the District's Instructional Coaches (Action 3002) to align and coordinate instructional support efforts. Our focus will be on HOTS (Higher Order Thinking Skills) in the classroom, Power Dynamics, and how they manifest in the classroom.

For Action 3004: CTE Pathways Implementation Support, a more strategic outreach to feeder schools will connect students with academy options and industry partners, with middle school students receiving career pathway support from high school students. The focus of the Ed Tech Team, as part of Action 3006: Educational Technology Instructional Support, will shift towards increasing educator participation, addressing the need for growth in effective technology use revealed by Ed Tech learning walks. Action 3007: Hiring and Retaining Diverse Staff will see the Office of Diversity, Equity, and Inclusion implement an annual analysis of hiring practices by ethnicity and gender, aiming for staff diversity to reflect the student population, and maintaining or exceeding an 80% retention rate.

In the absence of structured collaboration time within the school day for the 2024-25 school year, the District will continue to provide formal training in

Professional Learning Communities (PLCs) for all Department Chairs, Instructional Coaches, and Principals (Action 3008: Certificated Professional Learning and Professional Learning Communities (PLC) Implementation Support). This will enable these instructional leaders to continue to support collaborative work around curriculum, instruction, assessment, and student progress. Additionally, the District will offer extra duty hours and/or release days on a project basis for teams of teachers to operate as PLCs to achieve articulated outcomes related to curriculum and assessment development/revision via structured collaborative efforts. The District will also offer up to four (4) Optional Professional Learning Days outside of the regular work calendar, which are anticipated to be held each academic quarter, in order to continue to offer extensive professional learning opportunities based upon identified staff needs in relation to improving academic outcomes for low income students.

Action 3009: Paraprofessional and Classified Support Staff Training will expand professional learning for classified staff and paraprofessionals, building on the previous year's successes. For Action 3010: Supplemental Instructional Materials, the LCAP will include funding earmarked for consistent access to printed supplementary instructional materials in direct response to ongoing requests from teachers.

In Action 3011: CV Local Assessment System, the District will continue to utilize PowerSchool to provide direct and extensive training for certificated and classified staff, a shift we made part way through the 2023-24 school year from internal trainings. Additionally, the metric for English, Math, Science, and Social Studies benchmark participation and mastery rates has been updated to reflect only Semester 1, as Semester 2 data is not fully available in time for LCAP submission, and we would like this metric to report current year progress only. And, in the 2024-25 school year, we will transition from Illuminate to Pear Assessment for our district wide local assessment system.

In regard to Action 3012: Course Access and Academy and Special Programs Support, baseline data for both the Science and World Languages 4th Year Enrollment Rate will be adjusted to reflect full semester completion. Additionally, strategic efforts will be made to market the California State Seal of Biliteracy and Global Seal of Biliteracy and the requirements to students when they start their World Languages courses so as to encourage enrollment in higher level language courses. The District will also explore adding a Spanish 4 regular course as an option for students who want to continue to a 4th year of Spanish but are not ready for AP Spanish courses. Finally, the District will need to monitor course access carefully as we continue on a traditional 6-period day schedule and adjust offerings and provide access outside of the traditional school day as needed to ensure access for students.

Finally, Action 3014: Continuous Improvement Cycle and Data Analysis will change the CAST Science Assessment to 10th grade for better accuracy, and Action 3018: Strategic Supports for Students with Disabilities will strengthen the BCBA program and formalize data collection on student progress while exploring new funding options for a role similar to that of the Special Education Program Manager, now that ESSER III funds have been exhausted.

Ultimately, these refinements are aimed at strengthening the above actions and optimizing the educational experience and support for all students in the coming year.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics

is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  - o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    - ▪ The reasons for the ineffectiveness, and

    - ▪ How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Centinela Valley Union High	Kelly Santos Assistant Superintendent, Educational Services	santosk@cvuhsd.org 310-263-3170

Plan Summary 2024-2025

General Information

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

The Centinela Valley Union High School District consists of three traditional high schools (Hawthorne, Lawndale, and Leuzinger) a continuation high school (R.K. Lloyde), and Centinela Valley Independent Study School (CVISS). Two of our schools - Lloyde HS and CVISS - are receiving Equity Multiplier funding which provides additional funding to schools with prior year non-stability rates greater than 25% and prior year Socioeconomically Disadvantaged Students rates greater than 70%. CVUHSD serves nearly 5,400 students in grade 9-12 students from neighborhoods in the South Bay area of Los Angeles County. The district enrolls students from the economically disadvantaged cities of Hawthorne, Lennox, and Lawndale where the median household income is $64,670 with 15.3% of families living below the poverty line (compared to the state averages of $91,550 and 11.5%). 79% of our students are socioeconomically disadvantaged, 18.9% are English Learners, and 0.4% are Foster Youth.

The South Bay was once referred to as the Aerospace Capital of the world. Through the late 1980s and early 1990s, a number of the nation's largest aerospace corporations (TRW, North American/Rockwell, Northrop, and Hughes Aircraft among them) made the Centinela Valley their headquarters. However, none are currently headquartered in the region. As the industry "downsized" and consolidated, more than 200,000 high-paying skilled aerospace jobs vanished in the region. Currently, the population is blue collar. However, the communities directly to the south and west represent some of the most affluent in Los Angeles (Manhattan Beach, El Segundo, Redondo Beach) while the communities to the north and east represent some of the most impoverished in Southern California (South Central Los Angeles, Inglewood).

As a high school district, our mission is very clear: 100% of our students must graduate ready for college, career, and life. The aspirations we hold for our students go far beyond a high school diploma. The true measure of our success will take place when the diploma has been earned and our students face both the challenges and opportunities of the real world as adults. To succeed, we must first provide students with as many options for furthering their education after high school as possible. Students must complete the UC/CSU A-G requirements, score solid marks on college entrance exams, participate in numerous clubs and extra-curricular activities as well as submit lengthy applications before unwavering deadlines. At each step of the process, our staff is ready to assist students and their families with as much guidance and support as necessary.

We are committed to providing as many options as possible for our students to thrive in high-quality, high-standard programs that will increase their chances of being accepted into the college of their choice. Our Dual Enrollment Program offers students the opportunity to get a jump start on college by dually earning credits from El Camino Community College while completing select classes at our high schools. Our Spanish Dual Language Immersion Program allows students to fully engage in both the Spanish and English languages and graduate having attained biliteracy and bilingualism with academic and professional proficiency to better appreciate and fully engage in the rich diversity of our multicultural communities.

Our schools must also prepare our students for careers. While seemingly obvious, the purpose of getting a diploma and going to college is, in fact, to get a good job afterwards. Our students must have the knowledge and skills necessary to earn a living. To that end, we are a Linked Learning District committed to connecting the learning that takes

place in the classroom with the needs of business and industry in our global economy. Our schools offer numerous opportunities for work-based learning through our 8 Career Technical Education (CTE) Academies and 2 pathways that incorporate field trips, guest speakers, job shadowing, pre-apprenticeships and internships into their curriculum. We aim to prepare our students to enter the competitive job market and land a job that meets both their social-emotional and financial needs.

Finally, we want our students to be prepared for life. We want them to be good people who care about others. We want them to be able to make good decisions that make their life and this world better. We want them to value diversity, respect the views of others even when they are different from their own, and work collaboratively with individuals from multiple cultural backgrounds. We want them to be informed citizens as well as wise leaders in our community, our state, and our nation. We want them to lead fulfilling lives and to have greater opportunities and accomplishments than any previous generation.

Centinela Valley has many lofty aspirations, and we have committed ourselves to ensuring all of our students are ready for college, career, and life. We know that each student is unique and will face a number of barriers to success along the way. We also know that countless students have overcome similar challenges in the past. We are committed to working together with students, families, and our community at large to make each student's dream come true and transform Centinela Valley into a model 21st century urban district that is a leader in student-centered education.

Reflections: Annual Performance

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

Per the Fall 2023 release of the California School Dashboard, the All Students group within CVUHSD reported in the Yellow performance level in English Language Arts (ELA); the Red (or lowest) performance level for Mathematics (Math); the Yellow performance level for English Learner Progress; the Orange performance level for Graduation Rate; the Yellow performance level for Suspension Rate, and the low status level for the College & Career Indicator (CCI).

CVUHSD is eligible for Technical Assistance in the form of Differentiated Assistance based upon English Learner performance in the following areas: Pupil Achievement - due to CAASPP Math performance (red performance indicator) and CAASPP ELA performance (orange performance indicator), and 2) Pupil Engagement - due to the Graduation Rate (red performance indicator).

The following schools within CVUHSD received the lowest performance level on one or more state indicators on the 2023 Dashboard:
* Lawndale High School - Mathematics
* Lloyde High School - English Learner Progress, Suspension Rate, College & Career Indicator

The following student groups within CVUHSD received the lowest performance level on one or more state indicators on the 2023 Dashboard:
* All Students - Mathematics
* English Learners - Mathematics, Graduation Rate
* Foster Youth - Suspension Rate
* Homeless Youth - Mathematics, Suspension Rate
* Socioeconomically Disadvantaged Students - Mathematics
* African American Students - Mathematics
* Hispanic Students - Mathematics

The following student groups within Hawthorne High School received the lowest performance level on one or more state indicators on the 2023 Dashboard:
* African American Students - Mathematics

The following student groups within Lawndale High School received the lowest performance level on one or more state indicators on the 2023 Dashboard:
* English Learners - Mathematics
* Homeless Youth - Suspension Rate
* Socioeconomically Disadvantaged Students - Mathematics
* Students with Disabilities - Mathematics
* African American Students - Mathematics
* Hispanic Students - Mathematics

The following student groups within Leuzinger High School received the lowest performance level on one or more state indicators on the 2023 Dashboard:
* English Learners - English Language Arts, Mathematics, Graduation Rate
* Students with Disabilities - English Language Arts

The following student groups within Lloyde High School (alternative education) received the lowest performance level on one or more state indicators on the 2023 Dashboard:
* English Learners - English Learner Progress, Graduation Rate
* Socioeconomically Disadvantaged Students - Suspension Rate
* African American Students - Suspension Rate
* Hispanic Students - Suspension Rate

Below is an analysis of the key metrics related to GOAL 1: Close achievement gaps by increasing the percentage of students who graduate ready for college, career, and life.
* The percentage of all students successfully completing A-G requirements declined slightly (42.1% for the Class of 2022 and 40.6% for the Class of 2023), yet demonstrated increases across several student groups. English Learners demonstrated a significant increase of 3.4% to 24% meeting A-G requirements; Students with Disabilities demonstrated a 1.5% increase to 14.5% meeting A-G requirements; students of Two or More Races demonstrated a 1.2% increase to 43.5% meeting A-G requirements, and; White students demonstrated a significant increase of 12.4% to 52.4% meeting A-G requirements. However, the following student groups demonstrated decreases: Male students demonstrated a decrease of 3% to 32.3%; Socioeconomically Disadvantaged students demonstrated a decrease of 2.3% to 39%; Asian students demonstrated a decrease of 4.7% to 64.3%; Hispanic students demonstrated a decrease of 0.5% decrease to 29.8%, and; Native Hawaiian /Pacific Islander students demonstrated a decrease of 4%. Additionally, the following student groups demonstrated significant decreases in their A-G completion rate: the Foster Youth rate decreased 13.9% to 8.3%; the Homeless student rate decreased 9.7% to 27.3%; the African American students rate decreased 8.5% to 38.9%
* Though the percentage of all graduates successfully completing Career Technical Education (CTE) pathways decreased from 19.4% for the Class of 2022 to 16% for the Class of 2023, two student groups did demonstrate increases: the CTE completion rate for White students increased by 4.3% to 14.3% while the rate for English Learners increased 1.1% to 13.6%. However, female students decreased 4.7% to 14.3%; Male students decreased 2.4% to 17.5%; Socioeconomically Disadvantaged students decreased 3.7% to 15.2%; Foster Youth decreased 2.8% to 8.3%; Homeless Youth decreased 2.1% to 10.9%; African American students decreased 2.2% to 10.9%; Asian students decreased 2.9% to 14.3%, and; Hispanic students decreased 3.1% to 17.6%. Additionally, the following student groups demonstrated significant decreases in their CTE pathway completion rate: Native Hawaiian/Pacific Islander students decreased 9.7% to 9.1%; Students with Disabilities decreased 10.2% to 10.1%, and; students of Two or More Races decreased 14.4% to 8.7%.
* The percent of graduates who completed A-G Requirements and a CTE pathway decreased 2.3% from 12.2% for the Class of 2022 to 9.9% for the Class of 2023, and all student groups also experienced a decrease. Male students decreased 1.8% to 9.2%; Socioeconomically Disadvantaged students decreased 3.2% to 8.9%; English Learners decreased 2.5% to 3.8%; Students with Disabilities decreased 2.7% to 2.2%; African American students decreased 2.5% to 6.9%; Asian students decreased 3.1% to 10.7%; Hispanic students decreased 1.9% to 10.7%; Native Hawaiian/Pacific Islander students decreased 3.4% to 9.1%, and; White students decreased 0.5%. The following student groups demonstrated a decrease in completion of A-G Requirements and a CTE pathway at a rate significantly greater than that of All Students: Homeless students decreased 5.1% to 3.6% and students of Two or More Races decreased 7%.
* The percentage of all grade 11 students ready for college per the California State University (CSU) Early Assessment Program (EAP) in English increased by 2.7% from 16.8% in 2021-22 to 19.5% in 2022-23. Student groups demonstrating an increase include the following: Female students increased 1.8% to 22%; Male students increased 3.1% to 16.9%; Socioeconomically Disadvantaged students increased 4.1% to 20%; English Learners increased 0.4% to 0.9%; Redesignated Fluent English Proficient students increased 3.7% to 26.2%; African American students increased 3.4% to 15.5%, and Hispanic students increased 4.1% to 20.1%. However, the following student groups demonstrated a decrease: Homeless students decreased 6.8% to 12% and Students with Disabilities decreased 1.3% to 1.6%. Additionally, the following student groups demonstrated significant decreases: White students decreased 9.6% to 16.7%, and students of Two or More Races decreased 18.2% to 9.1%.
* The percentage of all grade 11 students ready for college per the California State University (CSU) Early Assessment Program (EAP) in Mathematics decreased by 0.5% from 3.8% in 2021-22 to 3.3% in 2022-23. Student groups demonstrating an increase include the following: Male students increased 0.2% to 4.5%; Redesignated Fluent English Proficient students increased 0.7% to 5%; Filipino students increased 8.7% to 14.3%; Hispanic students increased 0.1% to 3.2%. However, the following student groups demonstrated a decrease: Female students decreased 09.% to 2.3%; Socioeconomically Disadvantaged students decreased 0.2% to 3.3%; English Learners decreased 0.4% to 0%; African American students decreased 1% to 1.9%; Asian students decreased 11.8% to 17.2%; White decreased 5.2% to 0%; students of Two or More Races decreased 3.5% to 3%.

The District plans to do the following to maintain and build upon the successes and to address areas of low performance and performance gaps related to GOAL 1:
A critical focus of Goal 1 will be to improve outcomes for student groups performing in the red on academic indicators, which include the following: CAASPP Math All Students (District, Lawndale HS); CAASPP Math African American students (District, Hawthorne HS, Lawndale HS); CAASPP Math Hispanic students (District, Lawndale HS); CAASPP Math Socioeconomically Disadvantaged students (District, Lawndale HS); CAASPP Math English Learners (District, Lawndale HS, Leuzinger HS); CAASPP Math Students with

Disabilities (Lawndale HS); CAASPP ELA Students with Disabilities (Leuzinger HS).
To close achievement gaps and increase the percentage of students who graduate ready for college, career, and life, the District will employ a comprehensive strategy that includes providing robust college access, preparation, and support to ensure all students, particularly those from underserved backgrounds, are equipped for higher education. Career readiness support for Long-Term English Learners will tailor interventions to meet the unique needs of these students, facilitating their successful transition to the workforce. Coordinating English Learner programs will ensure consistency and effectiveness in language acquisition efforts. Strategic academic supports will be implemented to address individual learning gaps, while arts integration will enrich the curriculum and engage students in creative and critical thinking. Additionally, summer school programs will offer extended learning opportunities to help students catch up and stay on track, further supporting their readiness for the future.
* Continue to provide a variety of CTE pathways that prepare students for both college, career, and life through A-G classes, technical skills, and leadership activities.
* Continue to offer a variety of Advanced Placement courses (20 unique AP courses) across all school sites.
* Continue to ensure all students have a five-year plan to achieve graduation and establish a post-secondary plan.
* Continue to provide multiple credit recovery options, including Edmentum and direct instruction credit recovery in order to meet graduation requirements as well as remediate UC/CSU A-G eligibility.
* Continue to provide AVID-trained CV LEARNS college tutors through the District's partnership with CSUDH Project Reach and virtual tutors provided through a contracted agency.
* Renew efforts to fully implement the California College Guidance Initiative (CCGI). The District will leverage its data-sharing agreement with CCGI which allows the District to upload verified transcript data into student accounts on CaliforniaColleges.edu, thereby unlocking enhanced, data-informed features that substantially benefit students and educators. The goal of CCG is two-fold: 1) all high school seniors graduate with a thoughtful, well-informed, post-secondary plan, and 2) students' academic transcript, unique identifier, and college and career planning data follow them in a manner that reduces information gaps that hinder student success.
* Continue to have Counselors check in with Homeless/Foster Youth on a quarterly basis to review their A-G and graduation progress, inquire about their living situation, how comfortable they are at school/home/etc.
* Continue to provide increased academic supports by continuing to fund three (3) additional Academic Counselors to reduce the average caseload to approximately 260 students, well below the 500:1 student-to-Counselor ratio stated in the collective bargaining agreement.
* Specifically to address the decrease in completion of A-G course requirements, the District will increase efforts to connect students with the various college readiness and access programs offered on campuses. The goal of each of these programs is to increase the rate at which students complete high school and enroll in and graduate from a post-secondary institution. The District has coordinated efforts across these programs, which we collectively refer to as the CVUHSD College Access Collaborative (CAC). These programs include: Cal Lutheran TRIO Upward Bound Classic; Cal Lutheran TRIO Upward Bound Math & Science; CSUDH Upward Bound Classic; CSUDH Upward Bound Math & Science; Volunteers of America Upward Bound; Volunteers of America Educational Talent Search; CARS (College Access, Readiness, and Success), and GearUp. Ultimately, students' engagement in such programs should contribute to increased A-G completion rates, increased completion of dual enrollment courses, and increased enrollment in courses of rigor, such as Advanced Placement classes.
* Invest in increased training for CV LEARNS Tutors and ensure strategic placement.
* Develop a strategic plan to support students who are striving readers which may include purchasing an assessment tool that will assist in identifying students and their specific learning gaps, contracting with an outside agency to hire a reading specialist, and providing extra duty for targeted tutoring and academic support.
*The District's Special Education Plan (SEP) will continue to focus on improvement strategies such as analyzing learning walk data related to rigor and providing ongoing coaching supports aimed at improving rigor within SpEd core classes.
* Continue to refine implementation of our common assessment program that utilizes professionally created assessments (such as the SBAC Interim Assessments and Illuminate Item Bank) whenever possible, and refine clearly defined common assessment administration windows to increase accountability for implementation and timely data analysis to better inform subsequent instruction, particularly as a means of academic RtI.
* Understanding that to demonstrate success on the CCI graduates must meet at least one of the measures in the "prepared" level (score of Level 2 "standard met" or higher on both ELA and Math SBAC; Score of 3 or higher on two AP exams; two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded; complete A-G course requirements with a grade of C- or better plus an additional assessment or coursework requirement; pathway completion with a grade of C- or better in the capstone course plus an additional assessment or coursework requirement) the District plans to do the following to strategically support improvements in students' college and career readiness indicators: Ensure academic Counselors and College & Career Counselors are trained in the most current college readiness information for UCs, CSUs, community colleges, and private institutions through attendance at a variety of Counselor workshops. Ensure these staff also continue to receive the most up-to-date training relative to the FAFSA and vocational programs; continue to fund the position of CTE Student Support Specialist at each comprehensive high school to support students with successful pathway completion.

Below is an analysis of the key metrics related to GOAL 2: Provide varied supports to actively engage students, families, and the school community in promoting students' academic progress as well as their social, emotional, and mental health.
* The percentage of students reporting through the California Healthy Kids Survey (CHKS) that they have experienced chronic sadness or hopelessness in the past 12 months decreased from 35% in 2022-23 to 33.25% in 2023-24.

* The percentage of students reporting through the California Healthy Kids Survey that they have experienced social emotional distress in the past 12 months decreased from 28.75% in 2022-23 to 26% in 2023-24.
* The percentage of students who perceive our schools as safe/very safe decreased from 52% in 2022-23 to 50% in 2023-24, while the percentage of students who agree/strongly agree on the California Healthy Kids school connectedness scale questions also decreased from 50% in 2022-23 to 46% in 2023-24.
* The District's Attendance Rate for all students increased by 0.5% to 90.6% in 2022-23. The following student groups demonstrated an increase in Attendance Rate: Female students increased 0.5% to 90.2%; Socioeconomically Disadvantaged Students increased 0.4% to 90.3%; English Learners increased 0.7% to 89.4%; Redesignated Fluent English Proficient students increased 0.7% to 91.9%; Homeless Youth increased 2.2% to 86.9%; American Indian/Alaska Native students increased 10.8% to 93%; Asian students increased 0.8% to 95.2%; Filipino students increased 0.7% to 93.5%; Hispanic students increased 0.5% to 90.6%, and White students increased 0.9% to 89.3%. However, the following student groups demonstrated a decrease in Attendance Rate and an Attendance Rate lower than that for all students: Male students decreased 0.5% to 90%; Foster Youth decreased 0.4% to 88.5%; Students with Disabilities decreased 0.2% to 87.4%; African American students decreased 0.1% to 89.9%; Native Hawaiian/Pacific Islander students decreased 0.8%, and; students of Two or More Races decreased 0.5% to 88%.
* The District's Chronic Absenteeism Rate for all students decreased 1.7% from 34.6% in 2021-22 to 32.9% in 2022-23. The following student groups demonstrated a decreased in Chronic Absenteeism: Female students decreased 1.8% to 34.1%; Male students decreased 1.7% to 31.8%; Socioeconomically Disadvantaged students decreased 3.3% to 34.4%; Redesignated Fluent English Proficient students decreased 3.7% to 27.3%; Homeless Youth decreased 2.1% to 47.9%; Asian Students decreased 6.2% to 15.3%; Filipino students decreased 2.5% to 22.1%;, and Hispanic students decreased 2.3% to 32.5%. However, the following student groups demonstrated an increased in Chronic Absenteeism and a Chronic Absenteeism Rate higher than that for all students: Foster Youth increased 15.7% to 56.3%; Students with Disabilities increased 1.5% to 46.9%; African American students increased 1% to 35.7%; Native Hawaiian/Pacific Islander students increased 8.8% to 40.4%; White students increased 0.6% to 38.9%, and; students of Two or More Races increased 0.4% to 40.8%.
* The District's High School Dropout Rate for all students increased slightly from 8.2% for the Class of 2022 to 8.5% for the Class of 2023, with increases for the following student groups: Female students increased 2.2% to 7.3$; Socioeconomically Disadvantaged students increased 0.6% to 8.3%; English Learners increased 3.4% to 16.8%; Hispanic students increased 1.4% to 9.8%; Native Hawaiian/Pacific Islander students increased 8.4% to 14.3%, and; White students increased 6% to 18.5%. However, the following student groups demonstrated a decrease in Dropout Rate: Male students decreased 1.5% to 9.5%; Foster Youth decreased significantly by 16.7% to 0%; Homeless Youth also decreased significantly 11.2% to 11.9%; Students with Disabilities decreased 1.8% to 6.3%; African American students decreased 3.4% to 2.3%; Asian students decreased 0.2% to 6.1%, and; students of Two or More Races decreased significantly by 10.7% to 4.1%.
* The District's Suspension Rate for all students decreased 0.3% from 4% in 2021-22 to 3.7% in 2022-23, with the following student groups also demonstrating decreases: Male students decreased 0.8% to 4.5%; African American students decreased 0.4% to 8%; White students decreased 0.5% to 2.9%, and; students of Two or More Races decreased 3.1% to 5.1%. However, the following student groups demonstrated an increase in Suspension Rate: Female students increased by 0.1% to 2.8%; Hispanic students increased 0.5% to 2.8%, and; Native Hawaiian/Pacific Islander students increased 0.1% to 3.4%. Additionally, the following student groups demonstrated an increase in Suspension Rate and a Suspension Rate higher than that for all students: Socioeconomically Disadvantaged students increased 0.7% to 4%; English Learners increased 1.6% to 4.2%; Foster Youth increased 1.5% to 9.6%; Homeless Youth increased 1.1% to 9.1%, and; Students with Disabilities increased 0.3% to 5.4%.
* The District's High School Graduation Rate for all students decreased slightly by 1% from 88.6% for the Class of 2022 to 87.6% for the Class of 2023. The following student groups also demonstrated decreases: Female students decreased 3.7% to 89.4%; Socioeconomically Disadvantaged students decreased 1.2% to 88%; English Learners decreased 8% to 70.9%; Students with Disabilities decreased 1.2% to 81%; Asian students decreased 5.8% to 84.8%; Hispanic students decreased 1.7% to 86%; Native Hawaiian/Pacific Islander students decreased 15.5% to 78.6%, and; White students decreased 5.5% to 77.8%. However, the following student groups demonstrated increases in Graduation Rate: Male students increased 1.5% to 85.9%; Foster Youth increased significantly by 17.3% to 92.3%; Homeless Youth also increased significantly by 11.3%; African American students increased 2% to 95%, and; students of Two or More Races increased 8.7%.
* The number of parents responding to the California School Parent Survey decreased from 1,057 in 2022-23 to 949 in 2023-24.
* The number of digital (bit.ly clicks) family engagement decreased from 12,779 in 2022-23 to 4,072 in 2023-24.
* The number of parent volunteers decreased from 566 in 2022-23 to 474 in 2023-34.
* The number of family engagement participants decreased from 2,320 in 2022-23 to 2,385 in 2023-24.

The District plans to do the following to maintain and build upon the successes and to address areas of low performance and performance gaps related to GOAL 2:
A critical focus of Goal 2 will be to specifically address the Suspension Rate of the following student groups, performing in the red as reported on the 2023 CA School Dashboard: Foster Youth (District); Homeless Youth (District, Lawndale HS); All Students at Lloyde HS, Socioeconomically Disadvantaged Students (LL);Hispanic students (LL); African American students (LL). The District will conduct a comprehensive review of procedures related to suspensions and data by offense disaggregated by student subgroups to identify whether or not suspensions are issued appropriately and equitably. The District will also connect to work we are doing through the District's Compliance Improvement Monitoring Plan to address disproportionality in the Suspension Rate of low-income African American Students with Disabilities.The Compliance and Improvement Monitoring (CIM) Process is a four-step process designed for LEAs experiencing issues in compliance, disproportionality, and/or performance. It requires the LEA to complete activities to identify systemic issues that led to poor student outcomes and culminates in a cohesive and comprehensive improvement plan. We intend to utilize this process to address our suspension rate performance gaps. The District will also engage in work with the California Conference for Equality and Justice (CCEJ) and their Restorative

Leadership Training to delve deeply into how leadership rooted in restorative justice practices can support us in interrupting punitive thinking and actions, and continue training for administrators and Intervention Specialists in implementing restorative practices through the International Institute for Restorative Practices (IIRP). Finally, the District will also contract with S4 (Student Support Services Solutions) for technical assistance related to suspensions.
* Continue to implement the California Healthy Kids Survey (CHKS) - including the Community Schools Module - to help assess the effectiveness of programs and efforts to increase students' sense of connectedness and improve overall school climate.
* Renew efforts to accurately track parent engagement and education. During the 2023-24 school year, the District oversight for family engagement changed, and due to the transition, there was a gap in consistent tracking protocols, resulting in significant decreases in reporting of engagements, despite what we believe was likely a continued increase in family engagement due to the addition of the Community Schools initiative.
* Continue to grow implementation of the Community Schools initiative as Site Coordinators are now established, goals have been updated, and branded marketing has been coordinated.
* With an intense focus on our need for improved coordination of services, CVUHSD will continue a cycle of ongoing improvement by analyzing our students' and families' needs to strategically inform the continuing development of our Community Schools implementation plan at each school site (Hawthorne HS, Lawndale HS, Leuzinger HS, Lloyde HS).
* Continue funding the Intervention Specialist and CTE Student Support Specialist positions (one of each per comprehensive school site, and one Intervention Specialist for the continuation school); these positions engage students who are not making adequate progress toward graduation in intervention data chats.
* Ensure that each identified Foster Youth has an Individualized Support Plan (ISP) and that it is referred to each time a staff member (Counselor, Social Worker, Intervention Specialist, administrator, etc.) interacts with a Foster Youth. Counselors are responsible for developing and monitoring ISPs, and will meet with Foster Youth at least quarterly for check-ins and to make necessary ISP updates.
* Continue to fund the provision of Board Certified Behavior Analysts(BCBAs) at each school site to build upon this year's success in providing intensified behavioral intervention services to our SWDs who are on a Behavior Intervention Plan by expanding services to general education students who are struggling with externalized behaviors.

Below is an analysis of the key metrics related to GOAL 3: Provide students with access to highly trained teachers, courses, programs, and 1:1 technology that support students' college and career readiness:
* Number/percentage of misassignments of teachers of ELs: 2 / 0.6%
* Number/percentage of total teacher misassignments: 27 / 7.54%
* Number/percentage of vacant teacher positions: 20 / 5.58%
* Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0 / 0%
* Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): 0
* The District continued to demonstrate full implementation of California state standards, including how our English Learners access the Common Core State Standards and the ELD standards, according to the District's Narrative Summary for this local indicator provided for the 2024 California School Dashboard.
* The District's Career Technical Education (CTE) Course Enrollment Rate for all students decreased 2.6% from 39.2% in 2021-22 to 36.6% in 2022-23. However, Homeless Youth increased 5.6% to 30.9%. Female students decreased 3.6% to 33.5%; Male students decreased 1.7% to 39.6%; Socioeconomically Disadvantaged Students decreased 3.1% to 36.4%; English Learners decreased 6.1% to 20.4%; Redesignated Fluent English Proficient students decreased 2.2% to 41.5%; Foster Youth decreased 9.7% to 37.9%; Students with Disabilities decreased 2.2% to 30.9%; African American students decreased 1.2% to 36.4%; Asian students decreased 0.2% to 36.3%; Filipino students decreased 6.4% to 41.8%; Hispanic students decreased 2.8% to 36.9%; Native Hawaiian/Pacific Islander students decreased 2% to 33.3%; White students decreased 1.1% to 33.3%, and; students of Two or More Races decreased 7.4% to 30.9%.
* The District's A-G Required Course Enrollment Rate for all students increased 0.5% from 98.9% in 2021-22 to 99.4% in 2022-23. Only the following two student groups demonstrated decreases: Asian students decreased 0.8% to 99.2% and students of Two or More Races decreased 1.4% to 98.6%. Foster Youth, Filipino students, and Native Hawaiian/Pacific Islander students held steady at 100%. All other student groups demonstrated an increase: Female students increased 0.6% to 99.5%; Male students increased 0.4% to 99.4%; Socioeconomically Disadvantaged students increased 0.7% to 99.6%; English Learners increased 0.1% to 99.4%; Redesignated English Fluent Proficient students increased 0.6% to 99.5%; Homeless Youth increased 4% to 98.7%; Students with Disabilities increased 0.6% to 97.5%; African American students increased 0.5% to 99.5%; Hispanic students increased 0.5% to 99.4%, and White students increased 4.9%.
* The District's Math 4th year course enrollment rate increased significantly from 61.3% for the Class of 2022 to 74.8% for the Class of 2023.
* The District's Science 3rd Year course enrollment rate increased from 74.9% for the Class of 2022 to 81.6% for the Class of 2023.
* The District's World Language 4th year course enrollment rate increased significantly from 22.4% for the Class of 2022 to 64.8%.
* The District's Advanced Placement (AP) Course Enrollment Rate increased from 22.3% in 2021-22 to 26.1% in 2022-23.

The District plans to do the following to maintain and build upon the successes and to address areas of low performance and performance gaps related to GOAL 3:
To provide students with access to highly trained teachers, courses, programs, and 1:1 technology that support college and career readiness, a multifaceted approach is

essential. This includes integrating educational technology and instructional coaching to enhance teaching effectiveness and student engagement. Organization-wide cultural proficiency initiatives will ensure an inclusive environment, while CTE pathways implementation support and co-teaching practices will offer diverse learning opportunities tailored to individual needs. Educational technology instructional support will optimize the use of digital tools, and hiring and retaining diverse staff will bring a variety of perspectives and expertise to the educational setting. Certificated professional learning and PLC implementation support will foster continuous professional development, while paraprofessional and classified support staff training will ensure comprehensive student support. Supplemental instructional materials will enhance learning experiences, and the CV Local Assessment System will provide valuable insights into student progress. Additionally, course access and academy and special programs support will broaden educational opportunities, and operationalizing the graduate profile will align all efforts towards achieving desired student outcomes.
* Continue to fund two site-based Instructional Coaches per comprehensive school site (totalling six Instructional Coaches) to support instruction and curriculum which is aligned to the CA state standards, to both general and special education teachers. These positions are critical to ensuring our teachers are able to participate in professional learning that occurs close to the classroom and within the school day, and have the opportunity to reflect on their practice (particularly how it connects to student learning) and receive meaningful feedback from expert peers.
* Continue to fund the partial-release position of Equity Coordinator at each school site whose role it is to facilitate schoolwide efforts to increase levels of cultural awareness and cultural proficiency in all school site systems and programs for the purpose of advancing educational equity for historically underrepresented student groups.
* Continue to offer co-taught courses in core content areas to ensure Students with Disabilities are placed in the least restrictive environment and have access to UC-approved coursework as determined by their IEP.
* Continue to provide students with educational technology training and access to digitally proficient teachers who are equipped to support the development of students' 21st century learning skills as a means of increasing students' college and career readiness. This includes the provision of on-site instructional coaching provided by an appropriately assigned, experienced, and effective teacher on special assignment as part of the District's Digital Learning Initiative (DLI).
* In the absence of a bell schedule that includes within the work day collaboration time for staff, the District will provide time and structure for teachers to engage in critical analysis of qualitative and quantitative data to determine the extent to which Low Income students and English Learners have mastered the academic content standards and identify strengths, weaknesses, and areas in need of improvement. All Department Chairs, Instructional Coaches, and Principals will be trained in the Professional Learning Communities (PLCs) at work process to facilitate this work among staff.
* Reinstitute the systemic use of our DigiCOACH site-based rubrics which identify instructional focus areas and look-fors to support the growth and development of all teachers.
* Provide Low Income students with access to diverse staff who are versed in culturally relevant, responsive, and sustaining practices. To accomplish this, the Office of Diversity, Equity, and Inclusion will engage in strategic efforts to recruit, hire, and retain diverse staff, including the provision of professional learning and mentorship to hires new to the District.
*Continue dual and concurrent enrollment opportunities throughout the 24-25 school year by offering 36 courses, 28 during the core day and 8 after school. Several courses are offered for more than one section; we anticipate having an approximate total of 47 dual enrollment sections (39 core-day and 8 after school) during the 2024-25 school year.
* Continue to utilize LCFF Concentration Grant Add-On funding to ensure that all students have access to, and are enrolled in, a broad course of study by funding smaller class sizes as needed for the following courses and programs: ELD, LTEL, and SL classes specifically for English Learners; CTE pathway courses; academy-specific CTE courses and UCCI courses; Advanced Placement and Honors courses, and; advanced studies courses, such Year 3 and 4 Mathematics, Science, and World Language courses. The District will also utilize LCFF funds to provide credit recovery courses both within and outside of the school day, as well as other courses, as needed, during Periods 0 and 7.

Reflections: Technical Assistance

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

ELIGIBILITY
CVUHSD is eligible for Technical Assistance in the form of Differentiated Assistance based upon English Learner performance in the following areas: Pupil Achievement - due to CAASPP Math performance (red performance indicator) and CAASPP ELA performance (orange performance indicator), and 2) Pupil Engagement - due to the Graduation Rate (red performance indicator).

BACKGROUND
ELs and recent RFEPs are performing approximately 55 points lower than all students on CAASPP Math. Between 2022 and 2023, their performance in this area maintained. Math is an area for growth district-wide and ELs/recent RFEPs in Math, along with the needs of other underperforming student groups.

While CAASPP ELA was orange for ELs, there was an increase of over 11 points, so progress was made in this area. It is important to remember that this group includes RFEPs that were reclassified within the past four years and is not only inclusive of those students designated as English Learners. While many districts will see their RFEPs

sometimes outperform their English Only students, in CVUHSD's case - since the reclassification criteria used for Criterion 4 (Basic Skills) is set at a level that is below proficient on the CAASPP as well as for the other assessment options - is is not surprising that this student group would still be performing slightly below the All Student group. We will continue to implement initiatives (Pro Talk, Literacy in Content Areas) that help build skills in academic language.

The decline in the English Learner Graduation Rate was mostly experienced at Leuzinger HS and Lawndale HS, with Leuzinger HS demonstrating the most significant decline. In researching who these students were, we found that the majority of these students were immigrant English Learner students entering a US public school for the first time as 11th or 12th graders with missing credits. These students may have chosen to stay with our District for a 5th year to graduate with either 220 or 130 credits, but were also included in our District's 4-year cohort for graduation. Therefore, when these students graduate in their 5th year, they should be included as a positive data point for the English Learner Graduation Rate.

SUMMARY OF DIFFERENTIATED ASSISTANCE WORK IN PROGRESS
First, upon receiving notification of the District's eligibility for Differentiated Assistance focused on English Learners, we prioritized LCFF S&C funds to continue the District English Learner Specialist position, which had originally been slated for reduction as of the 2024-25 school year. This position is critical to providing comprehensive support to all school sites to ensure coordinated, targeted support for English Learners, LTELs, and RFEPs.

Additionally, we decided to partner with LACOE and the California Collaborative for Learning Acceleration as part of their grant cohort. We engaged a small group of pilot teachers to engage with evidence-based professional learning modules in the areas of Mathematics, Language, Development, and Literacy. The goal of the Learning Acceleration online, asynchronous courses is to build up teachers' expertise in accelerating student learning in the priority content areas of mathematics, literacy, and language development infusing critical elements of Universal Design for Learning, Culturally Sustaining Pedagogy, and Social Emotional Learning. Based upon the outcomes of this pilot, we have built into our 2024-27 LCAP opportunities for all teachers to engage in these self-paced modules. Courses that will be available to all teachers starting in the 2024-25 school year include: Literacy - Reading Comprehension (9-12); Language Development - Academic Vocabulary Development (9-12); Language Development - Oral and Written Language Development (9-12); Mathematics - Representations (9-12); Mathematics - Mathematical Language (9-12), and; Mathematics - Word Problems (9-12).

During the 2023-24 school year, the District also engaged approximately 50 staff in LACOE's Getting Reading Right: Filling in the Gaps in the Secondary Classroom, a 10-part series that focused on the science of reading and how it applies to the high school classroom across content areas. During the 2024-25 school year, the District will engage this cohort of teachers in a Community of Practice - supported by LACOE - focused on application of learnings based in the science of reading, and engage a second cohort of teachers in the 10-part foundational series.

Finally, our District continues to work closely with the LACOE Accountability & Data Literacy Unit as our partner and liaison to the CDE specific to criteria for English Learner metrics. An ongoing consideration is enrolling English Learners in grade levels determined by credits rather than by age. This would give our English Learners more time to earn credits before they are technically considered seniors; however, if they are enrolled as 10th graders they do not qualify for AB2121/SB532 to graduate in their 4th or 5th year with 130 credits. Yet, it may help to enroll incoming immigrant seniors as juniors.

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.

Lloyde High School

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 employed a multi-pronged school needs assessment. First, the District continued with the administration of its annual LCAP Survey - this time through the ThoughtExchange platform - so as to provide an opportunity for educational partners to include meaningful qualitative feedback in addition to traditional quantitative survey input. The disaggregated data for Lloyde HS provided the basis for the school's CSI plan, and then this data was correlated with results from the California Healthy Kids, California School Staff, and California School Parent Survey to determine resource inequities and highest areas of need. Next, the District supported Lloyde HS in identifying evidence-based practices to be included in their CSI Plan.

The call from educational partners for increased access to mental health support continues to be extremely strong, particularly from both students and staff. According to the 2023-24 California Healthy Kids Survey (CHKS), 27% of students wanted to get mental health services and 23% indicated they successfully received mental health services, reflecting only a 4% gap. However, only 59% of students know where to go or who to contact at school for help when they are very sad, stressed, lonely, or depressed. CSI funds will allow for increased mental health services to continue, contributing to progress toward closing these gaps.

Ultimately, the need for additional mental health supports continues to be clearly identified as a resource inequity in comparison to other District schools, as Lloyde serves the District's most at-risk and most high needs population. According to the U.S. Department of Health and Human Services, one in five children and adolescents experience a mental health problem during their school years. Though estimates of up to 60% of students do not receive the treatment they need due to stigma and lack of access to services, of those who do get help, nearly two thirds do so only in school. Additionally, the 2020 publication by the ACT Center for Equity in Learning, Supporting the Mental Health Well-Being of High School Students, reinforces the evidence base that "supporting students' mental health is imperative for their educational success" and confirms that "research has shown that when the mental health needs of students are met, positive educational outcomes result" (p.1).

As a result of not only the continued demonstration of need but of the evidence of positive impact, the school's CSI plan continues to include the provision, through a contracted service, of a full-time bilingual therapist who provides crisis intervention and varied mental health supports. This service, provided by Richstone Family Center, augments the support of the existing Social Worker, Social Work Interns, and Wellness Center.

To support efforts to increase Lloyde's College and Career Readiness Rate, the CSI plan will continue to provide for additional contracted hours with an El Camino Community College Outreach Counselor to provide further support for students in completing and/or recovering credits more quickly and ensuring that students are aware of and have sufficient support to pursue a variety of post-secondary education options.

During the 2023-34 school year, having the El Camino Outreach Counselor on campus more consistently helped to increase Lloyde's rate of students committing to formal post-secondary plans following the earning of their diploma. According to ACT Center for Equity in Learning, "community and technical colleges have the opportunity to help more students overcome these barriers and successfully make the transition from high school to college through high school outreach programs." They further clarify that outreach programs, such as the one provided by El Camino College on the Lloyde campus provides direct benefits to students, including: clarification of career and educational goals; access and admission assistance; academic advising assistance; registration assistance; support services, and; a reduction in the need for post-secondary developmental coursework. Therefore, the District will continue to support Lloyde HS in its provision of additional hours for the El Camino College Outreach Counselor. The District will also ensure that the District College and Career Guidance Specialist collaborates with the ECC Outreach Counselors to coordinate supports and increase access

and services. Given that Lloyde HS has not had access to the support provided from such a position in previous years, we believe this will positively complement the school's CSI plan in the area of college and career readiness.

Needs assessment results continue to indicate a strong desire from educational partners to ensure that all of Lloyde's staff are able to provide students guidance on available social/emotional resources, college and career readiness, and include culturally proficient elements in their lessons and coursework. In response to this continuing need, Lloyde's CSI plan will maintain the provision of professional learning in the form of both workshops/conferences and campus learning walks focused on identifying best practices in areas of growth. According to Gloria Ladson-Billings, "Toward a Theory of Culturally Relevant Pedagogy," American Educational Research Journal, Vol. 32, No. 3, teachers must focus on the following: (a) student learning and academic success, (b) developing students' cultural competence to assist students in developing positive ethnic and social identities, and (c) supporting students' critical consciousness or their ability to recognize and critique societal inequalities.

Finally, student and parent feedback continues to focus on improving the culture of the school through an increase in extracurricular activities. In response to this, the District will support Lloyde in continuing to incorporate a variety of lunchtime and after school extracurricular activities focused on supporting students' interests, imaginations, and talents while building a positive school culture. This includes sourcing materials and supplies that support student engagement in intramural sports, games, and other engagement activities. Also included in the CSI plan are Quarterly Activity Weeks focused on planning for "Life After Lloyde" through which students will have numerous opportunities to practice skills that will support their success after high school. According to America After 3PM (2020), students participating in afterschool engagements "have access to activities that complement school day learning as well as keep them active, build life skills, and connect them to the community.

Monitoring and Evaluating Effectiveness

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

The District will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement through processes and metrics embedded within our LCAP monitoring process (see below for specific correlations to the District's LCAP goals and actions) and annual SPSA evaluation cycle. Data related to these metrics will be disaggregated for Lloyde HS to specifically assess the effectiveness of actions and services funded through the CSI plan. This will include data from LCAP educational partner surveys, LCAP educational partner input sessions, Dashboard Alternative School Status data, and District data collection tools for analyzing the provision of mental health services.

During the 2023-24 school year, the District attended LACOE's workshops relative to Comprehensive Support and Improvement plans to ensure the District provided effective support in relation to planning requirements; the reflection upon and updating of the school's comprehensive needs assessment and root cause analysis; support for and monitoring of the implementation of evidence-based interventions, and; the maintenance of documents for Federal Program Monitoring.

Lloyde leadership met quarterly with the District (led by our Director of Federal & State Programs) to discuss progress in implementing the CSI plan, analyze progress monitoring data, and determine any necessary adjustments and next steps. These meetings also ensured alignment with Lloyde's SPSA actions, goals, and services. Additionally, the District's Director of Student Support Services and Community Schools Coordinator conducted frequent site visits to assess and provide feedback on the collaborative work of the School Social Worker and the Richstone Bilingual Therapist. The District clearly observed that the Richstone Therapist was highly integrated into the school community, so much so that students, staff, and families clearly connected with and responded to this person as a member of the Lloyde HS staff. This qualitative, observational data has served as strong evidence to continue the Richstone partnership as a critical part of Lloyde's CSI plan.

Additionally, Lloyde leadership and the District team will continue to participate in LACOE's CSI Networked Improvement (NIC) sessions for additional monitoring support through the 2024-25 school year.

CSI funds have been allocated in the following areas of the LCAP:
Goal #1: Close achievement gaps by increasing the percentage of students who graduate ready for college, career, and life. Action 1005: Provide Low Income students, English Learners, and Foster Youth with increased access to academic supports, particularly for students struggling in Mathematics and/or English or deemed not on track for meeting graduation requirements. Provisions within this action include credit recovery options within and outside of the school day; after school tutoring provided by certificated teachers; trained college tutors within targeted classes (i.e. AVID, ELD, SL, LTEL); after school, evening, and weekend virtual tutoring options, and; fully staffed Digital Media Centers that serve as community hubs for after school expanded learning opportunities in support of students' college and career readiness. Use of the Digital Media Centers as community hubs will also be supported by Action 2005: Community Schools Transformation.
Goal #2: Provide varied supports to actively engage students, families, and the school community in promoting students' academic and behavioral health. Action 2001: Provide

Low Income students, English Learners, and Foster Youth with increased social, emotional, and mental health supports. Ensure that social and emotional competencies are directly connected to schoolwide expectations and that mental health supports are integrated services accessible through on-campus Wellness Centers as well as the District's partnerships with CareSolace and Hazel Health. Tier II and Tier III supports will also be provided through small group counseling. Services provided through this action aim to close the gap between the percentage of students who indicate they wanted to get mental health services and the percentage of students who successfully received mental health services as measured by the California Healthy Kids Survey (CHKS). Additionally, this action will help to decrease the percentage of students who indicate they experience significant social emotional distress and chronic sadness as measured by the CHKS and will increase the percentage of students who access services and supports through Wellness Center service logs. Finally, as the social, emotional, and mental health of our students improves, we anticipate a decrease in the Chronic Absenteeism Rate and an increase in our Attendance Rate.

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
Teachers	CVUHSD utilizes multiple access points for engaging teachers in the LCAP development process. This year, two different survey systems - the California School Staff Survey (CSSS) and ThoughtExchange - were provided for teachers to add their perspectives regarding LCAP actions and overall school and District needs. These surveys were available in stages between December 2023 and April 2024. All members of Cabinet facilitated a State of the District & LCAP Roadshow across the District where all staff members could attend to learn, ask questions, and provide input (District Office: January 25; Hawthorne HS: January 29; Leuzinger HS: January 30; Lawndale HS: January 31. Additionally, the Assistant Superintendent of Educational Services held a full-day LCAP Listening Session at each school site that included an hour before and an hour after school (Leuzinger HS: April 9; Adult Transition Program Staff: April 15; Lawndale HS: April 16; Hawthorne HS: April 17; Lloyde HS/CVISS: April 18). Prior to these sessions, teachers were provided with the following resources to help them in considering their thoughts regarding the LCAP: State of the District & LCAP Roadshow Recording (February 2024); 2023-24 State of the District FAQ; 2023-24 LCAP Infographic; 2023-24 Complete LCAP, and; 2023-24 Mid-Year LCAP Update to the Board of Education.
Parents and Families	Parent and family input was collected in multiple ways throughout the LCAP development process. Our two different survey systems - the California School Parent Survey (CSPS) and ThoughtExchange - were also provided for families to add their perspectives regarding LCAP actions and overall school and district needs. These surveys were available in stages between December 2023 and April 2024. Additionally, although input collected from our District Parent Advisory Committee (DPAC) meetings throughout the year was also considered, the Assistant Superintendent of Educational Services facilitated LCAP-specific learning and input sessions at DPAC on the following dates: April 15, May 13, and June 3. At the June 3 meeting, public and written comments in response to the presentation of the

	2024-25 LCAP draft were collected and responded to in writing. LCAP input was also garnered at the May 8 District African American Parent Advisory Council (AAPAC) meeting. Finally, invaluable input for the shaping of this year's LCAP was also garnered during the Family Forum facilitated by West Ed and the California School Climate Collaborative. In the presence of staff from across our school sites, families were asked such questions as: How can your child's school increase their sense of belonging? Can you share anything about connections to other students/school staff? How do you feel your school rebuilds safety and trust for your student when something happens, such as a conflict with a teacher/coach/another student?
District English Learner Advisory Committee (DELAC)	Our District English Learner Advisory Committee (DELAC) provided input for the development of the 2024-25 LCAP across several meetings: March 4, April 15, May 13, and June 3. At the June 3 meeting, public and written comments in response to the presentation of the 2024-25 LCAP draft were collected and responded to in writing. Participation in the LCAP ThoughtExchange Survey was encouraged at the April and May sessions, with links shared that could be distributed to other families who were not in attendance or did not complete the survey via the link they received in their email. DELAC members were also encouraged to participate in the California School Parent Survey (CSPS) along with all District families.
Students	Student input was collected in multiple ways throughout the LCAP development process. Our two different survey systems - the California Healthy Kids Survey (CHKS) and ThoughtExchange - were also provided for all students to add their perspectives regarding LCAP actions and overall school and district needs. These surveys were available in stages between December 2023 and April 2024. The Assistant Superintendent of Educational Services held LCAP-specific sessions with the Superintendents' Associated Student Body (ASB) Advisory on April 22 and May 20. Additionally, invaluable input for the shaping of this year's LCAP was also garnered during the Student Listening Circle facilitated by West Ed and the California School Climate Collaborative. It is important to note that the students who participated represented those who are not in ASB, connected to an academy, etc. In the presence of staff from across our school sites, students were asked such questions as: What makes you feel like you are part of this school? How do you know when an adult at your school cares about you or believes in you? What makes you feel safe and comfortable to be yourself at your school? What makes you feel unsafe at your school? What do you wish adults at your school knew about what it's like to be a student?
Principals & Administrators	This year, two different survey systems - the California School Staff Survey (CSSS) and ThoughtExchange - were provided for Principals and Administrators to add their perspectives regarding LCAP actions and overall school and District needs. These surveys were available in stages between December 2023 and April 2024. Site Administrators met monthly with District Administrators with meeting agendas often including opportunities to identify school or system needs to support students. Our Director of Federal and State Programs also met quarterly with each Principal to review their budgets, and to plan for 2024-25 budget needs aligned to LCAP and Supplemental and Concentration funds. Each District Administrator met with Site Administrators overseeing the programs they support (i.e., Academies, Athletics, Special Education, MTSS, PBIS, Mental Health, Curriculum, Assessment, Educational Technology, Community Schools) to gather input for revisions to programs and support services funded by the LCAP.
Other School Personnel	Our two different survey systems - the California School Staff Survey (CSSS) and ThoughtExchange - were also provided for all staff to add their perspectives regarding LCAP actions and overall school and district needs. These surveys were available in stages between December 2023 and April 2024. Additionally, all classified and certificated staff were invited to participate in the full-day LCAP Listening Sessions facilitated by the Assistant Superintendent of Educational Services at each school site that included an hour before and an hour after school (Leuzinger HS: April 9; Adult Transition Program Staff: April 15; Lawndale HS: April 16; Hawthorne HS: April 17; Lloyde HS/CVISS: April 18). Prior to these sessions, teachers were provided with the following resources to help them in considering their thoughts regarding the LCAP: State of the District & LCAP Roadshow Recording (February 2024); 2023-24 State of the District FAQ; 2023-24 LCAP Infographic; 2023-24 Complete LCAP, and; 2023-24 Mid-Year LCAP Update to the Board of Education.
Centinela Valley Secondary Teachers Association (CVSTA)	In addition to the noted engagement interactions for the above employee groups, the District consulted specifically with the Centinela Valley Secondary Teachers Association (CVSTA) on June 6. Prior to this meeting, the District provided CVSTA with slidedeck that

	provided an overview of all Red performance indicators per the 2023 California School Dashboard; all input gathered from teachers at each of the LCAP Listening Sessions correlated to actions within the LCAP, and; a working draft of 2024-25 goals and actions.
California School Employees Association (CSEA)	In addition to the noted engagement interactions for the above employee groups, the District consulted specifically with the California School Employees Association (CSEA) on May 31st. The meeting focused on classified staff needs and areas of focus as supported by the goals and actions with the LCAP.
Southwest Special Education Local Plan Area (SELPA)	The 2024-25 LCAP draft was presented to and discussed with the area SELPA Administrator on May 8. The discussion included how Students with Disabilities are supported within the 2024-25 LCAP and the connections between LCAP actions and the District's Compliance and Improvement Monitoring (CIM) Plan efforts.
Equity Multiplier Schools - Lloyde HS and Centinela Valley Independent Study School	The Assistant Superintendent of Educational Services held a full day learning and listening session on May 31 for both Lloyde HS and Centinela Valley Independent Study School (CVISS) specifically regarding Equity Multiplier Funds. Additionally, at the School Site Council (SSC) meeting after school on May 31, we discussed student needs and areas identified by Red performance indicators on the Fall 2023 release of the California School Dashboard. Staff, parents, and students were present at the SSC meeting. Data from the LCAP ThoughtExchange survey, the California Healthy Kids Survey, the California School Parent Survey, and the California School Staff Survey were also used to determine the best use of funds to provide evidence-based services targeting improvement in areas with Red performance indicators for Lloyde HS. For CVISS, the data and input was used to determine the best use of funds to address "underlying issues with credentialing" in the absence of Red Dashboard performance indicators.
Board of Education	The Mid-Year Report for the 2023-24 LCAP was presented to the Board of Education at the regularly scheduled meeting on January 23, 2024. The 2024-25 LCAP was presented at the regularly scheduled Board of Education meeting on June 25, 2024, for the Public Hearing. The 2024-25 LCAP was adopted at the regularly scheduled Board of Education meeting on June 27, 2024.

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

Based on data analysis and input from educational partners, actions have been continued, strengthened, or added for the new three-year LCAP to support low income (LI), English learner (EL), and foster youth (FY) students. Due to current budget reduction conditions, most feedback and input meeting discussions were centered around prioritizing needs and services to support ongoing student needs and address newly identified needs. Input collected through discussion-based sessions - such as those conducted through the LCAP Listening Sessions, DPAC, DELAC, the California School Climate Collaborative Family Forum and Student Listening Circle, the Superintendent's ASB Student Advisory, and CVSTA and CSEA consultation - were analyzed in conjunction with survey data to identify the main priorities across LCAP Goals 1, 2, and 3, with subsequent action development aligned to needs identified in the process. Similarly, input collected for the two Equity Multiplier eligible school sites were used in conjunction with actions already addressing needs through both our LCAP and each school's SPSA to develop LCAP goals specific to each school to address Red performance levels on the California School Dashboard (Goals 4 and 5). The following actions and priorities were identified through the analysis of educational partner input and were expanded upon, strengthened, or added based on feedback and input as noted for the 2024-25 academic year:
GOAL 1
* In response to overwhelmingly positive feedback from both students and staff about our Career Day where every student at Hawthorne HS and Lawndale HS was able to participate in 3 sessions hosted by career speakers aligned to their interests (determined by a pre-event survey), the District will budget to work with the National High School Career Day Network to bring this event to school sites in the 2024-25 school year. (Action 1002)
* The continued commitment to providing increased post-secondary supports is a direct reflection of input from educational partners. With 80.25% of students knowing where to go or who to contact at school for help with college and career planning (according to the CA Healthy Kids Survey), the District has prioritized the maintenance of lower student-to-Counselor ratios. The District will continue to provide one additional Academic Counselor at each of the three comprehensive high schools to maintain an approximate Student-to-Counselor ratio of 260:1. The addition of these staff will bolster our expanded supports which include increased academic advising; college and career planning tools and support; guidance when navigating the college application and financial aid process; and equitable access to college preparatory courses to increase their competitiveness when applying to college. (Action 1001)
* In direct response to input provided by CVSTA, the District will apply for at least one school to serve as an SAT testing site. (Action 1001)
Additionally, in response to students' request to see increased funding for College Application Day and Commitment/Decision Day, the District will partner with FutureReady California, a chapter of the American College Application Campaign. By removing the barriers that often prevent students from applying to an institute of higher education, FutureReady California ensures that all high school seniors complete at least one postsecondary application (two-year or four-year colleges and/or trade schools). All educational partner groups also emphasized the need for continued and increased academic tutoring, as well as work to decrease the percentage of students failing courses. Therefore, through Action 1005 (Strategic Academic Supports and Expanded Learning Opportunities) the District is working closely with CSUDH in their efforts to revitalize their in-person tutor pipeline post-pandemic, and will continue to offer tutoring services provided by certificated staff after school in our Media Centers as well as virtual evening and weekend tutoring provided by our Air Tutors partners.

GOAL 2

* Via input from the LCAP staff Listening Sessions and Staff Focus Group on Student Discipline, it was clear that school safety has become the top priority for staff. Students also voiced concern for safety on campus at the California School Climate Collaborative Student Listening Circle and the Superintendent's ASB Advisory, and parents voiced concerns regarding safety in the community at the California School Climate Collaborative Family Forum. This correlates with survey data, which indicated that the percentage of students who perceive our schools as safe/very safe decreased from 52% in 2022-23 to 50% in 2023-24; the percentage of parents who perceive our schools as safe/very safe decreased from 87% in 2022-23 to 80% in 2023-24; the percentage of staff who perceive our schools as safe/very safe decreased from 91% in 2022-23 to 84% in 2023-24. In response, the 2024-25 LCAP includes funding for implementation of the following: a formalized violence prevention program; a renewed substance abuse prevention program, and; a stronger, structured response to student vaping on campus.

Aspects of Goal 2 are reflective of the call from all educational partner groups for continued intensified social, emotional, and mental health support for our students. Action 2001 (Social, Emotional, and Mental Health Supports) reflects the continued provision of an expanded School Social Work Program to include two full-time Social Workers at each comprehensive high school. We will also continue to provide a full-time bilingual therapist at each school site, including Lloyde High School, through our partnership with Richstone Family Center. Each site will also work on more explicit communication for students and staff regarding how to access the services provided through our Wellness Centers. The District will also continue its partnership with CareSolace for coordinated, warm hand-off referral support for students, families, and staff to mental health and health service providers, and has engaged telehealth services through Hazel Health. And, in direct response to CSEA's call for additional drug intervention supports, the District will engage in a partnership with the Asian American Drug Abuse Program (AADAP) to provide on-site prevention, early intervention, and substance use disorder treatment services.

In response to involved families' desire to collaborate with the District to engage more families, the District will implement the Community Schools model across the District (Action 2005: Community Schools Transformation), given that we have received Community Schools Implementation Grants for Hawthorne HS, Lawndale HS, Leuzinger HS, and Lloyde HS. Through this action, the District will hire a District Community Schools Coordinator, and Community Schools Site Coordinator for each of the grantee schools, and establish Community Schools Advisory Councils at each of the school sites. Additionally, the District will renew efforts to increase parent input in decision-making through completion of the California School Parent Survey by leveraging the collaborative efforts of our Parent Liaisons and the new Community Schools Site Coordinators to market the survey to families, and will embed the local Family LCAP & Community Schools Survey into InfoSnap to ensure that each family must complete the survey as part of the annual registration process.

In response to all educational partner groups' concerns about declining enrollment, the District will continue to strengthen our partnerships with our feeder districts - Hawthorne School District, Lawndale Elementary School District, and Lennox School District. For the 2023-24 school year, we will reinstate the High School Rush Day where prospective students of the Class of 2027 are bused from our feeder middle schools to all three of our comprehensive sites to explore our academies and special programs, athletics and club offerings, and engage in pep rallies to experience each school site's unique culture and community. This event will be followed by both a Saturday priority enrollment event for families at each school site. Additionally, our Communications Office will continue to increase outreach to the community through social media, mailings, billboard and TV ads to both recruit students and families and showcase successes and unique programmatic offerings in CVUHSD.

GOAL 3

* In direct response to ongoing requests from teachers, the LCAP will include funding earmarked for consistent access to printed supplementary instructional materials. (Action 3010)
* In direct response to one of CVSTA's priorities - safety in the workplace that includes enhanced workplace culture and improved colleague interactions - Action 3003 has been strengthened to include the following specific metrics from the California School Staff Survey (CSSS): the percentage of staff who indicate they need more professional development, training, mentorship, or other support for working with diverse racial, ethnic, or cultural groups; the percentage of staff who indicate that adults who work at our schools support and treat each other with respect. The Office of Diversity, Equity & Inclusion will also work more closely with school sites to intentionally address staff morale, community, and belonging. (Action 3003).
* All educational partner groups expressed concern regarding students' course and program access as the District transitioned during the 2023-24 school year from an 8-period bell schedule to a traditional 6-period school day. During the 2024-25 school year, the District will remain committed to offering the following programs (8 CTE Academies and 2 CTE Pathways; the Advanced Academics Academy at Leuzinger HS; the Spanish Dual Language Immersion Program at Lawndale HS; JROTC at Hawthorne HS, co-teaching at all school sites, and; AVID at Hawthorne, Lawndale, and Leuzinger High Schools), as well as 20 Advanced Placement courses, 58 sections of dual enrollment (both within and outside of the regular school day), and credit recovery courses. To increase college and career ready course access for these unduplicated student groups, the District will supplement staffing to support implementation of College and Career Readiness Academies, Pathways, and Programs and the co-teaching instructional model, ultimately increasing students' access to a broad course of study. Additionally, this action will provide release periods for experienced and effective teachers to coordinate college and career academies and special programs to support the effectiveness of these programs in meeting student needs. The services provided through this action will continue to support increases in the following course enrollment rates: A-G, CTE, 4th year Math, 3rd year Science, 4th year World Languages. (Action 3012)

* Also in response to educational partner groups' concerns regarding students' course and program access on a 6-period versus an 8-period day, the District will fund sections outside of the school day to be offered both before and after school.

Lloyde High School Equity Multiplier Focus Goal (Goal 4)
* The provision of staff to provide a smaller learning environment for students experiencing increased barriers to learning that are affecting their engagement with school (Action 4001)
* Expanded offerings for students to access CCI requirements, including Dual Enrollment opportunities (Action 4002)
Centinela Valley Independent Study School (CVISS) Equity Multiplier Focus Goal (Goal 5)
* Access to A-G courses taught by appropriately credentialed teachers

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Close achievement gaps by increasing the percentage of students who graduate ready for college, career, and life.	Broad Goal

State priorities address by this goal.
4

An explanation of why the LEA has developed this goal.

The following data points reinforce the need for CVUHSD to continue to strategically focus efforts to ensure all students graduate ready for college, career, and life. The data highlighted below is representative of all students; however, significant performance gaps among student groups exist for each of these indicators, with results for African American students, English Learners, Foster Youth, Homeless Youth, Students with Disabilities, Hispanic/Latino students, and Native Hawaiian or Pacific Islander students of particular concern. The Fall 2023 California School Dashboard shows that only 34.1% of District students reached the "prepared" level for the College and Career Readiness Indicator. In 2022-23, only 19.5% of CVUHSD grade 11 students were deemed ready for college per the California State University (CSU) Early Assessment Program (EAP) in English Language Arts, and 3.3% in Math. In 2022-23, 49.5% of District students met or exceeded standard on the CAASPP ELA assessment, and only 13.6% of District students met or exceeded standard on the CAASPP Math assessment. 40.6% of CVUHSD graduates of the Class of 2023 successfully completed UC A-G requirements; 16% successfully completed a Career Technical Education (CTE) pathway. Additional data from the California Healthy Kids Survey (CHKS) further reinforced the importance of this goal: 80.25% of students know where to go or who to contact at school for help with college and career planning; 75.25% know where to go or who to contact for help with selecting classes for the current or next school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Average Distance from	2022-23, per CA Schools Dashboard Academic			2025-26: Growth of 2% per year for all students and each	

| | Standard on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessment for English Language Arts (ELA) Grade 11* | Progress Indicator for English Language Arts (ELA)

All Students: 11.8 points below standard; increased 10.1 points
Female: N/A
Male: N/A
Socioeconomically Disadvantaged: 11.8 points below standard; increased 12.6 points
English Learners: 87.3 points below standard; increased 11.2 points
Long-Term English Learners (LTELs): N/A
Redesignated Fluent English Proficient (RFEP): N/A
Foster Youth: Less than 11 students - data not displayed for privacy
Homeless Youth: 42.3 points below standard; increased 44.5 points
Students with Disabilities: 122 points below standard; increased 9.8 points
African American: 31.1 points below standard; maintained 1.2 points
American Indian/Alaska Native: N/A
Asian: 31.8 points above standard; declined 11.2 points
Filipino: 46.2 points above standard; declined | | | student group. | |

		23.3. points Hispanic or Latino: 10.1 points below standard; increased 13.3 points Native Hawaiian/Pacific Islander: 16.8 points below standard; increased 60.6 points White: 17.7 points above standard; increased 45.8 points Two or More Races: 44.1 points below standard; declined 33.9 points				
2	Average Distance from Standard on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessment for Mathematics Grade 11*	2022-23, per CA Schools Dashboard Academic Progress Indicator for Mathematics All Students: 127.5 points below standard; declined 4.3 points Female: N/A Male: N/A Socioeconomically Disadvantaged: 127.8 points below standard; maintained -1.2 points English Learners: 182.1 points below standard; maintained -0.5 points Long-Term English Learners (LTELs): Redesignated Fluent English Proficient (RFEP): Foster Youth: Less than 11 students - data not displayed for privacy Homeless Youth: 166.7 points below standard; maintained 0.8 points			2025-26: Growth of 2% per year for all students and each student group.	

| | | Students with Disabilities: 196.6 points below standard; increased 13 points
African American: 149.3 points below standard; declined 12.1 points
American Indian/Alaska Native:
Asian: 55.5 points below standard; declined 27.3 points
Filipino: 64.7 points below standard; declined 16.2 points
Hispanic or Latino: 127 points below standard; declined 3.5 points
Native Hawaiian/Pacific Islander: 154.8 points below standard; increased 3.3 points
White: 73.4 points below standard; increased 93.5 points
Two or More Races: 134.1 points below standard; declined 10.3 points | | | | |

3	California Assessment of Student Performance and Progress (CAASPP) California Science Test (CAST) Standard Met or Exceeded Rate*	2022-23, per DataQuest CAASPP CAST Results: 11.0% All Students 10.4% Female 11.5% Male 10.5% Socioeconomically Disadvantaged 1.0% English Learners 1.2% Long-Term English Learners (LTELs) 13.4% Redesignated Fluent English Proficient (RFEP) N/A Foster Youth 6.7% Homeless Youth 2.7% Students with Disabilities 7.9% African American N/A American Indian/Alaska Native 28.6% Asian 38.9% Filipino 10.2% Hispanic or Latino 8.3% Native Hawaiian/Pacific Islander 20.0% White 19.1% Two or More Races			2025-26: Growth of 2% per year for all students and each student group.	

| 4 | Percent of graduates that have successfully completed "A-G" requirements* | Class of 2023, per DataQuest 4-Yr ACGR and Class of 2023 Master file

40.6%   All Students
49.6%   Female
32.3%   Male
39.0%   Socioeconomically Disadvantaged
24.0%   English Learners
N/A   Long-Term English Learners (LTELs)
N/A   Redesignated Fluent English Proficient (RFEP)
8.3%   Foster Youth
27.3%   Homeless Youth
14.5%   Students with Disabilities
38.9%   African American
N/A   American Indian/Alaska Native
64.3%   Asian
57.9%   Filipino
39.8%   Hispanic or Latino
27.3%   Native Hawaiian/Pacific Islander
52.4%   White
43.5%   Two or More Races | | | Class of 2026: Growth of 2% per year for all students and each student group. | |

5	Percent of graduates that have successfully completed Career Technical Education (CTE) pathways*	Class of 2023, per CALPADS Reports 3.20 and 15.2:
		
		16.0% All Students
		14.3% Female
		17.5% Male
		15.2% Socioeconomically Disadvantaged
		13.6% English Learners
		  N/A Long-Term English Learners (LTELs)
		  N/A Redesignated Fluent English Proficient (RFEP)
		  8.3% Foster Youth
		10.9% Homeless Youth
		10.1% Students with Disabilities
		10.9% African American
		  N/A American Indian/Alaska Native
		14.3% Asian
		  N/A Filipino
		17.6% Hispanic or Latino
		  9.1% Native Hawaiian/Pacific Islander
		14.3% White
		  8.7% Two or More Races
					Class of 2026: Growth of 2% per year for all students and each student group.	

6	Percent of graduates that have successfully completed "A-G" requirements and Career Technical Education (CTE) pathways*	Class of 2023, per CALPADS Reports 3.20 and 15.2: 9.9% All Students 10.7% Female 9.2% Male 8.9% Socioeconomically Disadvantaged 3.8% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) N/A Foster Youth 3.6% Homeless Youth 2.2% Students with Disabilities 6.9% African American N/A American Indian/Alaska Native 10.7% Asian N/A Filipino 10.7% Hispanic or Latino 9.1% Native Hawaiian/Pacific Islander 9.5% White 6.5% Two or More Races			Class of 2026: Growth of 2% per year for all students and each student group.	

| 7 | Percent of English Learners (ELs) who progress in English proficiency (ELPAC)* | 2022-23: 49.5% (857), per CA School Dashboard English Learner Progress Indicator (ELPI) | | | 2025-26: Growth of 2% per year. | |
| 8 | English Learner (EL) Reclassification Rate* | July 1, 2022 - June 30, 2023: 12.3% (160) CVUHSD, per CALPADS Reports 2.16 and 8.1 EOY. | | | 2025-26: Growth of 2% per year. | |

| 9 | Percent of students who pass at least one Advanced Placement (AP) exam with a score of 3 or higher* | 2022-23, per College Board AP Student Data file:

54.4%   All Students
53.3%   Female
56.2%   Male
53.8% Socioeconomically Disadvantaged
80.7%   English Learners
  N/A   Long-Term English Learners (LTELs)
57.7%   Redesignated Fluent English Proficient (RFEP)
66.7%   Foster Youth
46.2%   Homeless Youth
23.1%   Students with Disabilities
33.0%   African American
  N/A   American Indian/Alaska Native
68.1%   Asian
55.0%   Filipino
57.2%   Hispanic or Latino
25.0%   Native Hawaiian/Pacific Islander
58.3%   White
33.3%   Two or More Races | | | 2025-26: Growth of 2% per year for all students and each student group. | |

10	Percent of grade 11 students ready for college per the California State University (CSU) Early Assessment Program (EAP) in English Language Arts (ELA)*	2022-23, per DataQuest CAASPP Test Results:
		
		49.4% All Students
		54.5% Female
		44.1% Male
		49.5% Socioeconomically Disadvantaged
		  8.5% English Learners
		11.7% Long-Term English Learners (LTELs)
		65.1% Redesignated Fluent English Proficient (RFEP)
		  N/A Foster Youth
		36.0% Homeless Youth
		  8.5% Students with Disabilities
		43.5% African American
		  N/A American Indian/Alaska Native
		69.0% Asian
		64.3% Filipino
		49.9% Hispanic or Latino
		43.8% Native Hawaiian/Pacific Islander
		50.0% White
		48.9% Two or More Races
					2025-26: Growth of 2% per year for all students and each student group.	

| 11 | Percent of grade 11 students ready for college per the California State University (CSU) Early Assessment Program (EAP) in Mathematics* | 2022-23, per DataQuest CAASPP Test Results:

13.6%   All Students
13.3%   Female
14.0%   Male
13.2%   Socioeconomically Disadvantaged
0.4%   English Learners
1.1%   Long-Term English Learners (LTELs)
19.5%   Redesignated Fluent English Proficient (RFEP)
N/A   Foster Youth
4.0%   Homeless Youth
0.0%   Students with Disabilities
9.7%   African American
N/A   American Indian/Alaska Native
34.5%   Asian
35.7%   Filipino
13.7%   Hispanic or Latino
0.0%   Native Hawaiian/Pacific Islander
21.1%   White
12.1%   Two or More Races | | | 2025-26: Growth of 2% per year for all students and each student group. | |

12	English Language Arts (ELA) Benchmark Participation Rate for Semester 1 Test	2023-24 English 9 S1 District Assessment: Participation: TBD English 10 S1 District Assessment: Participation: TBD English 11 S1 District Assessment: Participation: TBD English 12 S1 District Assessment: Participation: TBD			2025-26: Growth of 2% per year for each assessment.	
13	English Language Arts (ELA) Benchmark Mastery Rate for Semester 1 Test	2023-24 English 9 S1 District Assessment: Mastery: TBD English 10 S1 District Assessment: Mastery: TBD English 11 S1 District Assessment: Mastery: TBD English 12 S1 District Assessment: Mastery: TBD			2025-26: Growth of 2% per year for each assessment.	

14	Mathematics Benchmark Participation Rate for Semester 1 Test	2023-24 Integrated Math I S1 District Assessment: Participation: 553 Integrated Math II S1 District Assessment: Participation: 1011 Integrated Math III S1 District Assessment: Participation: TBD Adv. Alg S1 District Assessment: Participation: TBD Integrated Math III & Adv Alg are combined/took same test: 834			2025-26: Growth of 2% per year for each assessment.	
15	Mathematics Benchmark Participation Rate for Semester 1 Test	2023-24 Integrated Math I S1 District Assessment: Mastery: 30% Integrated Math II S1 District Assessment: Mastery: 56% Integrated Math III S1 District Assessment: Mastery: TBD Adv. Alg S1 District Assessment: Mastery: TBD Integrated Math III & Adv Alg are combined/took same test: 15%			2025-26: Growth of 2% per year for each assessment.	

16	Science Benchmark Participation Rate for Semester 1 Test	2023-24 Biology S1 District Assessment Participation: 623 Chemistry S1 District Assessment Participation: TBD Physics S1 District Assessment Participation: TBD Chemistry & Physics took the same test: 596 Used S2/Q4 assessment since no common assessments were administered during S1			2025-26: Growth of 2% per year for each assessment.	
17	Science Benchmark Participation Rate for Semester 1 Test	2023-24: Biology S1 District Assessment Mastery: 53% Chemistry S1 District Assessment Mastery: TBD Physics S1 District Assessment Mastery: TBD Chemistry & Physics took the same test: 46% Used S2/Q4 assessment since no common assessments were administered during S1			2025-26: Growth of 2% per year for each assessment.	

18	Social Science Benchmark Participation Rate for Semester 1 Test	2023-24 Economics S1 District Assessment Participation: 295 Government S1 District Assessment Participation: 148 US History S1 District Assessment Participation: 688 World History S1 District Assessment Participation: 428			2025-26: Growth of 2% per year for each assessment.	
19	Social Science Benchmark Participation Rate for Semester 1 Test	2023-24 Economics S1 District Assessment Mastery: 56.3% Government S1 District Assessment Mastery: 67% US History S1 District Assessment Mastery: 39% World History S1 District Assessment Mastery: 35.3%			2025-26: Growth of 2% per year for each assessment.	

Goal Analysis for 2024-2025

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

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

Not Applicable

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

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.
Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.
Not Applicable

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	College Access, Preparation & Support	Provide Low Income students, English Learners, and Foster Youth with increased access to college readiness coursework and support. This includes planning for implementation of an Early College Program - funded by the Middle College Early College (MCEC) Grant - aimed at closing the achievement gap for students who are underrepresented in higher education, including first generation, students of color, and students experiencing poverty. Expanded supports will include increased academic advising, college and career planning tools and support, guidance when navigating the college and financial aid process, and equitable access to college preparatory courses to increase their competitiveness when applying to college. Supports and services provided through this action by Academic Counselors, College & Career Counselors, and a College & Career Guidance Specialist will serve to increase A-G completion rates and improve College & Career Readiness Indicator metrics for targeted students.	$3,032,105.00	Yes
2	Career Readiness	This action will provide Low Income students with expanded access to 8 Career Technical Education (CTE) academies and 2 pathways staffed by CTE-credentialed teachers. This includes planning for implementation of new CTE academies and/or pathways in response to a combination of student interest, regional labor market data, and post-secondary partnerships. The action also provides increased supports for student success through work-based learning opportunites and internships provided by local industry partners. Effectiveness of this action will be demonstrated by improved College and Career Readiness Indicator metrics and increased CTE pathway completion rates. This action will also support efforts funded by Equity Multiplier Funds to improve College and Career Readiness Indicator metrics for Lloyde High School (see Action 4002). At Lloyde HS, all students as well as the Socioeconomically Disadvantaged and Hispanic student groups received a Very Low status on the 2023 CA School Dashboard College & Career Readiness Indicator.	$3,123,271.00	Yes
3	Support for Long-Term	This action provides Long-Term English Learners (LTELs) with specific academic support	$139,297.00	Yes

		English Learners	structures - including data chats and designated language instruction in cohorted support classes with bilingual college tutors - that will simultaneously support LTELs in meeting high school graduation requirements and making progress toward English language proficiency as measured by the percent of LTELs who increase at least 1 ELPI level annually or maintain at level 4 on the ELPAC. The reclassification rate will also be used to measure effectiveness of this action. Services provided for LTELs through this action are directed at addressing CVUHSD's eligibility for Technical Assistance in the form of Differentiated Assistance based upon English Learner performance in the following areas: Pupil Achievement - due to CAASPP Math performance (red performance indicator) and CAASPP ELA performance (orange performance indicator), and 2) Pupil Engagement - due to the Graduation Rate (red performance indicator). Additionally, services provided through this action will target the following red performance indicators for English Learners: Graduation Rate (District, Leuzinger HS, Lloyde HS); CAASPP Math (District, Lawndale HS, Leuzinger HS); CAASPP ELA (Leuzinger HS); English Learner Progress (Lloyde HS), and; College & Career Readiness Indicator (Lloyde HS).		
4	English Learner Program Coordination		This action provides Newcomer and At-Risk of Being a Long-Term English Learner students with specific academic support structures - including a designated language instruction program coordinated by partial-release certificated staff who provide specialized support for EL students and families - that will simultaneously support these EL students in meeting high school graduation requirements and making progress toward English language proficiency as measured by the percent of Newcomers and At-Risk of Being a Long-Term English Learner students who increase at least 1 ELPI level annually or maintain at level 4 on the ELPAC. The reclassification rate will also be used to measure effectiveness of this action. Services provided for English Learners through this action are directed at addressing CVUHSD's eligibility for Technical Assistance in the form of Differentiated Assistance based upon English Learner performance in the following areas: Pupil Achievement - due to CAASPP Math performance (red performance indicator) and CAASPP ELA performance (orange performance indicator), and 2) Pupil Engagement - due to the Graduation Rate (red performance indicator). Additionally, services provided through this action will target the following red performance indicators for English Learners: Graduation Rate (District, Leuzinger HS, Lloyde HS); CAASPP Math (District, Lawndale HS, Leuzinger HS); CAASPP ELA (Leuzinger HS); English Learner Progress (Lloyde HS), and; College & Career Readiness Indicator (Lloyde HS).	$153,704.00	Yes
5	Strategic Academic Supports & Expanded Learning Opportunities		Provide Low Income students, English Learners, and Foster Youth with increased access to academic supports, particularly for students struggling in Mathematics and/or English or deemed not on track for meeting graduation requirements. Provisions within this action include credit recovery options within and outside of the school day; after school tutoring provided by certificated teachers; trained college tutors within targeted classes (i.e. AVID, ELD, SL, LTEL); after school, evening, and weekend virtual tutoring options, and; fully staffed Digital Media Centers that serve as community hubs for after school expanded learning opportunities in support of students' college and career readiness. Use of the Digital Media Centers as community hubs will also be supported by Action 2005: Community Schools Transformation. Services provided through this action will contribute to improving outcomes for student groups performing in the red on academic indicators, which include the following: CAASPP Math All Students (District, Lawndale HS); CAASPP Math African American students (District, Hawthorne HS, Lawndale HS); CAASPP Math Hispanic students (District, Lawndale HS); CAASPP Math Socioeconomically Disadvantaged students (District, Lawndale HS); CAASPP Math English Learners (District, Lawndale HS, Leuzinger HS); CAASPP Math Students with Disabilities	$3,281,789.00	Yes

		(Lawndale HS); CAASPP ELA Students with Disabilities (Leuzinger HS). Services within this action will also support increases in the Graduation Rate, A-G Completion Rate, and Course Completion Success Rate (C- or Better).			
6	Arts Integration	Engage in community partnerships to provide Low Income students with access to a global, multicultural community of professional arts and artists through live performances. This action includes high quality professional productions for students; pre-show professional learning (PL) sessions for teachers of all content areas; follow-up PL to provide teachers with an opportunity to develop their own Arts Integration lessons, and; the provision of materials to facilitate the implementation of arts-based lessons in classrooms. Metrics for this action will evaluate the expected increase in quality, quantity and equity of arts education. These metrics include in-person observation of events; tracking of student attendance at events; tracking of teacher participation in professional learning; student and teacher feedback surveys; interviews with teachers; testimonials from students; and, student work exemplars.	$647,921.00		Yes
7	CVUHSD Summer School	Provide Low Income students, Foster Youth, and English Learners with access to A-G courses and English language development coursework during the summer, taught by appropriately assigned teachers. This action will address students' heightened need for increased opportunities to both recover credits and meet graduation requirements within four years. Effectiveness of this action will be measured by Summer School course completion rates which will subsequently increase the A-G course completion rate and positively impact the graduation rate. Services provided through this action will contribute to improving outcomes for student groups performing in the red on academic indicators, which include the following: Math CAASPP All Students (District, Lawndale HS); Math CAASPP African American students (District, Hawthorne HS, Lawndale HS); Math CAASPP Hispanic students (District, Lawndale HS); Math CAASPP Socioeconomically Disadvantaged students (District, Lawndale HS); Math CAASPP English Learners (District, Lawndale HS, Leuzinger HS); Math CAASPP Students with Disabilities (Lawndale HS); ELA CAASP Students with Disabilities (Leuzinger HS). Services within this action will also support increases in the Graduation Rate, A-G Completion Rate, and Course Completion Success Rate (C- or Better).	$578,232.00		Yes

Goal

Goal #	Description	Type of Goal
2	Provide varied supports to actively engage students, families, and the school community in promoting students' academic progress as well as their social, emotional, and mental health.	Broad Goal

State priorities address by this goal.

3, 5, 6

An explanation of why the LEA has developed this goal.

The need to increase supports for students' social, emotional, and mental health continues to be an overwhelming call from all educational partners post-pandemic as increased economic and social stressors continue to challenge our students and their families. According to our California Healthy Kids Survey (CHKS) data, 26% of students indicated experiencing significant social emotional distress during the 2023-24 school year, down from 31.25% in the 2021-22 school year. Additionally, 33.25% of students indicated experiencing chronic sadness over the course of the 2023-24 school year, down from 35.75% in the 2021-22 school year. Gains are evident in the areas of social, emotional, and mental health for students, but the progress must continue.

Additionally, 76% of parents who indicate they strongly agree or agree that our schools actively seek the input of parents before making decisions, according to the California School Parent Survey (CSPS). 89% of parents strongly agree or agree that parents feel welcome to participate at our schools, yet only 41% indicated they actually participated in opportunities at their child's school. With the introduction of the Community Schools strategy in the 2024-25 school year at four District schools, efforts to engage families and connect them to community resources and services through our schools and on campuses have greatly increased, and this goal will ensure that such efforts continue and effectively meet the varied basic, social, emotional, and mental health needs of both our students and our families.

Measuring and Reporting Results

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

1	Parent input in decision-making*	2023-24 Scheduled Meetings: DPAC: October 23, December 4, April 15, May 13, June 3 DELAC: October 23, December 4, January 29, March 4, April 15, May 13, June 3 # of CA School Parent Survey (CSPS) Responses: 949 in 23-24 Percentage of parents who indicate they strongly agree or agree that our schools actively seek the input of parents before making decisions, according to the California School Parent Survey (CSPS): 76% in 23-24			DPAC: 5 Meetings Annually DELAC: 5 Meetings Annally The following reflect an increase of 2% annually (with the baseline data projected out for the whole year): # of Parent HKS Responses: 1,027 in 26-27 Percentage of parents who indicate they strongly agree or agree that our schools actively seek the input of parents before making decisions, according to the California School Parent Survey (CSPS): 82% in 26-27	
2	Parental Participation in programs for Unduplicated Pupils (UPs)*	Logged from 9/21/2023 - 5/20/2024 # of Volunteers: 474 # of Family Engagement Participants: 2,385 # of Family Education Participants: 13,121 # of Family DIGITAL Engagement (Bit.ly ""clicks"") = 4,072			The following reflect an increase of 2% annually (with the baseline data projected out for the whole year): # of Volunteers: 504 # of Family Engagement Participants: 2,532 # of Family Education Participants: 13,924 # of Family DIGITAL Engagement (Bit.ly ""clicks""): 4,321	

| 3 | Attendance rate* | 2022-23, per CALPADS Report 14.2:

90.6%   All Students
90.2%   Female
90.0%   Male
90.3%   Socioeconomically Disadvantaged
89.4%   English Learners
91.9%   Redesignated Fluent English Proficient (RFEP)
88.5%   Foster Youth
86.9%   Homeless Youth
87.4%   Students with Disabilities
89.9%   African American
93.0%   American Indian/Alaska Native
95.2%   Asian
93.5%   Filipino
90.6%   Hispanic or Latino
89.7%   Native Hawaiian/Pacific Islander
89.3%   White
88.0%   Two or More Races | | | 2025-26: Growth of 1% per year for all students and each student group. | |

4	Chronic absenteeism (CA) rate*	2022-23, per DataQuest Absenteeism Rate and CALPADS Report 14.1: 32.9%　　All Students 34.1%　　Female 31.8%　　Male 34.4%　Socioeconomically Disadvantaged 36.2%　　English Learners 　N/A　　Long-Term English Learners (LTELs) 27.3%　　Redesignated Fluent English Proficient (RFEP) 56.3%　　Foster Youth 47.9%　　Homeless Youth 46.9%　　Students with Disabilities 35.7%　　African American 　N/A　　American Indian/Alaska Native 15.3%　　Asian 22.1%　　Filipino 32.5%　　Hispanic or Latino 40.4%　　Native Hawaiian/Pacific Islander 38.9%　　White 40.8%　　Two or More Races			2025-26: Growth of 2% per year for all students and each student group.	

| 5 | High school dropout rate* | Class of 2023, per DataQuest 4-Yr ACGR:

8.5%   All Students
7.3%   Female
9.5%   Male
8.3% Socioeconomically Disadvantaged
16.8%   English Learners
N/A   Long-Term English Learners (LTELs)
N/A   Redesignated Fluent English Proficient (RFEP)
0.0%   Foster Youth
11.9%   Homeless Youth
6.3%   Students with Disabilities
2.3%   African American
N/A   American Indian/Alaska Native
6.1%   Asian
5.0%   Filipino
9.8%   Hispanic or Latino
14.3%   Native Hawaiian/Pacific Islander
18.5%   White
4.1%   Two or More Races | | | Class of 2026: Growth of 2% per year for all students and each student group. | |

6	High school graduation rate *	Class of 2023, per DataQuest 4-Yr ACGR:
		
		87.6% All Students
		89.4% Female
		85.9% Male
		88.0% Socioeconomically Disadvantaged
		70.9% English Learners
		  N/A Long-Term English Learners (LTELs)
		  N/A Redesignated Fluent English Proficient (RFEP)
		92.3% Foster Youth
		82.1% Homeless Youth
		81.0% Students with Disabilities
		95.0% African American
		  N/A American Indian/Alaska Native
		84.8% Asian
		95.0% Filipino
		86.0% Hispanic or Latino
		78.6% Native Hawaiian/Pacific Islander
		77.8% White
		93.9% Two or More Races
					Class of 2026: Growth of 2% per year for all students and each student group.	

| 7 | Suspension rate* | 2022-23, per DataQuest and CALPADS Report 1.21 and 7.10:

3.7%   All Students
2.8%   Female
4.5%   Male
4.0%   Socioeconomically Disadvantaged
4.2%   English Learners
N/A   Long-Term English Learners (LTELs)
1.5%   Redesignated Fluent English Proficient (RFEP)
9.6%   Foster Youth
9.1%   Homeless Youth
5.4%   Students with Disabilities
8.0%   African American
N/A   American Indian/Alaska Native
2.2%   Asian
0.0%   Filipino
2.8%   Hispanic or Latino
3.4%   Native Hawaiian/Pacific Islander
2.9%   White
5.1%   Two or More Races | | | 2025-26: Reduce by 0.5% per year for all students and each student group. | |

| 8 | Expulsion rate* | 2022-23, per DataQuest and CALPADS Report 1.21 and 7.10:

0.11%   All Students
0.03%   Female
0.18%   Male
0.12% Socioeconomically Disadvantaged
0.08%   English Learners
  N/A   Long-Term English Learners (LTELs)
0.04%   Redesignated Fluent English Proficient (RFEP)
0.00%   Foster Youth
0.51%   Homeless Youth
0.11%   Students with Disabilities
0.19%   African American
  N/A   American Indian/Alaska Native
0.00%   Asian
0.00%   Filipino
0.08%   Hispanic or Latino
0.00%   Native Hawaiian/Pacific Islander
0.00%   White
0.57%   Two or More Races | | | 2025-26: Reduce by 0.01% per year for all students and each student group. | |

9	School Safety: California Healthy Kids Survey (CHKS)*	2023-24: Students: 50% perceive the school as safe/very safe, per CHKS Parents: 80% perceive the school as safe/very safe, per CSPS Teachers: 84% perceive the school as safe/very safe, per CSSS			2025-26: Growth of 2% per year for each group.	
10	School Connectedness: California Healthy Kids Survey (CHKS)*	2023-24: Students: 46% agree/strongly agree on School Connectedness Scale Questions, per CHKS Parents: 87% agree/strongly agree that they feel welcome to participate at their school, per CSPS Teachers: 76% agree/strongly agree that our schools are a supportive and inviting place for staff to work, per CSSS			2025-26: Growth of 2% per year for each group.	

Goal Analysis for 2024-2025

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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	Social, Emotional, and Mental Health Supports	Provide Low Income students, English Learners, and Foster Youth with increased social, emotional, and mental health supports. Ensure that social and emotional competencies are directly connected to schoolwide expectations and that mental health supports are integrated services accessible through on-campus Wellness Centers as well as the District's partnerships with CareSolace and Hazel Health. Tier II and Tier III supports will also be provided through small group counseling. Services provided through this action aim to close the gap between the percentage of students who indicate they wanted to get mental health services and the percentage of students who successfully received mental health services as measured by the California Healthy Kids Survey (CHKS). Additionally, this action will help to decrease the percentage of students who indicate they experience significant social emotional distress and chronic sadness as measured by the CHKS and will increase the percentage of students who access services and supports through Wellness Center service logs. Finally, as the social, emotional, and mental health of our students improves, we anticipate a decrease in the Chronic Absenteeism Rate and an increase in our Attendance Rate.	$3,454,818.00	Yes
2	School Safety & Connectedness	Provide Low Income students, English Learners, and Foster Youth with a supportive and engaging physical environment supported by staff who implement trauma-informed practices, positive behavior interventions and supports, and a restorative practices approach to behavior management. Services provided through this action will increase student perceptions of safety, belonging, inclusion, and connectedness as measured by the California Healthy Kids Survey. Effectiveness of this action will also be monitored via the following metrics: Suspension Rate, Expusion Rate, Attendance Rate, Chronic Absenteeism Rate, and the High School Drop Out Rate.	$6,672,865.00	Yes

		Services provided through this action will also support the District's Compliance Improvement Monitoring Plan to address disproportionality in the Suspension Rate of low-income African American Students with Disabilities. Services provided through this action will specifically address the Suspension Rate of the following student groups, performing in the red as reported on the 2023 CA School Dashboard: Foster Youth (District); Homeless Youth (District, Lawndale HS); All Students at Lloyde HS, Socioeconomically Disadvantaged Students (LL); Hispanic students (LL); African American students (LL). This action will also support efforts funded by Equity Multiplier Funds to decrease Suspsension Rates specifically for Lloyde High School (see Action 4001).		
3	Family Engagement	Increase CV Family Academy efforts to provide Low Income and English Learner families with meaningful and culturally responsive family engagement opportunities and parent education workshops focused on supporting students' academic progress and mental health. These services will be provided through Parent Centers staffed by full-time Parent Liaisons who will also engage families in making explicit connections between students' educational experience in CV and student outcomes identified in the District's Graduate Profile (see Action 3013). Services provided through this action will also be coordinated with each school site's Community School goals (see Action 2005). Services provided through this action will result in an increase in the parent participation rate of both Low Income and English Learner families, as measured by weekly Parent Center log data (number of parent volunteers; number of family engagement opportunities offered and participants; number of family education opportunities offered and participants). Effectiveness of this action will also be measured by the percentage of parents who indicate they strongly agree or agree that our schools actively seek the input of parents before making decisions, according to the California School Parent Survey (CSPS).	$870,486.00		Yes
4	Athletics as a Means of Improving Student Attendance and Academic Engagement	Provide Low Income students with access to comprehensive athletic programs as a means of increasing students' attendance, engagement, and school connectedness. This action includes services also aimed at leveraging athletes' engagement and school connectedness to improve their academic outcomes, as supported by academic progress monitoring efforts and tutoring provisions. Effectiveness of this action will be measured by monitoring the Attendance Rate of athletes in comparison to all students, as well as the Course Completion Success Rate (C- or Better).	$2,616,770.00		Yes
5	Community Schools Transformation	Establish the structure to provide Low Income students, Foster Youth, and English Learners with access to integrated academic supports, health and social services, and youth and community development opportunities by transforming CV's high schools into Community Schools. This action will address increasing economic and social inequity within our community by leveraging intentional partnerships between our schools and other local entities—higher education institutions, government health and social service agencies, community-based nonprofits, etc. Through these partnerships, systems, structures, strategies and relationships are created to help provide the learning conditions and opportunities—both within and outside of school—that students, families, and communities need to succeed. Services will be adjusted, as needed, to meet the needs of families as reflected through the annual Community Schools Survey embedded in the InfoSnap registration process. Services will also be coordinated with those provided through Action 2003: Family Engagement. Effectiveness	$1,450,000.00		Yes

		of the Community Schools Transformation action will be measured through the California Health Kids Survey (CHKS) Community Schools Module, Community Schools events/activities participation numbers (for students, families, staff, and community partners), and event/activity feedback surveys.		

Goal

Goal #	Description	Type of Goal
3	Provide students with access to highly trained teachers, courses, programs, and 1:1 technology that support students' college and career readiness.	Broad Goal

State priorities address by this goal.
1, 2, 7, 8

An explanation of why the LEA has developed this goal.
Educational partners have made it clear that equity, inclusion, and access for all students to a high-quality educational experience is paramount. Performance on the academic indicators (CAASPP ELA and CAASPP Math) remain of significant concern, specifically for student groups in the lowest performance level as of the 2023 California School Dashboard, and it is essential that the District invest in strategic efforts to ensure highly trained teachers and the most accessible, engaging, and rigorous courses and programs are available to all students in order to support their academic success and preparedness for both college and career.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Appropriately Assigned Teachers*	2021-22, 88.7%, per DataQuest TAMO			Eliminate teacher misassignments as reported by LACOE's teacher assignment monitoring division.	
2	Standards-aligned Instructional Materials for every student*	2023-24: LACOE Williams Sufficiency Visits declared all schools to have provided all students with the necessary instructional materials.			Maintain 100% of students having access to standards-aligned instructional materials and textbooks, as reported by the LACOE visiting team.	
3	School Facilities in "Good Repair" per CDE's Facility Inspection Tool (FIT)*	2023-24: LACOE Williams Facilities Visits declared all schools to be in good condition regarding cleanliness, safety, and functionality.			Maintain 100% of students having access to school facilities that are clean, safe, and functional, as reported by the LACOE visiting team.	

| 4 | Implementation of all CA state standards, including how ELs will access the CCSS and ELD standards* | 2023-24: MET according to the District's Narrative Summary for this local indicator provided for the 2023 California School Dashboard. | | | "Full Implementation" based upon the overall rubric score. | |

| 5 | Math 4th year course enrollment rate | 2022-23, per PowerSchool course history data for the Class of 2023:

74.8%   All Students
79.1%   Female
70.8%   Male
76.0%   Socioeconomically Disadvantaged
36.9%   English Learners
  N/A   Long-Term English Learners (LTELs)
83.7%   Redesignated Fluent English Proficient (RFEP)
28.6%   Foster Youth
56.8%   Homeless Youth
58.2%   Students with Disabilities
77.6%   African American
  N/A   American Indian/Alaska Native
71.9%   Asian
78.9%   Filipino
73.8%   Hispanic or Latino
91.7%   Native Hawaiian/Pacific Islander
63.2%   White
82.6%   Two or More Races | | | Class of 2026: Growth of 2% per year for all students and each student group. | |

| 6 | Science 3rd year course enrollment rate | 2022-23, per PowerSchool course history data for the Class of 2023:

81.6%   All Students
86.1%   Female
77.5%   Male
82.4% Socioeconomically Disadvantaged
47.1%   English Learners
  N/A   Long-Term English Learners (LTELs)
88.4%   Redesignated Fluent English Proficient (RFEP)
71.4%   Foster Youth
75.7%   Homeless Youth
58.8%   Students with Disabilities
84.8%   African American
  N/A   American Indian/Alaska Native
78.1%   Asian
84.2%   Filipino
80.7%   Hispanic or Latino
75.0%   Native Hawaiian/Pacific Islander
78.9%   White
91.3%   Two or More Races | | | Class of 2026: Growth of 2% per year for all students and each student group. | |

7	World Language 4th year course enrollment rate	2022-23, per PowerSchool course history data for the Class of 2023:
		
		64.8% All Students
		72.0% Female
		58.2% Male
		65.4% Socioeconomically Disadvantaged
		32.1% English Learners
		  N/A Long-Term English Learners (LTELs)
		68.2% Redesignated Fluent English Proficient (RFEP)
		14.3% Foster Youth
		48.6% Homeless Youth
		30.6% Students with Disabilities
		67.9% African American
		  N/A American Indian/Alaska Native
		62.5% Asian
		73.7% Filipino
		63.2% Hispanic or Latino
		83.3% Native Hawaiian/Pacific Islander
		63.2% White
		78.3% Two or More Races
					Class of 2026: Growth of 2% per year for all students and each student group.	

8	Advanced Placement (AP) Course Enrollment Rate	2022-23, per CALPADS Report 3.11:			2025-26: Growth of 2% per year for all students and each student group.	

		26.1% All Students
		32.7% Female
		19.9% Male
		26.2% Socioeconomically Disadvantaged
		12.5% English Learners
		   N/A Long-Term English Learners (LTELs)
		35.8% Redesignated Fluent English Proficient (RFEP)
		12.5% Foster Youth
		12.3% Homeless Youth
		  2.6% Students with Disabilities
		17.1% African American
		   N/A American Indian/Alaska Native
		47.5% Asian
		40.8% Filipino
		27.4% Hispanic or Latino
		11.9% Native Hawaiian/Pacific Islander
		23.1% White
		26.1% Two or More Races				

9	Career Technical Education (CTE) Course Enrollment Rate	2022-23, per CALPADS Report 3.11:
		
		36.6% All Students
		33.5% Female
		39.6% Male
		36.4% Socioeconomically Disadvantaged
		20.4% English Learners
		  N/A Long-Term English Learners (LTELs)
		41.5% Redesignated Fluent English Proficient (RFEP)
		37.9% Foster Youth
		30.9% Homeless Youth
		30.9% Students with Disabilities
		36.4% African American
		  N/A American Indian/Alaska Native
		36.3% Asian
		41.8% Filipino
		36.9% Hispanic or Latino
		33.3% Native Hawaiian/Pacific Islander
		33.3% White
		30.9% Two or More Races
					2025-26: Growth of 2% per year for all students and each student group.	

10	Dual Enrollment Course Enrollment Rate	Baseline to be established 2024-25			2025-26: Growth of 2% per year for all students and each student group.	

| 11 | UC/CSU A-G Required Course Success Rate (C- or better) | Baseline to be established 2024-25 | | | 2025-26: Growth of 2% per year for all students and each student group. | |

Goal Analysis for 2024-2025

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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	Educational Technology	Provide Low Income students with classrooms equipped with continually upgraded technology and educational applications in order to support the further integration of technology into the classroom for the purpose of fostering an increase in 21st century teaching and learning through the District's Digital Learning Initiative (DLI). Through this action, the District will regularly assess	$2,769,711.00	Yes

| | | technological capacity to meet the needs of a high fidelity implementation of state academic content standards and participation in the California Assessment of Student Performance and Progress.

Effectiveness of this action will be monitored through an annual survey of educators regarding their use of educational technology tools and subscriptions. | | |
|---|---|---|---|---|
| 2 | Instructional Coaching | Ensure teachers of Low Income students and English Learners are provided with increased professional learning enabling them to engage students in rigorous, standards-aligned instruction utilizing best practices for equitable instruction. This action will include the provision of instructional coaching provided by appropriately assigned, experienced, and effective teachers on special assignment (two FTEs per comprehensive school site) utilizing the Cognitive Coaching model. Instructional Coaches focus on supporting teachers through building capacity in best first instruction across all content areas. Instructional Coaches provide development and coaching to support evidence-based practices in the classroom through co-planning, co-teaching, demonstration lessons, and leading professional learning opportunities.

Disaggregated student performance data from local and state assessments analyzed through the PLC at Work process (see Action 3008: Professional Learning Communities [PLC] Implementation Support) will also inform the focus of instructional coaching so that this action can contribute to improving outcomes for student groups performing in the red on academic indicators, which include the following: CAASPP Math All Students (District, Lawndale HS); CAASPP Math African American students (District, Hawthorne HS, Lawndale HS); CAASPP Math Hispanic students (District, Lawndale HS); CAASPP Math Socioeconomically Disadvantaged students (District, Lawndale HS); CAASPP Math English Learners (District, Lawndale HS, Leuzinger HS); CAASPP Math Students with Disabilities (Lawndale HS); CAASPP ELA Students with Disabilities (Leuzinger HS).

Effectiveness of this action will be monitored via data collected on the number of formal Cognitive Coaching sessions engaged in by Instructional Coaches at each school site, disaggregated by content area. | $1,915,479.00 | Yes |
| 3 | Organization-Wide Cultural Proficiency | Provide Low Income students and English Learners with increased access to culturally relevant, responsive, and sustaining instruction and interpersonal interactions with school staff. Provide professional learning for all certificated and classified staff that promotes effective instruction and interpersonal interactions that address key elements of cultural proficiency, including: cross-cultural interactions; cultural differences in communication patterns, and; the role of culture and its impact on learning and student achievement. This action includes the provision of partial release Equity Coordinators at each school site to facilitate schoolwide efforts to increase levels of cultural awareness and cultural proficiency in all school site systems and programs for the purpose of advancing educational equity for historically underrepresented student groups.

Services provided through this action will contribute to increasing the percentage of students who strongly agree or agree on the following California Healthy Kids Survey (CHKS) items: adults/teachers in our schools respect differences in students; tudents in/from our schools respect each other's differences. Additionally, the District will monitor the following responses on the annual California School Staff Survey (CSSS): the percentage of staff who indicate they need more professional development, training, mentorship, or other support for working with diverse racial, ethnic, or cultural groups; the percentage of staff who indicate that adults who work at our schools support and treat each other with respect. | $303,499.00 | Yes |

4	CTE Pathways Implementation Support	Provide professional learning and programmatic supports for CVUHSD's 8 Career Technical Education (CTE) academies and 2 pathways that align with both industry standards and post-secondary programs of study. This action will be facilitated by appropriately assigned, experienced, and effective teachers on special assignment and focus on expanding equitable access to high quality CTE instruction for Low Income students. Effectiveness of this action will be demonstrated by improved College and Career Readiness Indicator metrics and increased CTE pathway completion rates. This action will also support efforts funded by Equity Multiplier Funds to improve College and Career Readiness Indicator metrics for Lloyde High School (see Action 4002). At Lloyde HS, all students as well as the Socioeconomically Disadvantaged and Hispanic student groups received a Very Low status on the 2023 CA School Dashboard College & Career Readiness Indicator.	$248,248.00		Yes
5	Co-Teaching Implementation Support	Implementation of the co-teaching instructional model will provide additional academic support and increase academic outcomes for Low Income students and Students with Disabilities in English, Mathematics, Science, and Social Studies. The professional learning provided through this action is essential for co-teaching pairs, as the development of the 22 core competencies of co-teaching are fundamental to the successful implementation of the co-teaching model (Murawski, 2003). This action will specifically address Low Income students who are also Students with Disabilities performing in the red on both the CAASPP Math and ELA assessments as reported on the 2023 CA School Dashboard. Effectiveness of this action will be monitored by the following metrics: CAASPP ELA and CAASPP Math performance for Students with Disabilities; Course Completion Success Rate (C- or Better).	$34,700.00		Yes
6	Educational Technology Instructional Support	Provide Low Income students with educational technology training and access to digitally proficient teachers who are equipped to support the development of students' 21st century learning skills as a means of increasing students' college and career readiness. This action includes the provision of on-site instructional coaching provided by an appropriately assigned, experienced, and effective teacher on special assignment as part of the District's Digital Learning Initiative (DLI). Effectiveness of this action will be measured by the number of DLI workshops offered, the number of workshop participants, and analysis of workshop participant feedback survey data.	$265,267.00		Yes
7	Hiring and Retaining Diverse Staff	Provide Low Income students with access to diverse staff who are versed in culturally relevant, responsive, and sustaining practices. To accomplish this, the Office of Diversity, Equity, and Inclusion will engage in strategic efforts to recruit, hire, and retain diverse staff, including the provision of professional learning and mentorship to hires new to the District. Effectiveness of this action will be monitored by engaging in an annual analysis of hiring, disaggregated by ethnicity and gender, and determining progress toward staff ethnicity and gender reflecting that of our students. Additionally, services provided through this action will help the District maintain or exceed a retention rate of 80%.	$215,472.00		Yes
8	Professional Learning Communities (PLC) Implementation Support	This action focuses on the provision of professional learning in support of systemic strategy implementation efforts through training opportunities targeted to address the needs of Low Income students and English Learners. This action also includes subject-specific professional learning. Trainings and workshops will occur both within and outside the academic year calendar; expenditures include consultant agreements, extra duty pay for staff for time outside of academic school day/year, substitute costs for within-the-school day trainings, and related professional	$1,548,890.00		Yes

learning materials.

This action will also provide time and structure for teachers to engage in critical analysis of qualitative and quantitative data to determine the extent to which Low Income students and English Learners have mastered the academic content standards and identify strengths, weaknesses, and areas in need of improvement. All Department Chairs, Instructional Coaches, and Principals will be trained in the Professional Learning Communities (PLCs) at work process to facilitate this work among staff. The establishment of Professional Learning Communities (PLCs) is noted as a model practice for the implementation of the LCFF 8 state priorities. Unless collaboration time within the school day is otherwise agreed upon via an MOU between the District and the Centinela Valley Secondary Teachers Association (CVSTA), the time for such collaboative work will be provided on a project-based basis via release days and/or extra duty hours in order for educators to make data-informed adjustments to curriculum and/or assessments.

Additionally, administrators and other instructional leaders (Department Chairs, Coordinators, Instructional Coaches) will be trained in the Adaptive Schools Norms of Collaboration in order to effectively lead professional learning relevant to the state academic content and ELD standards, and support Course Teams in establishing and implementing mutually agreed upon student learning goals and outcomes for each course of study.

Student performance data resulting from state assessments as well as local assessments supported through Action 3011: CV Local Assessment System and analyzed through the PLC at Work process will be disaggregated so as to ensure this action focuses on student groups performing in the red on academic indicators, which include the following: CAASPP Math All Students (District, Lawndale HS); CAASPP Math African American students (District, Hawthorne HS, Lawndale HS); CAASPP Math Hispanic students (District, Lawndale HS); CAASPP Math Socioeconomically Disadvantaged students (District, Lawndale HS); CAASPP Math English Learners (District, Lawndale HS, Leuzinger HS); CAASPP Math Students with Disabilities (Lawndale HS); CAASPP ELA Students with Disabilities (Leuzinger HS).

Services provided through this action will also support an increase in the percentage of students demonstrating mastery on local districtwide benchmarks in ELA, Mathematics, Science, and Social Studies. This focused on-going data analysis is a strengthened approach to informing targeted professional learning provided through this action as well as targeted student interventions included in Action 1005: Strategic Academic Supports and Expanded Learning Opportunities; Action 1013: CVUHSD Summer School; Action 3005: Co-Teaching Implementation Support; Action 3018: Strategic Supports for Students with Disabilities.

| 9 | Paraprofessional and Classified Support Staff Training | Provide comprehensive professional learning for paraprofessionals and classified support staff to ensure they are equipped to provide culturally appropriate and linguistically accessible supports and resources for our Low Income and English Learner students and families. The trainings provided through this action will meet the needs of Low Income and English Learner students and families for culturally competent support staff who are able to support them in navigating the educational system and in engaging in students' academic experiences.

Services provided through this action will increase the percentage of parents strongly agreeing or agreeing with the statement ""my child's school provides parents with advice and resources to support my child's learning"" on the California School Parent Survey (CSPS). | $59,389.00 | | Yes |
| 10 | Supplemental Instructional | Provide Low Income students and English Leaners with culturally relevant and sustaining | $2,034,768.00 | | Yes |

	Materials	supplementary instructional materials, as well as Chromebooks from which students can equitably access digital instructional materials. This action will support an increased understanding of cultural diversity by using instructional materials that are consistent with the 2013 guidelines approved by the SBE in Standards for Evaluating Instructional Materials for Social Content. Effectiveness of this action will be monitored via the percent of students who strongly agree/agree with the following statements on the Community Schools Module of the California Healthy Kids Survey (CHKS): the books and lessons used in my classes include examples of people from different backgrounds (for example, cultures, ethnicities, and languages); the books and lessons used in my classes include examples of people from different gender identities and sexual orientations (for example, people who are lesbian, gay, bisexual, transgender, queer, or questioning (LGBTQ)). Additionally, effectiveness of this action will be monitored via the percent of staff who strongly agree/agree with the following statement on the California School Staff Survey (CSSS): this school emphasizes using instructional materials that reflect the culture or ethnicity of its students.			
11	CV Local Assessment System	Consistently monitor the academic progress of Low Income students, English Learners, and Foster Youth utilizing formative, interim, and summative assessment data to establish instructional priorities, inform classroom instruction, and provide targeted students with appropriate interventions and supports both within the classroom and outside of the school day. Teachers will use student performance data (connected to work driven by Action 3008: Professional Learning Communities [PLC] Implementation Support) to inform a relevant and engaging curriculum for students who have traditionally faced barriers to successful transitions to high school, postsecondary, and Career Technical Education (CTE). Services provided through this action will support an increase in the percentage of students demonstrating mastery on local districtwide benchmarks in ELA, Mathematics, Science, and Social Studies, as well as an increase in the percentage of students meeting or exceeding standard on the ELA, Mathematics, and Science CAASPP assessments. Disaggregated student performance data from local and state assessments will be analyzed through the PLC at Work process so as to ensure this action focuses on student groups performing in the red on academic indicators, which include the following: CAASPP Math All Students (District, Lawndale HS); CAASPP Math African American students (District, Hawthorne HS, Lawndale HS); CAASPP Math Hispanic students (District, Lawndale HS); CAASPP Math Socioeconomically Disadvantaged students (District, Lawndale HS); CAASPP Math English Learners (District, Lawndale HS, Leuzinger HS); CAASPP Math Students with Disabilities (Lawndale HS); CAASPP ELA Students with Disabilities (Leuzinger HS).	$1,376,450.00		Yes
12	Course Access and Academy and Special Programs Support	Increase access to a broad course of study for Low Income students, English Learners, and Foster Youth to support implementation of College and Career Readiness Academies, Pathways, and Programs and the co-teaching instructional model. Additionally, this action will provide release periods for experienced and effective teachers to coordinate college and career academies and special programs to support the effectiveness of these programs in meeting student needs. The services provided through this action will support increases in the following course enrollment rates: A-G, CTE, 4th year Math, 3rd year Science, 4th year World Languages. Services will also support an increase in the percentage of students deemed ""prepared"" or ""well prepared"" according to the College and Career Readiness Indicator. Additional concentration grant add-on funding will be used to retain the staff necessary to support implementation of College and Career Readiness Academies, Pathways, and Programs and the co-teaching instructional model,	$7,962,728.00		Yes

		ultimately increasing students' access to a broad course of study.			
13	Operationalizing the Graduate Profile	Ensure Low Income students have access to educational opportunities that develop not only their college and career skills, but their life competencies as well. To accomplish this, CVUHSD will work to operationalize the District's Graduate Profile by aligning coursework to the GP student outcomes to assure that students have an equitable opportunity to develop and demonstrate the competencies articulated by the GP. The District's five GP outcomes are: college and career ready individuals; effective communicators; ethical leaders; independent and collaborative critical thinkers and problem solvers, and; socially aware and responsive community members. As our GP includes and values civic learning and engagement, this action will also support the implementation of a pathway by which students may earn the California State Seal of Civic Engagement. Progress relative to this action will be measured by the number of students who engage in senior defense presentations or GP Spotlights demonstrating evidence of how they have achieved the five GP outcomes; the number of students who earn the CA State Seal of Civic Engagement each year.	$10,000.00		Yes
14	Basic Services - Continuous Improvement Cycle & Data Analysis	Support all schools' engagement in a cycle of continuous improvement as defined by each school's School Plan for Student Achievement (SPSA) and WASC Action Plan and the provision of assessment and data analysis infrastructure.	$487,140.00		No
15	Basic Services - Teachers	All students have equitable access to appropriately assigned, experienced, and effective teachers.	$26,657,128.00		No
16	Basic Services - Instructional Materials	All students have access to and use appropriate grade-level, standards-aligned instructional materials for all content areas.	$1,212,300.00		No
17	Basic Services - Facilities	All schools meet standards for safety, cleanliness, and adequacy. Facilities are in good repair, as defined in EC Section 17002 (d)(1) and receive necessary maintenance.	$10,891,035.00		No
18	Strategic Supports for Students with Disabilities	Provide Students with Disabilities with specific academic and behavior supports and structures designed to improve their academic outcomes. This will include: expanded learning opportunities for our Adult Transition students, including structured vocational strands; the provision of enhanced training for our Behavior Management Aides (BMAs) enabling them to provide expanded academic support; increased training for general education teachers regarding how to effectively and efficiently provide accommodations and additional supports for Students with Disabilities, and; contracted services for five Board Certified Behavior Analysts (BCBAs). Services provided through this action will also support the District's Compliance Improvement Monitoring Plan to address disproportionality in the Suspension Rate of low-income African American Students with Disabilities. This action will specifically address the Students with Disabilities performing in the red on both the CAASPP Math (Lawndale HS) and CAASPP ELA (Leuzinger HS) assessments.	$665,000.00		No

Goal

Goal #	Description	Type of Goal
4	Within three years, all Lloyde High School students and specifically Socioeconomically Disadvantaged students, African American students, and Hispanic students will demonstrate an increase in the percentage of students deemed "prepared" or "well prepared" according to the the College and Career Readiness Indicator (CCI) and decreased Suspension Rates.	Equity Multiplier Focus Goal

State priorities address by this goal.

6, 7

An explanation of why the LEA has developed this goal.

Lloyde High School (LL) is CVUHSD's alternative education high school and was identified as eligible for Equity Multiplier funds, beginning with the 2024-25 school year. Equity Multiplier funding is a separate source of funding outside of the District's LCFF entitlement for which schools are eligible based upon their non-stability rate and percentage of Socioeconomically Disadvantaged students. These funds must be used to address all student groups that have the lowest performance level on one or more state indicators on the 2023 California School Dashboard. Therefore, the actions developed to support this goal will reduce suspension rates at LL not only for All Students, but specifically for Socioeconomically Disadvantaged students, Hispanic students, and African American students, which are all students groups who performed in the red on the 2023 CA School Dashboard Suspension Rate indicator. Actions developed to support this goal will also increase the percentage of students deemed "prepared" or "well prepared" according to the College & Career Readiness Indicator (CCI) for not only All Students, but specifically Socioeconomically Disadvantaged students and Hispanic Students which are student groups who received a Very Low status on the 2023 CA School Dashboard CCI.

Measuring and Reporting Results

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

| 1 | Suspension rate* | 2022-23, per DataQuest and CALPADS Report 1.21 and 7.10:

7.7%   All Students
2.7%   Female
4.9%   Male
7.7%   Socioeconomically Disadvantaged
9.4%   English Learners
N/A   Long-Term English Learners (LTELs)
N/A   Redesignated Fluent English Proficient (RFEP)
N/A   Foster Youth
N/A   Homeless Youth
5.6%   Students with Disabilities
10.3%   African American
N/A   American Indian/Alaska Native
N/A   Asian
N/A   Filipino
7.6%   Hispanic or Latino
N/A   Native Hawaiian/Pacific Islander
7.1%   White
N/A   Two or More Races | | | 2025-26: Reduce by 0.5% per year for all students and each student group. | |

| 2 | Percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator | 2022-23, per CA Schools Dashboard College/Career Progress Indicator:

All Students: 4.4%
Female: N/A
Male: N/A
Socioeconomically Disadvantaged: 4.7%
English Learners: 2.3%
Long-Term English Learners (LTELs): N/A
Redesignated Fluent English Proficient (RFEP): N/A
Foster Youth: Less than 11 students - data not displayed for privacy
Homeless Youth: Less than 11 students - data not displayed for privacy
Students with Disabilities: 0%
African American: 4.8%
American Indian/Alaska Native: N/A
Asian: N/A
Filipino: N/A
Hispanic or Latino: 3.7%
Native Hawaiian/Pacific Islander: Less than 11 students - data not displayed for privacy
White: Less than 11 students - data not displayed for privacy
Two or More Races: Less than 11 students - data not displayed for privacy | | | 2025-26: Growth of 2% per year for all students and each student group. | |

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.
Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.
Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.
Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.
Not Applicable

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	Lloyde Equity Multiplier - School Climate	Through this action, Lloyde HS will reduce suspension rates not only for all students, but specifically for Socioeconomically Disadvantaged students, Hispanic students, and African American students, which are all students groups who performed in the red on the 2023 CA School Dashboard Suspension Rate indicator. Services include the provision of staff to provide a smaller learning environment for students experiencing increased barriers to learning that are affecting their engagement with school. This Tier III intervention includes targeted provision of student support services such as mental health, social work, and health services (through the School Social Workers, Attendance Interventionist, Intervention Specialist, and Community Schools partnerships) that meet the underlying student needs. Lloyde's Equity Coordinator will also work directly with students in the above identified	$318,427.00	No

		student groups who have been suspended to identify root causes and collaborate with other support staff and educators to develop appropriate action plans.			
2	Lloyde Equity Multiplier - College & Career Readiness	Through this action, Lloyde HS will research and plan to implement options that better meet the needs of students for a broad course of study that prepares them for postsecondary success. This action serves not only all students, but specifically Socioeconomically Disadvantaged students and Hispanic Students which are student groups who received a Very Low status on the 2023 CA School Dashboard College & Career Readiness Indicator. This includes exploring the inclusion of A-G coursework, Career Technical Education (CTE) Pathway options, and dual enrollment options, as well as looking to other Model Continuation High Schools with higher CCI status levels for best practices.

Services provided through Action 1001: College Access, Preparation & Support, Action 1002: Career Readiness, and Action 3004: CTE Pathways Implementation Support will provide additional support for this action. | $66,828.00 | | No |

Goal

Goal #	Description	Type of Goal
5	During each year of this 3-year LCAP cycle, all students at Centinela Valley Independent Study School (CVISS) will be provided with consistent access to appropriately credentialed teachers necessary to facilitate completion of A-G coursework.	Equity Multiplier Focus Goal

State priorities address by this goal.

1, 4

An explanation of why the LEA has developed this goal.

Centinela Valley Independent Student School (CVISS) was identified as eligible for Equity Multiplier funds, beginning with the 2024-25 school year. Equity Multiplier funding is a separate source of funding outside of the District's LCFF entitlement for which schools are eligible based upon their non-stability rate and percentage of Socioeconomically Disadvantaged students. These funds must be used to address all student groups that have the lowest performance level on one or more state indicators on the 2023 California School Dashboard. However, since no CVISS Student groups performed in the lowest performance level, these funds must be used to address any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators. Therefore, the actions developed to support this goal will address the gap in appropriately credentialed teachers that exisits at CVISS - with only two full-time staff credentialed in English and Mathematics - and proves a challenge to providing access to A-G coursework for CVISS students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Appropriately Assigned Teachers*	2021-22, 39.4%, per DataQuest TAMO			Eliminate teacher misassignments as reported by LACOE's teacher assignment monitoring division.	

| 2 | Percent of graduates that have successfully completed "A-G" requirements* | Class of 2023, per DataQuest 4-Yr ACGR and Class of 2023 Master file

0%   All Students
N/A   Female
N/A   Male
0%   Socioeconomically Disadvantaged
N/A   English Learners
N/A   Long-Term English Learners (LTELs)
N/A   Redesignated Fluent English Proficient (RFEP)
N/A   Foster Youth
N/A   Homeless Youth
N/A   Students with Disabilities
N/A   African American
N/A   American Indian/Alaska Native
N/A   Asian
N/A   Filipino
0%   Hispanic or Latino
N/A   Native Hawaiian/Pacific Islander
N/A   White
N/A   Two or More Races | | | Class of 2026: Growth of 2% per year for all students and each student group. | |

Goal Analysis for 2024-2025

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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	CVISS Equity Multiplier - Access to A-G Coursework	This action will provide funding for extra period assignments for teachers within CVUHSD to provide students with access to A-G approved coursework. Currently, CVISS staff are credentialed in English and Mathematics. As CVISS works to increase the number of students graduating A-G ready, access to appropriately credentialed teachers in Science, Social Studies, World Languages, and VAPA is essential. This action meets the requirement of Equity Multiplier funds to address any underlying issues in credentialing, if applicable, and effectiveness will be measured by tracking the A-G completion rate of CVISS students over the 3-year cycle of this LCAP (2024-2027).	$159,213.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$22,841,531.00	$2,726,143.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
33.98%	0.00%	$0.00	33.98%

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 #(s)	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
1001	Low Income students, Foster Youth, and English Learners each have an intensified need for increased college readiness support due to their unique needs, conditions, and circumstances. Most English Learners and their families have limited knowledge of the college exploration and application process; Foster Youth experience a lack of consistent academic advising across various systems and individuals managing their diverse needs, and; Low Income students face financial constraints that can make college seem unattainable. The percentage of All Students successfully completing A-G requirements declined slightly (42.1% for the Class of 2022 and 40.6% for the Class of 2023), with Low Income students demonstrating a decrease of 2.3% to 39% and Foster Youth demonstrating a decrease of 13.9% to 8.3%. Though our English Learners demonstrated an increase of 3.4% to 24% meeting A-G requirements, they still experience a significant 16.6% gap from that of All Students. According to the California Healthy Kids Survey (CHKS), 75.25% of students know where to go or who to contact for help with selecting classes for the current or next school year, and 80.25% of students know where to go or who to contact for help with college and career planning. However, internal tracking of A-G completion continues to indicate a need for timely intervention. Increased academic advising, credit recovery, grade improvement, and other support structures are needed for many students to meet graduation requirements with completion of all A-G requirements.	The District will continue to provide increased academic advising (retaining all Academic Counselors despite significant certificated lay-offs in order to maintain an approximately 260:1 student-to-Counselor ratio); college and career planning tools and support (guided access to CCGI, an online college and career planning platform); guidance when navigating the college application and financial aid process (College & Career Counselors and a College & Career Guidance Specialist); and equitable access to college preparatory courses to increase their competitiveness when applying to college (including 20 unique Advanced Placement courses). This action is being provided on an LEA-wide basis due to the fact that the following student groups also demonstrated decreases in A-G completion rates: Male students decreased 3% to 32.3%; Asian students decreased 4.7% to 64.3%; Hispanic students decreased 0.5% decrease to 29.8%; Native Hawaiian/Pacific Islander students decreased 4%; Homeless students decreased 9.7% to 27.3%, and; African American students decreased 8.5% to 38.9%.	Specifically for English Learners, Foster Youth, and Socioeconomically Disadvantaged student, we will monitor A-G completion rates, as well as the percentage of these unduplicated student groups being deemed "prepared" or "well prepared" according to the College and Career Readiness Indicator. These same metrics will be monitored for All Students and each individual student group.

| 1002 | Low Income students often have little to no exposure to work-based experiences within their communities and beyond due to limited financial resources and the unavailability of parents working multiple jobs or single parents to support students in seeking out career preparation opportunities.

On the Fall 2023 Dashboard, the All Students group reported a College Career Indicator (CCI) percentage of 34.1%, reporting in the low status level. Low Income students (33%) also reported in the low status level. The traditional five-color system will return for CCI in the Fall 2024 Dashboard release.

From the Class of 2022 to the Class of 2023, the percentage of Low Income students completing Career Technical Education (CTE) pathways decreased 3.7% to 15.2%. | This action is continuing from the prior LCAP, connecting Low Income students to college and career pathways in high school. CTE completers continue to report higher graduation rates and rates of meeting UC/CSU requirements than the general student population, showing the importance of relevant career based learning opportunities as a connection point to student success in school. CTE Pathway Specialists (Teachers on Special Assignment) support student internship opportunities connected with CTE programs in local businesses. This provides Low Income students experience in local business sectors, increasing preparedness for college and/or career opportunities beyond high school.

This action is provided LEA-wide to increase access to and completion of CTE programs as part of maximizing improvement of graduation rates and CCI preparedness rates for all students. | These services will support an increase in students being deemed "prepared" or "well prepared" according to the College and Career Readiness Indicator and an increase in the percentage of students completing a CTE pathway. |

| 1005 | Low Income students, Foster Youth, and English Learners each have an elevated need for increased access to academic supports due to their unique needs, conditions, and circumstances. Many English Learners face the challenge of parents who are unable to assist them with coursework due to lack of knowledge and/or comfort with the English language; Foster Youth often lack consistent access to adults who can support their learning; Low Income students also often lack access to adults with both the time and strategies to help them with schoolwork, and; all three of these vulnerable subgroups frequently lack a stable home environment conducive to focused learning.

According the California Healthy Kids Survey (CHKS), 71.5% of students know where to go or who to contact for help with tutoring services. The District is working to increase this percentage, with the goal being that all students know how and where to access academic support when they are struggling.

Additionally, the percentage of All Students successfully completing A-G requirements declined slightly (42.1% for the Class of 2022 and 40.6% for the Class of 2023), yet demonstrated increases across several student groups, including English Learners who demonstrated a significant increase of 3.4% to 24% meeting A-G requirements. However, Low Income students demonstrated a decrease of 2.3% to 39% and Foster Youth demonstrated a decrease of 13.9% to 8.3%.

Also, the District's High School Graduation Rate for all students decreased slightly by 1% from 88.6% for the Class of 2022 to 87.6% for the Class of 2023. Though Foster Youth increased significantly by 17.3% to 92.3%, Low Income students decreased 1.2% to 88%, and English Learners decreased 8% to 70.9% | The District will provide increased access to academic supports, particularly for students struggling with coursework or deemed not on track for meeting graduation requirements. Provisions within this action include credit recovery options within and outside of the school day, after school tutoring provided by certificated teachers and trained college tutors, and fully staffed Digital Media Centers that serve as community hubs for after school expanded learning opportunities in support of students' college and career readiness.

This action is being provided on an LEA-wide basis due to the fact that the following student groups also demonstrated decreases in A-G completion rates: Male students decreased 3% to 32.3%; Asian students decreased 4.7% to 64.3%; Hispanic students decreased 0.5% decrease to 29.8%; Native Hawaiian/Pacific Islander students decreased 4%; Homeless students decreased 9.7% to 27.3%, and; African American students decreased 8.5% to 38.9%. | Services provided through this action will contribute to improving outcomes for student groups performing in the red on academic indicators (CAASPP ELA and Math assessment scores), and will also support increases in the Graduation Rate, A-G Completion Rate, and Course Completion Success Rate (C- or Better). |

1006	Financial constraints make it difficult for Low Income families to provide their students with access to arts-based experiences outside of school. Additionally, this action acknowledges the research foundation which demonstrates a positive correlation between arts education and both student engagement and student achievement in ELA and mathematics for Low Income students.	Prior to the passing of Proposition 28 and the resulting Arts and Music in Schools funding resource, the District identified a need to provide additional arts opportunities for Low Income students. Various art enrichment opportunities and experiences continue to be provided to Low Income students throughout the District. Targeted to Low Income students, this action includes high quality professional productions for students; pre-show professional learning (PL) sessions for teachers of all content areas; follow-up PL to provide teachers with an opportunity to develop their own Arts Integration lessons, and; the provision of materials to facilitate the implementation of arts-based lessons in classrooms. Each of these services is organized by our community-based Regional Arts Coordinator. Although designed to serve the needs of Low Income students, this action is being implemented LEA-wide as part of on-going efforts to maximize the provision of arts enrichment for all students.	Metrics for this action will evaluate the expected increase in quality, quantity and equity of arts education. These metrics include in-person observation of events; tracking of student attendance at events; tracking of teacher participation in professional learning; student and teacher feedback surveys; interviews with teachers; testimonials from students; and, student work exemplars.
1013	Low Income students, Foster Youth, and English Learners each have a heightened need for increased access to both credit recovery and academic enrichment opportunities. School year master schedules often cannot accommodate the need of English Learners to complete both English language development coursework and graduation requirements simultaneously; many Foster Youth face the challenge of completing partial credit courses due to instability of school placement, putting them at greater risk of not graduating, and; Low Income students also need the opportunity to recover credits due to having struggled academically amidst	The District will provide Low Income students, Foster Youth, and English Learners with access to A-G courses and English language development coursework during the summer, taught by appropriately assigned teachers. This action is being provided on an LEA-wide basis because all students who are credit deficient will benefit from the provision of Summer School.	Effectiveness of this action will be measured by Summer School course completion rates which will subsequently increase the A-G course completion rate, positively impact the graduation rate, and increase the Course Completion Success Rate (C- or Better).

| 2001 | Low Income students, Foster Youth, and English Learners each have an intensified need for increased social, emotional, and mental health support due to their unique needs, conditions, and circumstances. All three of these unduplicated student groups are often negatively impacted by mental and emotional trauma. According California Healthy Kids Survey (CHKS) data 26% of students indicated experiencing significant social emotional distress during the 2023-24 school year, down from 31.25% in the 2021-22 school year. Additionally, 33.25% of students indicated experiencing chronic sadness over the course of the 2023-24 school year, down from 35.75% in the 2021-22 school year. Gains are evident in the areas of social, emotional, and mental health for students, but the progress must continue. | The most common services for Low Income students, English Learners, and Foster Youth include support for depression, anxiety, grief and loss, and trauma-related disorders. Mental health continues to be identified as a priority area in educational partner feedback along with positive ratings of current offerings. The number of students served has increased on an annual basis, including increased diversification of tiered offerings due to changes in student support needs.

Supports include: the provision of Wellness Centers staffed by School Social Workers and Richstone Family Center bilingual therapists, and social work interns; partnering with Care Solace to match students and families in need to verified, local mental health service providers; implementing Hazel Health to provide free telehealth services; conducting home visits to students identified for Tier 2 intervention due to lack of attendance, engagement, and/or academic progress to assess mental health needs and connect students and families with necessary supports, and; the provision of Intervention Specialists to provide Tier 2 interventions for the purpose of increasing engagement.

Although designed to serve the needs of LI, EL, and FY students, this action is being implemented LEA-wide to maximize the availability of mental health services for all students. | Services provided through this action aim to close the gap between the percentage of students who indicate they wanted to get mental health services and the percentage of students who successfully received mental health services as measured by the California Healthy Kids Survey (CHKS). Additionally, this action will help to decrease the percentage of students who indicate they experience significant social emotional distress and chronic sadness as measured by the CHKS and will increase the percentage of students who access services and supports through Wellness Center service logs. Finally, as the social, emotional, and mental health of our students improves, we anticipate a decrease in the Chronic Absenteeism Rate and an increase in our Attendance Rate. |

2002	Low Income students, Foster Youth, and English Learners each have an intensified need to feel safe and connected to school due to their unique needs, conditions, and circumstances. Most Foster Youth lack a stable, safe home environment and inconsistent relationships with supportive adults; English Learners often struggle to establish meaningful connections due to linguistic and cultural barriers, and; many Low Income students face the additional challenge of living in distressed neighborhoods. The percentage of students who perceive our schools as safe/very safe decreased from 52% in 2022-23 to 50% in 2023-24, while the percentage of students who agree/strongly agree on the California Healthy Kids school connectedness scale questions also decreased from 50% in 2022-23 to 46% in 2023-24. Although the District's Suspension Rate for all students decreased 0.3% from 4% in 2021-22 to 3.7% in 2022-23, the following student groups demonstrated an increase in Suspension Rate and a Suspension Rate higher than that for all students: Socioeconomically Disadvantaged students increased 0.7% to 4%; English Learners increased 1.6% to 4.2%; Foster Youth increased 1.5% to 9.6%; Homeless Youth increased 1.1% to 9.1%, and; Students with Disabilities increased 0.3% to 5.4%.	The District will continue to provide staff with training on trauma-informed practices, positive behavior interventions and supports, and restorative practices so that they may develop more trusting and positive relationships with Low Income students, English Learners, and Foster Youth in order to cultivate a safer learning environment where students feel they belong, are included, and are connected. Additionally, Intervention Specialists at each school will assist Low Income students, English Learners, and Foster Youth with MTSS support, school connectedness initiatives, and social-emotional support. Although this action is designed to meet Low Income student, English Learner, and Foster Youth needs, the MTSS system is implemented LEA-wide to maximize supports for all students in improving both academic and behavioral outcomes and improving the overall school climate.	Services provided through this action will specifically address the Suspension Rate of the following student groups, performing in the red as reported on the 2023 CA School Dashboard: Foster Youth (District); Homeless Youth (District, Lawndale HS); All Students at Lloyde HS, Socioeconomically Disadvantaged Students (LL); Hispanic students (LL); African American students (LL). This action will also support efforts funded by Equity Multiplier Funds to decrease Supsension Rates specifically for Lloyde High School (see Action 4001). This action will also support the District's Compliance Improvement Monitoring Plan to address disproportionality in the Suspension Rate of low-income African American Students with Disabilities, and increase student perceptions of safety, belonging, inclusion, and connectedness as measured by the California Healthy Kids Survey (CHKS).

2003	Low Income and English Learner families each have an increased need for school-based supports due to their unique needs, conditions, and circumstances. English Learner families often struggle to support their students academically due to language barriers. Low Income families face the challenge of lower parent education levels and the need to work multiple jobs impacting their ability and time to provide academic support to their students. According to the California School Parent Survey (CSPS), 89% of parents strongly agree or agree that parents feel welcome to participate at our schools, yet only 41% indicated they actually participated in opportunities at their child's school. 89% of parents strongly agree or agree that school staff treat parents with respect, and 79% of parents strongly agree or agree that school staff take parent concerns seriously. During educational partner input sessions, families reinforced their appreciation for our Parent Centers and Family Engagement Specialists. They also noted that the long-term leave of one staff member proved significantly challenging for parents, yet another testament to the need to continue services through this action in order to provide families with the wrap-around supports they need.	The District will increase CV Family Academy efforts to provide Low Income and English Learner families with meaningful and culturally responsive family engagement opportunities and parent education workshops focused on supporting students' academic progress and mental health. These services will be provided through Parent Centers staffed by full-time Parent Liaisons who will also engage families in making explicit connections between students' educational experience in CV and student outcomes identified in the District's Graduate Profile. Although designed primarily to support the needs of Low Income and English Learner families, the services within this action are provided LEA-wide to increase overall family engagement and maximize the impact of services in addressing family support needs.	Services provided through this action will result in an increase in the parent participation rate of both Low Income and English Learner families, as measured by weekly Parent Center log data (number of parent volunteers; number of family engagement opportunities offered and participants; number of family education opportunities offered and participants). Effectiveness of this action will also be measured by the percentage of parents who indicate they strongly agree or agree that our schools actively seek the input of parents before making decisions, according to the California School Parent Survey (CSPS).
2004	Many Low Income students and their families are challenged to cover ancillary costs of participating in athletics usually paid for by families or foundations in Districts located in higher socioeconomic communities. Additionally, research shows that participation in interscholastic athletics is often associated with better educational outcomes, and Low Income students are often in need of structured academic supports which can be intentionally coupled with athletic participation.	The District will provide Low Income students with access to comprehensive athletic programs as a means of increasing students' attendance, engagement, and school connectedness. This action includes services also aimed at leveraging athletes' engagement and school connectedness to improve their academic outcomes, as supported by academic progress monitoring efforts and tutoring provisions. This action is being provided on an LEA-wide basis all student can benefit from engaging in extra-curricular activities, such as athletics, as a means of increasing school connectedness and thereby improving both attendance and academic outcomes.	Effectiveness of this action will be measured by monitoring the Attendance Rate of athletes in comparison to all students, as well as the Course Completion Success Rate (C- or Better).

2005	Events, such as the COVID-19 global pandemic, have caused districts to rethink the direct connection between schools and families, and to examine the link between school and community services, including ways in which these links can be strengthened, especially for Low Income students, Foster Youth, and English Learners. Low Income students and Foster Youth often do not know how to access or have access to quality health and social services. Many English Learners lack consistent academic support within the home, due to persistent language barriers. Community schools are designed to intentionally and collaboratively address the economic and social barriers that are the underlying cause of the opportunity and achievement gaps. According to the Community Schools Module of the California Healthy Kids Survey (CHKS), the follwoing percentage of students know where to go or who to contact at school for help with: accessing food (54.75%); medical care when I am sick or need a checkup (60.25%)dental care (38.5%); counseling to help them with stress, feeling sad, family issues, alcohol, or drug use (73%); emergency assistance (45%).	The District will continue to establish robust Community Schools model across the District, given that we have received Community Schools Implementation Grants for Hawthorne HS, Lawndale HS, Leuzinger HS, and Lloyde HS. Services provided through this action are reflective of the CVUHSD Board of Education's resolution in support of Community Schools, approved March 2023, highlighting our District's commitment to expanding existing and establishing new partnerships with community-based organizations to provide support, resources, and opportunities for our students and their families. From academic tutoring and mentorship programs to mental health counseling and health services, to basic needs provisions, to college and career exposure, our schools will continue to evolve into holistic centers that respond to the diverse needs of our students and families. Services will be implemented and coordinated by our District Community Schools Coordinator and Community School Site Coordinator at each school. This action is being provided on an LEA-wide basis as the core principle of Community Schools is that ALL are served and supported, and all students and families can benefit from the services and resources provided through this action.	Effectiveness of the Community Schools Transformation action will be measured through the California Health Kids Survey (CHKS) Community Schools Module, Community Schools events/activities participation numbers (for students, families, staff, and community partners), and event/activity feedback surveys.
3001	Low Income students from distressed neighborhoods often do not have access to well-equipped 21st century technology. According to Pitler, Hubbell, & Kuhn (2012), research indicates that student use of technology not only increases student learning, understanding, and achievement but also motivates students to learn, encourages collaborative learning, and helps develop critical thinking and problem-solving skills. This is also supported by the International Society for Technology in Education (2016) standards for students. Through this action, the District will regularly assess technological capacity to meet the needs of a high fidelity implementation of state academic content standards and participation in the California Assessment of Student Performance and Progress.	The District will provide Low Income students with classrooms equipped with continually upgraded technology and educational applications in order to support the further integration of technology into the classroom for the purpose of fostering an increase in 21st century teaching and learning through the District's Digital Learning Initiative (DLI). This action includes the provision of technology support for Low Income students to access digital learning materials and online programs both in school and from home. Home wireless access is provided through hotspot devices, ensuring Low Income students equitable access to online instructional resources and materials via their District-provided Chromebooks. Though targeted for Low Income students, this action is being provided on an LEA-wide basis as we are a 1:1 device District and equity of access and support is critical to the continued success of our Digital Learning Initiative.	Effectiveness of this action will be monitored through an annual survey of educators regarding their use of educational technology tools and subscriptions.

3002	Both Low Income students and English Learners often struggle in school when teachers are not fully equipped to effectively differentiate instruction that promotes equitable access for learners with academically, culturally, and linguistically diverse needs. This action will support an increase in the percentage of students completing A-G required courses as well as an increase in the percentage of students demonstrating mastery on local districtwide benchmark assessments in ELA, Mathematics, Science, and Social Studies. Instructional coaching provides personalized support to teachers to ensure they are meeting the needs of Low Income students and English Learners for differentiated instruction, academic language support, and Tier 2 responses to intervention. Additionally, research shows that job-embedded professional development is the most effective delivery method, and that skills learned through a coaching relationship are more likely to be effectively implemented.	The District will ensure teachers of Low Income students and English Learners are provided with increased professional learning enabling them to engage students in rigorous, standards-aligned instruction utilizing best practices for equitable instruction. This action will include the provision of instructional coaching provided by appropriately assigned, experienced, and effective teachers on special assignment utilizing the Cognitive Coaching model. Instructional coaches support teacher professional learning in academic subjects primarily focused on the implementation of evidence-based strategies and scaffolds to address the academic needs of LI, EL, and FY students. Coaching, support, and strategy selection is determined by student needs represented in state and local assessment performance data. Coaching will focus on the implementation of evidence-based instructional strategies (e.g. UDL, science of reading, computational thinking) and assessment practices that identify the needs of Low Income and English Learners. This action is being provided on an LEA-wide basis as the supports provided will result in academic improvement for all students due to strategy implementation occurring during base first instruction within identified content area classrooms.	Effectiveness of this action will be monitored via data collected on the number of formal Cognitive Coaching sessions engaged in by Instructional Coaches at each school site, disaggregated by content area. This action will also contribute to improving outcomes for student groups performing in the red on academic indicators.

3003	The District's culturally and linguistically diverse Low Income students and English Learners exhibit an intensified need for culturally responsive instruction and interpersonal interactions with school staff. English Learners often experience classroom environments where cultural differences in communication patterns are not acknowledged and inclusive practices remain surface level. Culturally diverse Low Income students face similar challenges, wherein culturally responsive instruction - which recognizes socioeconomic status as a critical dimension of culture - is lacking. The percentage of students who agree/strongly agree on the California Healthy Kids (CHKS) school connectedness scale questions decreased from 50% in 2022-23 to 46% in 2023-24. Also according to the CHKS, 54.25% of students strongly agree or agree that adults/teachers at their school respect differences in students; 33.75% strongly agree or agree that students in their schools respect each other's differences. According to the California School Staff Survey (CSSS): 38% of staff indicated they need more professional development, training, mentorship, or other support for working with diverse racial, ethnic, or cultural groups; 86% of staff indicated that adults who work at our schools support and treat each other with respect. Additionally, according to the Community Schools Module of the CHKS, 54% of students who know where to go or who to contact at school for help with language supports.	The District will provide Low Income students and English Learners with increased access to culturally relevant, responsive, and sustaining instruction and interpersonal interactions with school staff. All certificated and classified staff will be provided with professional learning that promotes effective instruction and interpersonal interactions addressing key elements of cultural proficiency, including: cross-cultural interactions; cultural differences in communication patterns, and; the role of culture and its impact on learning and student achievement. Thes action also includes the implementation of the District's annual Equity Symposium has been highly appreciated for bringing together educational partners - classified and certificated staff, community partners, post-secondary institutions, parents, students - to collectively learn about equity topics focused on improving outcomes for students This action will create opportunities for all cultures, ethnicities, and backgrounds to be connected to the district and schools, and is therefore being implemented LEA-wide to maximize the impact on student, parent, and staff connectedness ratings.	Services provided through this action will contribute to increasing the percentage of students who strongly agree or agree on the following California Healthy Kids Survey (CHKS) items: adults/teachers in our schools respect differences in students; tudents in/from our schools respect each other's differences. Additionally, the District will monitor the following responses on the annual California School Staff Survey (CSSS): the percentage of staff who indicate they need more professional development, training, mentorship, or other support for working with diverse racial, ethnic, or cultural groups; the percentage of staff who indicate that adults who work at our schools support and treat each other with respect.

3004	Services provided through this action will contribute to increasing the percentage of students who strongly agree or agree on the following California Healthy Kids Survey (CHKS) items: adults/teachers in our schools respect differences in students; tudents in/from our schools respect each other's differences. Additionally, the District will monitor the following responses on the annual California School Staff Survey (CSSS): the percentage of staff who indicate they need more professional development, training, mentorship, or other support for working with diverse racial, ethnic, or cultural groups; the percentage of staff who indicate that adults who work at our schools support and treat each other with respect.	The District will provide professional learning and programmatic supports for Career Technical Education (CTE) academies and pathways that align with both industry standards and post-secondary programs of study. This action will be facilitated by appropriately assigned, experienced, and effective teachers on special assignment and focus on expanding equitable access to high quality CTE instruction for Low Income students. This action is provided LEA-wide to increase access to and completion of CTE programs as part of maximizing improvement of graduation rates and CCI preparedness rates for all students.	Effectiveness of this action will be demonstrated by improved College and Career Readiness Indicator metrics and increased CTE pathway completion rates.
3005	Low Income students often lack access to adults with both the time and strategies to help them with schoolwork and a stable home environment conducive to focused learning, conditions which can ultimately lead to poorer educational outcomes than their peers. Services provided through this action will support an increase in the percentage of Low Income students demonstrating mastery on local districtwide benchmarks in ELA, Mathematics, Science, and Social Studies, as well as an increase in the percentage of students meeting or exceeding standard on the ELA, Mathematics, and Science CAASPP assessments.	The District will implement the co-teaching instructional model in order to provide additional academic support and increase academic outcomes for Low Income students in English, Mathematics, Science, and Social Studies. Services will include professional learning provided by appropriately assigned, experienced, and effective teachers on special assignment. The professional learning provided through this action is essential for co-teaching pairs, as the development of the 22 core competencies of co-teaching are fundamental to the successful implementation of the co-teaching model (Murawski, 2003). Though targeted for Low Income students, this action is being provided on an LEA-wide basis as the co-teaching model and its 22 core competencies are beneficial for all students.	This action will specifically address Low Income students who are also Students with Disabilities performing in the red on both the CAASPP Math and ELA assessments as reported on the 2023 CA School Dashboard. Effectiveness of this action will be monitored by the following metrics: CAASPP ELA and CAASPP Math performance for Students with Disabilities; Course Completion Success Rate (C- or Better).

3006	The culture of poverty in which most of our Low Income students live has limited their access not only to devices but to educational technology skills development. Action 3010 addresses the provision of devices and internet access for Low Income students, however, this action (3006) is necessary to ensure that the provision of educational technology is effectively utilized to improve the instruction of and educational outcomes for Low Income students.	Action 3006 provides Low Income students with educational technology training and access to digitally proficient teachers who are equipped to support the development of students' 21st century learning skills as a means of increasing students' college and career readiness. This action includes the provision of on-site instructional coaching provided by an appropriately assigned, experienced, and effective teacher on special assignment as part of the District's Digital Learning Initiative (DLI) in response to educational technology support continuing to be an ongoing need identified by teachers. Though targeted for Low Income students, this action is being provided on an LEA-wide basis as we are a 1:1 device District and equity of access and support is critical to the continued success of our Digital Learning Initiative. As all classrooms are equipped with digital infrastructure, the provision of training and support for all teachers is essential for Low Income students and all students to receive the highest quality instruction possible.	Effectiveness of this action will be measured by the number of DLI workshops offered, the number of workshop participants, and analysis of workshop participant feedback survey data.
3007	The District's Low Income students exhibit an increased need for culturally responsive staff as they often face the challenge of interacting with adults who may not reflect, acknowledge, and validate their cultural backgrounds, wherein socioeconomic status is recognized as a critical dimension of culture.	The District will provide Low Income students with access to diverse staff who are versed in culturally relevant, responsive, and sustaining practices. To accomplish this, the Office of Diversity, Equity, and Inclusion will engage in strategic efforts to recruit, hire, and retain diverse staff, including the provision of professional learning and mentorship to hires new to the District. These increased strategic efforts support Board Policy 0415 related to the recruitment and retainment of diverse staff, especially those with demonstrated understanding of the historic and cultural factors influencing Low Income African American learners. Educational partner input has indicated a desire for continuing to diversify staff across the District. This includes a desire to have teachers that represent the student groups within the District. This action is provided on an LEA-wide basis to maximize the impact of providing diverse highly qualified staff in all classrooms as part of increasing academic outcomes for all students.	Effectiveness of this action will be monitored by engaging in an annual analysis of hiring, disaggregated by ethnicity and gender, and determining progress toward staff ethnicity and gender reflecting that of our students. Additionally, services provided through this action will help the District maintain or exceed a retention rate of 80%.

| 3008 | Low Income students and English Learners often experience lower educational outcomes than their peers due to their unique needs, conditions, and circumstances. Action 3011 of the CVUHSD LCAP establishes supports for the CV Local Assessment System in order to ensure consistent monitoring systems are in place for these students. However, a system must be in place to ensure that the results of such ongoing assessments are consistently analyzed and used to determine subsequent instructional goals and interventions for Low Income students and English Learners. | Professional learning opportunities are targeted to support teachers in addressing the needs of the Low Income and English Learner student groups. Systemic implementation of professional learning content and strategies allows for consistent learning structures for all Low Income and English Learner students districtwide, ensuring high quality instructional practices are in place at each school. This is important in the context of CVUHSD, as student mobility rates often result in students moving between District schools within the same school year.

Addittional actions (1003: Support for Long-Term English Learners; 1004: English Learner Program Coordination; 3002: Instructional Coaching; 3004: CTE Pathways Implementation Support; 3006; Educational Technology Instructional Support) provide the staff necessary to support teachers and administrators in refining practices implemented through this action to respond to identified needs, and improving educational outcomes for Low Income and English Learner student groups.

This action is being provided on an LEA-wide basis to maximize impact of the provided professional learning in improving academic outcomes for all students through consistent strategy implementation across all District classrooms. | This action will contribute to improving outcomes for student groups performing in the red on academic indicators (CAASPP Math and CAASPP ELA), and will support an increase in the percentage of students demonstrating mastery on local districtwide benchmarks in ELA, Mathematics, Science, and Social Studies. |

| 3009 | English Learner families often struggle to support their students academically due to language barriers. Low Income families face the challenge of lower parent education levels and the need to work multiple jobs impacting their ability and time to provide academic support to their students. When these families connect with the school for support, they may face cultural and linguistic barriers when school staff are not well-equipped to meet their diverse needs when it comes to how to engage in their students' academic experiences and both understand and support their progress.

According to the California Healthy Kids Survey (CHKS): 38.25% of students I feel like they are part of their school; 51.75% of students indicated there is a teacher or some other adult at their school who really cares about them.

According to the Community Schools Module of the CHKS, 54% of students who know where to go or who to contact at school for help with language supports.

According to the California School Parent Survey (CSPS), 89% of parents who strongly agree or agree that our schools staff treat parents with respect. | The District will provide comprehensive professional learning for paraprofessionals and classified support staff to ensure they are equipped to provide culturally appropriate and linguistically accessible supports and resources for our Low Income and English Learner students and families. The trainings provided through this action will meet the needs of Low Income and English Learner students and families for culturally competent support staff who are able to support them in navigating the educational system and in engaging in students' academic experiences.

This action is being provided on an LEA-wide basis because all students and families will benefit from highly trained paraprofessionals and classified support staff. | Effectiveness of this action will be measured by the percentage of students who strongly agree or agree with the following statements on the California Healthy Kids Survey (CHKS): I feel like I am part of this school; there is a teacher or some other adult at my school who really cares about me. This action will also help to increase the percentage of students who indicate they know where to go or who to contact at school for help with language supports, according to the Community Schools Module of the (CHKS). Effectiveness will also be measured by percentage of parents who strongly agree or agree that our schools staff treat parents with respect on the California School Parent Survey (CSPS). |

| 3010 | The District's culturally and linguistically diverse Low Income students and English Learners exhibit an intensified need for culturally relevant and sustaining curriculum as well as access to technology both at school and at home. English Learners often struggle to engage with curriculum that does not reflect their cultural and linguistic background, while our culturally diverse Low Income students face similar challenges, wherein culturally relevant and sustaining curriculum - which recognizes socioeconomic status as a critical dimension of culture - is lacking. California Healthy Kids Survey (CHKS) data shows that 44.5% of students strongly agree or agree that the books and lessons used in their classes include examples of people from different backgroupnds (for example, cultures, ethnicities, languages) and that 31.5% of students strongly agree or agree that the books and lessons used in their classes include examples of people from differnet gender identities and sexual orientations (for example, people who are lesbian, gay bisexual, transgender, queer, or questioning (LGBTQ). Additionally, both English Learners and Low Income students often lack the financial resources to be able to access 24/7 technology.

Additionally, according to Pitler, Hubbell, & Kuhn (2012), research indicates that student use of technology not only increases student learning, understanding, and achievement but also motivates students to learn, encourages collaborative learning, and helps develop critical thinking and problem-solving skills. The provision of 1:1 Chromebooks for students ensures that Low Income students can fully participate in the District's Digital Learning Initiative (DLI). This provision and associated services are intentionally designed to mitigate the effects of the poverty in which the majority of our students live, wherein access to supplemental materials, libraries, and 24/7 technology is severely limited. Services provided through this action will support an increase in the percentage of students indicating that they see themselves culturally represented in District curriculum according to our Student LCAP & Community Schools Survey. | The District will provide Low Income students and English Learners with culturally relevant and sustaining supplementary instructional materials, as well as Chromebooks from which students can equitably access digital instructional materials. This action will support an increased understanding of cultural diversity by using instructional materials that are consistent with the 2013 guidelines approved by the SBE in Standards for Evaluating Instructional Materials for Social Content.

Though targeted for Low Income students and English Learners, this action is being provided on an LEA-wide basis because all students will benefit from engaging with culturally relevant and sustaining instructional materials. | Effectiveness of this action will be monitored via the percent of students who strongly agree/agree with the following statements on the Community Schools Module of the California Healthy Kids Survey (CHKS): the books and lessons used in my classes include examples of people from different backgrounds (for example, cultures, ethnicities, and languages); the books and lessons used in my classes include examples of people from different gender identities and sexual orientations (for example, people who are lesbian, gay, bisexual, transgender, queer, or questioning (LGBTQ)). Additionally, effectiveness of this action will be monitored via the percent of staff who strongly agree/agree with the following statement on the California School Staff Survey (CSSS): this school emphasizes using instructional materials that reflect the culture or ethnicity of its students. |
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3011	Low Income students, English Learners, and Foster Youth require increased academic progress monitoring due to their unique needs, conditions, and circumstances. In order to ensure progress toward English language proficiency, English Learners need ongoing monitoring across multiple measures that will help to indicate when they are ready to classify. Additional, progress monitoring of English Learners needs to continue after reclassification for at least four years to ensure that they were not prematurely exited from the ELD program and are not in need of further English language supports. Due to often inconsistent educational placements and distressed home environments, Foster Youth also need additional academic progress monitoring in order to identify gaps in learning and provide necessary interventions as quickly and precisely as possible. Knowing that Low Income students often lack academic support outside of school and can ultimately suffer from poor educational outcomes, increased academic progress monitoring of these students is also necessary to ensure timely interventions.	The District will consistently monitor the academic progress of Low Income students, English Learners, and Foster Youth utilizing formative, interim, and summative assessment data to establish instructional priorities, inform classroom instruction, and appropriately place and exit students from support programs. The District is engaging with a new, more robust assessment system in order to enable teachers to more strategically and effectively use student performance data to support a relevant and engaging curriculum for students who have traditionally faced barriers to successful transitions to high school, postsecondary, and Career Technical Education (CTE). Though targeted for Low Income students, English Learners, and Foster Youth, this action is being implemented on an LEA-wide basis as it is critical to consistently assess the academic progress of all students in order to ensure that academic outcomes improve across our school system.	Services provided through this action will support an increase in the percentage of students demonstrating mastery on local districtwide benchmarks in ELA, Mathematics, Science, and Social Studies. This action will contribute to improving outcomes for student groups performing in the red on academic indicators (CAASPP Math and CAASPP ELA).
3012	Low Income students, Foster Youth, and English Learners each have an intensified need for expanded course access within the school day due to their unique needs, conditions, and circumstances. Each of these unduplicated student groups needs the opportunity to access courses necessary for graduation as well as for college and career readiness while simultaneously accessing: designated ELD courses and additional literacy interventions (for English Learners); partial credit and credit recovery (for Foster Youth and Low Income students).	To increase college and career ready course access for Low Income students, English Learners, and Foster Youth, the District will supplement staffing to support implementation of College and Career Readiness Academies, Pathways, and Programs and the co-teaching instructional model, ultimately increasing students' access to a broad course of study as identified in LCFF Priority 7. Additionally, this action will provide release periods for experienced and effective teachers to coordinate college and career academies and special programs to support the effectiveness of these programs in meeting student needs. This action is being provided LEA-wide as part of ensuring that all students have access to a broad course of study with appropriate supports for improving academic outcomes, including meeting graduation requirements, A-G requirements, and Career Pathway completion.	The services provided through this action will support increases in the following course enrollment rates: A-G, CTE, 4th year Math, 3rd year Science, 4th year World Languages. Services will also support an increase in the percentage of students deemed "prepared" or "well prepared" according to the College and Career Readiness Indicator. Additional concentration grant add-on funding will be used to retain the staff necessary to support implementation of College and Career Readiness Academies, Pathways, and Programs and the co-teaching instructional model, ultimately increasing students' access to a broad course of study.

| 3013 | Low Income students often lack the opportunities and adult support at home and within their distressed neighborhoods to develop life competencies that are necessary to complement their college and career readiness skills. The District's Graduate Profile is meant to complement academics and test scores as measures of preparedness. While it does not replace a focus on academic achievement, it shows the District community's commitment to investing in educational experiences that educate the whole child. | The District will ensure Low Income students have access to educational opportunities that develop not only their college and career skills, but their life competencies as well. CVUHSD will work to operationalize the District's Graduate Profile by aligning coursework to the GP student outcomes to assure that students have an equitable opportunity to develop and demonstrate the competencies articulated by the GP. The District's five GP outcomes are: college and career ready individuals; effective communicators; ethical leaders; independent and collaborative critical thinkers and problem solvers, and; socially aware and responsive community members. As our GP includes and values civic learning and engagement, this action will also support the implementation of a pathway by which students may earn the California State Seal of Civic Engagement.

This action is being provided on an LEA-wide basis to maximize student exposure to opportunities to demonstrate whole-child competencies in addition to academic outcomes. | Progress relative to this action will be measured by the number of students who engage in senior defense presentations or GP Spotlights demonstrating evidence of how they have achieved the five GP outcomes; the number of students who earn the CA State Seal of Civic Engagement each year. |

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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1003	CVUHSD is eligible for Technical Assistance in the form of Differentiated Assistance based upon English Learner performance in the following areas: Pupil Achievement - due to CAASPP Math performance (red performance indicator) and CAASPP ELA performance (orange performance indicator), and 2) Pupil Engagement - due to the Graduation Rate (red performance indicator). On the Fall 2023 Dashboard, the "all students" group reported an average score of 11.8 points below standard in ELA, reporting in the Yellow performance level. EL students reported in the Orange performance level (87.3 points below standard). On the Fall 2023 Dashboard, the "all students" group reported an average score of 127.5 points below standard in mathematics, placing the District in the Red performance level. EL students also reported in the Red performance level (182.1 points below standard). This indicates a continuing need to support students in mathematics performance across student groups. On the Fall 2023 Dashboard, 49.5% of ELs were reported as making progress towards English language proficiency as measured by the ELPI, placing the district in the Yellow performance level. Lloyde High School reported in the Red performance level in ELPI on the Fall 2023 Dashboard. These results indicate a need for ongoing support in English language development across sites, in order to continue progress.	Long Term English Learners (LTELs) have been identified as an EL for seven or more years, indicating a need for additional targeted services to attain English language proficiency. The District, led by our English Learner Specialist, will provide professional learning on the use of integrated ELD in core content to target the needs of LTELs. LTEL-cohorted ELA courses are designed to support LTELs in improving language acquisition and development leading to increased reclassification specifically from the LTEL group. Targeted intervention during the school day, progress monitoring, and LTEL student data chats will serve to address LTEL's specific identified needs.	Services provided for LTELs/English Learners through this action are directed at addressing CVUHSD's eligibility for Technical Assistance in the form of Differentiated Assistance based upon English Learner performance in the following areas: Pupil Achievement - due to CAASPP Math performance (red performance indicator) and CAASPP ELA performance (orange performance indicator), and 2) Pupil Engagement - due to the Graduation Rate (red performance indicator). Additionally, services provided through this action will target the following red performance indicators for English Learners: Graduation Rate (District, Leuzinger HS, Lloyde HS); CAASPP Math (District, Lawndale HS, Leuzinger HS); CAASPP ELA (Leuzinger HS); English Learner Progress (Lloyde HS), and; College & Career Readiness Indicator (Lloyde HS). Progress related to this action will also be monitored via the Reclassification Rate and EL performance on the ELPI.

| 1004 | CVUHSD is eligible for Technical Assistance in the form of Differentiated Assistance based upon English Learner performance in the following areas: Pupil Achievement - due to CAASPP Math performance (red performance indicator) and CAASPP ELA performance (orange performance indicator), and 2) Pupil Engagement - due to the Graduation Rate (red performance indicator).

On the Fall 2023 Dashboard, the "all students" group reported an average score of 11.8 points below standard in ELA, reporting in the Yellow performance level. EL students reported in the Orange performance level (87.3 points below standard).

On the Fall 2023 Dashboard, the "all students" group reported an average score of 127.5 points below standard in mathematics, placing the District in the Red performance level. EL students also reported in the Red performance level (182.1 points below standard). This indicates a continuing need to support students in mathematics performance across student groups.

On the Fall 2023 Dashboard, 49.5% of ELs were reported as making progress towards English language proficiency as measured by the ELPI, placing the district in the Yellow performance level. Lloyde High School reported in the Red performance level in ELPI on the Fall 2023 Dashboard. These results indicate a need for ongoing support in English language development across sites, in order to continue progress. | Support provided by the District English Learner Specialist and partial-release English Language Development (ELD) Coordinators includes weekly high school newcomer meetings, family contacts, and in-class support. Services specific to English Learners provided through this action include 1) effective professional learning for teachers, principals, administrators, and other school staff; 2) enhanced instructional opportunities for newly-arrived immigrant youth, 3) effective programs and activities, including language instruction educational programs, that will help ELs increase their English language proficiency and meet the state academic standards, and; 4) specific assessment preparation to assist ELs in achieving English proficiency based on the ELPAC. In addition, this action provides schools with the ELLevation program specifically used to monitor EL student progress. | Services provided for LTELs/English Learners through this action are directed at addressing CVUHSD's eligibility for Technical Assistance in the form of Differentiated Assistance based upon English Learner performance in the following areas: Pupil Achievement - due to CAASPP Math performance (red performance indicator) and CAASPP ELA performance (orange performance indicator), and 2) Pupil Engagement - due to the Graduation Rate (red performance indicator).

Additionally, services provided through this action will target the following red performance indicators for English Learners: Graduation Rate (District, Leuzinger HS, Lloyde HS); CAASPP Math (District, Lawndale HS, Leuzinger HS); CAASPP ELA (Leuzinger HS); English Learner Progress (Lloyde HS), and; College & Career Readiness Indicator (Lloyde HS).

Progress related to this action will also be monitored via the Reclassification Rate and EL performance on the ELPI. |

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.

Not 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.

All Centinela Valley UHSD schools serve a high concentration (above 55 percent) of Low Income students, Foster Youth, and English Learners. The additional concentration grant add-on funding will be used to provide direct services to students through Action 3012: Course Access and Academy & Special Programs Support, which supports Goal 3: Provide students with access to highly trained teachers, courses, programs, and 1:1 technology that support students' college and career readiness. This funding is earmarked for the retention of staff necessary to support implementation of College and Career Readiness Academies, Pathways, and Programs and the co-teaching instructional model, ultimately increasing students' access to a broad course of study. In the face of declining enrollment, the District has had to transition from an 8-period to a 6-period day and engage in a significant lay-off of staff. The additional concentration grant add-on funds are critical to allowing the District to maintain access to an increasingly broad course of study for Low Income students, English Learners, and Foster Youth. The staffing and course access provided through these funds will support increases in the following course enrollment rates: A-G, CTE, 4th year Math, 3rd year Science, 4th year World Languages. This will also support an increase in the percentage of students deemed "prepared" or "well prepared" according to the College and Career Readiness Indicator.

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

Action Tables

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2024-2025	$67,212,604.00	$22,841,531.00	33.98%	0.00%	33.98%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$61,584,206.00	$16,349,207.00	$3,697,293.00	$3,592,224.00	$85,222,930.00	$64,108,791.00	$21,114,139.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	College Access, Preparation & Support	All	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	Ongoing	$2,447,967	$584,138	$594,969	$2,389,605	$2,531	$45,000	$3,032,105	0.00%
1	2	Career Readiness	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$1,062,098	$2,061,173	$524,404	$2,282,129	$11,529	$305,209	$3,123,271	0.00%
1	3	Support for Long-Term English Learners	Long-term English learner	Yes	Limited	English learner (EL)	All Schools	Ongoing	$94,250	$45,047	$0	$0	$0	$139,297	$139,297	0.00%
1	4	English Learner Program Coordination	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$153,704	$0	$153,704	$0	$0	$0	$153,704	0.00%
1	5	Strategic Academic Supports & Expanded Learning Opportunities	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$1,244,832	$2,036,957	$553,648	$702,252	$0	$2,025,889	$3,281,789	0.00%
1	6	Arts Integration	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$468,531	$179,390	$627,921	$0	$20,000	$0	$647,921	0.00%
1	7	CVUHSD Summer School	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$573,232	$5,000	$35,627	$259,301	$83,303	$200,001	$578,232	0.00%

Goal	Action	Title	Students to be Served	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Percentage
2	1	Social, Emotional, and Mental Health Supports	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$2,641,720	$813,098	$635,167	$2,671,508	$0	$148,143	$3,454,818	0.00%
2	2	School Safety & Connectedness	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$5,629,942	$1,042,923	$3,613,092	$1,407,716	$1,652,057	$0	$6,672,865	0.00%
2	3	Family Engagement	All	Yes	LEA-wide	English learner (EL), Low Income	All Schools	Ongoing	$543,220	$327,266	$764,270	$0	$0	$106,216	$870,486	0.00%
2	4	Athletics as a Means of Improving Student Attendance and Academic Engagement	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$2,023,713	$593,057	$2,616,770	$0	$0	$0	$2,616,770	0.00%
2	5	Community Schools Transformation	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$777,836	$672,164	$0	$1,450,000	$0	$0	$1,450,000	0.00%
3	1	Educational Technology	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$931,324	$1,838,387	$1,086,064	$0	$1,508,000	$175,647	$2,769,711	0.00%
3	2	Instructional Coaching	All	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	Ongoing	$1,656,052	$259,427	$1,111,426	$544,626	$0	$259,427	$1,915,479	0.00%
3	3	Organization-Wide Cultural Proficiency	All	Yes	LEA-wide	English learner (EL), Low Income	All Schools	Ongoing	$245,361	$58,138	$74,093	$62,011	$0	$167,395	$303,499	0.00%
3	4	CTE Pathways Implementation Support	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$242,748	$5,500	$111,382	$136,866	$0	$0	$248,248	0.00%
3	5	Co-Teaching Implementation Support	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$14,700	$20,000	$0	$34,700	$0	$0	$34,700	0.00%
3	6	Educational Technology Instructional Support	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$248,267	$17,000	$238,215	$27,052	$0	$0	$265,267	0.00%
3	7	Hiring and Retaining Diverse Staff	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$11,270	$204,202	$0	$215,472	$0	$0	$215,472	0.00%
3	8	Professional Learning Communities (PLC) Implementation Support	All	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	Ongoing	$1,413,510	$135,380	$1,016,573	$512,317	$0	$20,000	$1,548,890	0.00%
3	9	Paraprofessional and Classified Support Staff Training	All	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	Ongoing	$1,389	$58,000	$19,389	$40,000	$0	$0	$59,389	0.00%
3	10	Supplemental Instructional Materials	All	Yes	LEA-wide	English learner (EL), Low Income	All Schools	Ongoing	$78,016	$1,956,752	$2,034,768	$0	$0	$0	$2,034,768	0.00%
3	11	CV Local Assessment System	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$1,116,950	$259,500	$1,275,450	$101,000	$0	$0	$1,376,450	0.00%
3	12	Course Access and Academy and Special Programs Support	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$7,962,728	$0	$6,914,562	$1,048,166	$0	$0	$7,962,728	0.00%
3	13	Operationalizing the Graduate Profile	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0	$10,000	$10,000	$0	$0	$0	$10,000	0.00%

Goal	Action #	Action Title	Student Group(s)	Contributing				Timeline							Total Funds	
3	14	Basic Services - Continuous Improvement Cycle & Data Analysis	All	No				Ongoing	$274,098	$213,042	$487,140	$0	$0	$0	$487,140	0.00%
3	15	Basic Services - Teachers	All	No				Ongoing	$26,587,128	$70,000	$25,382,237	$855,018	$419,873	$0	$26,657,128	0.00%
3	16	Basic Services - Instructional Materials	All	No				Ongoing	$0	$1,212,300	$812,300	$400,000	$0	$0	$1,212,300	0.00%
3	17	Basic Services - Facilities	All	No				Ongoing	$5,186,565	$5,704,470	$10,891,035	$0	$0	$0	$10,891,035	0.00%
3	18	Strategic Supports for Students with Disabilities	Student with Disabilities (SWD)	No				Ongoing	$0	$665,000	$0	$665,000	$0	$0	$665,000	0.00%
4	1	Lloyde Equity Multiplier - School Climate	All	No				Ongoing	$318,427	$0	$0	$318,427	$0	$0	$318,427	0.00%
4	2	Lloyde Equity Multiplier - College & Career Readiness	All	No				Ongoing	$0	$66,828	$0	$66,828	$0	$0	$66,828	0.00%
5	1	CVISS Equity Multiplier - Access to A-G Coursework	All	No				Ongoing	$159,213	$0	$0	$159,213	$0	$0	$159,213	0.00%

2024-2025 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
$67,212,604.00	$22,841,531.00	33.98%	0.00% - No Carryover	33.98%	$24,011,494.00	0.00%	35.72%	**Total:**	$24,011,494.00
								LEA-wide Total:	$23,857,790.00
								Limited Total:	$153,704.00
								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	College Access, Preparation & Support	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$594,969.00	0.00%
1	2	Career Readiness	Yes	LEA-wide	Low Income	All Schools	$524,404.00	0.00%
1	3	Support for Long-Term English Learners	Yes	Limited	English learner (EL)	All Schools	$0.00	0.00%
1	4	English Learner Program Coordination	Yes	Limited	English learner (EL)	All Schools	$153,704.00	0.00%
1	5	Strategic Academic Supports & Expanded Learning Opportunities	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$553,648.00	0.00%
1	6	Arts Integration	Yes	LEA-wide	Low Income	All Schools	$627,921.00	0.00%
1	7	CVUHSD Summer School	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$35,627.00	0.00%

2	1	Social, Emotional, and Mental Health Supports	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$635,167.00	0.00%
2	2	School Safety & Connectedness	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$3,613,092.00	0.00%
2	3	Family Engagement	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$764,270.00	0.00%
2	4	Athletics as a Means of Improving Student Attendance and Academic Engagement	Yes	LEA-wide	Low Income	All Schools	$2,616,770.00	0.00%
2	5	Community Schools Transformation	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$0.00	0.00%
3	1	Educational Technology	Yes	LEA-wide	Low Income	All Schools	$1,086,064.00	0.00%
3	2	Instructional Coaching	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$1,111,426.00	0.00%
3	3	Organization-Wide Cultural Proficiency	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$74,093.00	0.00%
3	4	CTE Pathways Implementation Support	Yes	LEA-wide	Low Income	All Schools	$111,382.00	0.00%
3	5	Co-Teaching Implementation Support	Yes	LEA-wide	Low Income	All Schools	$0.00	0.00%
3	6	Educational Technology Instructional Support	Yes	LEA-wide	Low Income	All Schools	$238,215.00	0.00%
3	7	Hiring and Retaining Diverse Staff	Yes	LEA-wide	Low Income	All Schools	$0.00	0.00%
3	8	Professional Learning Communities (PLC) Implementation Support	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$1,016,573.00	0.00%
3	9	Paraprofessional and Classified Support Staff Training	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$19,389.00	0.00%
3	10	Supplemental Instructional Materials	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$2,034,768.00	0.00%
3	11	CV Local Assessment System	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$1,275,450.00	0.00%
3	12	Course Access and Academy and Special Programs Support	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$6,914,562.00	0.00%

| 3 | 13 | Operationalizing the Graduate Profile | Yes | LEA-wide | Low Income | All Schools | $10,000.00 | 0.00% |

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$90,730,902.18	$65,403,505.00

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	Action 1001: College Access, Preparation & Support	Yes	$3,030,056.78	$2,757,187.00
1	2	Action 1002: Career Readiness	Yes	$3,264,811.25	$286,210.00
1	3	Action 1003: Support for Long-Term English Learners	Yes	$185,771.18	$8,155.00
1	4	Action 1004: English Learner Program Coordination	Yes	$150,540.69	$127,037.00
1	5	Action 1005: Strategic Academic Supports and Expanded Learning Opportunities	Yes	$3,592,556.80	$1,334,399.00
1	6	Action 1013: CVUHSD Summer School	Yes	$1,068,803.11	$975,000.00
1	7	Action 1006: Arts Integration	Yes	$641,407.09	$531,381.00
2	1	Action 2001: Social, Emotional, and Mental Health Supports	Yes	$3,493,810.19	$1,466,970.00
2	2	Action 2002: School Safety & Connectedness	Yes	$5,728,944.17	$2,424,124.00
2	3	Action 2003: Family Engagement	Yes	$1,119,429.53	$730,929.00
2	4	Action 2004: Athletics as a Means of Improving Student Attendance and Academic Engagement	Yes	$3,108,444.46	$2,345,207.00
2	5	Community Schools Transformation	Yes	$1,610,470.71	$0.00

3	1	Action 3001: Educational Technology	Yes	$1,493,413.38	$833,378.00
3	2	Action 3002: Instructional Coaching	Yes	$1,609,834.07	$911,317.00
3	3	Action 3003: Organization-Wide Cultural Proficiency	Yes	$419,222.23	$83,044.00
3	4	Action 3004: CTE Pathways Implementation Support	Yes	$229,821.94	$6,082.00
3	5	Action 3005: Co-Teaching Implementation Support	Yes	$54,704.92	$11,667.00
3	6	Action 3006: Educational Technology Instructional Support	Yes	$297,719.90	$237,510.00
3	7	Action 3007: Hiring and Retaining Diverse Staff	Yes	$66,773.77	$8,081.00
3	8	Action 3008: Professional Learning Communities (PLC) Implementation Support	Yes	$1,417,906.09	$1,250,000.00
3	9	Action 3009: Paraprofessional and Classified Support Staff Training	Yes	$119,385.02	$46,890.00
3	10	Action 3010: Supplemental Instructional Materials	Yes	$2,051,691.00	$1,336,337.00
3	11	Action 3011: CV Local Assessment System	Yes	$770,802.01	$595,471.00
3	12	Action 3012: Course Access and Academy and Special Programs Support	Yes	$5,965,550.33	$6,478,918.00
3	13	Action 3013: Operationalizing the Graduate Profile	Yes	$57,000.00	$8,474.00
3	14	Action 3014: Basic Services - Continuous Improvement Cycle & Data Analysis	No	$2,337,933.30	$962,601.00
3	15	Action 3017: Basic Services - Facilities	No	$12,502,408.00	$11,834,903.00
3	16	Action 3015: Basic Services - Teachers	No	$32,556,903.00	$26,602,498.00
3	17	Action 3016: Basic Services - Instructional Materials	No	$858,476.00	$1,209,735.00
3	18	Action 3018: Strategic Supports for Students with	No	$926,311.26	$0.00

2023-2024 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$23,798,824.00	$25,269,782.44	$23,818,751.00	$1,451,031.44	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed 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	Action 1001: College Access, Preparation & Support	Yes	$2,868,993.78	$2,757,187.00	0.00%	0.00%
1	2	Action 1002: Career Readiness	Yes	$446,896.16	$286,210.00	0.00%	0.00%
1	3	Action 1003: Support for Long-Term English Learners	Yes	$30,751.67	$8,155.00	0.00%	0.00%
1	4	Action 1004: English Learner Program Coordination	Yes	$150,540.69	$127,037.00	0.00%	0.00%
1	5	Action 1005: Strategic Academic Supports and Expanded Learning Opportunities	Yes	$607,572.95	$1,334,399.00	0.00%	0.00%
1	6	Action 1013: CVUHSD Summer School	Yes	$0.00	$0.00	0.00%	0.00%
1	7	Action 1006: Arts Integration	Yes	$621,407.09	$531,381.00	0.00%	0.00%
2	1	Action 2001: Social, Emotional, and Mental Health Supports	Yes	$1,637,363.45	$1,466,970.00	0.00%	0.00%
2	2	Action 2002: School Safety & Connectedness	Yes	$2,178,311.46	$2,424,107.00	0.00%	0.00%

2	3	Action 2003: Family Engagement	Yes	$1,012,753.66	$730,929.00	0.00%	0.00%
2	4	Action 2004: Athletics as a Means of Improving Student Attendance and Academic Engagement	Yes	$3,108,444.46	$2,345,207.00	0.00%	0.00%
2	5	Community Schools Transformation	Yes	$0.00	$0.00	0.00%	0.00%
3	1	Action 3001: Educational Technology	Yes	$970,413.38	$833,378.00	0.00%	0.00%
3	2	Action 3002: Instructional Coaching	Yes	$1,082,323.59	$911,317.00	0.00%	0.00%
3	3	Action 3003: Organization-Wide Cultural Proficiency	Yes	$209,430.91	$83,044.00	0.00%	0.00%
3	4	Action 3004: CTE Pathways Implementation Support	Yes	$93,979.41	$6,082.00	0.00%	0.00%
3	5	Action 3005: Co-Teaching Implementation Support	Yes	$54,704.92	$11,667.00	0.00%	0.00%
3	6	Action 3006: Educational Technology Instructional Support	Yes	$297,719.90	$237,510.00	0.00%	0.00%
3	7	Action 3007: Hiring and Retaining Diverse Staff	Yes	$66,773.77	$8,081.00	0.00%	0.00%
3	8	Action 3008: Professional Learning Communities (PLC) Implementation Support	Yes	$1,281,723.83	$1,250,000.00	0.00%	0.00%
3	9	Action 3009: Paraprofessional and Classified Support Staff Training	Yes	$119,385.02	$46,890.00	0.00%	0.00%
3	10	Action 3010: Supplemental Instructional Materials	Yes	$1,637,490.00	$1,336,337.00	0.00%	0.00%
3	11	Action 3011: CV Local Assessment System	Yes	$770,252.01	$595,471.00	0.00%	0.00%
3	12	Action 3012: Course Access and Academy and Special Programs Support	Yes	$5,965,550.33	$6,478,918.00	0.00%	0.00%
3	13	Action 3013: Operationalizing the Graduate Profile	Yes	$57,000.00	$8,474.00	0.00%	0.00%

2023-2024 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)
$69,889,652.00	$23,798,824.00	0.00%	34.05%	$23,818,751.00	0.00%	34.08%	$0.00 - No Carryover	0.00% - No Carryover

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	$2,389,744.00	$65,000.00	$424,993.00	$175,647.00		$536,840.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	College Access, Preparation & Support		$45,000.00					$3,032,105.00
1	2	Career Readiness						$305,209.00	$3,123,271.00
1	3	Support for Long-Term English Learners	$94,250.00		$45,047.00				$139,297.00
1	5	Strategic Academic Supports & Expanded Learning Opportunities	$1,942,401.00					$83,488.00	$3,281,789.00
1	7	CVUHSD Summer School	$200,001.00						$578,232.00
2	1	Social, Emotional, and Mental Health Supports						$148,143.00	$3,454,818.00
2	3	Family	$106,216.00						$870,486.00

3		Engagement							
3	1	Educational Technology				$175,647.00			$2,769,711.00
3	2	Instructional Coaching			$259,427.00				$1,915,479.00
3	3	Organization-Wide Cultural Proficiency	$46,876.00		$120,519.00				$303,499.00
3	8	Professional Learning Communities (PLC) Implementation Support		$20,000.00					$1,548,890.00

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]).

- o 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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

- Students

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

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

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

- For school districts, see Education Code Section 52062 (California Legislative Information);

    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

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.

    o 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,

    o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

    o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

  o 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:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  - o 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).

  - o 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.

  - o Indicate the school year to which the baseline data applies.

  - o 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.

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

   o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

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

    o   When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

    o   Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

    o   As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        ▪   The reasons for the ineffectiveness, and

        ▪   How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

    o 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.

    o 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.

    o 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.

    o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    o Professional development for teachers.

- o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - o 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.

  - o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o 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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o 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:

  o **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **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%).

  o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

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

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

  o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

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

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

  - This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

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