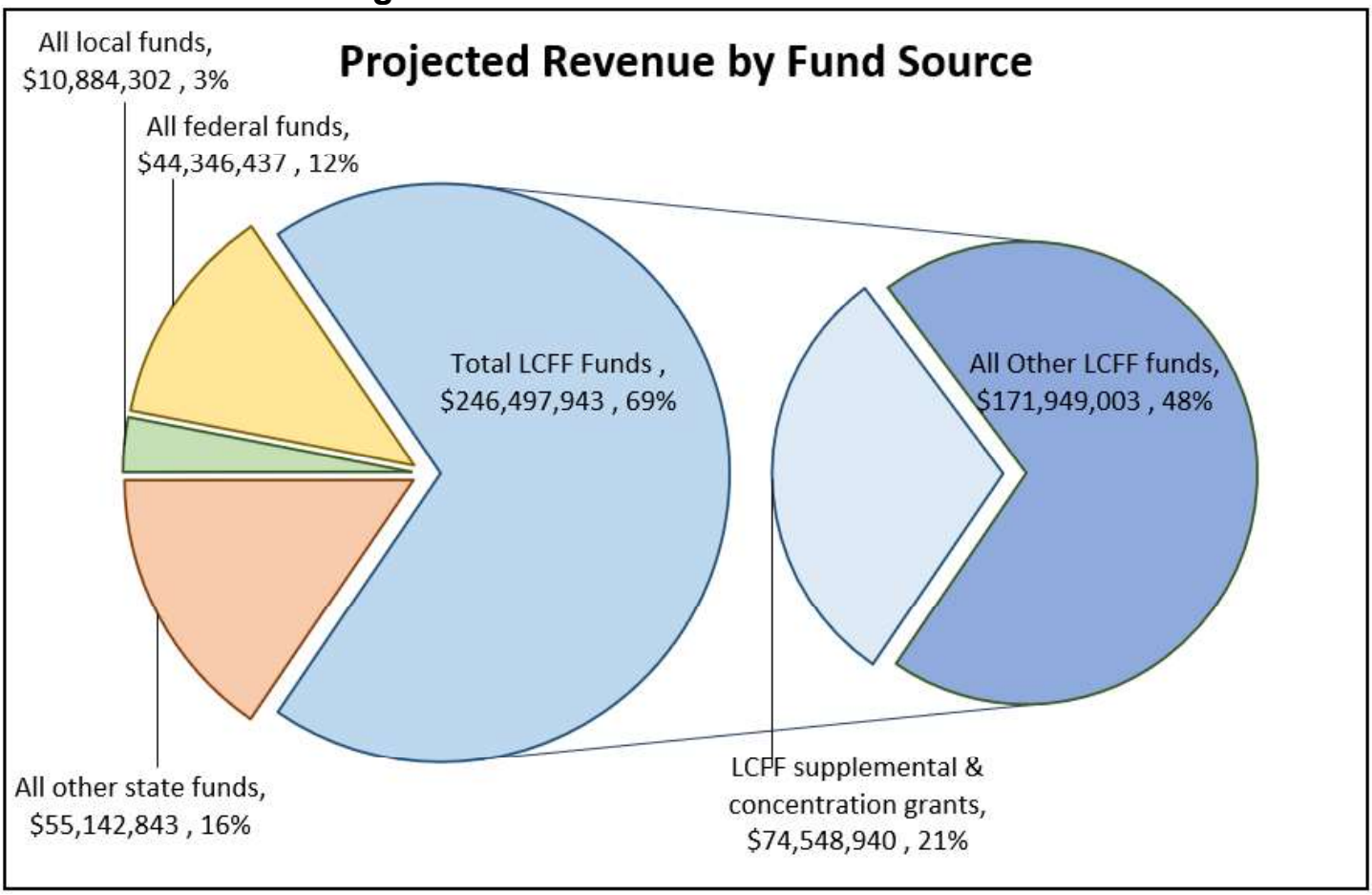
Board Adopted: 8/8/2024
RCOE Approved: 8/30/2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Coachella Valley Unified School District
CDS Code: 33-73676-0000000
School Year: 2024-25
LEA contact information:
Dr. Frances Esparza
Assistant Superintendent, Educational Services
frances.esparza@cvusd.us
760-399-5137

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

Budget Overview for the 2024-25 School Year

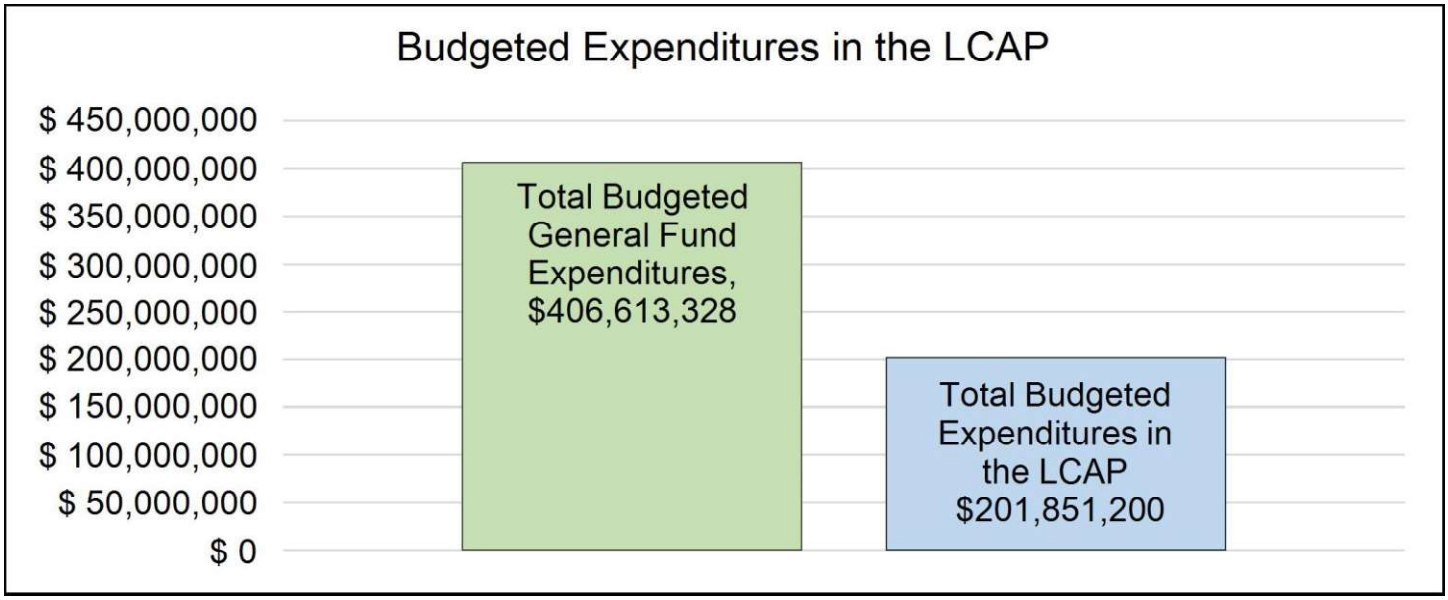


This chart shows the total general purpose revenue Coachella Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Coachella Valley Unified School District is $356,871,525, of which $246,497,943 is Local Control Funding Formula (LCFF), $55,142,843 is other state funds, $10,884,302 is local funds, and $44,346,437 is federal funds. Of the $246,497,943 in LCFF Funds, $74,548,940 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Coachella Valley Unified School District plans to spend for 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: Coachella Valley Unified School District plans to spend $406,613,328 for the 2024-25 school year. Of that amount, $201,851,200 is tied to actions/services in the LCAP and $204,762,128 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

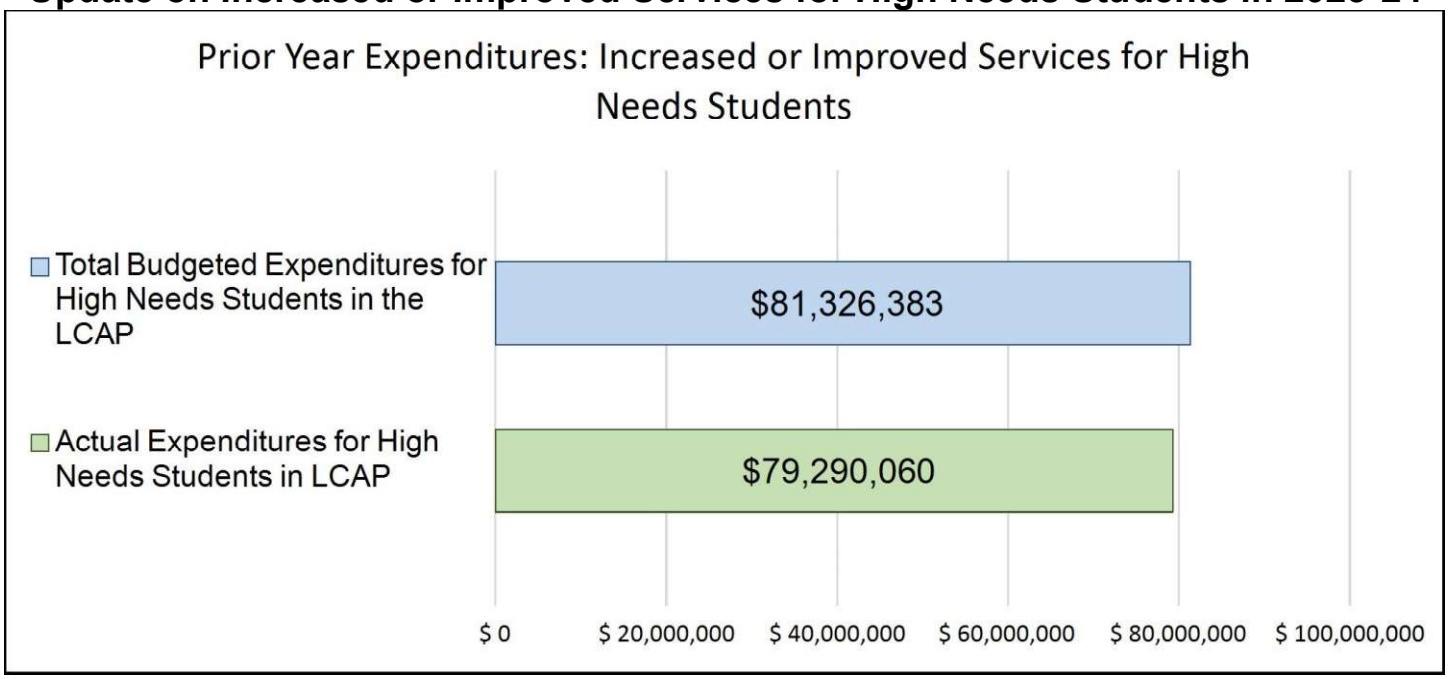
Base expenses in the unrestricted general fund totaling $128.2 million for teachers, support staff and administrator salaries plus benefits, capital outlay projects, as well as other operational expenses, are not included in the LCAP. For the restricted general fund, expenditures not included in the LCAP include:
* $53.8 million in Special Education expenses
* $12.3 million in "STRS on Behalf" expenses (contribution to the state teachers retirement system)
* $12.3 million in Ongoing Major Maintenance expenses
* $13 million in State funding

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

In 2024-25, Coachella Valley Unified School District is projecting it will receive $74,548,940 based on the enrollment of foster youth, English learner, and low-income students. Coachella Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Coachella Valley Unified School District plans to spend $91,434,567 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



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

The text description of the above chart is as follows: In 2023-24, Coachella Valley Unified School District's LCAP budgeted $81,326,383 for planned actions to increase or improve services for high needs students. Coachella Valley Unified School District actually spent $79,290,060 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-2,036,323 had the following impact on Coachella Valley Unified School District's ability to increase or improve services for high needs students:

There was a cost savings for some actions where actual costs were less than anticipated. Several new positions budgeted for went unfilled the entire year, but current services for students were not reduced. With the increased employee salary costs as a result of negotiations, some budgeted services could not be sustained with the planned funding but the district was able to utilize other funding to provide the services. Although actual expenditures were less than budgeted, the district is committed to ensuring the unspent funds will be spent on meeting the needs of our high needs students and has included the carryover obligation in the in the 2024-25 LCAP budget.

2023–24 Local Control and Accountability Plan Annual Update

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

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

Goals and Actions

Goal

Goal #	Description
1	CVUSD will ensure a safe, positive, and respectful school environment and culture for all students and staff.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Attendance (Priority 5)	School Attendance - Local Measures (2019-20 Attendance is not available on the CA School Dashboard) August 10, 2020 - April 16, 2021 (Months 1-9) 2020-21 Regular Program Grades TK-3: 89.10% Grades 4-6: 90.66% Grades 7-8: 91.92% Grades 9-12: 91.26% 2020-21 Program S SDC Grades TK-3: 82.37% Grades 4-6: 88.11% Grades 7-8: 86.60%	School Attendance - Local Measures August 12, 2021 - May 13, 2022 (Months 1-10) 2021-22 Regular Program Grades TK-3: 88.55% Grades 4-6: 89.32% Grades 7-8: 87.92% Grades 9-12: 87.87% 2021-22 Program S SDC Grades TK-3: 79.90% Grades 4-6: 85.90% Grades 7-8: 81.45% Grades 9-12: 79.91%	School Attendance - Local Measures August 12, 2022 - May 13, 2023 (Months 1-10) 2022-23 Regular Program Grades TK-3: 89.00% Grades 4-6: 90.40% Grades 7-8: 89.21% Grades 9-12: 87.93% 2022-23 Program S SDC Grades TK-3: 82.94% Grades 4-6: 88.46%	School Attendance - Local Measures August 21, 2023 – May 24, 2024 2023-24 Regular Program Grades TK-3: 91.90% Grades 4-6: 92.30% Grades 7-8: 90.54% Grades 9-12: 89.82% 2023-24 Program S SDC Grades TK-3: 87.99% Grades 4-6: 90.39% Grades 7-8: 89.58%	School Attendance - Local Measures August, 2023 - April, 2024 (Months 1-9) 2023-24 Regular Program Grades TK-3: 98% Grades 4-6: 98% Grades 7-8: 98% Grades 9-12: 98% 2023-24 Program S SDC Grades TK-3: 92% Grades 4-6: 98% Grades 7-8: 96% Grades 9-12: 92%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grades 9-12: 82.47%		Grades 7-8: 85.00% Grades 9-12: 80.00%	Grades 9-12: 81.48%	
Chronic Absenteeism CA School Dashboard (not available for 2019-20 school year) (Priority 5)	Chronic Absenteeism: 2019 CA Dashboard Orange on the 2019 CA School Dashboard: All Students: 14.2% English Learners: 12.9% Socio-economically Disadvantaged: 14.6% Hispanic: 14.0% Red on the 2019 CA School Dashboard: American Indians: 37.7% Students with Disabilities: 20.2% Foster Youth: 22.7% Homeless Youth: 22.0% Two or More Races: 21.4% White: 23.1%	Chronic Absenteeism: 2020-21 (Source: DataQuest): For the 2020-21 data, the Metric used to measure progress was DataQuest, because this data was not available on the CA Dashboard. All Students: 29% English Learners: 33.5% Socio-economically Disadvantaged: 29.8% Hispanic: 28.7% Students with Disabilities: 37.2% (Source: DataQuest):	Chronic Absenteeism: 2021-22 (Source: DataQuest): For the 2021-22 Chronic Absenteeism Data - we used Dataquest which accounted for 17,542 students, vs. the CA School dashboard that accounted for 11,892 students. All Students: 46.5% English Learners: 47.0% Socio-economically Disadvantaged: 47.1% Hispanic: 46.3% Students with Disabilities: 56.0%	Chronic Absenteeism - 2023 CA Dashboard All: 44.4% EL: 43.4% LTEL: N/A HOM: 53.7% FY: 55.4% SED: 45.2% SWD: 52%	2023-24 Chronic Absenteeism rate: All Students: 10% English Learners: 10% Socio-economically Disadvantaged: 10% Hispanic: 10% American Indians: 20.0%% Students with Disabilities: 10.2% Foster Youth: 12.7% Homeless Youth: 12.0% Two or More Races: 11.4% White: 13.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rate (Priority 5)	(Source: DataQuest): 2019-20 Middle School Dropout Rate - 0%	2020 - 21 Middle School Dropout Rate 7 students (0.8 %) Date Source: Local Data-CALPADS	2021 - 22 Middle School Dropout Rate - 2 students = 0.08%	2022 - 23 Middle School Dropout Rate - 2 students = 0.00%	2023-24 Middle School Dropout Rate - 0%
High School Dropout Rate DataQuest (Priority 5)	2019-20 High School Dropout Rate - 165 students (12.3%)	2020-21 High School Dropout Rate - 210 students (15.7%)	2021-22 High School (7.2%)	2023 High School Dropout Rate 2023 DataQuest - 4-year Adjusted Cohort Outcome All: 12.5% EL: 17.3% LTEL: N/A HOM: 22.7% FY: N/A SED: 12.9% SWD: 19.8%	2023-24 High School Dropout Rate: 6%
CA School Dashboard: Pupil suspension rate: (Priority 6)	2019-20 Suspension Rate: (Data Source: DataQuest) Pupil Suspension Rate:	2020 - 21 Suspension Rate: (Data Source: DataQuest) Pupil Suspension Rate:	2021 - 22 Suspension Rate (Data Source: DataQuest) Pupil Suspension Rate: 3.7%	2022- 2023 Suspension Rate CA School Dashboard All: 3.9% EL: 3.7% LTEL: N/A HOM: 3.9%	2023-24 Suspension Rate: All Students: 1.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All Students: English Learners: Foster Youth: Homeless Youth: Socio-economically Disadvantaged: Students with Disabilities: African American: Native American: Asian: Hispanic/Latino: White: Two or more races:	All Students: 2.9% English Learners: 2.4% Foster Youth: 6.3% Homeless Youth: 4.2% Socio-economically Disadvantaged: 3.1% Students with Disabilities: 6.6% African American: 5.6% Native American: 13.7% Asian: 0% Hispanic/Latino: 2.9% White: 3.1% Two or more races: 2.7%	All Students: 0% English Learners: 0% Foster Youth: 0% Homeless Youth: 0% Socio-economically Disadvantaged: 0% Students with Disabilities: 0% African American: 0% Native American: 0% Asian: 0% Hispanic/Latino: 0% White: 0% Two or more races: 0%	All Students: 3.7% English Learners: 3.5% Foster Youth: 8.5% Homeless Youth: 2.8% Socio-economically Disadvantaged: 3.8% Students with Disabilities: 5.8% African American: 6.3% Native American: 18.2% Asian: not available Hispanic/Latino: 3.6% White: 4.3% Two or more races: 1.3%	FY: 8.3% SED: 4% SWD: 5.2%	English Learners: 1.2% Foster Youth: 4% Homeless Youth: 2.2% Socio-economically Disadvantaged: 1.2% Students with Disabilities: 2.5% African American: 3.0% Native American: 8.5% Asian: 0% Hispanic/Latino: 1.2% White: 1.2% Two or more races: 1.2%
Pupil Expulsion Rate: (DataQuest for 2019-20 data) (Priority 6) All Students: English Learners: Socio-economically Disadvantaged: Students with Disabilities:	Pupil Expulsion Rate: All Students: 0.0% English Learners: 0% Socio-economically Disadvantaged: 0% Students with Disabilities: 0% African American: 0.0%	Pupil Expulsion Rate: All Students: 0.0% English Learners: 0% Socio-economically Disadvantaged: 0% Students with Disabilities: 0% African American: 0.0%	Pupil Expulsion Rate: All Students: 0.0% English Learners: 0% Socio-economically Disadvantaged: 0% Students with Disabilities: 0% African American: 0.0% Native American: 0.0%	2023 Expulsion Rate: DataQuest All: 0.07% EL: 0.05% LTEL: N/A HOM: 0.0% FY: 0.0% SED: 0.1% SWD: 0.1%	Pupil Expulsion Rate: All Students: 0.0% English Learners: 0.% Socio-economically Disadvantaged: 0.0% Students with Disabilities: 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
African American: Native American: Asian: Hispanic/Latino: White: Two or more races:	Native American: 0.0% Asian: 0.0% Hispanic/Latino: 0.0% White: 0.0% Two or more races: 0.0%	Native American: 0.0% Asian: 0.0% Hispanic/Latino: 0.0% White: 0.0% Two or more races: 0.0	Asian: 0.0% Hispanic/Latino: 0.0% White: 0.0% Two or more races: 0.0%		African American: 0.0% Native American: 0.0% Asian: 0.0% Hispanic/Latino: 0.0% White: 0.0% Two or more races: 0.0
In order to monitor the effectiveness of our Social-emotional learning practices and implementation of the Transformational Justice Model, we transitioned to the surveying our students, parents, and staff annually with the Panorama SEL and School Climate Surveys. (Priority 6) Panorama School Climate Survey - STUDENT Responses Sense of Belonging (School Connectedness): Elementary:	STUDENT Survey Spring 2021: Panorama SEL and School Climate Surveys. Panorama School Climate Survey - STUDENT Responses Sense of Belonging (School Connectedness): Elementary: 74%	Spring 2022: Panorama SEL and School Climate Surveys. Panorama School Climate Survey - Student Responses Sense of Belonging (School Connectedness): Elementary: 75%	Spring 2023: Panorama School Climate Survey - Student Responses Sense of Belonging (School Connectedness): Elementary: 68% Secondary: 47%	Spring 2024 SEL - LCAP School Climate Survey Student Responses I feel respected, accepted and welcomed at school. Strongly Agree/Agree: 80% Spring 2024 SEL - LCAP School Climate Survey Student Responses I feel I am valued at school. Strongly Agree/Agree: 73%	Panorama SEL and School Climate Surveys. Panorama School Climate Survey - STUDENT Responses Sense of Belonging (School Connectedness): Elementary: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Secondary: Knowledge and Fairness of Discipline, Rules & Norms Elementary: Secondary: Climate of Support for Academic Learning Elementary: Secondary: Safety: Elementary: Secondary: Social Awareness: Elementary: Secondary: Growth Mindset: Elementary: Secondary: Self-management: Elementary: Secondary: Self-Efficacy: Elementary:	Secondary: 63% Knowledge and Fairness of Discipline, Rules & Norms Elementary: 58% Secondary: 83% Climate of Support for Academic Learning Elementary: 65% Secondary: 78% Safety: Elementary: 68% Secondary: 71% Panorama SEL Survey - STUDENT Responses Social Awareness: Elementary: 66% Secondary: 62% Growth Mindset: Elementary: 69% Secondary: 64% Self-management: Elementary: 66% Secondary: 64% Self-Efficacy: Elementary: 54%	Secondary: 58% Knowledge and Fairness of Discipline, Rules & Norms Elementary: 78% Secondary: 72% Climate of Support for Academic Learning Elementary: 76% Secondary: 72% Safety: Elementary: 50% Secondary: 55% Panorama SEL Survey - Student Responses Social Awareness: Elementary: 63% Secondary: 57% Growth Mindset: Elementary: 67% Secondary: 61% Self-Management: Elementary: 60% Secondary: 61% Self-Efficacy: Elementary: 54%	Knowledge and Fairness of Discipline, Rules & Norms Elementary: 77% Secondary: 68% Climate of Support for Academic Learning Elementary: 68% Secondary: 66% Safety: Elementary: 51% Secondary: 47% Panorama SEL Survey - Student Responses Social Awareness: Elementary: 62% Secondary: 53% Growth Mindset: Elementary: 66% Secondary: 55% Self-Management: Elementary: 61% Secondary: 58% Self-Efficacy: Elementary: 50% Secondary: 39%	Spring 2024 SEL - LCAP School Climate Survey Student Responses I feel safe at school. Strongly Agree/Agree: 67% Spring 2024 SEL - LCAP School Climate Survey Student Responses I have access to a safe place at school. Strongly Agree/Agree: 76%	Secondary: 70% Knowledge and Fairness of Discipline, Rules & Norms Elementary: 75% Secondary: 90% Climate of Support for Academic Learning Elementary: 80% Secondary: 85% Safety: Elementary: 80% Secondary: 80% Panorama SEL Survey - STUDENT Responses Social Awareness: Elementary: 76% Secondary: 72% Growth Mindset: Elementary: 79% Secondary: 74% Self-management: Elementary: 76% Secondary: 74% Self-Efficacy: Elementary: 64%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Secondary: Engagement: Elementary: Secondary: Secondary:	Secondary: 46% Engagement: Elementary: 64% Secondary: 36%	Secondary: 43% Engagement: Elementary: 65% Secondary: 36%	Engagement: Elementary: 58% Secondary: 24%		Secondary: 60% Engagement: Elementary: 75% Secondary: 50%

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.

1.1 Multi-Tiered System of Support (MTSS) to meet students' social and emotional learning needs.
Resources and supports include:

* Social Emotional Counseling
Social Emotional Counseling
Dates of Data for Latino Commission: Qtr 1: 8/1/23-10/31/23 Qtr 2: 11/2/23-1/31/24
Mental Health (MH) Referrals: 1,763
Substance Use (SU) Referrals: 415
Individuals Served:
Individual Services: Qtr 1: 135 Qtr 2: 127
Group Services: Qtr 1: 0 Qtr 2: 7
Family Services: Qtr 1: 2 Qtr 2: 12
By School Site:
BDMS - Qtr 1: 0 Qtr 2: 24
CDA - Qtr 1: 22 Qtr 2: 38
TCMS - Qtr 1: 14 Qtr 2: 21
CVHS - Qtr 1: 29 Qtr 2: 30
DMHS - Qtr 1: 19 Qtr 2: 21

LFHS - Qtr 1: 42 Qtr 2: 12
WSMS/HS - Qtr 1: 9 Qtr 2: 0

Referrals to the Riverside County Latino Commission (RCLC) Center - Qtr 1: 26 Qtr 2: 30
Total Services: Qtr 1: 872 Qtr 2: 1016
Individual Services: Qtr 1: 790 Qtr 2 - 941
Group Services: Qtr 1: 67 Qtr 2 - 51
Family Services: Qtr 1:16 Qtr 2 - 24

All referrals also assess for, and if applicable, offer services to the family and/or parents
Mental Health referrals by:
Grade Span:
Head Start/ Preschool: Qtr 1: 17 Qtr 2 - 18
Elementary School: Qtr 1: 513 Qtr 2: 680
Middle School: Qtr 1: 122 Qtr 2: 117
High School: Qtr 1: 220 Qtr 2: 201

Top Reasons for Referral for counseling:
Anxiety: Qtr 1: 36 Qtr 2: 151
Depression: Qtr 1: 0 Qtr 2: 75
Anger: Qtr 1: 7 Qtr 2: 70
Family Divorce/Separation: Qtr 1: 34 Qtr 2: 60
Family Problems (siblings, substance abuse, unemployment): Qtr 1: 25 Qtr 2: 51
Grief: Qtr 1:30 Qtr 2: 51
Behavioral – Oppositional/Defiant (Disrespect to authority, Defiant, Deceitfulness, Emotionally threatening behavior): Qtr 1: 21 Qtr 2: 47
Behavioral – Attention Deficit/HyperActivity: Qtr 1: 30 Qtr 2: 43
Suicide Ideation: Qtr 1: 17 Qtr 2: 42
Academic Performance: Qtr 1: 99 Qtr 2: 41
Bullying/Cyberbullying (victim): Qtr 1: 43 Qtr 2: 34

* Social Emotional Program Support
SEL Zone Data Collection
- Utilized across the district for social emotional check ins.
- A modified check in available as a part of the PBIS Rewards app.

Gender Support Leads (21)
- Provide assistance in Gender Support Plans
- Offer a “Safe/Brave Space” along with assistance in reporting bullying/harassment.

- Provide staff PD
- Offer parental and family guidance

Site Wellness Support Teams
Made up of: Administrator, Counselor, Wellness Lead, Behavior Tech, Mentor, Triage Counselor
- Meets weekly

Reviews:
- Students with disciplinary concerns for the week
- Students needing extra social or emotional support
- Student involved in wrap around services
- Student with conflicts
- Student with behavior alerts
- Students previously on Check In Check Out

Provides:
- Assigned CICO mentor for the week
- Monitors students attendance and grades
- Assists in meditation of conflicts or restorative practices

Sprigeo Reporting App
Provides a digital platform for reporting safety concerns across all schools within the district. Reports can be about bullying, facilities concerns, possible fights, and any other possible safety concern.
Reports by Grade span:
Elementary School (14 schools): 35
Middle School (3 schools): 147
High Schools (4 schools): 87

* Transformational Model Program Support
National Compadres Network - provided culturally relevant training to support students in understanding their value and significant purpose as well as offering restorative practices to turn incidents into teachable moments.
- Kinship Mentorship Facilitators
- Joven Noble Facilitators
- Xinachtli Facilitators
- Girasol Facilitators
- Raising Children with P.R.I.D.E. Facilitators
- Training for Wellness Center staff and Parent Liaisons
- Cara Y Corazon
- Restorative Practices
- Training for all Wellness Center staff and site administrators

* Support & Implementation Staff for Attendance and Student Support Services
Progress Monitoring for Attendance:

- Saturday Academy Attendance reports were provided after each session held
- Support during Saturday sessions from AARC Educational Consulting Services, Inc.
- Student Support Services (SSS) monitored Summary Reports
- Focused on inviting students with absences to recover absences
- Attendance Clerks conducted internal audits

* School Wellness Centers (7 secondary sites: Bobby Duke (BD), Cahuilla Desert Academy (CDA), Coachella Valley High School (CVHS), Desert Mirage High School (DMHS), Toro Canyon (TC), La Familia High School (LFHS), West Shores High School (WSHS))
Wellness Centers

- Wellness Center Lead Teachers (7) - certificated teachers
- Behavior Technician (7) - paraprofessionals
- Mentors (8) - Male and female mentors provided student social emotional support
- District Support Counselor - provided training and support to Wellness Center staff and school staff when in crisis.
- Student Support Services Coordinator - provided training and support to the Wellness Center staff
- Latino Counseling Commission (LCC) Triage Coordinator supporting all Wellness Centers to assess for Tier 2 & Tier 3 interventions.

* PBIS Transformational Leads at 17 school sites.
PBIS - Positive Behavior Intervention and Supports

- PBIS Transformational Leads (19)
- Provide Professional Development (PD) on the district Transformational Model and PBIS
- Assist in set up and maintenance of the PBIS Rewards System
- Participate in site leadership supporting positive behavior and wellness
- Review and develop Positive Behavior Intervention and Supports (PBIS) Behavior Matrix to support expectations throughout the school campuses.
- PBIS Rewards App
- Tracks points earned for positive behaviors
- Allows for students to redeem points for incentives based on good behavior
- Allows for students, staff and parents to view behavior

* District wide staff PD on the Transformational Model

* Social Emotional Learning lessons (39 weeks of themes and lessons) (TK-12)
Social Emotional Learning Lessons
TK-Kinder - Provided daily lessons for 15 minutes. 9 themes are taught in 2 week increments and then repeated during semester 2.
Elementary - Provided daily lessons for 20 minutes based around 39 themes.
Secondary - Provided weekly lessons for 20 minutes based around 39 themes.

QR code for an Social Emotional Check In survey completed at the end of all secondary lessons.
Boys Town Curriculum
Incorporated into the Social Emotional lessons and themes.
Provided to all Wellness Centers and Administrators

Successes:
Increased awareness of Mental Health (MH) services to the community through advertising on virtual flyers on school websites, student outreach, community outreach events and parent workshops, etc. 2023-24
Improved route of Mental Health (MH) and Substance Use (SU) referrals once Wellness Centers opened. Wellness Centers were able to quickly identify student needs and make accurate connections quickly and effectively.
Collaboration between Latino Counseling Commission (LCC) and Wellness Centers improved response to the type of care students received based on need (Tier 2 & Tier 3) since information was easily shared and the Triage Coordinator assisted in accurate assessment.
Introduction of the TK-Kinder Social Emotional Learning (SEL) Lessons
Improvement of Elementary & Secondary SEL Lessons
Increase of data collection with Check In Check Out with Wellness Centers

Improved attendance with less absences for disciplinary reasons
Increased awareness for students regarding their emotions, triggers and healthy coping skills and strategies
Increased self awareness leading to more requests for mediation and conflict resolution in students
Increased understanding of behavior expectations throughout the district at all school sites
Reduction in suspension rates across the district: (YTD = August 2023 - February 2024) - with the exception of a few elementary schools

Successes for Attendance:
Saturday School Site Sessions
Total Attendance 6,894 - 2023-24
Total Recovery 5,790 - 2023-24
Recovery Rate for students who attended Saturday School 84% - 2-23-24
Student to Teacher Ratio 16.08-1 - 2023-24 (19.68-1 - 22-23)
ADA Revenue ($421,265.20 - 22-23)
Total expenses ($209,247.87 - 22-23)
Net (Estimate) $151,103 ($212,017.33 - 22-23)
Adding of 2 District Attendance Liaisons to assist with SARB Process, Attendance Data Reports and Home Visits

Challenges:
Increase in substance use in the elementary schools. (No substance abuse counselor on site)
Increase in availability of THC/concentrated cannabis oil vape pens and tobacco e-cigarettes within the community and homes making them accessible to more students.
Substance Use (SU) by:
Middle Schools (3): 153 referrals; 132 received services

High Schools (4): 272 referrals; 215 received services

Office Support required to maintain current data on Wellness Centers, Panorama, SST's, and 504's.
Identified need of wellness/calming stations in all 14 elementary schools.
Increased use of social media for cyber-bullying; sale and distribution of illegal substances; and for the filming of fights.
Increased social media challenges and videos linked to student behaviors on sites.
Increased spillover from community situations related to gangs, drugs, and other unsafe/illegal behavior has been affecting the school sites.
Increase in suicidal ideation across the district at all levels.

These challenges have been seen at all sites, but the main support systems have been the Wellness Centers, Latino Commission therapists, Transformational Circle Facilitators and the PBIS/Transformational Leads.

Challenges for Attendance:
Understaffed for full implementation of home visits, community sweeps, events and outreach.
Understaffed for monitoring of School Attendance Review Team (SART) meetings, overall district attendance data, and follow ups of the SARB contracts at the district level in order to refer to the district attorney for contract violations.
Several Site Attendance Clerk positions covered by subs and not full time employees.
Chronic Absenteeism: (Months 1-7)
CVUSD District Wide - 37.30% (Overall Average Attendance Rate: 87.71%)
School Site Averages:
Elementary Schools (14) = 36.14%
Middle Schools (3) = 36.50%
High Schools (3) = 37.70%
Continuation High School (1) = 67.80%

1.2 District Wide Safety Protocols
Six (6) Nurses Salaries
Coachella Valley USD has 6 registered nurses to assist with monitoring, administering medication, and assisting with all health requirements. Due to the geographical nature of our district, additional nurses are needed to assist in ensuring student medical needs are met. Nurses caseloads are monitored to determine the continued need of services.

CVUSD employs nine School Nurses and 20 Health Service Technicians that play a vital role in promoting the academic success of students by providing essential healthcare services, promoting wellness, managing chronic conditions, and addressing health-related barriers to learning that prevent students from regularly attending their educational programs and gaining education benefit and academic success. In addition to providing basic health services, such as monitoring temperatures, administering medications, administering an Epi-Pen, and administering an Asthma inhaler.

1.2 Implementation of district-wide safety protocols that provide enhanced MTSS support to further promote attendance, engagement, and a

positive school climate; and incorporate Transformational Justice.

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

Action 1.1: Multi-tiered System of Support for Social-emotional Learning Needs
Estimated actuals were less than allocated as attendance outreach and support activity costs were much less than anticipated. Of the new proposed positions in the Student Support Services office, three were vacant for 6 months and the other positions were put on hold. Due to a reduced Title I allocation and negotiated salaries increases, Title I funds were unable to maintain the same amount of fundings for mental health counseling; other funds were used to pay for these services.

Action 1.2: Districtwide Safety Protocols
All salaries increased as a result of negotiations with classified and certificated bargaining units.

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

1.1 Multi Tiered System of Support

Support & Implementation Staff for Attendance and Student Support Services Progress Monitoring for Attendance:
Saturday School has been effective in the recovery of Average Daily Attendance (ADA) as far as staffing and total funds recovered.
Recovery Rate for students who attended Saturday School was 84% - as of 2-23-24.
Saturday School Site Sessions

- Total Attendance 6,894 - 2023-24
- Total Recovery 5,790 - 2023-24
- There has been improved attendance with less absences for disciplinary reasons.
- The addition of two District Attendance Liaisons to assist with the School Attendance Review Board (SARB) Process, Attendance Data Reports and Home Visits were not as effective as anticipated as the Attendance department was not able to conduct home visits, community events and outreach due to a shortage of staff in positions at school sites that were filled with substitutes for most of the school year.

Social Emotional Counseling
Mental Health (MH) services have been effective with a clear improvement in the route of Mental Health and Substance Use referrals once Wellness Centers opened. Wellness Centers were able to quickly identify student needs and make accurate connections quickly and effectively.

Additionally, we have increased awareness of Mental Health services to the community through advertising on virtual flyers on school websites, student outreach, community outreach events and parent workshops, etc. in the 2023-24 school year.

Collaboration between Latino Commission Counseling (LCC) and the CVUSD Wellness Centers has improved the response and referral process for the type of care students received based on need (Tier 2 & Tier 3) since information was easily shared and the Triage Coordinator assisted in accurate assessment.

Social Emotional Learning Lessons
Transitional Kindergarten and Kindergarten SEL Lessons were implemented in CVUSD school beginning with the 2023-24 school year. Elementary and Secondary SEL lessons were improved to be more engaging for students. We saw an increased understanding of behavior expectations at all school sites, which contributed to lower numbers of suspensions and office referrals. District-wide, there were 952 suspensions in 2021-22, compared to 465 suspensions in the 2023-24 school year.

Wellness Centers:
Wellness Centers have shown a positive effect in supporting students' needs, providing a safe space, teaching self regulation skills and providing support in mediation and restorative practices. This can be seen in the reduction of A1 and A2 (fighting) suspendable violations. Wellness Centers' staff were quickly able to identify students' needs and make accurate connections quickly and effectively.
We saw an increase of data collection with Check In Check Out with Wellness Centers

1.2 Students were provided with Multi Tiered Systems and Supports for their social emotional learning needs which created a safe, collaborative environment.
This directly impacted suspensions. In the 2022-23 school year, there were 903 students suspended for a total of 2,074 days. In the 2023-24 school year, there were 816 students suspended for a total of 1,779 days. in 2023-24, there was a decrease in the number of students suspended (87 less) and a decrease in the total # of days of suspension (295 less days).

The services provided by School Nurses and Health Service Technicians were essential for promoting the health and well-being of students. They provided immediate care for illnesses, injuries, and chronic conditions, as well as conducting health screenings, administering medications, and providing health education. From the 2022 CA Dashboard to the 2023 Dashboard, we saw a 3.5% decline in the chronic absenteeism rate, from 46.0% in 2022 to 42.5% in 2023.

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.

1.1 Multi Tiered System of Support
Social Emotional Counseling
Social Emotional Program Support

Transformational Justice Program Support
Support & Implementation Staff for Attendance and Student Support Services
School Wellness Centers

There will be a change in format for the 2024-25 LCAP. In the 2024-25 LCAP, all actions relating to Social Emotional Wellbeing, suspension, attendance, and chronic absenteeism will move from Goal 1 (in 2023- 24) to Goal 2 in the 2024-25 LCAP.

Reflecting on the implementation of the actions above and the corresponding outcomes, any changes to the planned goal, actions, metrics, and/or desired outcomes for the 2024-25 school year.

1.2 School Nurses and Health Service Technicians significantly impacted student achievement by promoting and maintaining the health and well-being of students. They ensured that students received timely medical attention, necessary medications, and they supported chronic conditions which allowed students to remain focused and engaged in their learning. To continue decreasing our Chronic Absenteeism Rate and increasing our Attendance Rate, School Nurses, Vocational Nurses, and Health Technicians will continue to serve all schools in 2024-25.

In the last three years, CVUSD's 2021-24 LCAP was focused on the Transformational Model, based on students' post-pandemic social-emotional needs. The transition from virtual learning back to in-person learning, for students and staff, was unlike anything we have encountered in our lifetime. Looking forward, CVUSD, while remaining cognizant of the socio-emotional needs of our students, will focus on Academic Achievement, which will be Goal 1 in the 2024-25 LCAP. Actions and services in the 2023-24 LCAP Goal 1, focused on School Climate and Student Wellness, can be found in Goal 2 of the 2024-25 LCAP. Some actions from the 2023-24 LCAP were renamed and renumbered in the 2024-25 LCAP. Going forward, after intensely focusing on student wellness in the 2021-24 LCAP cycle following the Pandemic, you will see in the 2024-25 LCAP, that within Goal 1 and 2, the metrics and actions have been restructured, renamed and renumbered to best reflect the district's restructuring focused on the Mulit-tiered System of Supports (MTSS).

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

Goals and Actions

Goal

Goal #	Description
2	CVUSD students will be prepared to leave CVUSD with the academic, career, and social-emotional skills needed to achieve their personal and professional goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of State Standards - (Priority 2) CA Dashboard Reflection Tool rating scale: 1- Exploration and Research Phase 2- Beginning Development 3- Initial Implementation 4- Full Implementation 5- Full Implementation and Sustainability. Self reflection rating based on CA Dashboard Reflection Tool for:	Implementation of State Standards - (Priority 2) Spring, 2021 CA Dashboard Reflection Tool rating scale: 1- Exploration and Research Phase 2- Beginning Development 3- Initial Implementation 4- Full Implementation 5- Full Implementation and Sustainability. Self reflection rating based on CA Dashboard Reflection Tool for:	Spring, 2022 CA Dashboard Reflection Tool rating scale: 1- Exploration and Research Phase 2- Beginning Development 3- Initial Implementation 4- Full Implementation 5- Full Implementation and Sustainability. Self reflection rating based on CA Dashboard Reflection Tool for: I) Professional Development:	Spring, 2023 CA Dashboard Reflection Tool rating scale: 1- Exploration and Research Phase 2- Beginning Development 3- Initial Implementation 4- Full Implementation 5- Full Implementation and Sustainability. Self reflection rating based on CA Dashboard Reflection Tool for: I) Professional Development:	Spring, 2024 CA Dashboard Reflection Tool rating scale: 1- Exploration and Research Phase 2- Beginning Development 3- Initial Implementation 4- Full Implementation 5- Full Implementation and Sustainability. Self reflection rating based on CA Dashboard Reflection Tool for: I) Professional Development:	Implementation of State Standards - (Priority 2) CA Dashboard Reflection Tool rating scale: 1- Exploration and Research Phase 2- Beginning Development 3- Initial Implementation 4- Full Implementation 5- Full Implementation and Sustainability. Self reflection rating based on CA Dashboard Reflection Tool for:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
I) Professional Development: Secondary: ELA CCSS: ELD (Aligned to ELA Standards): Math CCSS: Science NGSS: History- Social Science: Elementary: ELA CCSS: ELD (Aligned to ELA Standards): Math CCSS: Science NGSS: History- Social Science: II. Instructional Materials: Secondary: ELA CCSS: ELD (Aligned to ELA Standards): Math CCSS: Science NGSS: History- Social Science: Elementary: ELA CCSS:	I) Professional Development: Secondary: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 2 History- Social Science: 2 Elementary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 2 History- Social Science: 2 II. Instructional Materials: Secondary: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 2 History- Social Science: 2 Elementary: ELA CCSS: 4	Secondary: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 4 Science NGSS: 2 History- Social Science: 3 Elementary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 2 History- Social Science: 2 II. Instructional Materials: Secondary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 3 Science NGSS: 3 History- Social Science: 3 Elementary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4	Secondary: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 3 History- Social Science: 3 Elementary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 2 History- Social Science: 2 II. Instructional Materials: Secondary: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 3 History- Social Science: 3 Elementary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4	Secondary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 4 Elementary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 3 II. Instructional Materials: Secondary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 3 Math CCSS: 4 Science NGSS: 3 History-Social Science: 4 Elementary: ELA CCSS: 5 ELD (Aligned to ELA Standards): 4	I) Professional Development: Secondary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 3 Elementary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 3 II. Instructional Materials: Secondary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 3 Elementary: ELA CCSS: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELD (Aligned to ELA Standards): Math CCSS: Science NGSS: History- Social Science: III. Progress Implementing Policies/Programs: Secondary: ELA CCSS: ELD (Aligned to ELA Standards): Math CCSS: Science NGSS: History- Social Science: Elementary: ELA CCSS: ELD (Aligned to ELA Standards): Math CCSS: Science NGSS: History- Social Science: IV. Progress Implementing other adopted academic standards: Secondary	ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 2 History- Social Science: 2 III. Progress Implementing Policies/Programs: Secondary: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 2 History- Social Science: 2 Elementary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 1 History- Social Science: 2 IV. Progress Implementing other adopted academic standards: Secondary	Math CCSS: 4 Science NGSS: 2 History- Social Science: 2 III. Progress Implementing Policies/Programs: Secondary: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 3 History- Social Science: 3 Elementary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 3 IV. Progress Implementing other adopted academic standards: Secondary CTE: 4 Health Education: 3	Math CCSS: 4 Science NGSS: 3 History- Social Science: 3 III. Progress Implementing Policies/Programs: Secondary: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 3 History- Social Science: 3 Elementary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 3 IV. Progress Implementing other adopted academic standards: Secondary CTE: 3 Health Education: 3	Math CCSS: 5 Science NGSS: 4 History-Social Science: 4 III. Progress Implementing Policies/Programs: Secondary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 3 Math CCSS: 4 Science NGSS: 3 History-Social Science: 4 Elementary: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 3 History-Social Science: 3 IV. Progress Implementing other adopted academic standards: Secondary CTE: 4 Health Education: 4	ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 3 III. Progress Implementing Policies/Programs: Secondary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 3 Elementary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 3 IV. Progress Implementing other adopted academic standards: Secondary

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE: Health Education: PE: VAPA: World Language: Elementary: CTE: Health Education: PE: 1 VAPA: World Language: V. Engaging with teachers and school administrators for the following activities: A) Identifying professional learning needs for teachers and staff: Secondary: Elementary: B) Identifying professional learning needs for teachers and staff: Secondary: Elementary: C) Providing support for teachers on	CTE: 2 Health Education: 3 PE: 2 VAPA: 3 World Language: 2 Elementary: CTE: 1 Health Education: 1 PE: 1 VAPA: 3 World Language: 1 V. Engaging with teachers and school administrators for the following activities: A) Identifying professional learning needs for teachers and staff: 5 Secondary: 3 Elementary: 4 B) Identifying professional learning needs for teachers and staff: Secondary: 3 Elementary: 4 C) Providing support for teachers on	PE: 3 VAPA: 3 World Language: 3 Elementary: CTE: 1 Health Education: 1 PE: 2 VAPA: 3 World Language: 2 V. Engaging with teachers and school administrators for the following activities: A) Identifying professional learning needs for teachers and staff: Secondary: 3 Elementary: 4 B) Identifying professional learning needs for teachers and staff: Secondary: 4 Elementary: 4 C) Providing support for teachers on standards they have not mastered:	PE: 4 VAPA: 4 World Language: 3 Elementary: CTE: 2 Health Education: 2 PE: 3 VAPA: 3 World Language: 2 V. Engaging with teachers and school administrators for the following activities: A) Identifying professional learning needs for teachers and staff: Secondary: 3 Elementary: 3 B) Identifying professional learning needs for teachers and staff: Secondary: 3 Elementary: 3 C) Providing support for teachers on standards they have not mastered:	PE: 4 VAPA: 4 World Language: 4 Elementary: CTE: 4 Health Education: 3 PE: 3 VAPA: 3 World Language: 3 V. Engaging with teachers and school administrators for the following activities: A) Identifying professional learning needs for teachers and staff: Secondary: 3 Elementary: 3 B) Identifying professional learning needs for teachers and staff: Secondary: 3 Elementary: 3 C) Providing support for teachers on standards they have not mastered:	CTE: 4 Health Education: 4 PE: 4 VAPA: 4 World Language: 3 Elementary: CTE: 2 Health Education: 2 PE: 3 VAPA: 4 World Language: 3 V. Engaging with teachers and school administrators for the following activities: A) Identifying professional learning needs for teachers and staff: 4 Secondary: 4 Elementary: 4 B) Identifying professional learning needs for teachers and staff: 4 Secondary: 4 Elementary: 4 C) Providing support for teachers on

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards they have not mastered: Secondary: Elementary: VI. EL Access to Common Core and ELD standards: Secondary: Elementary	standards they have not mastered: Secondary: 2 Elementary: 3 VI. EL Access to Common Core and ELD standards: Elementary: 3 Secondary: 3	Secondary: 2 Elementary: 3 VI. EL Access to Common Core and ELD standards: Elementary: 4 Secondary: 4	Secondary: 3 Elementary: 3 VI. EL Access to Common Core and ELD standards: Secondary: 4 Elementary: 4	Secondary: 3 Elementary: 3 VI. EL Access to Common Core and ELD standards: Secondary: 4 Elementary: 4	standards they have not mastered: 4 Secondary: 4 Elementary: 4 VI. EL Access to Common Core and ELD standards: Secondary: 4 Elementary: 4
Academic Indicator & College/Career Indicator (State Priorities 2, 4, 8) Statewide Assessments (Grades 3-8 and 11) CAASPP ELA & Math	Academic Indicator & College/Career Indicator (State Priorities 2, 4, 8) Statewide Assessments 2019 ELA & Math CAASPP (Grades 3-8 & 11) (Source ed-data.org) Percent of Students who Met or Exceeded Standards: • All Students: ELA 28.9% & Math	Academic Indicator & College/Career Indicator (State Priorities 2, 4, 8) 2021 ELA & Math CAASPP (Grades 3-8 & 11) (Source ed-data.org) Percent of Students who Met or Exceeded Standards: 1) All Students: ELA 23.43% Math 11.52%	Academic Indicator & College/Career Indicator (State Priorities 2, 4, 8) 2022 ELA & Math CAASPP (Grades 3-8 & 11) (Source: caaspp-elpac.org) Percent of Students who Met or Exceeded Standards: All Students: ELA 26.89% Math 13.46 %	Academic Indicator & College/Career Indicator (State Priorities 2, 4, 8) 2023 ELA & Math CAASPP (Grades 3-8 & 11) (Source: caaspp-elpac.org) Percent of Students who Met or Exceeded Standards: All Students: ELA 26.32% Math 13.89 %	Academic Indicator & College/Career Indicator (State Priorities 2, 4, 8) Statewide Assessments 2023-24 ELA & Math CAASPP (Grades 3-8 and 11) Percent of Students who Met or Exceeded Standards: All Students: ELA 45% Math 35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	20.6% • Students with Disabilities: ELA 3.7% & Math 2.5% • Socio-economically: ELA 27.6% & Math 19.5% • English Learners: ELA 8.7% & Math 8.9% • Migrant: ELA 20.9% & Math 17.5% • Dual Language Students (grades 3-6): ELA 32% & Math 31% 2019 CA School Dashboard - 2019 CAASPP ELA & Math Distance from Standards Met (Grades 3-8 & 11): All Students: ELA -56.8 & Math -86.2	2) Students with Disabilities: ELA 3.90% Math 2.60% 3) Socio-economically: ELA 22.37% Math 10.95% 4) English Learners: ELA 6.25% Math 3.44% 5) Migrant: ELA 16.73% Math 7.72% Distance from Standard Met data is not available for the 2021 CAASPP scores.	Students with Disabilities: ELA 5.67% Math 3.84% Socio-economically: ELA 25.39% Math 12.39% English Learners: ELA 11.11% Math 6.35% Migrant: ELA 22.10% Math 11.12%	Students with Disabilities: ELA 5.49% Math 3.63% Socio-economically: ELA 24.91% Math 12.96% English Learners: ELA 9.21% Math 5.94% Migrant: ELA 20.6% Math 11.24% 2023 CA School Dashboard - 2023 CAASPP ELA & Math Distance from Standards Met (Grades 3-8 & 11): All Students: ELA -68.6 Math -110 Students with Disabilities: ELA -131.3 Math -162.8 Socioeconomically: ELA -71.6	Students with Disabilities: ELA 15% Math 15% Socioeconomically: ELA 45% Math 35% English Learners: ELA 25% Math 25% Migrant: ELA 35% Math 32% Dual Language Students (grades 3-6): ELA 40% Math 36% 2023 CA School Dashboard - 2023 CAASPP ELA & Math Distance from Standards Met (Grades 3-8 & 11): All Students: ELA -40 Math -70

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2) Students with Disabilities: ELA - 138.6 & Math -169 3) Socio-economically: ELA - 60.1 & Math • 89.4 4) English Learners: ELA -72.8 & Math • 95.6 5) Migrant: ELA - N/A & Math - N/A			Math -113.4 English Learners: ELA -89.5 Math -122.3 Migrant: ELA - N/A Math - N/A	Students with Disabilities: ELA -110 Math -130 Socioeconomically: ELA -40 Math -70 English Learners: ELA -55 Math -75 Migrant: ELA - N/A Math - N/A
% of English Learners (EL) who make progress toward English Proficiency as measured by the ELPAC (Priorities 2, 4) English learner count	% of English Learners (EL) who make progress toward English Proficiency as measured by the ELPAC English learner count: 2017-18: 8,441 students (45.9%) 2018-19: 7,041 students (41.1%) 2019-20: 7,072 students (39.5%)	% of English Learners (EL) who make progress toward English Proficiency as measured by the ELPAC English language proficiency progress: % (data not available at this time) English learner count: 7,326 students (43.4%)	% of English Learners (EL) who make progress toward English Proficiency as measured by the ELPAC English language proficiency progress: 44.5% English learner count: 7,275 students (43.7%)	% of English Learners (EL) who make progress toward English Proficiency as measured by the ELPAC English language proficiency progress: 46% English learner count: 6775 (41%)	% of English Learners (EL) who make progress toward English Proficiency as measured by the ELPAC English learner count: 2023-24 35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate: (Priorities 2, 4) *ELPAC Results: English language proficiency progress	EL Reclassification rates: 2017-18 16.5% 2018-19 17.5% 2019-20 14.0% 2020-21 4.6% Source: CDE DataQuest ELPAC Results (2019-20): Level 4 - Well Developed: 2017-18: 30.56% 2018-19: 16.4% Level 3 - Moderately Developed: 2017-18: 34.57% 2018-19: 37.77% Level 2 - Somewhat Developed: 2017-18: 20.20% 2018-19: 30.12% Level 1 - Minimally Developed: 2017-18: 14.67% 2018-19: 15.71	Reclassification rates: 2020-21 4.6% Source: Local data and subsequently the rate was confirmed with official CDE data. 2020-21 ELPAC ELPAC Summative Assessment: Level 4 - Well Developed: 7.14% Level 3 - Moderately Developed: 27.65% Level 2 - Somewhat Developed: 38.50% Level 1 - Minimally Developed: 26.70%	Reclassification rates: 2021-22 12.2% Source: Local data as official CDE data has not been released. 2021-22 ELPAC ELPAC Summative Assessment: Level 4 - Well Developed: 9.5% Level 3 - Moderately Developed: 30.63% Level 2 - Somewhat Developed: 35.50% Level 1 - Minimally Developed: 24.36	Reclassification rates: 2022-23 14% Source: Local data as official CDE data has not been released. 2022-23 ELPAC ELPAC Summative Assessment: Level 4 - Well Developed: 11.57% Level 3 - Moderately Developed: 30.70% Level 2 - Somewhat Developed: 34.19% Level 1 - Minimally Developed: 23.54%	EL Reclassification rate: 2023-24: 20% ELPAC Results: Level 4 - Well Developed: 25.0% Level 3 - Moderately Developed: 45.0% Level 2 - Somewhat Developed: 20% Level 1 - Minimally Developed: 10.0%
Graduation Rate: (Priority 5)	2019-20 Graduation Rate:	2020-21 Graduation Rate:	2021-22 Graduation Rate:	2022-23 Graduation Rate:	2023-24 Graduation Rate Goals:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Source: Dataquest 4-year Adj. Cohort Grad Rate) All Students: 82.2% English Learners: 70.1% Foster Youth: 50.0% Homeless Youth: 66.1% Migrant: 79.9% Students with Disabilities: 67.6% Socioeconomically Disadvantaged: 82.1%	Source: Dataquest 4-year Adj. Cohort Grad Rate All Students: 75.9% English Learners: 53.4% Foster Youth: n/a Homeless Youth: 71.2% Migrant: 75.1% Students with Disabilities: 56.2% Socioeconomically Disadvantaged: 75.4%	Source: Dataquest 4-year Adj. Cohort Grad Rate All Students: 88.1% English Learners: 79.6% Foster Youth: 87.5% Homeless Youth: 86.1% Migrant: 88.5% Students with Disabilities: 78.8% Socioeconomically Disadvantaged: 87.8%	Source: Dataquest 4-year Adj. Cohort Grad Rate All Students: 78.8% English Learners: 68.2% Foster Youth: *not available; student group is less than minimum size for reporting Homeless Youth: 75% Migrant: 81.1% Students with Disabilities: 66.7% Socioeconomically Disadvantaged: 78.3%	All Students: 95.0% English Learners: 90.0% Foster Youth: 90.0% Homeless Youth: 90.0% Migrant: 90.0% Students with Disabilities: 88.0% Socioeconomically Disadvantaged: 95.0%
A-G Completion Rate (Priority 4) % of students who have met the A-G requirements for CSU and UC	% of students who have met the A-G requirements for CSU and UC 2019-2020: District average: 42.4% CVHS: 39.1% DMHS: 47.8% LFHS: 0.0%	B. 2020-21 A-G Completion Rate: Data Source: CDE College/Career Measures Report District average: 26.3% CVHS - 26.4% DMHS - 31.0% LFHS - n/a WSHS - 25.3%	B. 2021-22 A-G Completion Rate: Data Source: CDE College/Career Measures Report District average: 25.9% CVHS - 23.5% DMHS - 31.2% LFHS - n/a WSHS - 34.8%	B. 2022-23 A-G Completion Rate: Data Source: CDE College/Career Measures Report All: 31.9% EL: 11.8% LTEL: N/A HOM: 20.5% FY: N/A SED: 31.2%	2023-24 A-G Completion Rate: District average: 60% CVHS - 55% DMHS - 62% LFHS: % WSHS - 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	WSHS: 65.7%			SWD: 6.1%	
CTE (Priority 4) % of students who have Met college preparedness with a completed CTE sequence or program	% of students who have Met college preparedness with a completed CTE sequence or program 2019-20 CTE Pathway Completion rate was - District Average: 28.5% CVHS: 38.2% DMHS: 12.5% LFHS: 0% WSHS: 46.4%	Course Access % of students who have Met college preparedness with a completed CTE sequence or program. Data Source: CDE College/Career Measures Report 2020-21 CTE - % of students who completed at least One CTE Pathway District average: 22.3% CVHS: 26.3% DMHS: 23.9% LFHS: n/a WSHS: 5.7%	Course Access % of students who have Met college preparedness with a completed CTE sequence or program 2021-22 CTE - % of students who completed at least One CTE Pathway District average: 29% CVHS: 32.9% DMHS: 30.4% LFHS: 4.5% WSHS: 7.2%	2023 CTE Completion 2023 CA Dashboard – Additional Reports: All: 24.7% EL: 11.5% LTEL: N/A HOM: 20.5% FY: N/A SED: 24.0% SWD: 17.8%	% of students who have Met college preparedness with a completed CTE sequence or program 2023-24 CTE Pathway Completion goal is: District Goal: 35% CVHS Goal: 4 2% DMHS Goal: 20% LFHS: 5% WSHS Goal: 50%
A-G Rate and CTE (Priority 4) % of students who have completed both B. and C. (A-G requirements and CTE completion)	% of students who have completed both B. and C. (A-G requirements and CTE completion) 2019-20 Rate: District Average: 11%	% of students who have completed both B. and C. (A-G requirements and CTE completion). Data Source: CDE College/Career Measures Report 2020-21 rate:	% of students who have completed both B. and C. (A-G requirements and CTE completion) 2021-22 rate:	2023 A-G and CTE Completion 2023 CA Dashboard – Additional Reports: All: 11.7% EL: 1.4% LTEL: N/A	% of students who have completed both B. and C. (A-G requirements and CTE completion) 2023-24 Rate: District Average: 22% CVHS: 24.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CVHS: 15.6% DMHS: 5.4% LFHS: n/a WSHS: 12.6%	District Average: 11% CVHS: 13.3% DMHS: 10.1% LFHS: n/a WSHS: 4.6%	District Average: 10.5% CVHS: 10.9% DMHS: 11.9% LFHS: n/a WSHS: 7.2%	HOM: 6.8% FY: N/A SED: 11.0% SWD: 2.2%	DMHS: 15.0% LFHS: n/a WSHS: 20.0%
AP Exam (Priority 4) Percentage of pupils who passed an AP Exam by earning a score of 3 or better	Percentage of pupils who passed an AP Exam by earning a score of 3 or better 2019-20 Grades 10-12 AP Course Enrollment: 4,056 Number of Students Tested: 660 Number of Students who scored a 3 or better on the AP Exam: 365 Percent of Students who scored a 3 or better on the AP Exam: 55%	Percentage of pupils who passed an AP Exam by earning a score of 3 or better. Data Source: CDE College/Career Measures Report 2020-21 Grades 10-12 AP Number of Students who scored a 3 or better on at least 2 the AP Exams: 45 Percent of Students who scored a 3 or better on at least 2 AP Exams: 3.6%	Percentage of pupils who passed an AP Exam by earning a score of 3 or better DataSource: Dashboard - College/ Careers Measures Only Report & Data 2022 2021-22 Number of Students who scored a 3 or better on at least 2 AP Exams: 65 Percent of Students who scored a 3 or better on at least 2 AP Exams: 4.8%	AP Exams – with a score of 3 or higher 2023 CA Dashboard – Additional Reports: All: 11.1% EL: 10.0% LTEL: N/A HOM: 0.0% FY: N/A SED: 10.6% SWD: 20.0%	Percentage of pupils who passed an AP Exam by earning a score of 3 or better 2023-24 Grades 10-12 AP Course Enrollment: 4500 Number of Students Tested: 750 Number of Students who scored a 3 or better on the AP Exam: 450 Percent of Students who scored a 3 or better on the AP Exam: 60%
SBAC (Priority 4)	The 2019-20 Percentage of pupils who participated and	The 2020-21 Percentage of pupils who participated and	The 2021-22 Percentage of pupils who participated and	The 2022-23 Percentage of pupils who participated and	2023-24 Percentage of pupils who participated and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Met College preparedness on SBAC Percentage of Grade 11 pupils who participate and demonstrate college preparedness on SBAC by scoring Met (3) or Standard Exceeded (4).	demonstrated college preparedness on the SBAC by scoring Met (3) or Standard Exceeded (4) for the following student groups: All Students: 43.4% (184 students) Hispanic: 43.8% (180 students) White: 50.0% (2 students) Socio-economic disadvantaged: 43.2% (178 students) Foster: 50.0% (1 student) Homeless: 66.7% (4 students).	demonstrated college preparedness on the SBAC by scoring Met (3) or Standard Exceeded (4) for the following student groups: Source: CDE College/Career Measures Report All Students: ELA: 38.92% Math: 18.42% Hispanic: ELA: 37.93% Math: 32.73% English Learners: ELA: 4.55% Math: 4.90% White: Student group is below 10 - therefore no data is available ELA: n/a Math: n/a Socio-economic disadvantaged: ELA: 38.83 Math: 17.41	demonstrated college preparedness on the SBAC by scoring Met (3) or Standard Exceeded (4) for the following student groups: This information is not available on the CDE College/Career Measures Report for 2021-22 Seniors.	demonstrated college preparedness on the SBAC by scoring Met (3) or Standard Exceeded (4) for the following student groups: Source: CDE College/Career Measures Report All Students: ELA: 26.58% Math: 6.94% Hispanic: ELA: 26.86% Math: 6.97% English Learners: ELA: 2.30% Math: 0.00% White: Student group is below 10 - therefore no data is available ELA: n/a Math: n/a Socio-economic disadvantaged: ELA: 26.34% Math: 6.53%	demonstrated college preparedness on the SBAC by scoring Met (3) or Standard Exceeded (4) for the following student groups: All Students: ELA: 50% Math: 30% Hispanic: ELA: 50% Math: 30% English Learners: ELA: 25% Math: 25% White: ELA: 50% Math: 30% Socio-economic disadvantaged: ELA: 50% Math: 30% Foster: ELA: 45% Math: 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Homeless: ELA: 29.41% Math: 13.33% Students with Disabilities: ELA: 7.14% Math: 2.82%		Homeless: ELA: 0.00% Math: 0.00% Students with Disabilities: ELA: 2.45% Math: 0.00%	Homeless: ELA: 50% Math: 30% Students with Disabilities: ELA: 25% Math: 20%
Dual Enrollment (Priority 7) Percentage of pupils who participated and demonstrated college preparedness with Dual Enrollment (College Credit Courses):	2019-20 *Percentage of pupils who participated and demonstrated college preparedness with Dual Enrollment (College Credit Courses): All Students: 5%	2020-21 Source: CDE College/Career Measures Report *Percentage of pupils who participated and demonstrated college preparedness with Dual Enrollment (College Credit Courses): All Students: 3.7% (50 students)	2021-22 Source: CDE College/Career Measures Report *Percentage of pupils who participated and demonstrated college preparedness with Dual Enrollment (College Credit Courses): All Students: (24 students) 1.8%	Students receiving College Credit for Dual Enrollment 2023 CA Dashboard – Additional Reports: All: 31.6% EL: 15.0% LTEL: N/A HOM: 0.0% FY: N/A SED: 30.2% SWD: 20.0%	2023-24 Source: CDE College/Career Measures Report Percentage of pupils who participated and demonstrated college preparedness with Dual Enrollment (College Credit Courses): All Students: 10%
State Seal of Bi-literacy: (Priority 4) Percentage of pupils who participated and demonstrated college	2019-20 Percentage of pupils who participated and demonstrated college preparedness with a State Seal of Bi-	2020-21 Percentage of pupils who participated and demonstrated college preparedness with a	2021-22 Percentage of pupils who participated and demonstrated college preparedness with a	2023 Students Receiving State Seal of Biliteracy 2023 CA Dashboard – Additional Reports:	2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
preparedness with a State Seal of Bi-literacy	literacy: 8.9% (92 students) State Seal of Bi-literacy- # of students meeting requirements: 2018 - 102 students 2019 - 122 students 2020 - 92 students	State Seal of Bi-literacy: Source: CDE College/Career Measures Report 9.8% State Seal of Bi-literacy- # of students meeting requirements: 2021: 131 students (9.8% of cohort)	State Seal of Bi-literacy: Source: CDE College/Career Measures Report 5.2% State Seal of Bi-literacy- # of students meeting requirements: 2022- 66 students (5.2% of cohort)	All: 35.7% EL: 20% LTEL: N/A HOM: 50% FY: N/A SED: 35.8% SWD: 20.0%	Percentage of pupils who participated and demonstrated college preparedness with a State Seal of Bi-literacy: 15.0% (180 students)
Appropriately Assigned Teachers (Priorities 1, 2, 4, 5, 8)	2020-21 Appropriately Assigned Teachers: Source: DataQuest 99.5% There were three teachers who were without their full credential, one at each of the following schools: Sea View, Toro Canyon and Westside. One teacher had an EL mis-assignment.	2021-22 Appropriately Assigned Teachers: 92.3% Source: DataQuest - TAMO by Full Time Equivalent Appropriately Assigned Teachers: Source: Local Data 97.7 % There were four teachers who were without their full credential; 1 at Sea View, and 3 at Desert Mirage High School.	2022-23 Appropriately Assigned Teachers: 89.5% Source: DataQuest - TAMO by Full Time Equivalent	2023-24 Appropriately Assigned Teachers: Source: Local Data 92.9 %	2023-24 Appropriately Assigned Teachers: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Two teachers had an EL mis-assignment; 1 at Desert Mirage High School and 1 at Las Palmitas. There were twelve teacher vacancies; 1 at Sea View, 1 at Oasis, 2 at West Shores High School, 1 at Bobby Duke, 1 at Cahuilla Desert Academy, 2 at Toro Canyon, 2 at Coachella Valley High School, 2 at Desert Mirage High School			
Access to Curriculum-Aligned Instructional Materials (Priorities 1, 2, 4, 5, 8)	Access to Curriculum-Aligned Instructional Materials 2020-21 CVUSD maintained the 100% Textbook Sufficiency - every pupil in the school district has sufficient access to the standards-aligned instructional materials based on Williams Report.	Access to Curriculum-Aligned Instructional Materials 2021-22 CVUSD maintained the 100% Textbook Sufficiency - every pupil in the school district has sufficient access to the standards-aligned instructional materials based on Williams Report.	Access to Curriculum-Aligned Instructional Materials 2022-23 CVUSD maintained the 100% Textbook Sufficiency - every pupil in the school district has sufficient access to the standards-aligned instructional materials based on Williams Report.	Access to CurriculumAligned Instructional Materials: 2023-24 CVUSD maintained the 100% Textbook Sufficiency - every pupil in the school district has sufficient access to the standards-aligned	Access to Curriculum-Aligned Instructional Materials 2023-24 CVUSD will maintain 100% Textbook Sufficiency - every pupil in the school district will have sufficient access to the standards-aligned instructional materials based on Williams Report.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				instructional materials based on Williams Report.	
Safe, Clean and Functional School Facilities (Priority 1) The Facilities Inspection Tool (FIT)	January, 2021 District Average: The Facilities Inspection Tool (FIT) Overall School Rating was Good with a rating of 97.49%. Overall Restroom Category was also rated Good with 96.39%. District-wide, 3 schools received an exemplary rating in the Overall School Rating Category; all other schools received a Good Rating. District-wide, 10 of CVUSD schools received 100% Rating in the Overall Restroom	December, 2021 District Average: The Facilities Inspection Tool (FIT) Overall School Rating was Good with a rating of 94.92%. Overall Restroom Category was also rated Fair with 89.762%. District-wide, all schools received a good rating in the Overall School Rating Category. District-wide, all schools received a good rating in the Overall School Rating Category. District-wide, 12 of CVUSD schools received a Good Rating in the Overall Restroom Category,	December, 2022 District Average: The Facilities Inspection Tool (FIT) The Overall School Rating was Good with a rating of 94.44%. The Overall Restroom Category was rated Fair with 88.45%. District-wide, 20 of 21 schools received a Good rating in the Overall School Rating Category. 1 school received a Fair rating. District-wide, 13 of CVUSD schools received a Good Rating in the Overall Restroom Category, 5 schools received a Fair Restroom Rating, and 3 school received a Poor Rating.	January, 2024 District Average: The Facilities Inspection Tool (FIT) Overall School Rating was Good with a rating of 94.71%. Overall Restroom Category was also rated Fair with 88.39%. District-wide, all schools received an Overall School Rating of Good. District-wide, 9 CVUSD schools received a Good Rating in the Overall Restroom Category, 12 schools received a Fair Rating.	2023-24 District Average: The Facilities Inspection Tool (FIT) Overall School Rating will be Good with a rating of 98.5%. Overall Restroom Category will also be rated Good with 98.5%. All Schools: All of CVUSD schools will receive an Overall rating of 90% - 100% (Rated Good or Exemplary). The Rating in the Overall Restroom Category will be Good for all 21 schools.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Category,17 schools received a Good Rating, and 4 schools received a Fair Restroom Rating.	8 schools received a Fair Restroom Rating, and 1 school received a Poor Rating			

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.

2.1 Multi Tiered System of Supports (MTSS)
District-wide guides, software and assessment tools to monitor student progress
Mastery Connect

- MasteryConnect was the assessment platform that our certificated staff used to administer in-house benchmark assessments. Examples of assessments that are housed within this platform include writing and math benchmarks, which are used for progress monitoring purposes. Teachers also utilized MasteryConnect item banks to create teacher created assessments as well as other formative assessments that drive instruction. One challenge in using mastery connect was the data reporting aspect of the platform. It was very difficult to glean data, and reports were a bit cumbersome.

AERIES Analytics

- AERIES Analytics complimented our student database system. It was used primarily at the district level by our Testing department team members. Inquiries have been made to determine if this may be a better suited platform to house our assessment data moving forward, as it is more cost effective.

Curriculum & Assessment Committee (CIA)

- The CIA Teams were groups of teachers that assisted with creating and revising pacing guides and assessment calendars to support the teaching of standards throughout the year. These teams gave input and used their expertise to make informed decisions about needed assessments and timelines that supported the standards progressions for each grade. Having teacher input and guidance ensures that all students are receiving instruction on all standards for their grade level.

Testing & Assessment

- The CIA Coordinators were utilized to provide training and support for all schools in regards to implementation of standards and assessment. The team provided trainings at school sites on a variety of topics that included instruction as well as assessment (IAB/ FIABs). The team worked to train test site coordinators in preparation of ELPAC and CAASPP testing, as well as attend county and state trainings that gave up-to- date current information that was brought back to CVUSD. The team also provided data reports and updates to site principals, the Ed. Services department to show growth and measure success on program implementation. The CIA Coordinators also worked to support principals in SPSA writing, by providing data needed to complete their documents.

Academic Counselors

- All positions were filled including College and Career Center Counselors and support personnel to support student access.

Successes included high access to student counselors throughout the school year.
Challenges include still having a high caseloads to complete a significant number of one on one visits.

2.2a Broad Course of Study:
Resources and Supports include:

- Aquatics

Over 2,000 Freshman and Sophomores have been able to take multiple units to increase their skill level in the water.

- Ethnic Studies

Every year, over 1,000 freshman students enter into the ethnic studies class. The class is designed to provide students with culturally relevant pedagogy and historical background to engage our students in social justice and equity for all.

- PUENTE

In the PUENTE Program, 100% of students graduated, and 94% were A-G eligible. In the last few years, over 95% of PUENTE students applied to a four year college and were accepted.

Dual Language Program

- A total of 14 elementary schools offered the dual language program at CVUSD. Seven of our elementary schools have the program in place K-6, while the remaining seven offer it K-3. The latter is adding a new grade with each passing year.
- The program was in high demand at 12 of the 14 schools. Two of our school sites struggled with recruiting students for their program within the last three years, but have since raised interest.
- Our Dual Language Program was expanded into 7 additional elementary schools and our middle schools. Dual Enrollment will be expanding to our high schools.

Number of students served = 2,100
Elementary school students: 1,841
Middle school students: 265 Spanish Language Arts (SLA) sections offered at 3 middle schools for both 7th and 8th grade DL students

- Most of the schools have a waiting list of students who want to participate in the dual language program, indicating a need to continue to offer at our sites.

- Teachers assigned to the dual language program need a specialized credential. Not all positions have been filled with an individual holding an appropriate credential, which has resulted in the position being filled with a long-term sub for the duration of the school year. As a response to the need to fill these positions with specialized credentials, CVUSD increased the stipend awarded to teachers who hold these positions. The stipend begins at a set amount and increases by $500 each year until it reaches a maximum of $5,000. This stipend was designed to promote retention of staff in their current dual language assignment.
- A need to provide dual language teachers with additional professional development was identified through feedback provided by teachers during the school year. This led to the implementation of two PD days, focused on understanding program structure and implementation of best practices. As a result, the after school collaboration sessions that were taking place previously were halted, allowing for the implementation of these 2 PD days. CVUSD provided substitute coverage for teachers to attend these 2 days of learning.

Pathways to Success Teachers [VAPA]

- All 14 elementary schools offer the Pathway to Student Success (PTSS) program to students in grades 4th-6th. Students in these grades receive a total of 30 minutes daily focused on:

Instruction with integrated technology, Oral language support, AVID best practices in conjunction with lesson content delivery in dance, media arts, music, theater, and visual arts.

- This year, teachers began to receive professional learning opportunities specific to their role. While the PD day scheduled for March 6 was not able to take place, a new date has been identified to take its place. Learning opportunities such as these give our PTSS teachers a chance to improve their specialized pedagogical skills and content knowledge, while also making connections on how the arts discipline can be integrated into the broader curriculum. Effective VAPA instruction promotes equity and inclusion by providing all students with access to high-quality arts education. Training helps teachers create inclusive learning environments that celebrate diversity and accommodate students with varying abilities and backgrounds.

2.2b Career Readiness:

Resources and Supports include:

- Career Technical Education (CTE) Programs and support staff
- TK-16 alignment continues. CVUSD now has 7 STEAM elementary Schools, 20 middle school CTE programs that feed to our high schools, and 20 high school programs, all aligned to College of the Desert and CSUSB.
- Grade level field trips for Elementary Schools (ES) (11), Middle Schools (MS) (8), were provided to post-secondary institutions and industry to further connect students with college and career readiness concepts. 15 new elementary and middle school teachers trained in Kidwind, and 32 elementary teachers trained in coding.
- Kidwind expansion to two new STEAM ES schools (Valley View & Peter Pendleton), 258 students district-wide participated, 168 attended our regional competition, 16 students attended Nationals.
- CTE student organizations - FFA, HOSA, SkillsUSA, in total 350 students participated by submitting project based learning designed activities. 89 students were selected to participate in regional and National competitions
- All Middle schools were funded and hosted college and career fairs in Spring
- 48% of students participated in CTE at the high school level - of the 20-23 CTE completers, 70% enrolled in college, of the 70%, 40% went to a 4-yr university, 30% went to community college. 44% A-G rate.
- Project Lead the Way - middle school programs expanded, teachers trained in more courses to expand electives at middle school.

- Farm Manager hired, making significant impacts to safety and upkeep of the CVHS farm.
- Expanded Dual enrollment, to 10 CTE courses.
- First year cosmetology program, 24 juniors successfully completing 1st year, will return to finish the program in their senior year. A second year cohort of 24 juniors have been recruited.

2.2c College Readiness
Resources and Supports include:
- College Readiness Testing Support (Advanced Placement, PSAT, etc.)
- 495 students took 798 AP exams and 30% of the exams were passed with a score of 3 or better.

- College and Career Planning and Supports
- 2023 data includes 1,637 seniors completed a Cal State, 336 students completed Community College College application and 202 students applied to UC colleges

using CCGI.
- 99% of middle school students registered their College Career Guidance Initiative (CCGI) account and 91% of students in high school registered their College Career Guidance Initiative (CCGI) account.

PUENTE College & Career Specialists (2 Positions)
- These two new positions have allowed for the beginning phases of new college and career centers at three of our high school sites. Field trips, guest speakers, career fair, college fair activities.

Advancement Via Individual Determination (AVID)
- AVID has been implemented at all sites. 2023 data includes of the 144 AVID graduates, 78 met UC/CSU requirements, 49 received the Seal of Biliteracy, 46 students went to community college and 70 students went to a UC/CSU.

Coordinator, College & Career
- The college and career coordinator meets regularly with counselors, CCGI staff, AVID, Puente, and completes data collection for all secondary sites.

Mentors for students
- Mentors were expected to provide Transformational Model strategies, which included mentoring students and other restorative justice practices. They also help implement Transformational Learnings and PBIS practices at the school sites. Mentors met daily/weekly with the predetermined at promise students and would also be meeting with re-entering students following a school incident. Mentors worked closely with the Wellness Center teacher, behavioral technician, administration, and counselors to support student academic success, social emotional growth, and behavioral growth. Also, they helped engage parents to the school community and work as a partner between the community and school site.

High school career centers
- Career Center Assistants (3) - 1 at each Comprehensive High School.

- These three new positions have allowed for the beginning phases of new college and career centers at three of our high school sites. Field trips, guest speakers, career fair, college fair activities.
- College and career centers host the following number of college speakers and career speakers: CVHS 92 college and 21 career, DHMS 39 college and 5 career, and WSHS 84 college and 16 career.
- Number of total time the student accessed the presentation attendance at the events: CVHS 4,178 times, DMHS 4,746 times and WSHS 4,569 times.
- Concurrent and Dual Enrollment
- 247 high school students take 363 college Dual enrollment courses.

2.2d Extended Learning
Resources and Supports include:

- Expanded Learning Programs
- Successes Included:
- Expanded Learning Programs provided physical, cognitive, social, and emotional development for students as essential ingredients of school readiness. -
- Students participate in a variety of our afterschool learning/enrichment support opportunities throughout the various grade levels. The students are able to compete against other district students, but also travel to compete against other districts.

Summer School (Elementary):

- Summer school was implemented at all 21 school sites. We had over 3,000 students attend the program. Elementary and Middle Schools offered hands-on learning, plus enrichment sessions. High Schools focused on advancement courses and credit recovery.
- The program's aim was to provide students with hands-on learning experiences. The program was successful in that it achieved its goal. Teachers used social studies, science, and math to deliver engaging and interactive lessons that included hands-on learning and project-based outcomes. Our EXLP also offered a wide range of enrichment sessions, including art, music, dance, robotics, cooking, and physical fitness activities. Students concluded the summer school program by taking a field trip.

Summer School (Secondary):

- Summer school provided opportunities for over 2,000 secondary students to continue to grow in their academic skills. Summer school took place at all middle and high schools, including our continuation high school.

Successes - High school seniors just missing the graduation requirements by the end of their year, were able to finish a couple more classes to receive their diploma over the summer.
Challenges - Not all students participated in this academic opportunity.

Early Childhood Education
CVUSD's early childhood education program has expanded in the Mecca and Salton City communities. The Head Start/Preschool programs are now available at 13 and 14 elementary school sites. In the upcoming school year, the Head Start/Preschool programs will be available at all 14 elementary school sites, servicing students three to four years of age. CVUSD has successfully provided qualifying students in the surrounding communities access to an early education program.

Successes: Early education is crucial in nurturing children's holistic development, preparing them for academic success, promoting positive behaviors and attitudes, and building solid foundations for lifelong learning and achievement. It benefits individual children and contributes to the well-being and vitality of the entire community. CVUSD fosters school readiness by providing developmentally appropriate activities, experiences, and interventions. The staff uses assessment tools, creates parent-teacher partnerships, and supports formal schooling transitions, enhancing school readiness in early education.

Challenges: CVUSD has experienced a decline in enrollment in the Head Start/Preschool programs with the gradual implementation of Transitional Kindergarten. Families in the community hesitate to enroll their three-year-old children in early education.

Extended Day Kindergarten

- All 14 elementary schools offered extended kindergarten instruction for students. The extended day program was available for both Structured English Immersion (SEI) and Dual Language (DL) programming. All kindergarten positions are currently covered by a credentialed teacher. There are no relevant challenges with implementation.

CVUSD views the extended-day kindergarten as a valuable option for all families in the community. It enhances early childhood education and promotes positive academic, social, and emotional development in young learners. All students are eligible for the extended-day kindergarten program regardless of their family's income, unlike the Head Start/Preschool programs.

Successes: Kindergarten's success stems from its focus on early intervention, holistic development, socialization, preparation for formal education, language and literacy development, critical thinking, parental involvement, cultural awareness, and play-based learning. These factors collectively contribute to positive outcomes for children and lay the foundation for lifelong learning and success.

Challenges: Kindergarten programs face several challenges that can impact their effectiveness and the experiences of children, educators, and families involved. Some of these challenges include balancing the need for assessment and accountability with developmentally appropriate practices in kindergarten can be challenging. Providing smooth transitions from early childhood programs (such as preschool) to kindergarten and subsequent grades is crucial for children's success. Challenges may arise in coordinating transitions, maintaining continuity in learning experiences, and addressing differences in expectations, curriculum, and instructional approaches across settings. Kindergarteners are still developing social skills such as sharing, taking turns, listening to others, and resolving conflicts peacefully. Some children may struggle with social interactions, leading to peer conflicts, isolation, or difficulties forming positive relationships.

Migrant Program

- The Migrant Education program is a supplemental educational program which provides support services for eligible migrant students and their families.

CVUSD writes a comprehensive District Service Agreement (DSA) each year that includes the migrant students who are identified as “priority for service” which is then submitted for approval to Riverside County Office of Education, and subsequently is overeen and approved by California Department of Education. This plan includes K-8 regular school year services (primarily after school), field trips tied to content standards, high school graduation and career exploration activities and support.

- There is a struggle with consistent attendance which was addressed this year by changing the service model to include both ELA and Math for a two-hour block, meeting both the ELA and Math State Service Delivery Plan (SSDP) each day as required. This was a success for K-6. Middle school program still struggled with attendance attempting to provide support in the morning before school.

Enrichment activities

- Spelling Bee - A total of 17 school sites (elementary and middle school) participated in the district-wide competition. Site winners participated at the district level, where a champion and a runner up were recognized and moved on to the County level.
- Science Fair - All school sites had participating students. Students engaged in learning about STEAM related topics and were part of hands-on learning with real-world applications.
- History Day - Implemented at one school site only.
- Author's Fair - Implemented at six school sites.

2.2e Alternative Education

Provide districtwide educational and enrichment opportunities for all students.

- La Familia High School

Successes included:

- Five new portables were added in preparation for the 2023-24 school year, which allowed LFHS to add five teachers, one additional office assistant, and one additional campus safety assistant.
- La Familia High School increased their enrollment from 120 for the school year 2022-23 to over 250 students in the 2023-24 school year.

Challenges included:

- La Familia High School's size limits the number of students that can enroll to increase their credits to fulfill high school graduation requirements
- There was a need to Increase LFHS student enrollment - 2022-23 enrollment was approximately 120 students.
- Currently there is only room for 7.0% of our Juniors and Seniors that have been able to enter La Familia. We have another 7.0% (150) students on the waitlist to support them to reach their graduation status.

Independent Study Program support

Our independent Studies program continues to serve about 500 students district wide:

Elementary School Level - 50 students
Middle School Level - 70 students
High School Level - 380 students

Successes include both parent and student satisfaction with the current flexible options provided for the individual family needs. Independent Studies provides students with full virtual and independent learning to meet the academic achievement levels set by the state standards. Challenges included continually finding highly qualified staff to support all the content levels needed for student success.

Virtual School support:

This year we were able to support West Shores High School with three highly qualified teachers, from another CVUSD high school, to zoom into the class during their prep period to support student achievement. One English teacher from Desert Mirage, and two English teachers from Coachella Valley High School provided virtual instruction to students at West Shores High School.
Successes included high quality instruction from content-expert instructors.
Challenges included the difficulty for both teachers and students to build strong connections to deepen learning levels.

2.3 Support for English Learners
Additional English Learner Support to Improve the Implementation of ELD Standards
Resources and Supports include:

English Learner Support Personnel - TOSA-(2)
Successes

- This 1 position has expanded to be a support for districtwide implementation of the Summit K12, which was purchased for all EL students in TK- 12th grade.
- This positions has created, presented and maintained monthly professional development for: EL paraprofessionals,
- Provided Teacher and school support for instruction such as strategies, best practices, language objectives, language scaffolds such as Think/Pair/Share, thinking maps, oral language development, etc.

Began writing the multilingual plan initiated in January 2024.
Challenges: Only had one position filled for approx. 7,000 EL students

Newcomer Academy
EL Mentor
Support programs funded by Title III:

- Supports curriculum implementation K-12 for the following:
- National Geographic
- English 3D
- Summit K12
- Lexia English
- Rosetta Stone

Site English Learner Support Assistants (ELSA's) -21

- ELSA's maintained the same role as previous years, no substantial differences in implementation.

Professional Development specific to the implementation of programs for ELs
Successes
* Multilingual Dept. Administration was invited to participate in the state-wide groups including:
Long Term English Learner Community of Practice (LTEL CoP) where EL administrator and 6 district teams across the state (only 6 districts were invited) collaborate on best practices for long term English learners leading us through the DesignThinking process. This is led by

Stanford, California Department of Education.
District English Learner Administrators Advocacy Network: District administrators across California work on legislation and other advocacy initiatives on behalf of emerging bilingual students (English Learners). This is sponsored by CABE and Californians Together.

Challenges: Conflicts in the calendar and events prevented administration from attending all the Riverside County Office of Education professional development such as NISO (Network for Improving Student Outcomes).

Designated and Integrated ELD
This item was intended to be implemented as a pull out teacher collaboration. It was not implemented for the 2023-24 school year.

Direct Support for Students

- Newcomer Academy
- Successes

Participation at Coachella Valley High School and Toro Canyon Middle School increased this year

- Challenges

Participation has decreased at the elementary schools
In elementary, newcomer students are too spread throughout the district to offer this program at each of the elementary schools

Mentors for English Learners
Successes

- The number of teachers supporting EL students in this role increased from 30 EL Mentors in 2022-23 to 37 EL Mentors in 2023-2024

This increase in teachers serving as EL Menors means the number of EL students participating in this service went from 900 to 1,110

- Challenges

There are two schools without EL Mentors - unable to find teachers at these sites to fill these positions
Schools with high numbers of EL students may only have one EL Mentor - Each EL Mentor has a caseload of 30 EL students and if the total number of ELs is high, one Mentor can only support 30 students

Summer School - Challenges include low attendance, with a high cost per diem for teachers
Tutoring/Intervention - There was no data to support the success of this so it was NOT implemented in 2023-2024
Other Support Services for English Learners

Family and Community Engagement for supporting English Learners

- Successes

There were over 40 parents or parent liaisons who attended CABE , the highest number ever sent to this conference. The feedback was positive and there was a better understanding of English Learner and Dual Language programs in our schools.
With the addition of the parent liaison positions, there has been an increase in communication about events and support for our English Learners.

Challenges

- Attendance for DELAC meetings does not represent all sites, regardless of the format of the meeting (in person or virtual)

Supplemental Instructional Materials

Successes

- Summit K12, A new supplemental curriculum was purchased to support all English Learners K-12th grade. This curriculum is better aligned to the ELPAC test items, ELPAC scores and provided with grade-level standards.

CVHS had the highest usage district wide with very positive teacher feedback from secondary teachers about the program.

- Ellevation was rolled out to administration with training and access opened up for teachers. Training planned for 2024-25. Data continues to be uploaded which has increased the ease of use to reclassify students.

Challenges

- Low usage for Rosetta Stone
- Low usage for Lexia English
- Due to contractual constraints, implementation of Summit K12 was optional during the 2023-24 school year.

2.4 Support for Foster & Homeless Students

- Resources and Supports include:

Student Support Services Personnel (Administration, Counselors, Foster/Homeless Liaison)
Under the Student Support Services Department, there is a team of staff who coordinate in supporting the Foster/Homeless Liaison.
All students complete the housing survey during registration. Qualifying students are identified and flagged at the school site each school year, at which point the Foster/Homeless Liaison makes contact with the families, either by phone, by email or by face to face contact at the location provided. Once verification occurs, students are then assigned to the caseload of the liaison, who asks a series of questions relating to needs and supports that can be offered to the students and families. This often requires driving out to the school site, or to the location the student/family is currently residing, be it in a home, trailer, car, hotel or other community location.
The liaison works in collaboration with the student, the family, the assigned social worker, with CPS, local law enforcement, community partners and school officials to identify any barriers to education and to find supports to overcome those barriers.
Foster/Homeless Liaison supports foster students with various actions and interventions including but not limited to:
Refer students to internal (CVUSD) and external agencies and resources to provide social-emotional or health services, basic needs (school supplies, clothing), college/career guidance, academic support, transportation

Successes:

- Filled the position of District Resource Counselor (Foster/Homeless Liaison)
- Participation in the Riverside County Homeless Symposium for networking and data/ resource sharing
- Collaborated with the Transportation Department to identify and provide special routes as needs are identified within 48 hours.
- Assisted 7 McKinney-Vento families with transportation from homeless shelters, motels, doubled up housing and other community locations to their identified home schools.

- Identified 11th & 12th graders who are eligible for the AB 2121/ AB 216/ AB1806 waivers qualifying them for 130 credits for the state graduation requirements and also making them eligible for a 5th year to complete.
- Provided Uniforms and school supplies for identified students in all 21 schools within the district.
- Have made multiple home visits to locate, identify and connect students with resources relating to community services as well as academic supports and services.
- Collaborated with high school counselors in identifying students who are eligible for the AB 2121 waiver, set up parent meetings and identified academic plans to meet the graduation requirement option selected.
- Collaborated with the district IT department to assist in identifying the academic track for students.
- Provided public transport vouchers to students.
- Collaborated with local homeless shelters to assist in temporary housing.

Challenges:
- Position of Foster/Homeless Liaison was vacant for the first half of the school year and was covered by other Student Support Services staff.
- Locating families in shelters, hotels, trailer parks and various outdoor community areas such as parks, minimarts, etc.
- Finding and arranging transportation for multiple families from various cities across the Coachella Valley.
- The district spans areas in 2 counties (Riverside & Imperial) which can cause communication barriers and slow down in response to services for our more distant schools of Sea View and West Shores.
- Finding students once they have left the residence on file due to homelessness.

2.5 Instructional Resources - Maximize Access for instructional resources, materials, equipment and professional development.
Resources and Supports include:
- Instructional professional development

Successes:
- August Optional Training for Teachers and Support Staff - This past summer, we held over 50 training sessions for teachers and staff to choose from for optional learning opportunities. Our sessions were attended by over - - 400 certificated and 45 classified staff members to increase their knowledge in currently adopted curriculum and standards including Language Arts, Math, Science, Social Studies, VAPA, and Transformational Model training for PBIS, Self-Care, and Behavior.
- Our additional year training included UCI Math, LETRS for teachers of early reading, Carnegie STEM, Instructional Aides training in early literacy and math skills, and Dual Language teacher training.
- Teacher feedback was extremely well received and appreciated our training to support their immediate classroom instruction.

Challenges:
- While not all teachers and classified staff took advantage of the August Optional training, most of our teachers did not receive training as a make-up.
- With our scheduled year training, we were challenged with a lack of substitutes. Lack of substitutes hindered our ability to have all teachers attend training, therefore, some teachers did not receive the skills to support the work in the classroom with curriculum, instructional practices, or transformational model.
- School site allocation of LCFF Supplemental/Concentration and Title I funding to support program implementation

- All sites were provided with additional funds specifically to support math, science, and Pathway to Student Success (VAPA) implementation.
- The material/supplies ordered with these funds provided students with hands-on learning opportunities through interactive lessons that required consumable items. All sites utilized the funds as required to implement math, science, and PTSS lessons.

Challenges encountered included the length of time it took for ordered items to be delivered. Shipping times are taking longer than expected. At times, recommended items were out of stock and alternative (but similar) items had to be ordered.

Instructional Specialists
Successes:
- Six TK-12 Instructional Coaches have prepared and provided site-based and district-wide professional development, as well as classroom modeling and co-teaching, utilizing evidence-based practices and pedagogy for effective instruction and engagement of all students building capacity for staff and administration.
- Their training has included building teacher capacity in Small Group instruction, i-Ready Personalized Learning, understanding the components of quality Math Instruction, Writing instruction, curriculum training, and Best - - - First Instruction in the classroom.
- Additionally, the TK-12 Coaches have done classroom visits, Zoom visits, and grade-level/department meetings/trainings to build teacher capacity and improve student outcomes; assists in the development and piloting of instructional materials; lesson planning; and creating and supporting assessments and digital platforms.

Challenges:
- Time to work with all teachers at individual grade levels and content areas make the work more encompassing within the district, but this is often not feasible due to sub shortages.
- Due to the limited number of substitute teachers, we were significantly hindered in the Professional Developed sessions we could hold this year.
- Support personnel for instructional programs
- CVUSD had a total of six instructional coaches in place to provide instructional coaching assistance to site admin and teachers across our 21 schools.
- All six positions were filled this year.

The instructional coaches were each assigned school sites and a schedule was created, detailing their assigned days of support for each of their identified school sites. School sites that had larger numbers of staff had two coaches assigned to support.

Technology equipment and support

Additional non-student negotiated Teacher Professional development days
Successes:
- This year we held both October and March Professional Development days for teachers and staff learning opportunities. In October, our training included Summit K12 ELD online digital platform, iXL online math platform, - - - Play-based Learning, Transformational Model, Prisms, Inspire Science, AVID strategies for ELs and Reading instruction.

- In March, we trained teachers on a Multi-Tiered System of Support, current data trends, and next year's focus areas in best instructional practices. Feedback from these days are positive unless the training is done virtually, as was our ParentSquare training.
- Due to technical challenges this training was not well-received. Our other training ranked very high with most participants citing they loved the time to collaborate with colleagues, appreciated a deep dive into data, loved training on Summit K12 to support our English Learner students, and wanted even more Inspire Science training in the future.

Challenges:

- Approximately 15% of the certificated staff did not attend either of the two negotiated Teacher Professional Development days. This is a challenge when trying to train on newly implemented materials or processes and teachers are missing.

As above, with our substitute shortage, we have been challenged with doing make-up training.

2.6 High Qualified Personnel
Recruitment, hiring, retention and professional growth of all staff members.
Resources and Supports include:

New Teacher Induction Support

- 5 Induction Coaches were present at the beginning of the school year (one was hired end of October, 2023)
- For 2023-24 school year: Coaches were trained through RCOE
- All coaches met regularly on a weekly basis with Induction candidates, Intern Teachers and long term subs.
- Induction candidates utilized the RCOE CTI Induction Program to clear teacher credentials, which included reflection on their classroom practices and lessons as well as 3 yearly observations by the coach or of an expert teacher.
- Intern teachers & Long Term Subs were supported in classroom management and assisted in implementing district programs and procedures.
- Induction Coaches provided Saturday Workshop training based on needs of new teachers.
- Induction Coaches led a New Teacher orientation for all teachers hired for the school year in August.

Challenges for 2023-24 for 5 Induction coaches:

- Met with 90+ teachers on a weekly basis at their sites which included Interns, Induction Candidates, and Long Term subs.
- Chronic substitute shortages made it difficult for candidates to observe master teachers.
- Limited number of master teachers willing to model lessons for new teachers.
- Rescheduling meetings was difficult due to the high candidate-to-coach ratio and prep times.
- Low percentage of attendance at Saturday workshops which affected new teachers' training and support and also the opportunity to make connections with a larger learning community.

Recruitment and Professional Development for classified, certificated, and administrative Personnel

- Special Ed Teacher Stipends
- CVUSD held 2 job fairs during the 2022-23 school year

- At the Classified Job Fair on December 10, 2022, CVUSD hired 67 classified employees in positions as bus drivers, paraprofessionals, kitchen workers, safety supervisors and parent community liaisons at the job fair. We had over 200 people in attendance.
- At the Certificated job fair in February 2023 - over 20 certificated positions were filled.

Special Ed Teacher Stipends:
The nationwide shortage of special education teachers has created a critical need to provide incentives, such as stipends, to recruit and retain highly qualified teachers. By providing stipends, the District can attract and retain highly qualified teachers and ensure that students with special needs receive the specialized instruction and support to which they are entitled. Investing in the recruitment and retention of highly qualified special education teachers is essential for promoting inclusive education and fostering the academic and social success of all students.

Elementary and Secondary Assistant Principal

- Secondary Assistant Principals:

Under the instructional leadership, they provide support to teachers in the development of an engaging classroom, working with students to maximize learning, and assist in implementing school programs and projects.
Lead and participate in in-service/staff development programs

- Elementary - Assistant Administrators of Instructional Improvement:

Provided instructional leadership and promoted a positive climate and culture
Provided support to teachers in the development of an engaging classroom, and assisted in implementing school programs and projects.

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.

All actions in this goal were impacted by the increase in salaries as a result of negotiations. Other material differences for actions are listed below.

Action 2.1: Multi-tiered system of support
The overall increased expense for this action is the impact of the certificated and classified salary increases for the 2023-24 school year as a result of negotiations.

Action 2.2a Broad Course of Study
Due to the changes made in removing the after school collaboration sessions (extra services) and instead providing 2 days of PD (sub coverage), expenses for dual language decreased. However, the overall increased expense for this action is the impact of the certificated and classified salary increases for the 2023-24 school year as a result of negotiations.

Action 2.2b Career Readiness
The increased expense for this action is the impact of the certificated and classified salary increases for the 2023-24 school year as a result of negotiations.

Action 2.2c: College Readiness
The position of At-Risk Outreach Teacher was not filled, so no salary was paid. Career center staff were hired mid-year which resulted in savings. Concurrent and dual enrollment material costs were less than the amount allocated, due to the difficulty in opening up more courses for Dual enrollment. However, the data showed attendance rates increasing and suspension rates decreasing showed the mentors at the secondary level are making a difference and we were in need of adding four more for 2023-24 school year to support students. In addition, the overall increased expense for this action was impacted by the certificated and classified salary increases for the 2023-24 school year as a result of negotiations.

Action 2.2d: Extended Learning
The material difference for this action, a decrease of approximately $3.4 million, is due to some expenses originally budgeted for in the LCAP being funded with other funding sources not included in the LCAP.

Action 2.2e: Alternative Education
Although some salary expenses increased as a results of negotiations and increasing the number of students served by La Familia High School, the virtual school was in development so no funds were expended for the program which resulted in an overall reduction in expenses for this action.

Action 2.3 Support for English Learners
The district budgeted for two EL TOSA positions and only 1 was filled for the 2023-24 school year, the district did not move forward with EL Outreach Teachers, and the district did not move forward with implementation of the SEAL program so no additional Literacy Coaches were hired. Some of the funds were reallocated to support the increased professional development on providing designated and integrated ELD and the impact of the certificated and classified salary increases for the 2023-24 school year as a result of negotiations.

Action 2.4 Support for Foster and Homeless students
Expenses were less than budgeted as one of the K-12 Counselor positions in the Student Support Services department was vacant for half of the year.

Action 2.5 Instructional Resources
Although some proposed positions were not hired, the savings offset most of the impact of the certificated and classified salary increases for the 2023-24 school year as a result of negotiations.

Action 2.6 Highly Qualified Personnel
In addition to the impact of the certificated and classified salary increases for the 2023-24 school year as a result of negotiations, the number of teachers participating in the Induction program increased ,and the number of teachers earning the Perfect Attendance stipend increased.

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

2.1 MULTI TIERED SYSTEM OF SUPPORTS (MTSS): This action was effective in providing the resources needed to implement data-driven instruction, and response to intervention.

District-wide pacing and assessment guides, software, and assessment tools to monitor student progress.

Successes Include:
The CIA Committee, Testing and Assessment Committee and Academic Counselors were effective.

- The CIA Teams were groups of teachers that assisted with creating and revising pacing guides and assessment calendars to support the teaching of standards throughout the year. Having teacher input and guidance ensures that all students are receiving instruction on all standards for their grade level.

- The CIA Coordinators were utilized to provide training and support for all schools in regards to implementation of standards and assessment. The team also provided data reports and updates to site principals, and the Ed. Services department to show growth and measure success on program implementation.

Academic Counselors
Successes included high access to student counselors throughout the school year.
Challenges include still having a high caseloads to complete significant a number of one on one visits.

Challenges to the implementation of Action 2.1 include:
The assessment platforms were used, but not to the degree expected.

- For example, a challenge in using MasteryConnect was the data reporting aspect of the platform. It was very difficult to glean data, and reports were a bit cumbersome.
- AERIES Analytics complimented our student database system. It was used primarily at the district level by our Testing department team members. It was not widely used at school sites.

2.2a BROAD COURSE OF STUDY: Resources and Supports included included in Action 2.2a were effective in providing a broad range of activities and engagement opportunities for students:

- Aquatics - Over 2,000 Freshman and Sophomores have been able to take multiple units to increase their skill level in the water.

- Ethnic Studies - Every year, over 1,000 freshman students enter into ethnic studies classes which are designed to provide students with culturally relevant pedagogy and historical background to engage our students in social justice and equity for all.

- PUENTE -In the PUENTE Program, 100% of students graduated, and 94% were A-G eligible. In the last few years, over 95% of PUENTE students applied to a four year college and were accepted.

- Dual Language Program:
- This program is in high demand at the elementary and middle school level.
- Our Dual Language Program was expanded into 7 additional elementary schools and our middle schools. Dual Enrollment will be expanding to our high schools.

Number of students served = 2,100
Elementary school students: 1,841
Middle school students: 265 Spanish Language Arts (SLA) sections offered at 3 middle schools for both 7th and 8th grade DL students

- Pathways to Success Teachers [VAPA]:
- All 14 elementary schools offer the Pathway to Student Success (PTSS) program to students in grades 4th-6th. Students in these grades receive a total of 30 minutes daily focused on:

Instruction with integrated technology, Oral language support, AVID best practices, dance, media arts, music, theater, and visual arts. This is an opportunity for students to be exposed to a broad range of interests and skills.

2.2b CAREER READINESS:
Resources and Supports included in this action were highly effective in preparing students for career readiness as evidenced by the high number of students who successfully completed a CTE Pathway and or go on to college.

- The TK-16 alignment of CTE Programs continues. CVUSD now has 7 STEAM elementary Schools, 20 middle school CTE programs that feed to our high schools, and 20 high school programs, all aligned to College of the Desert and CSUSB.
- Grade level field trips for Elementary Schools (ES) (11), Middle Schools (MS) (8), were provided to post-secondary institutions and industry to further connect students with college and career readiness concepts. 15 new elementary and middle school teachers trained in Kidwind, and 32 elementary teachers trained in coding.
- Kidwind expansion to two new STEAM ES schools (Valley View & Peter Pendleton), 258 students district-wide participated, 168 attended our regional competition, 16 students attended Nationals.
- 48% of students participated in CTE at the high school level - of the 20-23 CTE completers, 70% enrolled in college, of the 70%, 40% went to a 4-yr university, 30% went to community college. 44% A-G rate.
- Expanded Dual enrollment, to 10 CTE courses.
- First year cosmetology program, 24 juniors successfully completing 1st year, will return to finish the program in their senior year. A second year cohort of 24 juniors have been recruited.

2.2c COLLEGE READINESS:
Resources and Supports included in this action are were very effective in preparing students for College readiness, with AP and PSAT testing support, AVID, student mentors, dual enrollment and high school career centers.

College Readiness Testing Support (Advanced Placement, PSAT, etc.):

- 495 students took 798 AP exams and 30% of the exams were passed with a score of 3 or better.

College and Career Planning and Supports:

- 2023 data includes 1,637 seniors completed a Cal State, 336 students completed Community College College application and 202 students applied to UC colleges using CCGI.
- 99% of middle school students registered their College Career Guidance Initiative (CCGI) account and 91% of students in high school registered their College Career Guidance Initiative (CCGI) account.

Advancement Via Individual Determination (AVID):

- AVID has been implemented at all sites. 2023 data includes of the 144 AVID graduates, 78 met UC/CSU requirements, 49 received the Seal of Biliteracy, 46 students went to community college and 70 students went to a UC/CSU.

Mentors for students

- Mentors helped implement Transformational Learnings and PBIS practices at the school sites. Mentors met daily/weekly with the predetermined at promise students and also met with re-entering students following a school incident. Mentors worked closely with the Wellness Center staff, to support student academic success, social emotional growth, and behavioral growth.

High school career centers:

- Career Center Assistants (3) - 1 at each Comprehensive High School.
- These three new positions have allowed for the beginning phases of new college and career centers at three of our high school sites.
- College and career centers host the following number of college speakers and career speakers:
- CVHS: Hosted 92 college and 21 career speakers
- DHMS: Hosted 39 college and 5 career speakers
- WSHS: Hosted 84 college and 16 career speakers

Total number of students who attended college and career events at their school during the 2023-24 school year:

- CVHS: 6,581
- DMHS: 6,640
- WSHS: 4,863

Concurrent and Dual Enrollment

- 247 high school students enrolled in 363 college Dual enrollment courses.

2.2d EXTENDED LEARNING:
Resources and Supports in this action were effective in engaging students in extended learning and enrichment opportunities.

Expanded Learning Programs Successes Included:

- Expanded Learning Programs provided physical, cognitive, social, and emotional development for students as essential ingredients of school readiness. -

Students participate in a variety of our afterschool learning/enrichment support opportunities throughout the various grade levels. The students are able to compete against other district students, but also travel to compete against other districts.

Summer School (Elementary):

- Summer school was implemented at all 21 school sites. We had over 3,000 students attend the program. Elementary and Middle Schools offered hands-on learning, plus enrichment sessions.

Summer School (Secondary):

- Summer school provided opportunities for over 2,000 secondary students to continue to grow in their academic skills. Summer school took place at all middle and high schools, including our continuation high school.
- Successes - High school seniors just missing the graduation requirements by the end of their year, were able to finish a couple more classes to receive their diploma over the summer.
- Challenges - Not all students participated in this academic opportunity.

Early Childhood Education:
CVUSD's early childhood education program has expanded in the Mecca and Salton City communities. The Head Start/Preschool programs are now available at 13 and 14 elementary school sites. In the upcoming school year, the Head Start/Preschool programs will be available at all 14 elementary school sites, servicing students three to four years of age.

Successes: CVUSD fosters school readiness by providing developmentally appropriate activities, experiences, and interventions. The staff uses assessment tools, creates parent-teacher partnerships, and supports formal schooling transitions, enhancing school readiness in early education.

Challenges: CVUSD has experienced a decline in enrollment in the Head Start/Preschool programs with the gradual implementation of Transitional Kindergarten. Families in the community hesitate to enroll their three-year-old children in early education.

Extended Day Kindergarten:
All 14 elementary schools offered extended kindergarten instruction for students. The extended day program was available for both Structured English Immersion (SEI) and Dual Language (DL) programming. All kindergarten positions are currently covered by a credentialed teacher. There are no relevant challenges with implementation. It enhances early childhood education and promotes positive academic, social, and emotional development in young learners. All students are eligible for the extended-day kindergarten program regardless of their family's income, unlike the Head Start/Preschool programs.

Successes: Kindergarten's success stems from its focus on early intervention, holistic development, socialization, preparation for formal education, language and literacy development, critical thinking, parental involvement, cultural awareness, and play-based learning. These factors collectively contribute to positive outcomes for children and lay the foundation for lifelong learning and success.

Challenges: Kindergarten programs face several challenges that can impact their effectiveness and the experiences of children, educators, and families involved. Some of these challenges include balancing the need for assessment and accountability with developmentally

appropriate practices in kindergarten can be challenging. Providing smooth transitions from early childhood programs (such as preschool) to kindergarten and subsequent grades is crucial for children's success. Challenges may arise in coordinating transitions, maintaining continuity in learning experiences, and addressing differences in expectations, curriculum, and instructional approaches across settings. Kindergarteners are still developing social skills such as sharing, taking turns, listening to others, and resolving conflicts peacefully. Some children may struggle with social interactions, leading to peer conflicts, isolation, or difficulties forming positive relationships.

Migrant Program:
The Migrant Education program is a supplemental educational program which provides support services for eligible migrant students and their families.
CVUSD writes a comprehensive District Service Agreement (DSA) each year that includes the migrant students who are identified as "priority for service" which is then submitted for approval to Riverside County Office of Education, and subsequently is overeen and approved by California Department of Education. This plan includes K-8 regular school year services (primarily after school), field trips tied to content standards, high school graduation and career exploration activities and support.

Challenge(s): There is a struggle with consistent attendance which was addressed this year by changing the service model to include both ELA and Math for a two-hour block, meeting both the ELA and Math State Service Delivery Plan (SSDP) each day as required. This was a success for K-6. Middle school program still struggled with attendance attempting to provide support in the morning before school.

Enrichment activities

- Spelling Bee - A total of 17 school sites (elementary and middle school) participated in the district-wide competition. Site winners participated at the district level, where a champion and a runner up were recognized and moved on to the County level.
- Science Fair - All school sites had participating students. Students engaged in learning about STEAM related topics and were part of hands-on learning with real-world applications.
- History Day - Implemented at one school site only.
- Author's Fair - Implemented at six school sites.

2.2e ALTERNATIVE EDUCATION:
This action has been effective in providing opportunities for struggling high school students, students who can't physically attend school in person, and indepent study students to catch up on coursework and credits, and ultimately be able to graduate from high school.

La Familia High School Successes included:

- Five new portables were added in preparation for the 2023-24 school year, which allowed LFHS to add five teachers, one additional office assistant, and one additional campus safety assistant.
- La Familia High School increased their enrollment from 120 for the school year 2022-23 to over 250 students in the 2023-24 school year.

Challenges included:

- La Familia High School's size limits the number of students that can enroll to increase their credits to fulfill high school graduation requirements

- There was a need to Increase LFHS student enrollment - 2022-23 enrollment was approximately 120 students.
- Currently there is only room for 7.0% of our Juniors and Seniors that have been able to enter La Familia. We have another 7.0% (150) students on the waitlist to support them to reach their graduation status.

Independent Study Program support:
This program has been successful in that it provides an opportunity for 500 students to attend school in a manner that works for them and their families:
Our independent Studies program continues to serve about 500 students district wide:
Elementary School Level - 50 students
Middle School Level - 70 students
High School Level - 380 students

Successes include both parent and student satisfaction with the current flexible options provided for the individual family needs. Independent Studies provides students with full virtual and independent learning to meet the academic achievement levels set by the state standards. Challenges included continually finding highly qualified staff to support all the content levels needed for student success.

Virtual School support:
This year we were able to support West Shores High School with three highly qualified teachers, from another CVUSD high school, to zoom into the class during their prep period to support student achievement. One English teacher from Desert Mirage, and two English teachers from Coachella Valley High School provided virtual instruction to students at West Shores High School.

- Successes included high quality instruction from content-expert instructors.
- Challenges included the difficulty for both teachers and students to build strong connections to deepen learning levels.

2.3 SUPPORT FOR ENGLISH LEARNERS - The programs and services in this action have proven effective for English Learners, with the exception of summer school and after school tutoring, which have not proven effective.

- The percentage of high school graduates who met prepared via a State Seal of Biliteracy increased from 5.2% in 2022 to 35.7% in 2023.
- The Reclassification rate increased from 12.2% in 2022 to 14.0% in 2023, and early data shows that the percentage is expected to far exceed the 2023 rate, in 2024.

Additional English Learner Support to Improve the Implementation of ELD Standards
Resources and Supports include: English Learner Support Personnel:

TOSA-(2):

- Successes

This position:

- Has created, presented and maintained monthly professional development for: EL paraprofessionals, EL Mentor, Newcomer Academy

- Supports curriculum implementation K-12 for the following: National Geographic, English 3D, Summit K12, Lexia English, Rosetta Stone
- Provides Teacher and school support for instruction such as strategies, best practices, language objectives, language scaffolds such as Think/Pair/Share, thinking maps, oral language development, etc.

Challenges: Only had one position filled for approx. 7,000 EL students

Site English Learner Support Assistants (ELSA's) -21
ELSA's maintained the same role as previous years, no substantial differences in implementation.

Professional Development specific to the implementation of programs for ELs
Successes
- Long Term English Learner Community of Practice (LTEL CoP) where EL administrator and 6 district teams across the state (only 6 districts were invited) collaborate on best practices for long term English learners leading us through the DesignThinking process. This is led by Stanford, California Department of Education.
- District English Learner Administrators Advocacy Network: District administrators across California work on legislation and other advocacy initiatives on behalf of emerging bilingual students (English Learners). This is sponsored by CABE and Californians Together.

- Direct Support for Students

Newcomer Academy
- Successes: Participation at Coachella Valley High School and Toro Canyon Middle School increased this year
- Challenges: Participation has decreased at the elementary schools

In elementary, newcomer students are too spread throughout the district to offer this program at each of the elementary schools

Mentors for English Learners
- Successes; The number of teachers supporting EL students in this role increased from 30 EL Mentors in 2022-23 to 37 EL Mentors in 2023-2024

This increase in teachers serving as EL Menors means the number of EL students participating in this service went from 900 to 1,110
- Challenges:

There are two schools without EL Mentors - unable to find teachers at these sites to fill these positions
Schools with high numbers of EL students may only have one EL Mentor - Each EL Mentor has a caseload of 30 EL students and if the total number of ELs is high, one Mentor can only support 30 students

Summer School - Challenges include low attendance, with a high cost per diem for teachers
Tutoring/Intervention - There was no data to support the success of this so it was NOT implemented in 2023-2024

Supplemental Instructional Materials
Successes: Summit K12, A new supplemental curriculum was purchased to support all English Learners K-12th grade. This curriculum is

better aligned to the ELPAC test items, ELPAC scores and provided with grade-level standards.
CVHS had the highest usage district wide with very positive teacher feedback from secondary teachers about the program.
Ellevation was rolled out to administration with training and access opened up for teachers. Training planned for 2024-25. Data continues to be uploaded which has increased the ease of use to reclassify students.

Challenges:
Low usage for Rosetta Stone
Low usage for Lexia English
Due to contractual constraints, implementation of Summit K12 was optional during the 2023-24 school year.

2.4 SUPPORT FOR FOSTER AND HOMELESS STUDENTS:
Resources and Supports in this action have proven effective for Foster and Homeless students:

Student Support Services Personnel (Administration, Counselors, Foster/Homeless Liaison)
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Refer students to internal (CVUSD) and external agencies and resources to provide social-emotional or health services, basic needs (school supplies, clothing), college/career guidance, academic support, transportation

Successes:
- Filled the position of District Resource Counselor (Foster/Homeless Liaison)
- Participation in the Riverside County Homeless Symposium for networking and data/ resource sharing
- Collaborate with the Transportation Department to identify and provide special routes as needs are identified within 48 hours.
- Assisted 7 McKinney-Vento families with transportation from homeless shelters, motels, doubled up housing and other community locations to their identified home schools.
- Identifying 11th & 12th graders who are eligible for the AB 2121/ AB 216/ AB1806 waivers qualifying them for 130 credits for the state graduation requirements and also making them eligible for a 5th year to complete.
- Provided Uniforms and school supplies for identified students in all 21 schools within the district.
- Have made multiple home visits to locate, identify and connect students with resources relating to community services as well as academic supports and services.
- Collaborated with high school counselors in identifying students who are eligible for the AB 2121 waiver, set up parent meetings and identified academic plans to meet the graduation requirement option selected.

- Collaborated with the district IT department to assist in identifying the academic track for students.
- Provide public transport vouchers to students.
- Collaborate with local homeless shelters to assist in temporary housing.

Challenges:
- Position of Foster/Homeless Liaison was vacant for the first half of the school year and was covered by other Student Support Services staff.
- Locating families in shelters, hotels, trailer parks and various outdoor community areas such as parks, minimarts, etc.
- Finding and arranging transportation for multiple families from various cities across the Coachella Valley.
- The district spans areas in 2 counties (Riverside & Imperial) which can cause communication barriers and slow down in response to services for our more distant schools of Sea View and West Shores.
- Finding students once they have left the residence on file due to homelessness.

2.5 INSTRUCTIONAL RESOURCES:
Maximize Access for instructional resources, materials, equipment and professional development.

Instructional professional development - effective in providing staff with tools and resources to support student learning
Successes:
- August Optional Training for Teachers and Support Staff - This past summer, we held over 50 training sessions for teachers and staff to choose from for optional learning opportunities. Our sessions were attended by over 400 certificated and 45 classified staff members to increase their knowledge in currently adopted curriculum and standards including Language Arts, Math, Science, Social Studies, VAPA, and Transformational Model training for PBIS, Self-Care, and Behavior.
- Our additional year training included UCI Math, LETRS for teachers of early reading, Carnegie STEM, Instructional Aides training in early literacy and math skills, and Dual Language teacher training.

Teacher feedback was extremely well received and appreciated our training to support their immediate classroom instruction.

Challenges:
- While not all teachers and classified staff took advantage of the August Optional training, most of our teachers did not receive training as a make-up.
- With our scheduled year training, we were challenged with a lack of substitutes. Lack of substitutes hindered our ability to have all teachers attend training, therefore, some teachers did not receive the skills to support the work in the classroom with curriculum, instructional practices, or transformational model.

Instructional equipment and materials
Instructional Specialists
Successes:
- Six TK-12 Instructional Coaches have prepared and provided site-based and district-wide professional development, as well as classroom modeling and co-teaching, utilizing evidence-based practices and pedagogy for effective instruction and engagement of all students building capacity for staff and administration.

- Their training has included building teacher capacity in Small Group instruction, i-Ready Personalized Learning, understanding the components of quality Math Instruction, Writing instruction, curriculum training, and Best First Instruction in the classroom.
- Additionally, the TK-12 Coaches have done classroom visits, Zoom visits, and grade-level/department meetings/trainings to build teacher capacity and improve student outcomes; assists in the development and piloting of instructional materials; lesson planning; and creating and supporting assessments and digital platforms.

Challenges:
- Time to work with all teachers at individual grade levels and content areas make the work more encompassing within the district, but this is often not feasible due to sub shortages.
- Due to the limited number of substitute teachers, we were significantly hindered in the Professional Developed sessions we could hold this year.

Support personnel for instructional programs
- CVUSD had a total of six instructional coaches in place to provide instructional coaching assistance to site admin and teachers across our 21 schools.
- All six positions were filled this year.
- The instructional coaches were each assigned school sites and a schedule was created, detailing their assigned days of support for each of their identified school sites. School sites that had larger numbers of staff had two coaches assigned to support.
- Technology equipment and support

Additional non-student negotiated Teacher Professional development days
Successes:
- This year we held both October and March Professional Development days for teachers and staff learning opportunities. In October, our training included Summit K12 ELD online digital platform, iXL online math platform, Play-based Learning, Transformational Model, Prisms, Inspire Science, AVID strategies for ELs and Reading instruction.

In March, we trained teachers on a Multi-Tiered System of Support, current data trends, and next year's focus areas in best instructional practices. Feedback from these days are positive unless the training is done virtually, as was our ParentSquare training.
- Due to technical challenges this training was not well-received. Our other training ranked very high with most participants citing they loved the time to collaborate with colleagues, appreciated a deep dive into data, loved training on Summit K12 to support our English Learner students, and wanted even more Inspire Science training in the future.

Challenges:
- Approximately 15% of the certificated staff did not attend either of the two negotiated Teacher Professional Development days. This is a challenge when trying to train on newly implemented materials or processes and teachers are missing.
- As above, with our substitute shortage, we have been challenged with doing make-up training.

2.6 HIGHLY QUALIFIED PERSONNEL:
Recruitment, hiring, retention and professional growth of all staff members.
Resources and Supports were effective in increasing teacher efficacy to deliver standards based instruction to students:

New Teacher Induction Support:

- 5 Induction Coaches were present at the beginning of the school year (one was hired end of October, 2023).
- For 2023-24 school year: Coaches were trained through RCOE.
- All coaches met regularly on a weekly basis with Induction candidates, Intern Teachers and long term subs.
- Induction candidates utilized the RCOE CTI Induction Program to clear teacher credentials, which included reflection on their classroom practices and lessons as well as 3 yearly observations by the coach or of an expert teacher.
- Induction Coaches provided Saturday Workshop training based on needs of new teachers.
- Induction Coaches led a New Teacher orientation for all teachers hired for the school year in August.

Challenges for 2023-24 for 5 Induction coaches:

- They met with 90+ teachers on a weekly basis at their sites which included Interns, Induction Candidates, and Long Term subs.
- Limited number of master teachers willing to model lessons for new teachers.

Recruitment and Professional Development for classified, certificated, and administrative Personnel:

Special Ed Teacher Stipends:
Stipends have contributed to the retention of highly qualified teachers and ensured that students with special needs receive the specialized instruction and support to which they are entitled. CVUSD invested in recruiting and retaining highly qualified special education teachers which has promoted inclusive education and fostered the academic and social success of all students. The Students with Disabilities (SWD) student group has one Indicator in Red on the CA School Dashboard - the graduation rate. All other indicators were Yellow (2) and Orange (2). In addition, SWD increased performance on the ELA CAASPP by 7.7 points, compared to a decline of -4.6 points for all students. SWD increased performance on the Math CAASPP by 7.1 points, compared to all students maintaining with a -0.4 point decline in performance.

Special Education teacher stipends supported our special education students who are also identified as low income students (CVUSD has 92.4% LI students), and/or English Learners (43.9% of CVUSD students), and/or Foster Youth (0.5% of students), by retaining and training special education teachers in First Best Instruction, strategies and scaffolding to support English Learners, LETRS (Science of Reading) training and UCI Math instruction and intervention.

Elementary and Secondary Assistant Principal
Under the instructional leadership, they provided support to teachers in the development of an engaging classroom, worked with students to maximize learning, and assisted in implementing school programs and projects.
Led and participated in in-service/staff development programs

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.

Goal 2 of the 2023-24 LCAP had 10 actions, that were academic based. Goal 2 of the 2024-25 LCAP will have 7 actions

2.1 Multi Tiered System of Supports (MTSS)
District-wide guides, software and assessment tools to monitor student progress
Keeping MTSS supports is an effective action because data collection systems will be implemented to monitor student progress, identify areas of need, and inform intervention planning and resource allocation. Multiple sources of data will be utilized to identify a continuum of support aligned with best practices and research-based strategies. Data-driven adjustments will be made as necessary to optimize outcomes. Based on LCAP Survey Data, families indicated a need for teachers to engage with their students to motivate and challenge them. Students also indicated on the LCAP Survey that they would like a quality education. These items are in alignment with the data.

Through MTSS supports, teachers are able to interact and engage with students in order to guide instructional decisions. The data that is collected allows for teachers to differentiate learning, and make educated decisions to meet students' needs through challenging and rigorous lessons
Academic Counselors - We are looking to continue to increase the support for our Academic Counselors. They are vital to our students and to our families as they plan future goals and endeavors.

2.2a
Broad Course of Study:

* Dual Language Program
There are no proposed changes. However, there are 7 school sites that will be increasing their program into 4th grade next school year. Our HR department is actively seeking to fill these positions with teachers who hold the required teaching credential.
This program should continue, to offer students with broad course options. Additionally, as indicated earlier, the research demonstrates DL programs are effective in raising academic student achievement. Dual Language Program data demonstrates that students are making progress with the Spanish language development. The goal of the DL program is multiliteracy by 4th grade. CVUSD expanded its DL program from 7 to 14 elementary schools, and has added middle school courses. Program expansion has occurred over the span of the last five years.

* Pathways to Success Teachers [VAPA]:
There are no proposed changes. This program should continue, to offer students with access to courses not readily available. Additionally, programs such as the PTSS consistently highlight the multi-faceted benefits of VAPA instruction, underscoring its importance as an integral component of a well-rounded education that nurtures the whole child and prepares students for success in school, career, and life.

We expect these actions to increase students’ access to a broad course of study and extracurricular activities. This will result in more opportunities for students to participate in our Dual Language Program and PTSS. We expect to see an increase in our attendance rate, college and career indicator rate on the CA Dashboard, and graduation rate, including more students graduating with a Seal of Biliteracy.

* Dual Language:

- Dual Language guidance team meetings: This was discontinued.There were not enough members to identify a group with representation at each site. Master plan creation, world language pilot and other district initiatives have had separate and targeted planning groups created.
- Dual Language collaboration: the year started off with after school collaboration meetings but was changed to during the day releasing teachers and paying subs instead of paying hourly rate for extra services.
- Dual Language collaboration: In 2022-23 we faced challenges including sub shortages affecting our ability to pull teachers to provide them with PD. After school dual language sessions were then offered, but attendance was very limited. Since then dual language collaboration sessions have been able to be provided during the day. This has increased attendance and has allowed for a recentering on the foundations of dual language. Sessions are offered by geographic region (in 3 groups), providing “rounds” of PD for dual language teachers.
- LAS Links Spanish Assessment: This assessment was ineffective in meeting our needs for the 2022-23 school year. After extensive research, a better assessment was purchased and implemented for the 2023-24 school year. AVANT replaced LAS Links and is also now serving three functions: Spanish proficiency for all dual language students, 9th grade Spanish placement, and 12tn grade Seal of Biliteracy qualifier for the target language.

LCAP Survey Data from parents indicated a need to motivate students and challenge students in a variety of ways. Extra curricular activities provide students with opportunities to build confidence, explore interests and develop skills that can increase motivation and engagement in the classroom. Student participation in these programs leads to an increase in academic achievement as measured through local district assessments and the annual CAASPP results in ELA and Math.
These programs and extracurricular activities are open to all students, and look to highly support specific student groups, such English Learners, Foster Youth, and Low Income students.

Dual Language Guidance Team Meeting -These have been ineffective in being created and thus discontinued.
Continue:
Dual Language Collaboration: As CVUSD continues to hire new teachers with bilingual authorizations, this item will need to be in place as well as to expand to secondary as dual language rolls into high school.

Modify:
LAS Links Spanish assessment: modify this item to widen the scope of purpose as well as to change the name of the assessment.

* College/Career Readiness (2.2b):
Continue all CTE actions and Services and expand. CVUSD understands students need to connect to careers to make an informed choice on which college and major to choose upon graduation. A study done recently confirmed only 30% of students who attend college finish in 6

years. Follow up surveys with students confirm many students choose a college based on name and reputation, not what majors are being offered. Allowing CVUSD students to explore a variety of careers will assist them to better chose a college and major upon graduation.
CTE students have higher A-G rates, High college enrollment, more opportunities for Dual enrollment, and have high GPA's as compared to the general population of students.

* College Readiness (2.2c):
Continue and expand college and career services. The new college and career centers are a key component to reach students and provide relevant guest speakers, college and career fairs, assistance with FAFSA, College applications, and field trips. Impacts in the first year include:
256 number of presentations - average # of students served is approximately 53 per presentation.
Students accessed college and career center services a total of 13,493 times in eight months
College and Career services assist students to plan for life and future goals after high school. Taking dual enrollment courses during high school, field trips to colleges, and access to planning tools are making a huge difference, as is the expansion of support staff to facilitate this goal

* Mentors for Students (2.2c)
Mentors will be moved in the 2024-2025 from the academic LCAP Goal to supporting the health and wellness LCAP Goal 2.
We are looking to maintain the number of mentors for 2024-25 due to the significant positive effectiveness on our secondary campuses. Mentors engage students to increase attendance, achieve academic success in their classes, obtain high school readiness, and plan for future College and Career Readiness over the school year.
* Extended Learning (2.2d):
* Summer School
Based on our enrollment data, we will increase our recruitment efforts to have more students enroll in the summer school program. Our goal is to double the number of students that have participated previously.
Feedback from the LCAP survey indicates that our educational partners are seeking extended and engaging learning opportunities for students. The learning opportunities come in different forms and include summer school and enrichment activities.

* Early Childhood Education
Continuing to offer a full-day kindergarten program will increase instructional time, academic gains, development of foundational skills, social and emotional growth, preparation for first grade, improved attendance and engagement, family convenience, enrichment opportunities, support for diverse learners, and long-term educational benefits.

* Extended Day Kindergarten
There are no proposed changes to this action. Enrollment trends will be analyzed carefully to ensure an adequate number of staff is assigned to this grade for each school site.
Offering a full-day kindergarten program can positively impact student success by providing more instructional time, enhancing academic and social-emotional development, promoting individualized support, involving parents in the educational process, offering enrichment activities, reducing achievement gaps, and generating long-term educational benefits for students.

* Migrant Program
CVUSD will keep this funding and service to ensure our migrant students have targeted support for college and career readiness as well as support to graduate at the same rate as their non-migrant peers. CVUSD will revise the middle school program in the Direct Service Agreement (DSA) submitted to the county and state to increase participation in those grade spans.

* Enrichment activities
There are no proposed changes to this action.
Feedback from the LCAP survey indicated these types of opportunities are enriching for students. In addition, these learning opportunities foster personal student growth and prepare students for success in college and beyond, as they provide skill development in key areas, build leadership and confidence, promote social interaction, and allow for student recognition.

2.3 Support for English Learners - There are a few sub-actions in 2.3 that will be discontinued: summer school and after school tutoring due to low attendance, Rosetta Stone and Lexia English due to low usage, and Designated and Integrated ELD in a pull-out model.
English Learner Support Personnel:
Teacher on Special Assignment (TOSA)-(2)- Continue. This role and its responsibilities support the teachers across the district in serving the needs of the English Learners.
Site English Learner Support Assistants (ELSA's) -(21) Continue. The support of these positions provide the clerical support needed to monitor our 7,000 English Learners, assess our 600-700 newcomers each year and reclassify students as they qualify.

Professional Development Specific to the implementation for programs for EL's (leadership)-Continue. The professional development for the administrators for multilingual ensures that CVUSD is up to date with the most current federal and state mandates, has access to the support and has an avenue to advocate for the students we serve in Coachella Valley.

Designated and Integrated ELD: Professional development for designated and integrated ELD will be integrated into MTSS Professional Learning in Goal 4.

Direct Support for Students:
Newcomer Academy - Modify. This service to our newcomer students is imperative in supporting our students in a seamless transition to our schools. This may start later in the year to accommodate the enrollment patterns of our newcomers.
Mentors for EL - Continue. This program provides the best academic outcomes of direct support to students.
Summer School -Discontinue. Attendance is low and research has not supported a correlation between summer school and academic outcomes.
Tutoring/Intervention - Discontinue. No data has been shown that proves this has impacted student achievement.
Other Support for English Learners
Family and community engagement for supporting English Learners: Continue. We will continue to provide DELAC meetings, support for site ELAC meetings and community input for the Multilingual plan.
Supplemental Instructional Materials: Modify this action.
Previously the supplemental instructional materials Rosetta Stone and Lexia English had not yielded validated positive results. Summit K12 is new and has had high usage rates and positive reviews from teachers. Ellevation has been useful in ensuring we are monitoring English

Learners and reclassifying them

2.4 Support for Foster & Homeless Students
Resources and Supports include:
CVUSD will continue with this [required] program under AB 2121/ AB 216/ AB1806, to support Foster and Homeless students, and positively impact their educational experiences.

2.5 Instructional Resources
Maximize Access for instructional resources, materials, equipment and professional development.
Resources and Supports include:

Instructional professional development

- Continue: In our recent LCAP Certificated Staff Survey, 80% of educators feel they are provided the training and resources needed to do their jobs. Additionally, 77% of educators identified professional learning offered by their school site as effective in enhancing their skills and knowledge for better performance in their jobs. 67% of educators identified professional learning offered by their district as effective in enhancing their skills and knowledge for better performance in their jobs.
- By providing Professional Learning opportunities to teachers and staff, educators will be equipped with strategies for a Multi-Tiered System of Support Tier 1 Best First Instruction.
- All students will develop a deeper understanding of literacy and numeracy concepts, lead to improved foundational and problem-solving skills, and increase engagement. Studies that have demonstrated a positive link between teacher professional development, teaching practices, and student outcomes when training is content-focused; incorporates active learning utilizing adult learning theory; supports collaboration; uses modeling of effective practice; provides coaching and expert support; offers opportunities for feedback and reflection.
- Professional learning helps educators and staff analyze student achievement data during the school year to immediately identify learning problems, develop solutions, and promptly apply those solutions to address students' needs.
- Our LCAP Staff Survey identified in-depth professional development on educational concepts, English Learner Supports, Standards-driven instruction, Science of Reading, managing difficult and disruptive student behaviors, and small group management as high areas of importance.

Student success is measured by increased attendance rates, growth in both literacy and math scores on local district assessments and the annual CAASPP and ELPAC assessments.

Professional Development opportunities include, but not limited to: LETRS Science of Reading, Transformational Model, English Language Development, Student Discourse, Dual Language, Foundational Skills, and Small Groups.
School site allocation of LCFF Supplemental/Concentration and Title I funding to support program implementation
UCI Math packets were ordered and copied at the district Copy Center. However, due to limited staff and machinery resources, it was difficult for the packets to be copied in a timely manner. The packets were scaled back half-way through the year, with only packets for K-2 being sent for copying.
Staff has been informed packets will no longer be copied after this school year.
Staff will move to using digital copies and resources. Therefore, there is no anticipated expense in making the math packets available to staff

& students.

Instructional equipment and materials
Instructional Specialists
Modify: Because of the TK-12 Instructional Coaches, teachers feel supported by having Professional Development for teaching using best practices, understanding new curriculum, Common Core standards, assessments, digital platforms, new technology, social-emotional-behavioral supports, and classroom management both at their school site and with their grade level teams, along with their individual support. With this feedback, we will provide instructional coaches at each school site in the 2024-2025 school year.
A highly qualified educational staff member possesses a combination of academic credentials, pedagogical knowledge, subject matter expertise, experience, communication skills, technology proficiency, cultural competence, collaboration abilities, commitment to professional development, and dedication to student success.

These educational specialists support teachers to meet the diverse needs of all students, including English learners, foster students, and low-socioeconomic students, through a combination of strategies, approaches, and practices that promote inclusivity, equity, and individualized support. Their efforts create a supportive and enriching learning environment that empowers students to reach their full potential and succeed.
Student academic achievement will measure the effectiveness of highly qualified personnel and will be increased, as evidenced by the annual CAASPP, Graduation Rates, A-G Completions Rates, and local district assessments. CAASPP test data from 2023 shows that 26.12% of students met or exceeded ELA standards, while 13.89% met or exceeded math standards.
As identified in the LCAP Family Survey data, families expressed the need for quality teachers and the hiring of regular teaching staff. Some expressed concern about having long-term substitutes in classrooms all year.
Families also expressed a need for ensuring that teachers and staff are supported with quality training to engage students in learning.
Students indicated on the LCAP survey the need for more Physical Education (PE) and music teachers. Overall, the benefits of hiring and retaining highly skilled staff highlight the value as an essential asset for achieving strategic objectives and sustaining growth.

Support personnel for instructional programs
We are moving away from having district-level instructional coaches and will implement site-based instructional coaches that are content specific for elementary and MTSS focused at the secondary level.
Technology equipment and support
Additional non-student negotiated Teacher Professional development days
Continue: In our recent LCAP Certificated Staff Survey, 80% of educators feel they are provided the training and resources needed to do their jobs. Additionally, 77% of educators identified professional learning offered by their school site as effective in enhancing their skills and knowledge for better performance in their jobs. 67% of educators identified professional learning offered by their district as effective in enhancing their skills and knowledge for better performance in their jobs.
By providing Professional Learning opportunities to teachers and staff, educators will be equipped with strategies for a

Multi-Tiered System of Support Tier 1 Best First Instruction.
All students will develop a deeper understanding of literacy and numeracy concepts, lead to improved foundational and problem-solving skills, and increase engagement.

Professional learning helps educators and staff analyze student achievement data during the school year to immediately identify learning problems, develop solutions, and promptly apply those solutions to address students' needs. Our LCAP Staff Survey identified in-depth professional development on educational concepts, English Learner Supports, Standards-driven instruction, Science of Reading, managing difficult and disruptive student behaviors, and small group management as high areas of importance.
Student success is measured by increased attendance rates, growth in both literacy and math scores on local district assessments and the annual CAASPP and ELPAC assessments.
Professional Development opportunities include, but not limited to: LETRS Science of Reading, Transformational Model, English Language Development, Student Discourse, Dual Language, Foundational Skills, and Small Groups.

* Highly Qualified Personnel (2.6):
It is recommended to continue the induction program as is. Depending on how many new teachers are hired next year, another coach may be needed to maintain a 15-20 teacher ratio per Induction coach.
Having new teachers feel supported by their coaches will impact their performance in the classroom, therefore improving the lessons they provide and the students' learning in the classroom.
As identified in the LCAP Family Survey data, families expressed the need for quality teachers and the hiring of regular teaching staff. Some expressed concern about having long-term substitutes in classrooms. Families also expressed a need for ensuring that teachers and staff are supported with quality training to engage students in learning. Overall, the benefits of hiring and retaining highly skilled staff highlight the value as an essential asset for achieving strategic objectives and sustaining growth.

In the last three years, CVUSD's 2021-24 LCAP was focused on the Transformational Model, based on students' post-pandemic social-emotional needs. The transition from virtual back to in-person learning, for students and staff, was unlike anything we have encountered in our lifetime. Looking forward, CVUSD, while remaining cognizant of the socio-emotional needs of our students, will focus on Academic Achievement, which will be Goal 1 in the 2024-25 LCAP. Actions and services in the 2023-24 LCAP Goal 1, focused on School Climate and Student Wellness, can be found in Goal 2 of the 2024-25 LCAP. Some actions from the 2023-24 LCAP were renamed and renumbered in the 2024-25 LCAP. Going forward, after intensely focusing on student wellness in the 202-24 LCAP cycle following the Pandemic, you will see in the 2024-25 LCAP, that within Goal 1 and 2, the metrics and actions have been restructured, renamed and renumbered to best reflect the district's restructuring focused on the Mulit-tiered System of Supports (MTSS).

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

Goals and Actions

Goal

Goal #	Description
3	CVUSD will Increase engagement and collaboration among students, parents, staff and community members.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Panorama Surveys - FAMILY Responses: (Priority 3) Sense of Belonging (School Connectedness): Overall Rating: Individual Questions: I feel welcome to participate at this school: School Staff treats me with respect: School Staff takes my concerns seriously:	Panorama Surveys - FAMILY Responses: Sense of Belonging (School Connectedness): Overall Rating: 2020-21: 82% Individual Questions: I feel welcome to participate at this school: 2020-21: 83% School Staff treats me with respect: 2020-21: 89%	Panorama Surveys - Family Responses: Sense of Belonging (School Connectedness): Overall Rating: 2021-22: 72% Individual Questions: I feel welcome to participate at this school: 2021-22: 69% School Staff treats me with respect: 2021-22: 80%	Panorama Surveys - Family Responses: Sense of Belonging (School Connectedness): Overall Rating: 2022-23: 79% Individual Questions: I feel welcome to participate at this school: 2022-23: 78% School Staff treats me with respect: 2022-23: 84% School Staff takes my concerns seriously:	Spring, 2024 In 2023-24, the Reflection Tool was not used for Parent Engagement. In the Family LCAP SURVEY, CVUSD included similar questions to those found in the Reflection Tool, that measured the degree to which the district sought input from parents in decision making and promoted parental participation in programs. The 2024 Family LCAP will become the	Panorama Surveys - FAMILY Responses: Sense of Belonging (School Connectedness): Overall Rating: 90% Individual Questions: I feel welcome to participate at this school: 93% School Staff treats me with respect: 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Staff welcomes my suggestions: School Staff responds to my needs in a timely manner: School Staff is helpful: 2020-21: My child's background (race, ethnicity, religion, economic status) is valued at this school: Climate of Support for Academic Learning Overall Rating: Individual Questions: This school provides high quality instruction to my child:	School Staff takes my concerns seriously: 2020-21: 81% School Staff welcomes my suggestions: 2020-21: 75% School Staff responds to my needs in a timely manner: 2020-21: 80% School Staff is helpful: 2020-21: 85% My child's background (race, ethnicity, religion, economic status) is valued at this school: 2020-21: 84% Climate of Support for Academic Learning Overall Rating: 2020-21: 85% Individual Questions: This school provides high quality instruction to my child:	School Staff takes my concerns seriously: 2021-22: 69% School Staff welcomes my suggestions: 2021-22: 63% School Staff responds to my needs in a timely manner: 2021-22: 69% School Staff is helpful: 2021-22: 76% My child's background (race, ethnicity, religion, economic status) is valued at this school: 2021-22: 76% Climate of Support for Academic Learning Overall Rating: 2021-22: 74% Individual Questions: This school provides high quality instruction to my child: 2021-22: 73%	2022-23: 73% School Staff welcomes my suggestions: 2022-23: 67% School Staff responds to my needs in a timely manner: 2022-23: 74% School Staff is helpful: 2022-23: 79% My child's background (race, ethnicity, religion, economic status) is valued at this school: 2022-23: 80% Climate of Support for Academic Learning Overall Rating: 2022-23: 79% Individual Questions: This school provides high quality instruction to my child: 2022-23: 80%	Baseline for the 2024-25 LCAP.	School Staff takes my concerns seriously: 90% School Staff welcomes my suggestions: 90% School Staff responds to my needs in a timely manner: 90% School Staff is helpful: 95% My child's background (race, ethnicity, religion, economic status) is valued at this school: 90% Climate of Support for Academic Learning Overall Rating: 90% Individual Questions: This school provides high quality instruction to my child: 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
This school has high expectations for all students: Knowledge and Fairness of Discipline, Rules & Norms Overall Rating: Individual Questions: This school clearly informs students what would happen if they break the rules: At this school, discipline is fair: Safety: Overall Rating: Individual Questions: My child is safe in the neighborhood around the school: My child is safe on school grounds:	2020-21: 85% This school has high expectations for all students: 2020-21: 85% Knowledge and Fairness of Discipline, Rules & Norms Overall Rating: 2020-21: 84% Individual Questions: This school clearly informs students what would happen if they break the rules: 2020-21: 88% At this school, discipline is fair: 2020-21: 80% Safety: Overall Rating: 2020-21: 68% Individual Questions: My child is safe in the neighborhood around	This school has high expectations for all students: 2021-22: 74% Knowledge and Fairness of Discipline, Rules & Norms Overall Rating: 2021-22: 73% Individual Questions: This school clearly informs students what would happen if they break the rules: 2021-22: 80% At this school, discipline is fair: 2021-22: 65% Safety: Overall Rating: 2021-22: No Data for this metric Individual Questions: My child is safe in the neighborhood around the school: 2021-22: No Data for this metric	This school has high expectations for all students: 2022-23: 78% Knowledge and Fairness of Discipline, Rules & Norms Overall Rating: 2022-23: 74% Individual Questions: This school clearly informs students what would happen if they break the rules: 2022-23: 82% At this school, discipline is fair: 2022-23: 66% Safety: Overall Rating: 2022-23: No Data for this metric Individual Questions: My child is safe in the neighborhood around the school: 2022-23: No Data for this metric My child is safe on school grounds:		This school has high expectations for all students: 90% Knowledge and Fairness of Discipline, Rules & Norms Overall Rating: 90% Individual Questions: This school clearly informs students what would happen if they break the rules: 92% At this school, discipline is fair: 2020-21: 90% Safety: Overall Rating: 2020-21: 80% Individual Questions: My child is safe in the neighborhood around the school: 95% My child is safe on school grounds: 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	the school: 2019-20: 89% My child is safe on school grounds: 2019-20: 90%	My child is safe on school grounds: 2021-22: No Data for this metric	2022-23: No Data for this metric		
Parent & family Engagement - Self Reflection Tool (Priority 3) Rating Scale (lowest to highest): 1 Exploration and Research Phase 2 Beginning Development 3 Initial Implementation 4 Full Implementation 5 Full Implementation	Parent & family Engagement - Self Reflection Tool What Stakeholder Group do your Represent? • Parent • School Site Staff • Administrator • Community Member • Student • Other Rating Scale (lowest to highest): 1 Exploration and Research Phase 2 Beginning Development 3 Initial Implementation 4 Full Implementation 5 Full Implementation	Participants were asked to rate CVUSD's progress in the following areas:	Parent & family Engagement - Self Reflection Tool What Stakeholder Group do you Represent? • Parent • School Site Staff • Administrator • Community Member • Student • Other Rating Scale (lowest to highest): 1 Exploration and Research Phase 2 Beginning Development 3 Initial Implementation 4 Full Implementation 5 Full Implementation	Spring, 2024 In 2023-24, the Reflection Tool was not used for Parent Engagement. In the Family LCAP SURVEY, CVUSD included similar questions to those found in the Reflection Tool, that measured the degree to which the district sought input from parents in decision making and promoted parental participation in programs. The 2024 Family LCAP will become the Baseline for the 2024-25 LCAP.	Parent & family Engagement - Self Reflection Tool What Stakeholder Group do your Represent? • Parent • School Site Staff • Administrator • Community Member • Student • Other Rating Scale (lowest to highest): 1 Exploration and Research Phase 2 Beginning Development 3 Initial Implementation 4 Full Implementation 5 Full Implementation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participants were asked to rate CVUSD's progress in the following areas: 1. Developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 2. Creating welcoming environments for all families in the community	Participants were asked to rate CVUSD's progress in the following areas: Building Relationships: 1. Developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 1 - 18% 2 - 18% 3 - 18% 4 - 37% 5 - 9% 2. Creating welcoming environments for all families in the community 1 - 5% 2 - 18% 3 - 23%	Building Relationships: 1. Developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 1 - 7% 2 - 7% 3 - 65% 4 - 21% 5 - 0% 2. Creating welcoming environments for all families in the community 1 - 0% 2 - 14% 3 - 50% 4 - 22% 5 - 14% 3. Supporting staff to learn about each family's strengths,	Participants were asked to rate CVUSD's progress in the following areas: Building Relationships: 1. Developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 1 - 8% 2 - 13% 3 - 22% 4 - 35% 5 - 22% 2. Creating welcoming environments for all families in the community 1 - 0% 2 - 0% 3 - 35%		Participants were asked to rate CVUSD's progress in the following areas: Building Relationships: 1. Developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 1 - 5% 2 - 10% 3 - 25% 4 - 30% 5 - 30% 2. Creating welcoming environments for all families in the community 1 - 5% 2 - 5% 3 - 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3. Supporting staff to learn about each family's strengths, cultures, languages, and goals 4. Developing multiple opportunities for the LEA and school sites to engage in 2-way communication 5. Providing professional learning for teachers and principals to improve a school's capacity to partner with families:	4 - 31% 5 - 23% 3. Supporting staff to learn about each family's strengths, cultures, languages, and goals 1 - 5% 2 - 19% 3 - 33% 4 - 33% 5 - 10% 4. Developing multiple opportunities for the LEA and school sites to engage in 2-way communication 1 - 9% 2 - 14% 3 - 31% 4 - 31% 5 - 22% Building Partnerships for Student Outcomes: 5. Providing professional learning for teachers and principals to improve a	cultures, languages, and goals 1 - 7% 2 - 22% 3 - 43% 4 - 14% 5 - 14% 4. Developing multiple opportunities for the LEA and school sites to engage in 2-way communication 1 - 0% 2 - 36% 3 - 36% 4 - 14% 5 - 14% Building Partnerships for Student Outcomes: 5. Providing professional learning for teachers and principals to improve a school's capacity to partner with families: 1 - 0% 2 - 14% 3 - 57%	4 - 44% 5 - 17% Don't Know = 4% 3. Supporting staff to learn about each family's strengths, cultures, languages, and goals 1 - 0% 2 - 17% 3 - 35% 4 - 22% 5 - 22% Don't Know = 4% 4. Developing multiple opportunities for the LEA and school sites to engage in 2-way communication 1 - 0% 2 - 9% 3 - 22% 4 - 56% 5 - 13% Building Partnerships for Student Outcomes: 5. Providing professional learning for teachers and principals to improve a school's capacity to		4 - 35% 5 - 35% 3. Supporting staff to learn about each family's strengths, cultures, languages, and goals 1 - 5% 2 - 10% 3 - 25% 4 - 35% 5 - 25% 4. Developing multiple opportunities for the LEA and school sites to engage in 2-way communication 1 - 5% 2 - 10% 3 - 25% 4 - 30% 5 - 30% Building Partnerships for Student Outcomes: 5. Providing professional learning for teachers and principals to improve a school's capacity to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6. Providing families with information and resources to support student learning in the home: 7 . Implementing policies or programs for teachers to meet with families and students to discuss student progress: 8. Supporting families to understand and exercise their legal	school's capacity to partner with families: 1 - 9% 2 - 14% 3 - 45% 4 - 27% 5 - 5% 6. Providing families with information and resources to support student learning in the home: 1 - 14% 2 - 14% 3 - 22% 4 - 45% 5 - 5% 7 . Implementing policies or programs for teachers to meet with families and students to discuss student progress: 1 - 9% 2 - 18% 3 - 27% 4 - 41% 5 - 5% 8. Supporting families	4 - 22% 5 - 7% 6. Providing families with information and resources to support student learning in the home: 1 - 7% 2 - 36% 3 - 36% 4 - 14% 5 - 7% 7 . Implementing policies or programs for teachers to meet with families and students to discuss student progress: 1 - 0% 2 - 14% 3 - 58% 4 - 14% 5 - 14% 8. Supporting families to understand and exercise their legal rights and advocate for their own students: 1 - 7%	partner with families: 1 - 4% 2 - 9% 3 - 43% 4 - 35% 5 - 9% 6. Providing families with information and resources to support student learning in the home: 1 - 0% 2 - 17% 3 - 17% 4 - 35% 5 - 22% Don't Know = 9% 7 . Implementing policies or programs for teachers to meet with families and students to discuss student progress: 1 - 9% 2 - 13% 3 - 26% 4 - 43% 5 - 9% 8. Supporting families		partner with families: 1 - 5% 2 - 5% 3 - 25% 4 - 35% 5 - 30% 6. Providing families with information and resources to support student learning in the home: 1 - 5% 2 - 5% 3 - 25% 4 - 35% 5 - 30% 7 . Implementing policies or programs for teachers to meet with families and students to discuss student progress: 1 - 5% 2 - 5% 3 - 20% 4 - 35% 5 - 30% 8. Supporting families

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
rights and advocate for their own students: 9. Building the capacity of and supporting principals and staff to effectively engage families: 10. Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making	to understand and exercise their legal rights and advocate for their own students: 1 - 9% 2 - 14% 3 - 41% 4 - 31% 5 - 5% Seeking Input for Decision Making: 9. Building the capacity of and supporting principals and staff to effectively engage families: 1 - 14% 2 - 9% 3 - 32% 4 - 36% 5 - 9% 10. Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making 1 - 14% 2 - 18% 3 - 32%	2 - 43% 3 - 29% 4 - 7% 5 - 14% Seeking Input for Decision Making: 9. Building the capacity of and supporting principals and staff to effectively engage families: 1 - 0% 2 - 21% 3 - 36% 4 - 36% 5 - 7% 10. Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making 1 - 0% 2 - 14% 3 - 50% 4 - 29% 5 - 7%	to understand and exercise their legal rights and advocate for their own students: 1 - 9% 2 - 9% 3 - 39% 4 - 26% 5 - 17% Seeking Input for Decision Making: 9. Building the capacity of and supporting principals and staff to effectively engage families: 1 - 1% 2 - 8% 3 - 39% 4 - 35% 5 - 17% 10. Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making 1 - 0% 2 - 9% 3 - 39%		to understand and exercise their legal rights and advocate for their own students: 1 - 5% 2 - 10% 3 - 20% 4 - 35% 5 - 30% Seeking Input for Decision Making: 9. Building the capacity of and supporting principals and staff to effectively engage families: 1 - 5% 2 - 5% 3 - 25% 4 - 35% 5 - 30% 10. Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making 1 - 5% 2 - 5% 3 - 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
11. Providing all families with opportunities to provide input on policies and programs: 12. Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities:	4 - 27% 5 - 9% 11. Providing all families with opportunities to provide input on policies and programs: 1 - 9% 2 - 14% 3 - 43% 4 - 24% 5 - 9% 12. Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities: 1 - 14% 2 - 9% 3 - 45% 4 - 27% 5 - 5%	11. Providing all families with opportunities to provide input on policies and programs: 1 - 0% 2 - 21% 3 - 50% 4 - 21% 5 - 8% 12. Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities: 1 - 7% 2 - 43% 3 - 14% 4 - 22% 5 - 14%	4 - 35% 5 - 17% 11. Providing all families with opportunities to provide input on policies and programs: 1 - 9% 2 - 13% 3 - 30% 4 - 35% 5 - 13% 12. Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities: 1 - 4% 2 - 18% 3 - 39% 4 - 22% 5 - 17%		4 - 35% 5 - 30% 11. Providing all families with opportunities to provide input on policies and programs: 1 - 5% 2 - 5% 3 - 25% 4 - 35% 5 - 30% 12. Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities: 1 - 5% 2 - 5% 3 - 25% 4 - 35% 5 - 30%

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.

3.1 Communication
Resources and Supports include:
Translator Salaries and Other language supports
During the 2022-23 school year there were 2 translators but one was out for the majority of the year, leaving one to do most of the work. This then caused a 6-7 month lag time between submission and completion of translation requests. For 2023-24 the two translator positions were fully staffed and the translation request time went down to 3 months between submission and completion.
Translators also were able to train a team of interpreters who provided interpreters for all districtwide meetings such as board meetings, DPAC, DELAC, etc. This was an improvement from 2022-23 when we struggled to get even 1 interpreter to be trained and committed to interpreting. This often required directors or coordinators to translate their own meetings.

Bilingual Psychologist Technicians
The role of the Bilingual Psychologist Technician is to assist School Psychologists with translation of student assessments and scheduling and interpreting IEP meetings. Bilingual Psychologist Technicians played a crucial role in the timely scheduling of IEP meetings and eligibility assessments. They assisted parents with interpretation at IEP meetings, parent-teacher conferences, translation of IEPs and other related documents and letters, and other parent meetings as needed. Bilingual Psychologist Technicians played a vital role in interpreting and translating Individual Education Program (IEP) information for parents facilitating their participation in their child's education by communicating a clear understanding of their child's educational needs, goals, and services. By bridging language barriers, Bilingual Psychologist Technicians enabled parents to actively participate in their child's education, advocate effectively, and collaborate with educators to ensure the best possible educational outcome for their children.

Outreach and advertising, materials, supplies, Communication:
Provide timely, relevant communication and involve students, parents, and staff in meaningful decision making at both the school and district level. Budgeted Expenditures:
Resources and Supports include:
AERIES Communication (Parent Square) was implemented July 2023. This has been an effective tool that is user friendly and almost all staff is trained to use.
AERIES Communication provides a user-friendly platform that lets the user test messages before being sent out, allows users to record their own voice, and allows users to send messages from their computer, laptop, and mobile device.
Challenges include - although training was offered, webinars are available to view at any time, not all staff is trained and some staff are hesitant in implementing this for their classroom.
Advertising: we have no data demonstrating the effectiveness of advertising using billboards, spotify, and pandora.

3.2 Parent Engagement
Based on feedback received from Parent Community Liaisons (PCLs), they have implemented at least one parent workshop per month and have increased communication with their site's parents. Workshops provided at sites include:

- Presentation on how to access & use Parent Square
- Recognizing Students with a 3.0 GPA or higher
- Celebrating Students who caught up on their credits and are returning to their home school
- Promoting good health and learning to walk to school safely -
- Presentation on how to complete FAFSA application & assisted parents on completing their portion of the FAFSA application
- Parent's role during a school emergency
- Title 1 Presentation meeting
- Presentation about upcoming conferences & "Helping my child with homework"
- Nutrition workshop on sugar-sweetened beverages by CalFresh
- Evening full of games, food, & prizes
- Getting students ready for the ELPAC
- Social Emotional Learning (SEL) & Supports for All
- Creating vision boards & set S.M.A.R.T. goals
- Displays of students science & history projects + science experiments by teachers
- Parenting Information classes/5 sessions total
- What is AVID, What is STEAM , What is PBIS?
- Effective Parent Conferences Questions
- Lexile Growth Recognitions
- Positive Behaviors and "Good Manners" Workshop for parents

- The Community Engagement Manager (CEM) successfully implemented monthly workshops and supported school workshops by providing supplies and materials for each site. A Google form outlining all activities offered at sites was implemented and has evidence of all meetings and workshops offered at each site by the liaison and district office by the Community Engagement Manager.

Workshops provide at the school level include:

- The CEM and Parent Community Liaisons successfully implemented and held 6 Parent Volunteer Workshops. Parents were encouraged to attend to be processed free of charge. Over 300 parents were processed at these events.

- The CEM and Parent Community Liaisons held two resource fairs that welcomed over 35 community agencies, entertainment, and free resources for all attendees.

3.2 Challenges with Implementation:

- Some sites were not able to provide the liaison with a Parent Community Resource Center. Sites pending a resource center are: Valle Del Sol, La Familia High School, Saul Martinez, and Sea View Elementary. These sites were unable to implement a center at their school due to space availability.

3.3 Partnerships with Community Based Groups

Build strong partnerships with community-based groups that enhance and support educational opportunities for students and staff.

Resources and Supports include: Community Partnership

- OneFuture Coachella Valley hosted the following workshops, trainings, events and meetings:
- FAFSA applications
- Scholarships
- Meet the Creatives - college and career workshop for Arts, Media Entertainment students
- College Fair
- Monthly Industry councils supporting CTE programs in Health, Advanced Technology, Hospitality, dual enrollment

Riverside Latino Commission:
Student Support Services worked in collaboration with the Riverside Latino Commission in order to place a therapist at all 21 school sites; substance abuse counselors at all secondary sites; 6 mental health counselors to support at the elementary level; and crisis counselors at the main office on 1st Street in Coachella. This collaboration was contracted to provide crisis and clinical Tier 3 support services to both students and staff of the CVUSD.

Successes:
Increased awareness of MH services to the community through advertising on virtual flyers on school websites, student outreach, community outreach events and parent workshops, etc. 2023-24
Improved route of MH and SU referrals once Wellness Centers opened. Wellness Centers were able to quickly identify student needs and make accurate connections quickly and effectively.
Collaboration between LCC and Wellness Centers improved response to the type of care students received based on need (Tier 2 & Tier 3) since information was easily shared and the Triage Coordinator assisted in accurate assessment.

Challenges:
Increased need for MH services across all grade levels.
Increase in suicide ideations in elementary schools.
Needs are exceeding services.

Assistance League of Coachella Valley:
The Assistance League of Coachella Valley worked in collaboration with the CVUSD to provide a variety of supplies and services to our students. Each year they work to assess need and work with their community partners to provide assistance in filling that need.

Successes include:
Providing socks and underwear for students
Providing Feminine Hygiene bags (secondary schools)
Providing Backpacks with School Supplies
Providing School Uniforms (PreK-6)

The Center Coachella:
The Center Coachella has entered into an MOU with the CVUSD in order to collaborate with Student Support Services and school sites to provide family and student support for those students identifying as LGBTQ. Services may be provided upon admin request at the school site, or at their Center located in the city of Coachelle.

Successes include:
Providing resources for students and families in need of support.

Betty Ford:
Student Support Services and Betty Ford worked in collaboration to provide Mental Health and counseling supports for students who have families involved with substance abuse problems. Services were provided directly at the school sites for identified students.

Successes:
Providing MH supports for students dealing with substance abuse within their family or households.

Anderson Children's Foundation:
The ACF has worked in collaboration with and funded multiple projects submitted by various teachers, sites and staff throughout the CVUSD.

Successes:
This years projects funded by the grant included:
* Wellness On The Go - 20 mobile wellness carts & Calming Binders ($20,000)
* Wellness Center Handbooks
* The development and distribution of Calming Binders to 4 elementary schools:
Oasis
Coral Mountain Academy
Valley View
Westside
* Zen Garden at the Coachella Valley High ($34,430)
* Wellness supplies for the Desert Mirage High School Wellness Center ($9640)
* STEAM technology for Sea View Elementary ($35,000)
* New Instruments for Bobby Duke Middle School ($14,662)
* PBIS Store rewards and incentives for Cahuilla Desert Academy ($35,000)
* Musical Project for Cesar Chavez Elementary School ($21,380)
* Band Equipment and Instrument repair for Desert Mirage High School ($15,000)
* Catalina Science Camp for Las Palmitas Elementary ($10,000)
* Pathfinder Science Camp for Saul Martinez Elementary ($48,419)
* Transforming School Culture for Toro Canyon Middle School ($4980)
* Art for Student for Westside Elementary ($5,909)
* Multiple projects across the district were submitted for the window that closed April 30, 2024.

Riverside County District Attorney's Office:
In collaboration with the DA's office, the Student Support Services office and the Coordinator of Attendance work with and attempt mediation for families who have been identified as chronically absent and have failed to comply with both the SART and SARB contracts. The goal is to decrease chronic absenteeism and to provide additional resources to families who may be facing hardships.

Successes:
Cases did proceed to mediation at the Riverside County court house. 6 families participated in the SARB process this year.

National Compadres Network:
In collaboration with the National Compadres Network, the Student Support Services office has developed a portion of the district's Transformational Model based upon the NCN transformational teachings. The NCN has provided and or developed specific trainings. NCN are active participants of the district's Climate & Culture Committee.

Successes:
Trainings this year included:
* Raising Children with P.R.I.D.E.
* Kinship Mentorship
* Joven Noble (Youth Curriculum)
* Girasol (Female Youth Curriculum)
* Transformational Restorative Practices
* Student Circle Groups have been held as all school sites for Joven Noble or Xinachtli.
* All sites will have at least 1 administrator trained in Restorative Practices by June.
* All Wellness Center staff trained in Restorative Practices by June.

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.

All actions in this goal were impacted by the increase in salaries as a result of negotiations. Other material differences for actions are listed below.

Action 3.1 Communication
Less funds were spent on outreach and advertising than budgeted for as the district began using Aeries Parent Square for communication with families and staff and the Public Information Officer utilized existing district social media platforms and local media resources for communication. The 2023-24 LCAP added four additional Bilingual Psychologist Technicians to the team which were vacant for part of the year resulting in a savings.

Action 3.2 Parent Engagement
The impact of the Parent Liaisons position moving from part-time to full-time was great than projected.

Action 3.3 Partnerships with Community-based Groups
The Riverside County Office of Education covered the cost of transportation for our Read With Me volunteer program which resulted in expenses being less than anticipated.

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

3.1 Communication

This action has been effective in increasing community engagement at both the school and district level. Translators assisted in translating material and interpreting for many district led engagement opportunities such as parent workshops, board meetings, parents attending the LCAP Advisory Committee, and parents participating in the LCAP survey. Parents were also supporting with interpreting and translating at IEP meetings for their students, to better understand the meeting content and purpose, which allowed for them to make informed decisions.

Resources and Supports included:

Translator Salaries - effective

Translators were able to train a team of interpreters who provided interpreters for all district wide meetings such as board meetings, DPAC, DELAC, etc. This was an improvement from 2022-23 when we struggled to get even 1 interpreter to be trained and committed to interpreting. This often required directors or coordinators to translate their own meetings.

Bilingual Psychologist Technicians - effective

Bilingual Psychologist Technicians were instrumental in facilitating parent participation in the Individualized Educational Program (IEP) process by providing essential interpreting and translating services. They enabled clear communication between parents and educators, ensuring that all parties fully understand the goals, services, and rights outlined in the IEP. Bilingual Psychologist Technicians' interpretation for parents enabled them to actively engage in discussions, contribute valuable insight, and advocate effectively for their child's educational needs.

Outreach and advertising, materials, supplies

The effectiveness of Communication has been evident. Parents, staff, and students are accepting of messages being sent out by their school / district. AERIES Communication (Parent Square) is user friendly and easy to learn and access. Support staff will still be needed next year to assist with district board meetings, district events, and parent workshops.

3.2

Resources and Supports were very effective in engaging educational partners, families and community, in the CVUSD LCAP Process and monthly trainings on various topics about how parents can support their students academically and social emotionally. Parent Liaisons at all school sites supported parents' needs on a daily basis, and also assisted in promoting parent participation at the LCAP Roadshow presentations at each site and getting parents to complete the LCAP Survey.

Parent Community Engagement support personnel:

Parent Community Engagement Manager:

The Community Engagement Manager (CEM) supported PCLs by conducting site visits, incorporating monthly in - person meetings, incorporating weekly zoom meetings, and providing overall feedback with flyers and parent center set - up. A weekly summary was implemented to monitor activities and duties implemented by all liaisons. The CEM also included her schedule on this weekly summary to be transparent and to share availability. The CEM also supported the district by implementing a monthly workshop series with topics chosen by parents.

Parent Community Liaisons successfully implemented and held 6 Parent Volunteer Workshops. Parents were encouraged to attend to be processed free of charge. Over 300 parents were processed at these events. The CEM and Parent Community Liaisons held two resource fairs that welcomed over 35 community agencies, entertainment, and free resources for all attendees.

Site Parent Liaisons - effective

This year all schools were staffed with a Parent Community Liaison (PCL). PCLs converted into full time employees in January 2024. They facilitated:

- Site Parent Resource Centers
- Parent Workshops
- Parent Engagement Activities

Parent Engagement including personnel and activities has shown to be very effective this year. Having parent community liaisons, workshops, and meetings at school sites is incredibly effective in fostering strong partnerships between schools and families. These initiatives create convenient opportunities for parents to engage with the educational process, understand school policies, and support their children's learning journey. By hosting these events onsite, schools demonstrate a commitment to accessibility, inclusion, and collaboration, which are essential elements for student success. The direct interaction and support provided at the school site empower parents to actively participate in their child's education, leading to improved academic outcomes and a stronger sense of community within the school.

Challenges with Implementation:

Some sites are not able to provide the liaison with a Parent Community Resource Center. Sites pending a resource center are: Valle Del Sol, La Familia High School, Saul Martinez, and Sea View Elementary. These sites were unable to implement a center at their school due to space availability. Parent engagement has also been a challenge. Although workshops, school committees, and meetings are offered, we would like for more parents to attend and participate.

3.3 - Partnerships with Community-based Groups

Overall the effectiveness with Community Based Organizations (CBOs) partnering with CVUSD Student Support Services has been in supporting the mental health, safety and physical needs of the students of CVUSD. CVUSD partners with Latino Commission Counseling to provide services for students that go above and beyond the academic needs of students and the services provided allow students to then focus on learning.

Riverside Latino Commission:

Successes:

Increased awareness of Mental Health (MH) services to the community through advertising on virtual flyers on school websites, student outreach, community outreach events and parent workshops, etc. 2023-24

There has been an improved route of MH and Substance Use (SU) referrals once Wellness Centers opened. Wellness Centers were able to quickly identify student needs and make accurate connections quickly and effectively. Collaboration between LCC and the Wellness Centers improved response time to identify the type of care students received based on need (Tier 2 & Tier 3) since information was easily shared and the Triage Coordinator assisted in accurate assessment.

Challenges:

* Increased need for Mental Health services across all grade levels.

* Increase in suicide ideations in elementary schools.

* Needs are exceeding services.

Assistance League of Coachella Valley:

Successes include:

- Providing socks and underwear for students

- Providing Feminine Hygiene bags (secondary schools)
- Providing Backpacks with School Supplies
- Providing School Uniforms (PreK-6)

The Center Coachella:

The Center Coachella has entered into an MOU with the CVUSD in order to collaborate with Student Support Services and school sites to provide family and student support for those students identifying as LGBTQ. Services may be provided upon admin request at the school site, or at their Center located in the city of Coachella.

Successes include: Providing resources for students and families in need of support.

Betty Ford:

Student Support Services and Betty Ford work in collaboration to provide Mental Health and counseling supports for students who have families involved with substance abuse problems. Services are provided directly at the school sites for identified students.

Successes: Providing MH supports for students dealing with substance abuse within their family or households.

Anderson Children's Foundation:

The ACF has worked in collaboration with and funded multiple projects submitted by various teachers, sites and staff throughout the CVUSD.

Successes:

This years projects funded by the grant included:

- Wellness On The Go - 20 mobile wellness carts & Calming Binders ($20,000)
- Wellness Center Handbooks
- The development and distribution of Calming Binders to 4 elementary schools: Oasis, Coral Mountain Academy, Valley View, Westside
- Zen Garden at the Coachella Valley High ($34,430)
- Wellness supplies for the Desert Mirage High School Wellness Center ($9640)
- STEAM technology for Sea View Elementary ($35,000)
- New Instruments for Bobby Duke Middle School ($14,662)
- PBIS Store rewards and incentives for Cahuilla Desert Academy ($35,000)
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- Transforming School Culture for Toro Canyon Middle School ($4980)
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Riverside County District Attorney's Office:

In collaboration with the DA's office, the Student Support Services office and the Coordinator of Attendance work with and attempt mediation for families who have been identified as chronically absent and have failed to comply with both the SART and SARB contracts. The goal is to decrease chronic absenteeism and to provide additional resources to families who may be facing hardships.

National Compadres Network:

In collaboration with the National Compadres Network, the Student Support Services office has developed a portion of the district's Transformational Model based upon the NCN transformational teachings. The NCN has provided and or developed specific trainings. NCN are active participants of the district's Climate & Culture Committee.

Transformational Restorative Practices

Student Circle Groups have been held as all school sites for Joven Noble or Xinachtli. All sites will have at least 1 administrator trained in Restorative Practices by June.

All Wellness Center staff trained in Restorative Practices by June, 2024.

Friday Night Live:

Supports 11 schools with community building and involvement for the students. They train and provide resources in social, community and service based learning activities. The partnership is for the betterment of Riverside County Youth. There are both site based and community based youth leadership focused training and environmental and community based events.

Successes:

Students have participated in multiple field trips.

Schools have hosted rallies with incentives.

Lunch activities have been hosted for the 11 sites.

CV Mentors:

In collaboration with the CV Mentors, we have entered into a contract to provide mentors at our Wellness Centers. They are to provide social and emotional support and guidance at school sites, as well as mediation and conflict resolution services to students. Mentors will attend district provided trainings and assist in supporting the mental well being of students so that they may learn to self-regulate and become more academically successful in the classroom. There are currently 9 mentors working at CVUSD Wellness Centers.

Successes:

Collaboration with the Wellness Center staff and site administrators to provide social/emotional support for students in need.

Building relationships and improving the overall climate and culture of the school.

Establishing systems of supports.

Youth Leadership Institute:

The Youth Leadership institute has requested to enter into an MOU with CVUSD to facilitate activities to ensure students strengthen their coalition biodling, advocacy, and storytelling skills to impact positive community change in issues related to environmental, mental health and prevalent public health issues. This MOU is pending completion of the required expectations set forth by the CVUSD.

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.

3.1
Resources and Supports include:
Translator Salaries
Keep/modify: Community demographics indicate a need for communication, legal documents (including IEP's, psych reports, etc), district presentations and plans be provided in both English and Spanish. To reduce the lag time between submission and translation of documents, a 3rd translator would support the turnaround time.

Other language supports
Keep/modify: Community demographics indicate a need for communication, legal documents (including IEP's, psychologist reports, etc), district presentations and plans be provided in both English and Spanish. There is also a population of purepecha that we have not yet been able to find someone to provide translation to families within purepecha communities. Include in the 2024-25 LCAP, a plan with Human Resources in marketing, recruiting and hiring.

Bilingual Psychologist Technicians:
Funding of the Bilingual Psychologist Technician positions will be transferred to the Special Education Department for the 2024 - 2027 LCAP.

Outreach and advertising, materials, supplies

- Based on the successes in the implementation of AERIES Communication (Parent Square) and support staff for events, CVUSD will renew the AERIES agreement. We are currently on a three year contract which began 23/24 and will continue until 25/26 fiscal year.

- The need for support staff at board meetings, district events, and parent workshops significantly impacts student achievement. These staff members play a crucial role in ensuring the smooth operation of these events, allowing educators to focus on delivering quality education. They create a welcoming atmosphere, provide logistical support, and facilitate communication with educational partners.

3.2 Parent Community Engagement

- Implementing full time community engagement personnel and parent community liaisons has shown effectiveness in community engagement. CVUSD will continue with the community engagement personnel, including all parent community liaisons.

3.3 - No changes will be made to this goal/action.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

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

The Coachella Valley Unified School District (CVUSD) was established in the 1950-51 school year, with the oldest school in the district, Coachella Valley High School, established in 1916. CVUSD encompasses 1,200 square miles of rural farmland and desert in southeast Riverside County, including the communities of Thermal, Coachella, Oasis, Mecca, North Shore, Desert Center, and Indio. CVUSD also includes the community of Salton City which is located approximately 60 miles from the Mexico border in Imperial County. The geographical center of the district is Thermal, which is about 30 miles southeast of Palm Springs. In this geographically sprawling and somewhat isolated district of 16,046 students: 92.7% of students are part of the unduplicated student count; 88.9% of students are from low income households, and 70% of students are transported daily to school. CVUSD is comprised of 21 schools: 14 elementary schools (Transitional Kindergarten - 6th grade) ranging in size from 336 to 977 students; three middle schools (7th - 8th grade) ranging in size from 706 to 938 students; one Middle/High School (7th - 12th grade) with 513 students; two comprehensive high schools (9th – 12th grade) ranging in size from 1,974 to 2,345 students; and one continuation high school with approximately 235 students. The district also serves over 600 students in numerous state and federal programs for preschool children. Operating since 1952, Coachella Valley Adult School is the largest adult school in the Coachella Valley, serving over 3,000 adult students annually.

During the 2023-24 school year, the total enrollment of 16,046 students was comprised of 88.9% Socioeconomically Disadvantaged students, 0.5% Foster Youth, 1.3% Homeless Students, 8.4% Migrant Students, 12.8% students with disabilities, and 42.7% English Learners.

The district goal is for everyone in every school, both students and adults, to have specific and concrete tools for demonstrating and practicing citizenship. The vision of the Coachella Valley Unified School District is that every CVUSD graduate will possess the skills and personal motivation needed to achieve their Personal Dream.

In the last three years, CVUSD's 2021-24 LCAP was focused on the Transformational Model, based on students' post-pandemic social-emotional needs. The transition from virtual back to in-person learning, for students and staff, was unlike anything we have encountered in

our lifetime. Looking forward, CVUSD, while remaining cognizant of the socio-emotional needs of our students, will focus on Academic Achievement.

CVUSD has one school identified to receive LCFF Equity Multiplier funding. That school is La Familia High School. The LCFF Equity Multiplier provides additional funding to school districts to allocate to eligible school sites with prior year non-stability rates greater than 25% and prior year socioeconomically disadvantaged pupil rates greater than 70%. La Familia High School has a non-stability rate of 42.10% and a socioeconomically disadvantaged rate of 96.39%. As such, it is estimated that La Familia High School will receive approximately $204,171 in Equity Multiplier Funds. Equity Multiplier funds must be used to provide evidence-based services and supports for students. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of the school district, school and/or student performance.

Reflections: Annual Performance

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

Student Group Acronym Key:
AI - American Indian
EL - English Learner
FY - Foster Youth
HI - Hispanic
HOM - Homeless Students
SED - Socioeconomically Disadvantaged (low income)
SWD - Students with Disabilities

CA School Dashboard Indicators Key:
CA - Chronic Absenteeism
ELPI - English Learner Progress Indicator (measure of student progress on state proficiency assessment - ELPAC)
CCI - College Career Indicator (measure of college and career readiness)
ELA - English Language Arts (CAASPP)

SUCCESSES:
Chronic Absenteeism:
All Students - decreased 3.5% (Yellow)

Suspension:
AI - declined 9.4% to 8.8% (Orange)

CAASPP ELA - Distance from Standard (DFS)
SWD - Increased 7.7 points to -131.3 points (Orange)
FY - Increased 21.1 points to -87.4 points (Orange)

CAASPP Math - Distance from Standard (DFS)
HOM - increased 12.8 points to -115.8 points (Orange)
SWD - Increased 7.1 points to -162.8 points (Orange)

CHALLENGES:
Chronic Absenteeism:
AI - increased 3.2% to 62.2% (Red)

Suspension:
AI - increased 11.7% to 17.9% (Red)
FY - maintained -0.2% to 8.3% (Red)

Graduation Rate:
All - declined 9.6% to 78.6% (Red)
EL - declined 11.8% to 68.2% (Red)
HI - declined 9.4% to 78.8% (Red)
SED - declined 9.7% to 78.3% (Red)
SWD - declined 12.5% to 66.7% (Red)

College/Career Indicator CCI:
All - 27.6% - Low
EL - 6.8% - Very Low
HI - 27.8% - Low
HOM - 13.6% - Low
SED - 27.0% - Low
SWD - 2.8% Very Low

CAASPP ELA - Distance from Standard (DFS)
All - declined 4.6 points to -68.6 points (Orange)
AI - declined 22 points to -110.5 points (Red)
EL - declined 6 points to -89.5 points (Red)
HI - declined 4.5 points to -68.4 points (Orange)
HOM - declined 8.4 points to -102.4 points (Red)
SED - declined 4.0 points to -71.6 (Red)

CAASPP Math - Distance from Standard (DFS)
All - maintained -0.4 points to -110.0 points (Red)
AI - declined 24.7 points to -145.6 points (Red)
EL - maintained -0.2 points to -122.3 points (Red)
FY - declined 8.3 points to -136.7 points (Red)
HI - maintained -0.3 points to -110.1 points (Red)
HOM - increased +12.8 points to -115.8 points (Orange)
SED - maintained -0.2 points to -113.4 (Red)

STUDENT GROUPS within CVUSD that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

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

SCHOOLS within CVUSD that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

Elementary Schools that had one or more indicators at the lowest performance level on the 2023 Dashboard:
Coral Mountain Academy: Chronic Absenteeism
Las Palmitas Elementary School: CAASPP ELA & Math
Mecca Elementary School: CAASPP ELA & Math
Oasis Elementary School: Chronic Absenteeism, CAASPP ELA & Math
Palm View Elementary School: Suspension, English Learner Progress Indicator (ELPI), CAASPP ELA & Math
Sea View Elementary School: CAASPP ELA & Math)
Westside Elementary School: Chronic Absenteeism, CAASPP ELA

Middle Schools that had one or more indicators at the lowest performance level on the 2023 Dashboard:
Bobby Duke Middle School: Chronic Absenteeism, CAASPP Math
Toro Canyon Middle School: CAASPP ELA & Math

High Schools that had one or more indicators at the lowest performance level on the 2023 Dashboard:
Desert Mirage High School: CAASPP ELA & Math

La Familia High School: Graduation Rate, College Career Indicator

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

ELEMENTARY SCHOOLS in CVUSD:

Cesar Chavez:
Suspension: SWD

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

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

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

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

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

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

Suspension: EL, SED, HI

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

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

Valley View Elementary School:
Chronic Absenteeism: SWD

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

MIDDLE SCHOOLS in CVUSD:

Bobby Duke MIddle School:
Chronic Absenteeism: SED, SWD, Hispanic (HI)
CAASPP ELA: EL
CAASPP Math: EL, SED, HI

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

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

HIGH SCHOOLS in CVUSD:

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

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

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

Reflections: Technical Assistance

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

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

Student Group Dashboard Indicators with the lowest performance level:

Students with Disability* Graduation Rate, College Career Indicator (CCI)

American Indian*: English Language Arts (ELA), Math, Chronic Absenteeism

Homeless Students*: English Language Arts (ELA), Chronic Absenteeism

English Learner (EL)*: English Language Arts (ELA), Math, CCI, Graduation Rate

Foster Youth*: Math, Chronic Absenteeism, Suspension

SED: English Language Arts (ELA), Math, Graduation Rate

Hispanic: Math, Graduation Rate

* These five student groups (Students with Disabilities (SWD), American Indian (AI), Homeless (HOM), English Learners (EL), and Foster Youth (FY)) have been performing at the lowest performance levels, on the CA School Dashboard Indicators, for 3 out of the last 4 consecutive years. As such, the California Collaborative for Educational Excellence (CCEE) and Riverside County Office of Education (RCOE) collaborated with CVUSD in May 2024 to determine if assistance from the CCEE is necessary, giving primary consideration to the needs of our students.

As part of the CA Statewide System of Support, the CCEE provides varying levels of targeted support through Direct Technical Assistance (DTA) which can include consultancy, collaborative planning, cooperative facilitation, and/or a systemic instructional review. At the closing of the meeting, CCEE indicated that they will provide a summary report to CVUSD, including strengths and challenges (below), as well as next steps in the system of support.

CVUSD SUCCESSES:

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

in providing comprehensive support and resources for multilingual students. Here's a breakdown of the services currently being offered and initiatives CVUSD is undertaking:

Multilingual Services:

1. Root Cause Analysis for Long Term English Learners (LTELs): Conducting thorough assessments to understand the underlying reasons why some students may be struggling with English language acquisition over an extended period.

2. New Curriculum Success: Implementing a new curriculum that has shown promising results in improving outcomes for English learners.

3. Instructional Challenges: Despite success, there are still challenges in instruction, indicating a need for ongoing professional development to better support teachers in addressing these challenges effectively.

4. Expanding Dual Language Program: Recognizing the benefits of bilingual education, you're working on expanding your dual language program. This includes providing training for teachers on program structure and implementing biliteracy awards aligned with state standards.

5. Partnership with Director of College & Career: Collaborating with the Director of College & Career to enhance various efforts, such as increasing the number of Seal of Biliteracy recipients and developing a potential pipeline for bilingual teachers.

CVUSD is committed to ensuring the success and well-being of multilingual students by implementing a range of targeted initiatives and partnerships aimed at providing them with the support they need to thrive academically and beyond.

English Learners:

CVUSD, in partnership with RCOE, conducted a Root Cause Analysis to address the needs of Long Term English Learners (LTELs). The collaboration focused on enhancing systems and structures to facilitate students' progression to Level 4 on the English Language Proficiency Assessments for California (ELPAC) and subsequent reclassification. In the 2023-24 academic year, a new curriculum was introduced as part of this initiative.

Previously, there was a lack of equitable procedures for reclassifying students with Individualized Education Programs (IEPs). However, in 2022-23, the Multilingual Department collaborated with the Special Education Department to establish a protocol ensuring that students with disabilities (SWD) have fair and achievable opportunities for reclassification, aligned with their IEP goals.

Special Education:

The Special Education department has made significant strides in ensuring compliance, fostering inclusive practices, and supporting the academic growth of students with disabilities. Moving from Intensive level 2 to Intensive level 1 in just two years is a noteworthy accomplishment and speaks to the dedication and effectiveness of your team's efforts.

It is particularly impressive that Students with disabilities (SWD) have shown improvement on the CAASPP assessments in both Math and ELA. It suggests that the initiatives and strategies implemented are not only meeting compliance requirements but also positively impacting student learning outcomes. Providing a Least Restrictive Environment (LRE) and focusing on inclusive practices are undoubtedly contributing factors to this success.

Professional Development (PD) appears to be a cornerstone of your approach, ensuring that teachers are equipped with the knowledge and skills necessary to effectively support students with disabilities. Training both new and veteran teachers on compliance, curriculum, instruction, and accommodations demonstrates a commitment to continuous improvement and ensuring that all students have access to high-quality education. Continued focus on these initiatives and ongoing professional development will lead to even greater success in the future.

Our Curriculum Instruction and Assessment (CIA) Team:

The Curriculum Instruction and Assessment (CIA) Team is deeply engaged in leveraging data to enhance teaching and learning outcomes, particularly focusing on Interim Assessment Blocks (IABs) and Focused Interim Assessment Blocks (FIABs) aligned with California's state assessments. By using these assessments throughout the school year, you're not only generating valuable data but also familiarizing both students and teachers with the rigor of the CAASPP assessments.

These assessments serve multiple purposes, acting as diagnostic tools to identify areas where students may need additional support, guiding instructional strategies across various subjects, and demonstrating standards mastery. Additionally, the varying levels of question complexity within these assessments provide a nuanced understanding of student performance and instructional needs.

In collaboration with organizations like RCOE and CCEE, CVUSD is ensuring a comprehensive approach to data analysis and instructional planning. This concerted effort reflects a commitment to data-driven decision-making and continuous improvement in educational practices.

Across all student groups:

The Literacy support from RCOE, along with guidance from Dr. Esparza, has made a positive impact in the areas of:

- Instructional routines
- Foundational Literacy Skills
- Student discourse
- Student engagement

Collaborating with the AVID Riverside County Network (ARC) to enhance instructional quality within the Coachella Valley Unified School District (CVUSD). AVID is a fantastic program that equips students with essential academic skills and fosters a college-bound mindset. By working with ARC, CVUSD is not only finding common ground among districts but also leveraging best practices to elevate education standards. This concerted effort is crucial for nurturing students' academic growth and preparing them for future success.

Professional Development

* Two full-day PD days for districtwide training; typically by grade span; However those are the dates with the most absences for teachers

* Most recently, MTSS overview including data and foundational practices

* Early release Wednesdays (1st & 3rd Wed) are 1-hour site based PD; Sometimes district directed or sometimes focused on site needs

* Working on implementation expectations; if you come to trainings, what are you expected to implemented in your classroom instruction

STEM (Science, Technology, Engineering, and Math) Programs - in collaboration with RCOE:

Currently, we have STEM programs at seven elementary schools in CVUSD. We are looking to expand to four additional schools in the 2024-25 school year. A facilitator from ROCE and our CTE Director meet with site teams regularly, and monitor growth over time with STEM vs. non-STEM schools. There are three schools (below) that have significantly reduced the Distance from Standard (DFS) on the Math CAASPP.

The following STEM schools showed significant gains on the 2023 Math CAASPP for multiple student groups:

By Student group: ALL EL SWD SED

Points gained:

Peter Pendleton +39.7 +31.3 +59.9 +39.0

Mountain Vista +16.2 +16.1 +49.5 +21.2

Westside --- --- +30.4 + 8.0

Student Services:

* Filling vacancies for district leadership positions

* Attendance liaisons - focused on Chronic Absenteeism

* Working on identifying McKinney-Vento and Foster Youth; Working on reviewing credits

* Working with RCOE Foster Youth Services Coordinating Program

Homeless Students and Foster Youth:

CVUSD is taking proactive steps to support homeless and foster youth through the addition of key personnel and resources within the Student Support Services Department. The presence of a dedicated Foster Youth/Homeless Student Liaison is crucial in providing targeted support and resources to these vulnerable student populations.

The hiring of Attendance Resource Liaisons also shows a commitment to addressing chronic absenteeism, which can be a significant barrier to academic success, especially for students experiencing homelessness or in foster care. Conducting home visits and coordinating SART/SARB meetings can help identify the root causes of absenteeism and develop tailored interventions to support these students in staying engaged with their education.

By being intentional in identifying and supporting homeless and foster youth, CVUSD is not only ensuring that these students have access to the resources they need to succeed academically but also demonstrating a commitment to equity and inclusion within the school community.

Dual Language:

CVUSD is making significant strides in promoting bilingualism and biliteracy among its students through its Dual Language (DL) Program. By expanding the DL option to all comprehensive high schools, CVUSD is ensuring that students can continue their bilingual education throughout their academic careers.

Providing intentional professional development and support to Dual Language teachers is crucial for the success of the program. Teachers play a pivotal role in implementing effective dual language instruction, so supporting them ensures that students receive quality education.

The projection that in 2024 CVUSD will double the number of graduates who earn the State Seal of Biliteracy, over the number who earned the Seal in 2023 is a great achievement. This achievement not only reflects positively on the students but also highlights the effectiveness of the Dual Language program in fostering bilingual proficiency. Recognizing and celebrating students' bilingualism through Biliteracy Awards is a fantastic way to motivate and encourage participation in the DL program. It not only acknowledges students' achievements but also serves as inspiration for others to pursue bilingual proficiency.

The initiative to create a California Technical Education (CTE) Pathway for Dual Language teaching demonstrates CVUSD's commitment to providing diverse educational opportunities for students interested in pursuing careers in bilingual education. This pathway could significantly contribute to the professional development of future dual language educators and further support the sustainability and growth of the DL program.

In response to the challenges with leadership working in silos, CVUSD is focused on:

* Leadership academy; Focus on being an instructional leader

* Hiring 37 literacy and Math coaches at all elementaries (14 elementary schools); Secondary 7 secondary schools) = MTSS coaches
    - This is a change from prior years when sites had intervention teachers; Periodically used as a sub/quasi-administrator instead of pulling students
    - Will be providing PD in May for coaches to support them this year prior to beginning as coaches next year
    - Establishing a clarity of their role with coaches and with principals (did an activity with coaches to identify what a coach IS and what a coach IS NOT).

CVUSD NEEDS/CHALLENGES:

Multilingual Services:

* Separate credential required for departmentalized ELD (with recent teacher retirements, its difficult to find credentialed teachers).

* Professional Development is an opportunity for improvement. It is a challenge to get students to score a level 4 on the ELPAC, particularly when only 30-40 of 500 high school ELs are newcomers. We have to be mindful that there are plenty of opportunities for language development to be embedded and integrated into all conversations and work. In EL-focused walkthroughs throughout the year, and throughout all schools, we are seeing a lack of instructional planning with ELD strategies and practices that are proven to be successful. There is a lot of teacher-led instruction, without time for students to interact and speak.

* Too many LTELs (many at the high school level); we haven't been successful in getting students to an ELPAC 4 to reclassify

* Mindset/Buy-In regarding Dual Language program:

Some principals do not want the program at their sites because either don't have teachers with the capacity to teach the program, or they have teachers that

are qualified but do not want to teach the program

Special Ed:

* Challenges are Professional Development (time to pull teachers) and many new teachers; PD after hours but low attendance due to voluntary; Also need to support GenEd teachers so they know how to read and implement the IEP since we are focused on LRE/inclusion.

* There is need to provide more training to both Special Education and General Education teachers, as more than 50% of students with disabilities have a general learning disability. Teachers need to be trained on how to read an Individual Education Plan (IEP), understand what accommodations are, and how to implement them in the classroom.

Challenges with leadership working in silos:

* Need to be more data-driven

* Working with Thinking Maps - will be a focus in 2024-25

* Need to understand standards and use strategies to teach standards and not be program driven

* Restructuring schools as "families" or small learning communities (7 ES, 7 ES, 7 Secondary) each with a Director and a data coach

* Currently there is only one Elementary Director and her support team can only focus on academics. This position, along with 2 other positions will shift to Directors of MTSS

Student Services:

Homeless Students and Foster Youth:

* The housing situation is a huge concern right now. Resources are needed in this area as there are currently limited resources. The Student Support Services department receive calls at least once a week that families have nowhere to go. It is concerning that we have to send

students to a Palm Springs shelter for unaccompanied minors, because there are no facilities or shelters in our district boundaries. We have seniors in high school who are placed in a shelter in Palm Springs and they want to finish their senior year here in CVUSD. Many of these students are high performing and it is very discouraging for them.

General Challenges:

* We are challenged to find an optimal time to provide professional development (PD) for teachers. We are limited in the amount of PD we can offer during the school day as substitute shortage is a common occurrence, and if PD is held after school hours, not all teachers will attend. We have 2 full non-student PD days that are embedded in the school year, one in October and one in March. The challenge is that we tend to have a high number of teachers (20% to 25%) who call out sick on these days. Additionally, we offer one to two weeks of summer PD, where we have approximately 30% of teachers attending. This is a challenge when we are looking to offer district-wide PD based on District Initiatives and/or Priorities. We are challenged with how to get the buy-in that "I will be using this PD in the future" and the recognition that "This will have an impact on student outcomes in the future".

*When our general education instructional program improves, with a focus on first-best instruction, then all student groups will improve. All student groups are listed as being low performing, which shows that our base program needs to be improved, to do what's best for all students.

What is is needed to improve outcomes for the identified student groups:

in addition to the programs/services listed above, CVUSD will implement the following:

* Leadership academy

* Instructional/MTSS coaches at all school sites

* Intentionality in inclusion of specific student groups

* Language development will be embedded into our practices, not an after thought

* Look at instruction through the lens of our student groups

* Focus on first-best instruction

Our "base-program" needs to improve because many of our groups are struggling. We can't focus on the needs of specific student groups when so many student groups have gaps.

In the 2024-25 school year, CVUSD will have a renewed focus on MTSS (Multi Tiered System of Supports) to support all students, and in particular our student groups who are performing significantly below the all student group (American Indian, English Learners, Foster Youth, Hispanic, Homeless Students, Socioeconomically Disadvantaged students and Students with Disabilities). Rather than have intervention

teachers at each elementary school, CVUSD will support all teachers (K-12) with site-based coaches. Elementary schools will have a Math and an ELA Coach; Middle and High Schools will have an MTSS coach.

During the school year, Coaches will receive ongoing professional development on key coaching competencies and deliverables that will be aligned with Strategy Focused Coaching (Cycle of Data, Initial Training, Classroom Demonstrations, CO-Plan/CO- Teach, Feedback/Observation). Coaches will provide ongoing comprehensive coaching at each school site. During the school year, Coaches will also receive ongoing professional development on identified needs such as: curriculum platforms, district platforms, district wide initiatives, LETRS (for Literacy Coaches currently not trained), UCI Math (for Math Coaches & MTSS Coaches), pacing guides and assessments, Canvas/MasteryConnect and more.

The Role of the Math, ELA and MTSS Coaches will be:

1. Build teachers' capacity to ensure diverse learners meet demands of CCSS (Common Core State Standards)
2. Build teachers' capacity to ensure effective classroom implementation of literacy practices and or math practices
3. Provide ongoing academic classroom-based modeling, coaching and mentoring
4. Plan, implement, and deliver high quality Professional Development
5. Support PLC (Professional Learning Communities), Grade level or content level teams in inquiry, collaboration, and data analysis
6. Ensure that MTSS aligns all systems of high-quality first instruction
7. Attend professional development opportunities that align to the school site's identified needs
8. Support teachers with intervention plans and supports for students

All staff in CVUSD are working diligently, but often, schools are working in silos. Administrators are continuing the work as instructional leaders, implementing processes for the next school year. As mentioned above, there will be literacy and math coaches at every elementary school next year. Principals and Assistant Principals will receive specific professional development with instructional leadership and monitoring students' lexile and quantile levels. MTSS Coordinators will be coaching and guiding schools in looking deeply at data, what standards need to be taught/revisited, and what strategies are best to address those needs.

NEXT STEPS:

* CVUSD Educational Services staff will review the Direct Technical Assistance "funnel of supports"

* Consultancy: RCOE will check-in with CVUSD twice per year to see the continuous improvement plan is progressing
    - How are things going in relation to areas of support?
    - What local data is looking like (e.g. iReady, IABs)
* Collaborative Planning: Partner with RCOE to support

* Cooperative Facilitation: Partner with RCOE to support

* System Instructional Review (2-3 year process)

* CVUSD partnership with CCEE through Balanced Assessment Network
  - Can align CCEE support with district focus (e.g. MTSS)

*CCEE will debrief with RCOE to review notes and potential partnerships
  - Check-ins will enable CVUSD to discuss the district system as a whole, and also what might be needed for specific student groups

Comprehensive Support and Improvement

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

Schools Identified

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

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

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

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

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

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 has collaborated with school administrators and Instructional Leadership Teams to support the ongoing process of conducting needs assessments, identifying the greatest needs, and researching evidence-based interventions aligned with each school's requirements and each student group's needs. Additionally, schools have received support in data collection and analysis to thoroughly disaggregate the needs of each student group based on their performance on the CA School Dashboard and local assessments. During the data evaluation process, sites were supported in analyzing the Resource Inequities that exist between the all student group and the other student groups. The district held several SPSA Workshops throughout the year, and Instructional Leadership Team (ILT) meetings to analyze data as it became available, to identify areas of need for different student groups. Instructional Team meetings were held 4 times in 2023-24, and site teams consisted of site administrators and grade levels representatives.

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

However, resource inequities are apparent when compared to other high schools who have more robust after school programs and opportunities to participate in a CTE pathway. La Familia will look to build an engaging after school enrichment program and provide more learning opportunities with LCFF Equity Multiplier funds for the 2024-25 school year.

Oasis Elementary School:
Resource Inequities - In looking at student group data on the CA Dashboard, there is little difference in the various student groups' performance as the student group enrollment is very similar for English Learners (81.2%), Socially Economically Disadvantaged (96.4%) and Hispanic (97.4%). All student groups are performing at a very low level, with a negligible difference in their performance levels, except for English Learners and Students with Disabilities.

In addition to Tier 1 First Best Instruction, the following actions will take place for these student groups:
SWD: Additional teacher collaboration time regarding rigor and co-teaching strategies.
EL: Summit K-12 implementation

Palm View Elementary School:
Resource Inequities - In looking at student group data on the 2023 CA Dashboard, there is little difference in the various student groups' performance levels, except for the CAASPP performance levels for SWD compared to the all students group. The SWD distance from standard met (DFS) on the ELA CAASPP was -139.3 points compared to the All students group performance level of -78.2 points. The SWD distance from standard met (DFS) on the Math CAASPP was -154.7 points compared to the All students group performance level of -99.0 points.

To better address the needs of Students with Disabilities (SWD), additional instructional support will be provided to this student group in the areas of language arts and math during and after school. The school will provide supplemental materials support SWD with equitable access to standards in all content areas.

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

Monitoring and Evaluating Effectiveness

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

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

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

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

Formal monitoring will include:

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

Informal monitoring will occur through:

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
District Parent Advisory Committee (DPAC)	A total of six meetings were held with members of the DPAC group this school year. At the start of the school year, the group expressed an interest in learning more about ways to support English learners, opportunities available for early learning, intervention/supplementary programs, student safety, trends in discipline across the district, teacher training and capacity building, and ways to become involved at their school sites. All these topics were covered during the meetings held throughout the year. Discussions held during the time each of these topics demonstrated a continued interest in our district allocating time and financial resources to continue to maintain at the forefront of our district efforts. DPAC members were provided with details pertaining to the LCAP on numerous occasions, starting with the first meeting, where they received an overview of what the LCAP is, the current goals, and the process we would engage in throughout the year in preparation for the drafting and development of a new 3-year plan. Subsequent meetings provided the attendees with LCAP updates and opportunities to provide feedback. Feedback on the LCAP that we heard from DPAC included: * Goal 1 - Academics - more in-person tutoring is needed, have more counselors for all students, the new programs (referring to MTSS implementation plan for 2024-25) are very good, and a request to take their opinions into account.

	* Goal 2 - School Climate and Student Mental Health - more security is needed on campuses, parents need to help their children as well as teachers, and attend workshops. * Goal 3 - Family Engagement - make more phone calls to parents to remind them of workshops or meetings, more activities and workshops and more motivation for parents. * Goal 4 - Professional Development - provide more training to staff, place substitutes in classes who know the subject matter, more attention is needed where there is a lack of learning, and prepare more activities.
District English Learner Advisory Committee (DELAC)	CVUSD met with our DELAC committee six times over the 2023-24 this school year. Over the course of the year, DELAC members had an opportunity to learn more about English Learner services and provided feedback with the goal to improve the learning opportunities for English Learners. DELAC members had the opportunity to learn about EL platforms such as Ellevation, Summit K12 as well as supplemental programs like the EL Mentors and Newcomer Academy services. Additionally, DELAC members had an overview of what the LCAP is, current and future goals, and an opportunity to provide input.
Site Level Parent Advisory Committees	* English Learner Advisory Committee (ELAC) * School Site Council (SSC) * Review school plans and approve the use of LCFF and Title I Funds to support LCAP goals at the school level,
District Migrant Parent Advisory Committee (MPAC)	CVUSD holds six Migrant Parent Advisory Committee (MPAC) meetings per year. In the 2023-2024 school year, three meetings were be held virtually, while the other three meetings were held in person. Due to low attendance at the virtual meetings and the in-person meetings without other activities, there will be four in-person meetings for the 2024-25 school year. One of the two virtual meetings was a parent training in collaboration with School Site Council (SSC) and

	District English Language Advisory Advisory Committee (DELAC) training. MPAC representatives are actively involved in the planning and development of the District Service Agreement (DSA) and the topics of the MPAC meetings on a regular basis. They review the needs assessment data, as well as student data, provide recommendations about programs and activities, and review expenditures, revisions, and amendments of DSA. CVUSD coordinates with non-profit organizations and service organizations to provide offerings for families, such as Find Food Bank, Borrego Health Services, Mecca Resource Center, Desert Healthcare District & Foundation, etc.
Foster Students and Parents	Foster Students and Parents - Individual meetings were held with students and families throughout the year. The Foster/Homeless Liaison worked in collaboration with school site administrators, counselors and public agencies to ensure students and family were aware of their rights, and to offer supports and access to resources.
Head Start Policy Council	CVUSD met with a parent committee comprised exclusively of parents of currently enrolled children as early in the program year as possible. This committee was established at the center level for center-based programs and at the local program level for other program options. CVUSD ensures that parents of currently enrolled children understand the process for elections to the policy council or policy committee and other leadership opportunities. The Head Start Parent Council carries out the following minimum responsibilities: * Advises staff in developing and implementing program policies, activities, and services to ensure they meet the needs of children and families * Establishes a process for communication with the council * Participates in the recruitment and screening of Early Head Start and Head Start employees.

Parent Center Liaisons	There are Parent Centers and Parent Liaisons at 21 schools in CVUSD. Parent liaisons support our families and students in many ways, by providing workshops or training in the parent center, and also in collaboration with school staff and administrators throughout the school year. At the elementary school level, Parent Liaisons have provided and/or collaborated with school staff and/or administrators to provide training and events in the following areas: * Family Workshops - Paint Night & Volunteering, Parent Square Portal, Eating Smart, Helping children with their homework, Coffee with the Principal, Parents Role in a School Emergency, Bullying Prevention, Anxiety, Improving Parent-Child Communication, Parents Role in a School Emergency and more. On average, the number of events held at elementary schools during the 2023-24 school year was 22, with the average annual attendance of 360 parents. * At the middle school level, Parent Liaisons have provided an/or collaborated with school staff and/or administrators to provide training and events in the following areas: • College/Career Readiness and CTE, Concert with the Principal, Importance of Attendance Workshop, How to Apply for College, A-G College Requirements, College of the Desert Upward Bound Program. On average, the number of events held at middle schools during the 2023-24 school year was 17, with the average annual attendance of 197 parents. * At the high school level, Parent Liaisons have provided an/or collaborated with school staff and/or administrators to provide training and events in the following areas: • High School Resources, Parent Introduction to AERIES, Taking Action Against Vaping, FAFSA completion, Positive Manners and Good Behavior, Positive Parent-Child Relationships, Parents Role in a School Emergency, and more.

	On average, the number of events held at high schools during the 2023-24 school year was 28, with the average annual attendance of 386 parents.
Coachella Valley Teachers Association (CVTA)	The Spring 2024 LCAP Survey received responses from 915 teachers, reflecting a range of sentiments towards current school and district operations. Among the feedback provided, distinct themes emerged: 1. School Climate: Many respondents expressed concerns about discipline, respect, and consequences for disruptive behavior, attributing these issues to the school's focus on social-emotional learning. Some felt that this emphasis had led to a lack of enforcement of disciplinary measures, compromising the overall climate. Additionally, there was a perception that the readiness focus for high school may be lowering academic standards. 2. Organizational Issues: Participants raised concerns regarding event and training organization, citing instances of poor planning and unprofessionalism. There was a sense that administrative practices did not foster a supportive learning environment and lacked respect and support for teachers. 3. Professional Development: Several respondents indicated a desire for more relevant and effective professional development opportunities. They emphasized the importance of training that aligns with classroom needs and employs effective teaching methodologies. Specific areas of interest included English Language support and physical education. 4. Additional Comments: A significant number of participants chose not to provide additional comments, possibly indicating satisfaction or reluctance to share further thoughts. However, one participant highlighted the need for updated technological applications, suggesting a desire for increased technology integration within the school or district. Responses to the LCAP Survey - favorability by survey question:

	The following represents responses based on the LCAP Survey. Favorability percentage: 86% - Our school sets high expectations for student achievement. 87% - Students' diverse learning needs are addressed by staff. 83% - Students' diverse learning needs are addressed by staff. 88% - Staff engages students in discussions about their academic progress. 77% - Students have access to all programs of study. 21% - Students are performing at grade level in math. 22% - Students are performing at grade level in reading. 77% - Students are improving in English language development. For students classified as English Learners: 30% - Students are performing at grade level in science. 34% - Students are performing at grade level in history/social studies. 61% - Students are aware of career opportunities and how they relate to academic subjects. 94% - Students are respected, accepted, and welcomed by staff. 91% - Students' culture, talents, opinions, and input are valued. I would like training on the following topics: 31% - Academic standards. 42% - Technology. 54% - Supporting learning needs 44% - Managing student behaviors 40% - Teaching strategies. 17% - Other 89% - Students are aware of the school expectations. 81% - Students participate in community and school events. 80% - I am provided the training and resources needed to do my job. 77%. The professional learning offered by our school is effective in enhancing my skills and knowledge for better performance in my job. 67% - The professional learning offered by our district is effective in enhancing my skills and knowledge for better performance in my job.
(CSEA)	The Spring 2024 LCAP Survey received 606 classified staff responses, reflecting a range of sentiments towards current school

	and district operations. Responses varied, with some expressing satisfaction and others raising concerns about issues like favoritism, nepotism, and perceived lack of support for special education students. Suggestions for improvement included better student distribution among teachers, enhanced training on handling confidential information, and upgrading outdated school buildings. Some respondents also highlighted the need for improved communication and leadership within the district. Some respondents did not provide any additional information. The responses fell into four main categories: 1. School Environment - This category encompassed responses that discuss the physical and social environment of the schools. Participants mentioned issues such as the need for building upgrades, cleanliness, and the distribution of students among teachers. Some participants also expressed concerns about favoritism and nepotism. These responses indicated a desire for fair treatment and a safe, clean, and modern learning environment. 2. Appreciation and Positivity - This category included responses that expressed appreciation, positivity, or satisfaction with the school or district. Participants mentioned feeling happy, blessed, and thankful to be part of the school or district. Some also expressed appreciation for specific programs or trainings. These responses suggested a generally positive perception of the school or district among these participants. 3. Need for More Support - This category included responses that expressed a need for more support in various areas. Participants mentioned the need for more training, better communication, more staff, and more resources. Some also expressed a desire for more support for specific groups such as special education students and paraeducators. These responses suggested a perception that the school or district could do more to support its staff and students. 4. Specific Suggestions - This category included responses that provided specific suggestions or requests. Participants mentioned a wide range of topics, including duty specifics, work hours, programs for teen parents, and the instructional aide program. These responses

	suggesed that participants have specific ideas about how the school or district could improve Responses to the LCAP Survey - favorability by survey question: Favorability percentage: 82%- Our school or department sets expectations to support staff achievement. 77% - Employees' diverse learning needs are addressed and/or met. 74% - Employees are engaged in discussions about their work progress. 74% - I feel all professional development is relevant to my profession. 71% - Employees have access to all tools/ equipment needed for employment and or profession. 75% - Employees are aware of training opportunities and how it relates to employee success. 74% - The professional learning offered by our site or dept is effective in enhancing my skills and knowledge for better performance in my job. 84% - I feel respected, accepted and welcome with in the district as a whole. 81% - I feel my culture, talents, opinions, and input are valued. 85% - I feel safe at my work site or department. 82% - I receive information about trainings or programs. 83% - My work site and/or department has adequate safety protocols in place and are followed. 85% - My work site and/or department equipment is safe for everyday use I would like training on the following topics: 45% - Conflict management. 43% - De-escalation tactics. 40% - Employee emotional needs. 48% - Safety. 23% - Other

CVUSD Students - Grades 4-12	The Spring 2024 LCAP Survey received responses from 10,673 students, voicing numerous suggestions and concerns encompassing various aspects of their educational experience. Several suggestions were made, including the addition of lockers, hiring a P.E. and Music teacher, acquiring new computers for computer science classes, improving Wi-Fi, and offering better food. Additional suggestions included the need for better restroom facilities, more playground equipment, and the introduction of new classes such as cooking and hairdressing. Concerns were also raised about bullying, smoking, and safety issues, with one respondent mentioning the lack of air conditioning in buses and classrooms. While some students expressed satisfaction with their school, others criticized it, particularly regarding the quality of the food. The responses fell into five primary categories: 1. School Facilities: Many participants expressed concerns about the state of school facilities, advocating for better restrooms, cleaner classrooms, and improved playgrounds. Suggestions included the addition of lockers and upgrades to computer equipment. There were also requests for better food and drink options, including healthier choices and a wider variety of options. 2. School Safety: Participants highlighted school safety as a significant concern, emphasizing the need for measures to address bullying, improve security, and ensure physical safety. Suggestions included the installation of safety cameras on campus and enhancements to the school's response to incidents and accidents. 3. School Curriculum: Suggestions regarding the school curriculum included requests for more elective classes such as cooking and language courses, as well as additional AP or honor courses and higher academic standards. Some participants also suggested the inclusion of career days and trade courses. 4. School Staff: Concerns about the quality of school staff were raised, with requests for specific additions such as P.E. and a music teacher. Some participants expressed dissatisfaction with the current staff, citing perceived lack of helpfulness or care for students.

	5. School Policies: Participants proposed changes to school policies, including revisions to the dress code, adjustments to the school's blocked website list, and allowances for phone use during lunch. Suggestions were also made regarding the school's homework policy and the timing of school events. Responses to the LCAP Survey - favorability by survey question: The following represents responses based on the LCAP Survey. Favorability percentage: 87% - My school sets high expectations for my academic achievement. 83% - My teachers understand my learning needs and work to address them. 71% - I regularly participate in hands-on learning activities or lessons that connect to the real-world. 79% - My teachers talk to me about my academic progress. 55% - I have access to choose from a variety of high school courses. 63% - I am performing well in math (at or above grade level based on report card or District/State testing). 81% - I am performing well in reading/ELA (at or above grade level based on report card or District/State testing). 70% - I am performing well in science (at or above grade level based on report card or District/State testing). 73% - I am performing well in history/social studies (at or above grade level based on report card or District/State testing). For students classified as English Language Learners: 85% - I am aware of career opportunities and how it relates to academic subjects. 65% - I am improving in English Language Development (ELD). 77% - I learn better when my teacher uses technology to engage me in my learning.

	80% - I feel respected, accepted and welcomed at school. 73% - I feel I am valued at school. 67% - I feel safe at school. 76% - I have access to a safe place at school. 80% - My teachers can help students with behavior/social emotional concerns. 83% - I am informed about events, programs, and opportunities at school. 91% - I am aware of the school expectations. 62% - I participate/are involved in school or community events.
Community Organizations	The Spring 2024 LCAP Survey received responses from the following Community Organizations: • Alianza Coachella Valley • Assistance League of Coachella Valley • DESIRE • ECV (Eastern Coachella Valley) for Change • ICUC • One Future Coachella Valley • Ophelia • Peasant leaders • Riverside Latino Commission • SoCal Adaptive Sports • Youth Leadership Institute The responses outlined the partnership between the organization and the school district, emphasizing a mutual dedication to student success, with a focus on restorative justice and student-centric approaches. Key strengths included direct communication with district directors and access to stakeholders at all levels, such as teachers, counselors, administrators, and the Superintendent. Additionally, an openness to new ideas, particularly within the special education department, was highlighted. However, some areas for improvement were identified. The responses were categorized by relevance: 1. Student Focus: Many respondents lauded the partnership's shared focus on students, emphasizing access to stakeholders and a commitment to student success. The collaborative goal of providing students with necessary tools and resources for success, along with

	structured engagement and youth-driven programming, was highlighted as a key strength. 2. Communication and Collaboration: Effective communication and collaboration were frequently cited as strengths, with direct access to district directors and positive interactions with staff noted. Open communication and a willingness to explore new ideas and solutions, especially in special education, were highlighted as positive aspects of the partnership. 3. Restorative Justice: The understanding and implementation of restorative justice within the school district were recognized as a strength, contributing to improving the school climate and fostering a positive environment for students. 4. Community Resilience: The partnership was seen as contributing to community resilience and positive change, particularly through its commitment to supporting youth and implementing youth-driven programming. Progress towards common goals was noted as a positive outcome of the partnership. ensuring progress towards common goals. 5. Challenges: Despite the strengths, some respondents identified challenges within the partnership. While specific details were lacking, one respondent mentioned dissatisfaction with the current state of the partnership, suggesting areas for improvement that warrant further exploration and attention.
Special Education Parent Advisory Committee (SEPAC)	The CVUSD Special Education Parent Advisory Committee (SEPAC) comprises parents, community members, teachers, and staff collaborating to enhance educational outcomes for students with disabilities. SEPAC's objective is to foster active family participation and empower them to be informed and effective educational partners in crafting and executing learning opportunities for these students. Operating within the Riverside County SELPA Community Advisory Committee (CAC), composed of parents and stakeholders invested in ensuring appropriate services for students with disabilities, SEPAC aligns its efforts.

	SEPAC convenes quarterly to address student, parent, and community needs across the District. Moreover, it conducts monthly parent training sessions covering a spectrum of topics such as: IEP and services overview; Mental Health and Social Emotional Learning; Positive Behavior Intervention; Transition Planning; and Post-Secondary Transition Planning. These topics are curated by the SEPAC planning committee and through community outreach efforts. Additionally, SEPAC engages in community outreach events to disseminate information about programs and services available to students with disabilities within CVUSD. Past participation in community events includes the CVUSD Community Fair, The City of Coachella Day of the Young Child Fair, and the GANAS de Fiesta organized by Padres con GANAS for the Oasis Elementary School Community.
CVUSD LCAP Advisory Committee	Over the course of the 2023-24 school year, CVUSD District staff facilitated six meetings with the LCAP Advisory Committee. The LCAP Advisory Committee includes CVUSD district staff and site administrators, teachers, classified employees, members of the CVTA and CSEA Executive Boards, parents, students and community members. Feedback that we received from the LCAP Advisory Committee includes the following: GOAL 1: *Actions included in Goal 1, such as online learning platforms, should be evaluated for teachers' and students' usage as well as the impact they have on student achievement. Programs included Canvas, iReady, AERIES Analytics, IXL, Tutor.com, Newsela, etc. * Participants expressed the need/value for music and physical education teachers, as well as VAPA teachers. * Participants were strongly supportive of the MTSS Implementation plan for 2024-25 with the MTSS Director, Coordinator and Data Technician positions supporting the implementation. * Participants were strongly supportive the Literacy, Math and MTSS Coaching model for the 2024-25 school year. * Regarding instructional materials - the LCAP Committee expressed concern that we don't allocate funds to items that will be wasted or are not needed.

	* Regarding Secondary Academic Counselors, an LCAP Committee member expressed concern that we ensure we are monitoring the number and percentage of students with IEPs that are on a diploma track, and the number/percentage who will graduate, as well as the number of students who are going to a four-year university or a two-year college. * For many of the items in Action 1.5, LCAP Committee Members expressed a concern that these actions, such as University Field Trips, PUENTE Counselors, and College Credit Courses are inclusive of students with IEPs. * Regarding Action 1.6, the LCAP Committee members agreed that a lot of support is needed for EL and Migrant students. * Participants were in agreement that funds allocated for additional technology staff and equipment will provide much-needed support to students. GOAL 2: * Participants stated that the Student Services Teacher on Special Assignment (TOSA) assigned to support students with 504s should have more funds allocated. * Bus monitors are included in Goal 2 to provide families with a student in special education, who is heavily disabled, support in getting their student to school and back home. * Attendance Personnel - a participant stated that this department needs additional funding to combat the high rate of Chronic Absenteeism we are currently seeing district-wide, post-pandemic. * Wellness Centers - participants want to see wellness centers piloted at elementary schools. * More funding is needed to support the implementation of Transformational Circles. * A concern was expressed regarding the Latino Commission Counseling and if are students and families needs were being met. There was also a concern about the wait-time students and families are experiencing in getting access to counseling. GOAL 3: Parents and other educational partners were in agreement with including the following in Goal 3: * Parent Workshops and Engagement Activities * The Parent Resource Fair

	* Educational Supplies for parent workshops * Collaboration with Community Partners * Parent Liaisons and parent centers at each school site * LCAP Advisory Committee participants would like to see more collaborations with community partners * LCAP Advisory Committee participants would like to see more funding allocated to parent workshops GOAL 4: Parents and other educational partners were in agreement with the following professional development opportunities included in Goal 4: * Training for Dual Language Teachers * Summer Trainer of Trainers - training Literacy, Math, and MTSS Coaches to support sites in 2024-25 * Instructional Leadership Teams (ILTs) - meet 4 times per year, 8 teachers per school * Summer PD offered to teachers in August 2024 * LETRS training for Early Learners (Literacy and the Science of Reading) * Training for Classified Staff * Transformational Model Training * UCI Math * Gary Soto Training (MTSS Model, Science of Reading) * CABE (California Association of Bilingual Education) training for staff and parents * LCAP Advisory Committee participants would like to see more in-class support for teachers. The job keeps getting harder and teachers keep asking for more. They need more support.
Preschool Policy Council	The Parent Advisory Council's (PAC) mission is to engage families to help shape education policy and represent diverse parent voices in the statewide decision-making process. The PAC is committed to helping close gaps in achievement and to create authentic engagement opportunities that will result in transformative outcomes for California students.
Equity Multiplier School - La Familia High School Parent-Student-Staff Meeting	Feedback from a survey conducted among students, staff, and parents revealed that La Familia High School boasts a compassionate staff, offering personalized attention, efficient credit recovery options, and a strong sense of community. However, areas for improvement

	were identified, including the necessity for more hands-on learning experiences, enhanced student discipline measures, and an expansion of after-school programs. The school requires additional facilities such as a gym, locker rooms, and a library, along with enhanced classroom technology. There is also a demand for more career-focused initiatives, encompassing workshops for real-world professions, alongside a need for improved student punctuality. The responses were categorized as follows based on the highest number of responses: 1. Facilities and Infrastructure: Many respondents emphasized the need for upgraded facilities and infrastructure at La Familia High School. This encompasses demands for a gym, locker rooms, increased learning and working spaces, a library, and designated parking areas for parents. While the compact campus size was appreciated for reducing distractions, the absence of certain facilities was perceived as limiting student activities and learning opportunities. 2. Educational Programs: Numerous mentions were made regarding the necessity for expanded educational programs, encompassing hands-on learning, career-focused initiatives, workshops for practical careers, and after-school programs for credit recovery and sports training. Some respondents advocated for additional teacher training to enhance concept explanations to students. The personalized attention afforded to students due to smaller class sizes was commended. 3. School Culture: Respondents identified school culture as an area warranting improvement, citing the necessity for stronger discipline measures, clearly communicated rules and expectations, and the cultivation of a more robust school culture through events and assemblies. Despite this, the caring demeanor of the staff and the familial atmosphere were regarded as positive elements of the existing school culture. 4. Technology and Resources: There was a notable demand for increased classroom technology and the implementation of a school-wide system to manage phone usage. Respondents expressed

	concerns about student distractions caused by phones and perceived the lack of technology as a barrier to effective learning. Nonetheless, the professionalism of the staff and their dedication to student support were acknowledged as positives. 5. Transportation and Timing: Suggestions for improvements in transportation to and from school were raised, including the provision of transportation to incentivize student attendance and additional time in the morning to facilitate punctuality. Late arrivals were identified as a contributing factor to student failures in their first period.
District Climate and Culture Committee	This district committee comprises School Board members, the Director of Student Support Services, the Coordinator of Child Welfare, the District Resource Counselor, Site Administrators from all three levels of schools, representation from the California School Employees Association (CSEA) and the Coachella Valley Teachers Association (CVTA), Wellness Leads, and our Community Partners when available. Meetings are held regularly, either monthly or bi-monthly. The committee's purpose is to assess existing systems and support structures while examining implementation and success data. Data reviewed includes findings from the LCAP Survey, Wellness Center Data, Latino Commission Mental Health Services Data, staff surveys, among others.

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

GOAL 1:

DELAC parents requested additional supports in the form of EL tutoring and more EL Mentors to support students.

Actions to support our English Learners can be found in LCAP Goal 1, Action 6.

Actions in LCAP Goal 1, action 6, that support English Learners:

* Multilingual and Multicultural Education services provide students targeted support to equip students with the linguistic skills to allow them to access academic content and fully engage in academic setting successfully.

* The Multilingual and Multicultural Education department identifies English learners, Dual Language and Migrant students and monitors their academic progress, ensures students are placed in the correct classes, and provides them the support they need to develop the linguistic skills needed to achieve academic success.

* Migrant education provides specialized educational support to migratory children, addresses disparities in academic standards among states, and ensures equitable opportunities to meet state standards.

* Direct Support for Immigrant Students- Newcomer Academy:

12 week program to support newcomer students transition as newcomers, learn more about ELPAC, and connect with other Newcomers within their school - Offered at all secondary schools and 4 elementary schools with the highest concentration of newcomer students.

* EL Mentors - Each EL Mentor has a caseload of 30 EL mentees and meet with these students throughout the school year to develop an Individualized Language Plan (ILP) in which students focus on their ELPAC scores, academic performance, and personal goals to focus on reclassification.

GOAL 2:

* A Wellness Center will be in its second year of implementation at Oasis Elementary School at Oasis Elementary. This Wellness Center is funded in part by a grant, and in part by district funds.

* Extra Services will be provided to classified and certificated staff to train on the implementation of Transformational Circles at all schools.

* Latino Commission Counseling is provided at all schools, and referrals are provided for families also. Approximately $6.7 million is allocated for counselling

GOAL 3

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

In Goal 3, there are several actions/services to build parents capacity to support their students at home including:

* Community Resources Fairs

* School site and district parent workshops.

* Parent workshops scheduled for the 2024-25 school year include:
  - Understanding Academic Language
  - School Environment Protocols
  - The Importance of Literacy

- Financial Literacy for Children
- Types of Technology Used in the Classroom
- Drug & Alcohol Prevention
- How to Help with Anxiety & Depression
- Uplifting Self-Esteem
- Mental Health for Children
- Strengthening Family Bonds

Parents also requested an increase/improvement in the timeliness of information and communication. Some of the ways that CVUSD is meeting that request are:

* Outreach and Advertising Materials

* Translator Salaries
  - Translators translate district documents such as IEP's, LCAP, Human Resources documents, legal notices and flyers.
  - In addition they are qualified to interpret for district meetings such as board meetings, etc.
* Thought Exchange Online Platform

* Parent Square App communication system

* LCAP Infographic Guide - which provides a summary of the LCAP in everyday, common language

GOAL 4

Professional Development - Goal 4 is a new Goal in the 2024-25 LCAP

CVTA member expressed a need for additional Professional Development and they also raised concerns regarding event and training organization, citing instances of inadequate planning and a lack of professionalism.

CVTA members indicated a desire for more relevant and effective professional development opportunities. They emphasized the importance of training that aligns with classroom needs and employs effective teaching methodologies. Specific areas of interest for professional development included:

* English Language support

* Physical Education

* Academic Standards

* Technology

* Supporting Learning Needs

* Managing Student Behaviors

* Teaching Strategies

In response to input on Professional Development from CVTA, the following professional development opportunities are included in Goal 4 of the 2024-25 LCAP:

* External professional development on EL strategies for certificated, classified and/or administration including literacy, math and MTSS coaches

* Dual Language (DL) Collaboration Sessions

*LETRS for Early Learners - training on Foundational Literacy Skills

* MTSS Framework

* Instructional Coaches Training

* Thinking Maps

* UCI Math

* AVID

* Transformational Model Trainings

* Academic Counselor Professional Development

CSEA members expressed a need for PD in the following areas:

* Conflict Management

* De-escalation Tactics

* Employee Emotional Needs

* Safety - 85% of CSEA members responded favorably to the LCAP Survey question "My work site and/or department equipment is safe for everyday use"

85% of CSEA members responded favorably to the LCAP Survey question "I feel safe at my work site or department."

85% of CSEA members responded favorably to the LCAP Survey question "My work site and/or department equipment is safe for everyday use."

In response to input on Professional Development from CCSEA, the following professional development opportunities are included in Goal 4 of the 2024-25 LCAP:

* Classified Employee Trainings

* Transformational Model Trainings

* RCOE Family Engagement Symposium for Parent Liaisons

* AeriesCon for Parent Liaisons

Equity Multiplier School - La Familia High School Parent-Student-Staff Meeting: Based on the feedback received from educational partners regarding the use of Equity Multiplier funds, Goal 5 was added to the LCAP and will address the school needs through the implementation of an Academic Intervention and Enrichment Program (AIEP) in the 24-25 school year, which will include the following components:

- Online credit recovery- Additional time to complete online credits with an in-person teacher to assist with credit recovery needs. Monitoring of student transcripts to ensure grad requirements are being met.
- Tutoring- Assistance with understanding content, managing time, and completing class work.
- Concurrent Enrollment- Opportunity to earn college credits with concurrent enrollment COD classes. Increase credits and likelihood of attending college post-high school.
- Work-Based Learning- Field trips, job shadows, and internships to further college and career preparedness. Using career readiness to boost literacy skills and Lexile levels through high-interest topics and research.
- Clubs- Participation in clubs to make connections between academic content and areas of interest. Intended to increase school attendance and participation while boosting academics.
- Sports- Participation on sports teams to increase school attendance and participation while boosting academics and earning additional credits.
- Wellness- Engaging in activities and events promoting individual and school community wellness while improving written and oral communication skills.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Create equitable access to educational opportunities that will lead to academic success.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 1 was developed based on the feedback that CVUSD received from educational partners, the LCAP Survey results, and a review of the CA School Dashboard Indicators.

Implementation of Multi-tiered System of Instructional Supports (MTSS) (Priority 2, 4, 5, 8):

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

Acknowledging the survey responses of our Educational Partners, CVUSD will be implementing a Multi Tiered System of Support (MTSS) district wide, commencing with the 2024-25 school year. It is a comprehensive framework implemented by schools and districts to provide academic, behavioral, and social-emotional support to all students. MTSS supports meet the needs of all students, including the diverse needs of students who may require additional assistance to succeed in school, such as English learners, Foster Youth, and low-socioeconomic students, as it provides detailed data to guide instruction.

MTSS is inclusive of learning management systems, data platforms, and assessments. All these components are required to provide students with access to curriculum and measure learning progress.

CAASPP test data from 2023 shows 26.12% of students met or exceeded ELA standards, while 13.89% met or exceeded the standards in math. According to our LCAP Family engagement survey, our educational partners expressed a need for pursuing highly qualified teachers in all positions, as well as providing support for students in academic areas. Overall, research on MTSS suggests that it is an effective framework for promoting student success, improving academic achievement, and creating inclusive and supportive learning environments.

CVUSD has been identified by the California Department of Education (CDE) for Intensive Level II differentiated monitoring due to not meeting the State's target participation rates for the percentage of students with Individualized Education Plans (IEP) that participate for more than 80% of their school day in the least restrictive environment (LRE) (general education setting). Data shows in the 2022-23 school year that 38.69% of CVUSD students with disabilities participated in the general education setting for more than 80% of their school day. The CDE target rate for the 2022-23 school year was 64%. The target rates for the 2023-24 and 2024-25 school years are 67% and 70%, respectively. The District's Compliance and Improvement Monitoring (CIM) Team in partnership with the Systems Improvement Leads (SIL) and the Network Improvement Committee (NIC) developed an improvement goal to increase the participation rate in the least restrictive environment (LRE) (general education setting). The systems of support that will be implemented with MTSS, will assist all teachers in meeting the diverse needs of all students, including students with disabilities and their access to general education classroom settings.

Supplemental Supports to Strengthen the Instructional Core (Priority 2, 4, 5, 8):

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

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

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

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

Extracurricular Student Programs:

Parent input on the LCAP Survey indicated a need for students to be motivated and challenged in a variety of ways. Parents also indicated that they would like their children to participate in activities that encourage academic success. Teachers also gave input that they would like to see better learning environments for their students. Students indicated a desire for more activities at the school so that they can be involved. Offering extracurricular activities helps students develop additional skills, build confidence, allow for socialization, as well as an opportunity to explore different interests that will help tie students to the school and learning enrichment beyond the classroom.

Highly Qualified Educational Staff (Priority 1):

As identified in the LCAP Family Survey data, families expressed the need for quality teachers and the hiring of regular teaching staff. Some parents expressed concerns about having long-term substitutes in classrooms all year. Families also expressed a need for ensuring that teachers and staff are supported with quality training to engage students in learning. Students indicated on the LCAP survey the need for more PE and music teachers.

College & Career Readiness (Priority 2, 7, 8):

Additionally, feedback from our LCAP Survey indicates college and career programs are valued by all educational partners and recognized as a way to engage students and prepare them to achieve their goals. College and career programs also provide a stronger school connection.

Broad Course of Study (Priority 7):

Data analysis of all student groups including special populations from the 2022 and 2023 graduates indicated students who engage in college and career readiness programs have higher: college admissions, A-G rate attainments, pass AP tests at a higher rate, complete more college credit courses while in high school, and meet multiple college and career measures set by the state of California.

* CTE - PK-16 alignment continues. CVUSD now has 7 STEAM elementary Schools, 20 middle school CTE programs that feed to our high schools, and 20 high school programs, all aligned to College of the Desert and CSUSB.

* 48% of students participated in CTE at the high school level - of the 2022-23 CTE completers, 70% enrolled in college, of the 70%, 40% went to a 4-year university, and 30% went to community college.

* The A-G rate for CTE Completers was 44% in 2023, compared to an overall district rate of 31.9%.

* 31.6% of the students who met prepared on the College Career Indicator (CCI) did so by taking college courses via Dual Enrollment while they were in high school.

* 11.1% of the students who met prepared on the CCI did so by passing 1 or more Advanced Placement (AP) classes.

* 89.5% of the students who met prepared on the CCI did so by meeting the A-G requirements for entrance into a UC or CSUSB campus.

* 35.7% of the students who met prepared on the CCI did so by earning a State Seal of Biliteracy.

Students with Exceptional Needs:

100.0% of the students with disabilities (SWD) who met prepared on the CA Dashboard CCI indicator did so by meeting the A-G requirements for entrance into a UC or CSUSB campus.

74.3% of the students with disabilities (SWD) who met Approaching Prepared on the CA Dashboard CCI indicator did so by competing a CTE Pathway.

17.1% of the students with disabilities (SWD) who met Approaching Prepared on the CA Dashboard CCI indicator did so by meeting the A-G requirements for entrance into a UC or CSUSB campus.

A focus area will be researching and implementing ways to include more SWD in classes/programs or services that help them meet prepared on the CA Dashboard CCI Indicator.

Students identified in student groups such as English Learners, Low Income, Foster Youth, and Students with Disabilities, receive targeted interventions in programs through a teacher provided tutoring and accommodations to enable the student(s) to participate in all college and career readiness programs.

Multilingual & Multicultural Education (Priority 2, 4, 7, 8):

Based on LCAP Survey Data, families expressed a need to clarify Dual Language placement and coursework. Staff indicated the need for additional professional development to support English Language Learners. Multilingual and Multicultural Education services provide students targeted support to equip students with the linguistic skills to allow them to access academic content and fully engage in academic setting successfully.

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

Coachella Valley Unified School District current enrollment indicates that 41% of our student population is classified as English learners. From this group, 18% of our English learner population is currently classified as Long Term English learners and 19% are classified as At Risk Long Term English Learners. The last English Learner Progress Indicator (ELPI) shows that 46% of our English learners are making

progress as measured by the ELPAC and increasing in language acquisition. The latest California Assessment of Student Performance and Progress (CAASPP) indicates that 69.8% of our Migrant students in 11th grade did not meet the Standard in English Language Arts. In Math, 71.5% of Migrant students did not meet the standard as measured by the 2022-2023 California Assessment of Student Performance and Progress (CAASPP). The current Migrant high school graduation rate is 80.4% and only 36.1% of these students met A-G requirements.

State & Federal Projects:

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

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

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

Technology

Certificated staff gave input on the LCAP survey and noted a need for updated research applications. The Classified staff also gave input on their survey results that they would like to see new equipment provided in a timely manner, and asked for minimizing the delay in receiving necessary resources and equipment. Students expressed their needs for "cool math games" being added to ipads to enhance learning.

The Technology Department uses a ticketing system to analyze performance and assist in determining support needs. Over the past several school years, the demand for Technological Services has increased by over 30%. This increase represents the pace at which Instructional Technology is being adopted to support student achievement.

By implementing support for teachers through technology, the students' learning environment will be enhanced, and engagement with learning will increase. By offering cutting edge and state of the art implementation of technology, our students will be well prepared for college and career as they graduate from our schools. By offering professional development to teachers, staff and IT personnel, all educators will be prepared to support student learning in a variety of ways.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA (Priority 4) CA Dashboard % of students that met or exceeded the standard	CAASPP ELA – 2023 CA School Dashboard: % of students that met or exceeded the standard and Dashboard Color All: 26.12% (Orange) AI: 16.22% (Red) EL: 9.21% (Red) HI: 26.11% (Orange) LTEL: 3.98% HOM: 19.15% (Red) FY: 33.33% (Orange) SED: 24.91% (Red) SWD: 5.49% (Orange)			CAASPP ELA – 2026 CA School Dashboard: % of students that met or exceeded the standard All: 42% EL: 31% LTEL: 24% HOM: 34% FY: 48% SED: 40% SWD: 21%	
1.2	CAASPP ELA (Priority 4) - CA Dashboard % of students that met or exceeded the standard School & Student Groups in Red or Orange on CA Dashboard	2023 CAASPP ELA (Priority 4) - % of students that met or exceeded the standard Source: 2023 CA Dashboard School & Student Group Elementary Schools: Coral Mountain: SWD: 2.86% (Red) John Kelley ES: EL: 9.17% (Red)			2026 CAASPP ELA (Priority 4) - CA Dashboard % of students that met or exceeded the standard School & Student Group Elementary Schools: Coral Mountain: SWD: 12%	

		SWD: 12.91% (Red) HI: 28.99% (Orange) SED: 27.96% (Orange) Las Palmitas ES: EL: 4.30% (Red) HI: 16.62% (Red) SED: 16.32% (Red) Mecca ES: EL: 2.19% (Red) HI: 15.62% (Red) SED: 14.98% (Red) SWD: 1.96% (Red) Oasis ES: EL: 5.45% (Red) HI: 18.14% (Red) SED: 18.22% (Red) Palm View ES: EL: 9.18% (Red) HI: 22.09% (Red) SED: 21.49% (Red) SWD: 7.84% (Red) Saul Martinez ES: EL: 10.21% (Red) SWD: 4.00% (Red) HI: 28.06% (Orange) SED: 27.49% (Orange) Sea View ES: EL: 12.23% (Red) HI: 21.47% (Red) SED: 22.25% (Red) SWD: 5.88% (Orange)			John Kelley ES: EL: 18% SWD: 22% Las Palmitas ES: EL:13% HI: 26% SED: 26% Mecca ES: EL: 11% HI: 25% SED: 24% SWD: 11% Oasis ES: EL: 12% HI: 27% SED: 27% Palm View ES: EL: 18% HI: 31% SED: 30% SWD: 17% Saul Martinez ES: EL: 19% SWD: 13% Sea View ES: EL: 21% HI: 30% SED: 31% Westside ES: EL: 17% HI: 29% SED: 29%	

		Westside ES: EL: 8.05% (Red) HI: 19.49% (Red) SED: 19.78% (Red) SWD: 5.56% (Orange) Middle Schools: Bobby Duke MS: EL: 5.26% (Red) SWD: 2.86% (Orange) Cahuilla Desert Academy: EL: 6.29% (Red) HI: 28.89% (Orange) SED: 25.76% (Orange) SWD: 5.55% (Orange) Toro Canyon MS: EL: 5.0% (Red) HI: 21.21% (Red) SED: 20.36% (Red) SWD: 4.24% (Orange) High Schools: Desert Mirage HS: EL: 5.66% (Red) HI: 25.85% (Red) SED: 25.95% (Red) SWD: 5.71% (Orange)			Middle Schools: Bobby Duke MS: EL: 15% Cahuilla Desert Academy: EL: 15% Toro Canyon MS: EL: 14% HI: 30% SED: 29% High Schools: Desert Mirage HS: EL:15% HI: 35% SED: 35%	

1.3	CAASPP Math (Priority 4) CA Dashboard % of students that met or exceeded the standard	CAASPP Math – 2023 CA School Dashboard: % of students that met or exceeded the standard All: 13.89% (Red) AI: 8.11% (Red) EL: 5.94% (Red) HI: 13.83% (Red) LTEL: 0.94% (n/a) HOM: 12.77% (Orange) FY: 17.65% (Red) SED: 12.96% (Red) SWD: 3.63% (Orange) WH: 17.81% (Orange)			CAASPP Math – 2026 CA School Dashboard: % of students that met or exceeded the standard All: 29% EL: 23% LTEL: 16% HOM: 28% FY: 33% SED: 28% SWD: 19%	
1.4	CAASPP Math (Priority 4) - CA Dashboard % of students that met or exceeded the standard School & Student Groups in Red or Orange on CA Dashboard	2023 CAASPP Math (Priority 4) - % of students that met or exceeded the standard Source: 2023 CA Dashboard School & Student Group Elementary Schools: Coral Mountain: SWD: 0% (Red) John Kelley ES: SWD: 9.68% (Red) Las Palmitas ES: SED: 6.97% (Red)			2026 CAASPP Math (Priority 4) - CA Dashboard % of students that met or exceeded the standard School & Student Group Elementary Schools: Coral Mountain: SWD:6% John Kelley ES: SWD:16%	

		EL: 1.07% (Red) HI: 7.25% (Red) SWD: 2.33% (Red) Mecca ES: EL: 2.12% (Red) HI: 11.14% (Red) SED: 10.50% (Red) SWD: 1.96% (Red) Oasis ES: EL: 5.94% (Red) HI: 11.85% (Red) SED: 11.90% (Red) Palm View ES: EL: 12.12% (Red) HI: 19.12% (Red) SED: 18.03% (Red) SWD: 3.92% (Red) Saul Martinez ES: EL: 6.55% (Orange) SWD: 2.00% (Red) HI: 18.80% (Orange) SED: 17.42% (Orange) Sea View ES: EL: 8.51% (Red) HI: 12.31% (Red) SED: 12.75% (Red) SWD: 2.86% (Orange) Westside ES: EL: 4.60% (Red) HI: 9.74% (Orange)			Las Palmitas ES: SED: 13% EL: 7% HI: 13% SWD: 8% Mecca ES: SED: 18% EL: 8% HI: 19% SWD: 8% Oasis ES: EL: 12% HI: 18% SED: 18% Palm View ES: EL: 18% HI: 25% SED: 24% SWD: 10% Saul Martinez ES: SWD: 8% Sea View ES: EL:15% HI: 18% SED:23% Westside ES: EL: 11% Middle Schools: Bobby Duke MS: EL: 6% HI: 15% SED: 15%	

		SED: 9.89% (Orange) SWD: 5.56% (Orange) Middle Schools: Bobby Duke MS: EL: 0% (Red) HI: 8.89% (Red) SED: 8.40% (Red) SWD: 1.41% (Orange) Cahuilla Desert Academy: EL: 1.14% (Orange) HI: 17.63% (Orange) SED: 14.34% (Red) SWD: 5.56% (Orange) Toro Canyon MS: EL: 1.01% (Red) HI: 8.51% (Red) SED: 8.42% (Red) SWD: 1.72% (Red) High Schools: Desert Mirage HS: EL: 0% (Red) HI: 3.62% (Red) SED: 3.50% (Red) SWD: 0% (Orange)			Cahuilla Desert Academy: SED: 20% Toro Canyon MS: EL: 9% HI: 15% SED: 14% SWD: 10% High Schools: Desert Mirage HS: EL: 6% HI: 10% SWD: 6%	

1.5	English Learner Progress Indicator (ELPI) (Priority 4) CA Dashboard	ELPI 2023 CA School Dashboard: 46% Making Progress			ELPI 2026 CA School Dashboard: 61%	
1.6	ELPAC (Priority 4)	2023 ELPAC: Level 4 – Well Developed: 11.57% Level 3: Moderately Developed: 30.70% Level 2: Somewhat Developed: 34.19% Level 1: Beginning to Develop: 23.54%			2026 ELPAC: Level 4 – Well Developed: 27% Level 3: Moderately Developed: 32% Level 2: Somewhat Developed: 32% Level 1: Beginning to Develop: 9%	
1.7	EL Reclassification Rate – local data (Priority 4)	EL Reclassification Rate – local data: 14% (928 Students)			EL Reclassification Rate – local data: 29%	
1.8	Graduation Rate (Priority 5) CA Dashboard	2023 Graduation Rate: All: 78.6% (Red) EL: 68.2% (Red) LTEL: N/A HOM: 75% (No Color) FY: *not available; student group is less than minimum size for reporting SED: 78.3% (Red) SWD: 66.7% (Red)			Graduation Rate (Priority 5) 2026 CA Dashboard All: 94% EL: 83% LTEL: HOM: 90% FY: SED: 93% SWD: 82%	

1.9	Graduation Rate (Priority 5) - CA Dashboard High School Graduation: School and Student Group	Graduation Rate (Priority 5) - 2023 CA Dashboard High School Graduation: School and Student Group Coachella Valley HS SED: 79.3% (Red) SWD: 59.6% (Red) La Familia HS HI: 55.7% (Red) SED: 55.2% (Red)			Graduation Rate (Priority 5) - 2026 CA Dashboard High School Graduation: School and Student Group Coachella Valley HS SED: 94% SWD: 75% La Familia HS HI: 70% SED: 70%	
1.10	Percentage of students who met UC/CSU requirements (A-G) (Priority 4) CA Dashboard –	2023 – A-G Completion CA Dashboard – Additional Reports: All: 31.9% EL: 11.8% LTEL: N/A HOM: 20.5% FY: N/A SED: 31.2% SWD: 6.1%			Percentage of students who met UC/CSU requirements (A-G) (Priority 4) 2026 CA Dashboard – Additional Reports All: 47% EL: 27% LTEL: HOM: 36% FY: SED: 46% SWD: 21%	
1.11	College Career Indicator (CCI) (Priority 4) CA Dashboard	2023 – CCI CA Dashboard: All: 27.6% (Low) EL: 6.8% (Very Low)			College Career Indicator (CCI) (Priority 4) 2026 CA Dashboard All: 43%	

		HI: 27.8% (Low) LTEL: Status not available HOM: 13.6% (Low) FY: Status not available SED: 27.0% (Low) SWD: 2.8% (Very Low)			EL: 22% LTEL: HOM: 29% FY: SED: 42% SWD: 18%	
1.12	College Career Indicator (CCI) (Priority 4) - School and Student Group	2023 College Career Indicator – (CCI) CA Dashboard - School and Student Group Coachella Valley HS EL: 5.5% (Very Low) SWD: 2.2% (Very Low) HI: 31.2% (Low) SED: 30.2% (Low) Desert Mirage HS EL: 9.6% (Very Low) SWD: 4.4% (Very Low) HI: 30.3% (Low) SED: 30.0% (Low) La Familia HS EL: 0.0% (Very Low) HI: 0.9% (Very Low) SED: 1.0% (Very Low)			2026 College Career Indicator – (CCI) CA Dashboard - School and Student Group Coachella Valley HS EL: 21% SWD: 17% Desert Mirage HS EL: 22% SWD: 19% La Familia HS HI: 16% SED: 17%	
1.13	Percentage of students completing CTE programs (Priority 8)	2023 CTE Completion 2023 CA Dashboard – Additional Reports: All: 24.7%			Percentage of students completing CTE programs (Priority 8)	

		EL: 11.5% LTEL: N/A HOM: 20.5% FY: N/A SED: 24.0% SWD: 17.8%			All: 40% EL: 27% LTEL: HOM: 36% FY: SED: 39% SWD: 33%	
1.14	Percentage of students completing (A-G) Requirements AND CTE program(s) (Priority 4) CA Dashboard – Additional Reports	2023 A-G and CTE Completion 2023 CA Dashboard – Additional Reports: All: 11.7% EL: 1.4% LTEL: N/A HOM: 6.8% FY: N/A SED: 11.0% SWD: 2.2%			2026 - Percentage of students completing (A-G) Requirements AND CTE program(s) All: 27% EL: 16% LTEL: HOM: 22% FY: SED: 26% SWD: 17%	
1.15	Percentage of students completing AP Exams with a score of 3 or higher (Priority 4) CA Dashboard – Additional Reports	AP Exams – with a score of 3 or higher 2023 CA Dashboard – Additional Reports: All: 11.1% EL: 10.0% LTEL: N/A HOM: 0.0% FY: N/A SED: 10.6% SWD: 20.0%			Percentage of students completing AP Exams with a score of 3 or higher (Priority 4) 2026 CA Dashboard – Additional Reports All: 26% EL: 25% LTEL: HOM: 15% FY:	

					SED: 26% SWD: 35%	
1.16	CTE Participation (CALPADS)	CTE Participation: (CALPADS) All students: 1,863 SWD: 239 SED: 1,255 EL: 354 FY: 7			CTE Participation: (CALPADS) All students: 1,956 SWD: 293 SED: 1,310 EL: 469 FY: 10	
1.17	Percentage of Students receiving the State Seal of Biliteracy (Priority 8) Local SIS CA Dashboard – Additional Reports	2023 Students Receiving State Seal of Biliteracy 2023 CA Dashboard – Additional Reports: All: 35.7% EL: 20% LTEL: N/A HOM: 50% FY: N/A SED: 35.8% SWD: 20.0%			Percentage of Students receiving the State Seal of Biliteracy (Priority 8) Local SIS 2026 CA Dashboard – Additional Reports All: 51% EL: 35% LTEL: HOM: 65% FY: SED: 51% SWD: 35%	
1.18	Dual Enrollment (Priority 7) Percentage of pupils who participated and demonstrated college preparedness with Dual Enrollment (College Credit Courses):	Students receiving College Credit for Dual Enrollment 2023 CA Dashboard – Additional Reports: All: 31.6% EL: 15.0% LTEL: N/A HOM: 0.0%			Percent of students receiving College Credit for Dual Enrollment (Priority 8) Local SIS 2026 CA Dashboard – Additional Report	

		FY: N/A SED: 30.2% SWD: 20.0%			All: 47% EL: 30% LTEL: HOM: 15% FY: SED: 45% SWD: 35%	
1.19	SEL - School Climate Survey Student Responses (Priority 6) My school sets high expectations for my academic achievement	SEL - School Climate Survey (Spring 2024) My school sets high expectations for my academic achievement. Strongly Agree/Agree: 87%			SEL - School Climate Survey (Spring 2027) My school sets high expectations for my academic achievement. Strongly Agree/Agree: 90%	
1.20	SEL - School Climate Survey Student Responses (Priority 6) My teachers understand my learning needs and work to address them.	SEL - School Climate Survey (Spring 2024) Student Responses My teachers understand my learning needs and work to address them. Strongly Agree/Agree: 83%			SEL - School Climate Survey (Spring 2027) My teachers understand my learning needs and work to address them. Strongly Agree/Agree: 90%	
1.21	SEL - School Climate Survey Student Responses (Priority 6)	SEL - School Climate Survey (Spring 2024) Student Responses I regularly participate in hands-on learning			SEL - School Climate Survey (Spring 2027) I regularly participate in	

	I regularly participate in hands-on learning activities or lessons that connect to the real-world.	activities or lessons that connect to the real-world. Strongly Agree/Agree: 71%			hands-on learning activities or lessons that connect to the real-world. Strongly Agree/Agree: 85%	
1.22	SEL - School Climate Survey Student Responses (Priority 6) My teachers talk to me about my academic progress.	SEL - School Climate Survey (Spring 2024) Student Responses My teachers talk to me about my academic progress. Strongly Agree/Agree: 79%			SEL - School Climate Survey (Spring 2027) My teachers talk to me about my academic progress. Strongly Agree/Agree: 85%	
1.23	SEL - School Climate Survey Student Responses (Priority 6) I have access to choose from a variety of high school courses.	SEL - School Climate Survey (Spring 2024) Student Responses I have access to choose from a variety of high school courses. Strongly Agree/Agree: 55%			SEL - School Climate Survey (Spring 2027) I have access to choose from a variety of high school courses. Strongly Agree/Agree: 60%	
1.24	Appropriately Assigned Teachers (Priorities 1, 2, 4, 5, 8) * Ineffective is defined as one or more relevant	2022-23 Teacher Preparation and Placement: Appropriately Assigned Teachers:			2024-25 Teacher Preparation and Placement: Appropriately Assigned	

	attributes of the assignment that had no legal authorization from a permit, credential or waiver. ** Out-of-Field is defined as someone who has a credential but has not yet demonstrated subject matter competence in the subject area(s) or for the student population associated with the assignment. *** "Unknown" indicates that insufficient information about the assignment was reported to CALPADS which resulted in an "unknown" determination of the assignment authorization.	Total Teaching FTE (Full time Equivalent Position) = 870.3 Positions Teachers with Clear Credential = 89.5% (778.6 positions) Intern Teachers Properly Assigned = 2.2% (19.6 positions) Teachers without Credentials and Mis-assignments = 5.1% (44.1 positions) Credentialed Teachers Assigned Out-of-Field** = 0.6% (5.4 positions) Incomplete = 2.4% (20.7 positions) Unknown = 0.2% (2.0 positions) N/A = 0.0% (0 positions) Source: DataQuest 2022-23 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) 2023-24			Teachers: Total Teaching FTE (Full time Equivalent Position) = 875 Positions Teachers with Clear Credential = 99% (866.3 positions) Intern Teachers Properly Assigned = 1% (8.7 positions) Teachers without Credentials and Mis-assignments (Ineffective Teachers)* = 0% (0 positions) Credentialed Teachers Assigned Out-of-Field** = 0% (0 positions) Incomplete = 0% (0 positions) Unknown = 0% (0 positions) Teacher Vacancies: 0	

		Appropriately Assigned Teachers: Source: Local Data 92.9 %				
1.25	Access to CurriculumAligned Instructional Materials (Priorities 1, 2, 4, 5, 8)	Access to CurriculumAligned Instructional Materials: 2023-24 CVUSD maintained the 100% Textbook Sufficiency - every pupil in the school district has sufficient access to the standards-aligned instructional materials based on Williams Report.			Access to CurriculumAligned Instructional Materials: 2026-27 CVUSD will maintain the 100% Textbook Sufficiency - every pupil in the school district has sufficient access to the standards-aligned instructional materials based on Williams Report.	
1.26	Safe, Clean and Functional School Facilities (Priority 1) The Facilities Inspection Tool (FIT)	January, 2024 District Average: The Facilities Inspection Tool (FIT) Overall School Rating was Good with a rating of 94.71%. Overall Restroom Category was also rated Fair with 88.39%. District-wide, all schools received an Overall School Rating of Good.			January, 2027 District Average: The Facilities Inspection Tool (FIT) Overall School Rating will be Good with a rating of 97.0%. Overall Restroom Category will also be rated Good with 91.0%.	

		District-wide, 9 CVUSD schools received a Good Rating in the Overall Restroom Category, 12 schools received a Fair Rating.			District-wide, all schools will receive an Overall School Rating of Good or Exemplary. District-wide, all CVUSD schools will receive Good Rating in the Overall Restroom Category.	
1.27	Implementation of State Standards - (Priority 2) CA Dashboard Reflection Tool rating scale: 1- Exploration and Research Phase 2- Beginning Development 3- Initial Implementation 4- Full Implementation 5- Full Implementation and Sustainability. Self reflection rating based on CA Dashboard Reflection Tool for: I) Professional Development: Secondary: ELA CCSS:	Spring, 2024 I) Professional Development: Secondary: ELA CCSS: 4 ELD: 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 4 Elementary: ELA CCSS: 4 ELD: 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 3			Spring 2027 I) Professional Development: Secondary: ELA CCSS: 5 ELD: 5 Math CCSS: 5 Science NGSS: 4 History- Social Science: 5 Elementary: ELA CCSS: 5 ELD: 5 Math CCSS: 5 Science NGSS: 4 History- Social Science: 4	

	ELD (Aligned to ELA Standards): Math CCSS: Science NGSS: History- Social Science: Elementary: ELA CCSS: ELD (Aligned to ELA Standards): Math CCSS: Science NGSS: History- Social Science:tion of State Standards:					
1.28	II. Instructional Materials: Secondary: ELA CCSS: ELD (Aligned to ELA Standards): Math CCSS: Science NGSS: History- Social Science: Elementary: ELA CCSS: ELD (Aligned to ELA Standards): Math CCSS: Science NGSS: History- Social Science:	II. Instructional Materials: Secondary: ELA CCSS: 4 ELD: 3 Math CCSS: 4 Science NGSS: 3 History-Social Science: 4 Elementary: ELA CCSS: 5 ELD: 4 Math CCSS: 5 Science NGSS: 4 History-Social Science: 4			II. Instructional Materials: Secondary: ELA CCSS: 5 ELD: 4 Math CCSS: 5 Science NGSS: 4 History-Social Science: 5 Elementary: ELA CCSS: 5 ELD: 5 Math CCSS: 5 Science NGSS: 5 History-Social Science: 5	
1.29	III. Progress Implementing Policies/Programs:	III. Progress Implementing Policies/Programs:			III. Progress Implementing Policies/Programs:	

	Secondary: ELA CCSS: ELD (Aligned to ELA Standards): Math CCSS: Science NGSS: History- Social Science: Elementary: ELA CCSS: ELD (Aligned to ELA Standards): Math CCSS: Science NGSS: History- Social Science:	Secondary: ELA CCSS: 4 ELD: 3 Math CCSS: 4 Science NGSS: 3 History-Social Science: 4 Elementary: ELA CCSS: 3 ELD: 3 Math CCSS: 3 Science NGSS: 3 History-Social Science: 3			Secondary: ELA CCSS: 5 ELD: 4 Math CCSS: 5 Science NGSS: 4 History-Social Science: 5 Elementary: ELA CCSS: 4 ELD: 4 Math CCSS: 4 Science NGSS: 4 History-Social Science: 4	
1.30	IV. Progress Implementing other adopted academic standards: Secondary CTE: Health Education: PE: VAPA: World Language: Elementary: CTE: Health Education: PE: 1 VAPA: World Language:	IV. Progress Implementing other adopted academic standards: Secondary CTE: 4 Health Education: 4 PE: 4 VAPA: 4 World Language: 4 Elementary: CTE: 4 Health Education: 3 PE: 3 VAPA: 3 World Language: 3			IV. Progress Implementing other adopted academic standards: Secondary CTE: 5 Health Education: 5 PE: 5 VAPA: 5 World Language: 5 Elementary: CTE: 5 Health Education: 4 PE: 4 VAPA: 4 World Language: 4	

1.31	V. Engaging with teachers and school administrators for the following activities: A) Identifying professional learning needs for teachers and staff: Secondary: Elementary: B) Identifying professional learning needs for teachers and staff: Secondary: Elementary: C) Providing support for teachers on standards they have not mastered: Secondary: Elementary:	V. Engaging with teachers and school administrators for the following activities: A) Identifying professional learning needs for teachers and staff: Secondary: 3 Elementary: 3 B) Identifying professional learning needs for teachers and staff: Secondary: 3 Elementary: 3 C) Providing support for teachers on standards they have not mastered: Secondary: 3 Elementary: 3			V. Engaging with teachers and school administrators for the following activities: A) Identifying professional learning needs for teachers and staff: Secondary: 4 Elementary: 4 B) Identifying professional learning needs for teachers and staff: Secondary: 4 Elementary: 4 C) Providing support for teachers on standards they have not mastered: Secondary: 4 Elementary: 4	

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Implementation of Multi-tiered System of Instructional Supports	Through MTSS support, teachers are able to interact and engage with students in order to guide instructional decisions. The data that is collected allows for teachers to differentiate learning, and make educated decisions to meet students' needs through challenging and rigorous lessons. This action is primarily focused on EL, FY, and SED student groups, however the resources dedicated to this action are also expected to improve outcomes for student groups, schools and/or student groups at schools that were at the lowest performance level (red) on the 2023 CA School Dashboard. Canvas - teaching and learning software used at all CVUSD schools. Teachers can create custom lessons for students and students have access to a variety of learning experiences, anytime, anywhere. Mastery Connect - A testing platform used by TK-12 grade teachers and students to access district assessments across multiple subjects. i-Ready - Students are provided instruction and practice on at level lessons. Teachers can add and adjust lessons. Students receive a lexile score from the Diagnostic Assessment. Students and families can track their growth & progress providing student ownership of learning & goals.	$3,138,984.00	Yes

		Aeries Analytics - This student information system has built in assessment tools and allows for storage of data from multiple sources. Curriculum Renewals - Yearly consumable workbooks across multiple subjects, used by students as part of their adopted curriculum. TK - Kinder Testing (Extra Services) College Board - 2024-25 PSAT (Preliminary Scholastic Aptitude Test)/NMSQT (National Merit Scholarship Qualifying Test) Test Fees for (CVHS, DMHS & WSHS) Curriculum Associates: Ellevation English learner data platform used to monitor English learner academic performance and progress, identify reclassification candidates, monitor Reclassified Fluent English Proficient (RFEP) students, process reclassification and RFEP monitoring forms. Even though this is an EL platform, all CVUSD students are included in this platform regardless of their language fluency. Avant Assessment This Spanish assessment approved by CVUSD is used for three reasons throughout the district: 1. Given to all dual language students annually in grades K-8 to measure Spanish proficiency over the years in the DL program 2. Given to all 8th grade students to place them appropriately in high school Spanish classes and 3. For high school seniors who may qualify for the State Seal of Biliteracy but are missing the Spanish proficiency requirement.		
1.2	Supplemental Supports to Strengthen the Instructional Core	Supplemental Supports to Strengthen the Instructional Core refers to additional resources, strategies, or interventions implemented within an educational framework to enhance the effectiveness of the instructional core. Student academic achievement will be increased, as evidenced by increased performance levels on the annual CAASPP and local district assessments. Additional resources, strategies, and interventions will be used to strengthen the instructional core programs.	$14,431,483.00	Yes

		CVUSD was identified for Differentiated Assistance for the AI, HOM, EL and SED student groups for low performance in English Language Arts, and for the AI, EL, FY, SED and HIS students groups for low performance on the Math Indicator, based on the results of the Fall 2023 Dashboard. CVUSD was also identified for Differentiated Assistance for the EL and SWD low performance level on the CCI Indicator, as were the SWD, EL, SED and HIS student groups for low performance level (Red) on the Graduation Rate Indicator. This action is primarily focused on SED, EL, and FY students, however the resources dedicated to this action are also expected to improve outcomes for AI, HOM, SWD and Hispanic student groups across the district. District and school level student groups scoring in the Red performance level on ELA and Mathematics will be served via this action, therefore assisting in improving Academic Indicator outcomes for all school-based student groups performing in the Red performance level as noted in the Measuring and Reporting Results section for Goal 1. IXL: Personalized Instruction Platform for Math- IXL is a platform where students can gain fluency and confidence with essential math skills through interactive questions and built-in support.Students are provided specific skills/standards lessons identified through a diagnostic assessment. The individualized lessons allow for student learning to be differentiated. Prisms Virtual Reality Contract: Prisms offers an immersive learning experience that can captivate students' attention and make learning math more engaging and interactive. This increased engagement can lead to better retention of mathematical concepts, as well as experiences that deepen mathematical and science reasoning through this technology. For students in grades 7-12 for both Math and Science. Tutor.com: Tutor.com provides student access to academic support anytime, anywhere. Students receive individualized tutoring support in multiple areas: homework help, test prep, writing development, and specific skill instruction. This is particularly beneficial for students who may not have access to traditional tutoring services or who need help outside of regular school hours.		

		Newsela: Newsela supports the advancement of literacy among students by offering a vast array of articles across various subjects and reading levels. Newsela tailors content to individual student needs, making complex topics accessible and engaging. Its adaptive platform allows students to build comprehension skills while teachers can monitor progress and tailor instruction accordingly. Through its innovative approach, Newsela has contributed significantly to improving literacy rates and fostering a love for reading among learners. Online Credit Recovery: Online credit recovery programs play a crucial role in supporting students who may have fallen behind academically. These programs offer flexibility and accessibility, allowing students to earn credits needed for graduation at their own pace and on their schedule. By providing personalized learning experiences, online credit recovery programs cater to individual student needs, offering targeted instruction and support in areas where students may struggle. Additionally, these programs often incorporate multimedia resources, interactive activities, and real-time feedback, enhancing student engagement and comprehension. Goalbook The Goalbook program enhances academic success of students by providing Special Education Teachers with the tools to write targeted IEP academic goals and provide strategies for academic and behavioral interventions to effectively meet diverse student needs. The Goalbook program ensures that a student's IEP is aligned to standards and is differentiated to support their individual needs to help them reach progress on learning standards. Summit K12: This is a supplemental EL curriculum that embeds language learning within the context of the California state standards, provides learning benchmarks aligned to ELPAC, helps students prepare for the ELPAC and assists the teacher and student to close any language gaps that may be causing the student not to pass the ELPAC. UCI Math Supplies:		

		These supplies are consumable instructional materials aimed to engage students with highly conceptual lessons. These supplies will be used at all 21 school sites in hands-on math learning activities. Elementary Supplies: Instructional supplies are needed for implementation of Instructional Leadership Teams (ILT) sessions and other collaborative learning opportunities. ILTs focus on implementing high expectations to increase student achievement across the campus. Different school supplies can evoke distinct psychological responses in students, influencing their creative process. Supplies for coaches - Sound spelling cards Utilized in the classroom to teach and develop phonemic awareness and foundational skills for reading. Home To School Transportation Our district encompasses over 1,200 square miles. Due to the rural nature of our district's geographic region, the extreme heat, and the income level of our families, if the district did not provide transportation, the majority of students would not have the opportunity to attend school, intervention, and other programs.		
1.3	Academic enhancements and supplemental programs Staff supported with LCFF S/C funds in this action include: • La Familia high school principal, teachers, custodian,	Academic enhancements and supplemental programs are designed to meet the students' diverse needs by offering various activities and experiences catering to their development. Enhancements within and outside encompass a wide range of subjects, interests, hobbies, and pursuits, which complement and enhance the overall educational experience for students. Participation in extracurricular activities offers numerous benefits for students, including opportunities for personal growth, skill development, social interaction, and leadership experience. These activities can also provide a sense of belonging, promote teamwork and collaboration, and help students explore their interests and passions inside and outside of the classroom. This action is primarily focused on EL, FY, and SED student groups, however the resources dedicated to this action are also expected to	$19,266,364.00	Yes

	and office staff • Pathways to Success teachers at 14 elementary sites • VAPA teachers at middle and high school • Music Teacher at West Shores High school	improve outcomes for schools and student groups that were at the lowest performance level (red) on the 2023 CA School Dashboard. Student participation in these programs should lead to an increase in academic achievement as measured through local district assessments and the annual CAASPP results in ELA and Math. La Familia High School: • La Familia high school is an alternate option for students to thrive in an environment that offers smaller class sizes and more personalized attention, allowing teachers to better address the unique needs and challenges of each student. This individualized support can help struggling students catch up academically. (principal, teachers, custodian, office, media) Site Athletic Program, Coaching Stipends Student Academic Competitions: Math Field Day, Spelling Bee, Science Fair, History Day, Author's Fair, etc. Pathway to Student Success Teachers (PTSS) (Elementary VAPA)(21): PTSS teachers provide dance, media arts, music, theater, and visual arts instruction to students in grades 4th-6th at all elementary schools. Pathway to Student Success (Elementary VAPA) - Mileage - PTSS teachers are itinerant, thus a few who have open slots in their schedule provide instruction at more than one site. Pathways to Student Success (Elementary VAPA): • Instructional supplies for the Pathways to Student Success program. Pathways to Student Success (Elementary VAPA):		

		• Transportation for educational partnership programs for instruction in dance, media arts, music, theater, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design. Pathways to Student Success (Elementary VAPA): • Admission fees for educational partnership programs for instruction in dance, media arts, music, theater, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design. Pathways to Student Success (Elementary VAPA): Funding to meet with teachers - Have their own PLC outside the workday Secondary Sites - VAPA • Funding to meet with teachers • Have their own PLC outside the workday hrs vary per Secondary Site Secondary Sites - VAPA • Instructional supplies for the VAPA program. Secondary Sites - VAPA • Transportation for educational partnership programs for instruction in dance, media arts, music, theatre, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design. Secondary Sites - VAPA • Admission Fees for educational partnership programs for instruction in dance, media arts, music, theatre, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design. Music Teacher:		

		Will provide WSHS students with access to creative arts classes. With guidance from a teacher, students can progress in their musical proficiency and reach higher levels of competence AVID: Elementary University Field Trips - Students will participate in field trips to colleges/universities to increase college and career readiness awareness. GATE Program Support - Identification, planning, and direct services for students. Puente Program Support - Educational Partnership AVID , Student Leadership Club (Teacher compensation , extra services) AVID Student Leadership Club - college trip After School Academic Program: The after school academic sessions will focus on providing TK-8th grade students with supplemental learning in the areas of math and literacy. Summer School TK-12: Supplies, salaries, transportation, contracts Ethnic Studies Supplemental: Extra services to provide enrichment activities; Curriculum development; Field Trips Indian Education - planning, and direct services for students.		

1.4	Highly Qualified Educational Staff Staff supported with LCFF S/C funds in this action include: • Curriculum Resource Technician (1) • Instructional Media Assistants (22) • MTSS Data Coaching Coordinators (3) • Data Assessment Specialists (3) • Ethnic Studies Teachers (10) • High School Assistant Principals (11) • Secondary Counselors (12) • Athletic Directors (3) • Activities Directors (3)	A highly qualified educational staff member possesses a combination of academic credentials, pedagogical knowledge, subject matter expertise, experience, communication skills, technology proficiency, cultural competence, collaboration abilities, commitment to professional development, and dedication to student success. CVUSD was identified for Differentiated Assistance for the EL, SED, SWD and Hispanic student groups for low graduation rate, based on the results of the Fall 2023 Dashboard. Additionally, CVUSD was identified for Differentiated Assistance for the EL and SWD student groups for low performance on the College Career Indicator (CCI), based on the results of the Fall 2023 Dashboard. This action is primarily focused on SED, EL, and FY students, however the resources dedicated to this action are also expected to improve outcomes for AI, HOM, Hispanic, and SWD student groups across the district. District and school level student groups scoring in the Red performance level for Graduation Rate and the Very Low performance level for CCI will be served via this action, therefore assisting in improving Academic Indicator outcomes for all school-based student groups performing in the Red or Very Low performance levels as noted in the Measuring and Reporting Results section for Goal 1. Hiring and retaining highly qualified staff is effective because they bring expertise, quality, innovation, efficiency, professionalism, and positive impact to the district, leading to improved performance, reputation, and long-term success. The hiring and retaining educational staff is essential for fostering student success, promoting a positive school culture, encouraging innovation, and creating a stable and thriving educational institution. Student academic achievement will measure the effectiveness of highly qualified personnel and will be increased, as evidenced by the annual CAASPP, Graduation Rates, A-G Completions Rates ,and local district assessments. MTSS Data Coaching Coordinator (3): 3 Coordinators will provide Curriculum, Instruction & Assessment support for all sites. These positions will provide support to literacy and math coaches in order to utilize data and best teaching strategies to aid in student learning and success	$29,466,935.00	Yes

	• Aquatic Instructors (2) • Lifeguards (2) • Elementary Assistant Principals (8)	Data Assessment Specialists (3): Data Assessment Specialists support all assessments and data analytics. Data assessment specialists support sites with data collection and practices that give an accurate picture of student progress and growth on all assessments. Literacy Coaches, Math Coaches - 5 literacy, 14 math: Literacy and math coaches are educators who specialize in providing support and guidance to teachers in improving literacy and math instruction within their school. Literacy and math coaches will work collaboratively with teachers and administrators to develop and implement effective literacy and math instructional strategies. Support provided includes professional development, data analysis, and curriculum development. Elementary Literacy Coaches (10): Literacy coaches are educators who specialize in providing support and guidance to teachers in improving literacy instruction within their school. Their primary goal is to enhance students' reading, writing, speaking, and listening skills across various subjects. Literacy coaches will work collaboratively with teachers and administrators to develop and implement effective literacy strategies and curriculum. Support provided includes professional development, data analysis, and curriculum development. Elementary Teachers (10) to Reduce Class Size to address Learning Loss Elementary Assistant Principals (14): The assistant principal works closely with the principal to ensure the smooth operation of the school. They assist in implementing the school's vision, goals, and policies, as well as overseeing day-to-day activities to maximize student achievement. The role of an assistant principal allows for students to receive additional guidance on topics relating to academics, student safety, and extra curricular activities to maintain student engagement. Elementary Administrative Specialist: An elementary administrative assistant provides administrative support to the elementary administrative team. Their role encompasses a wide range of tasks aimed at facilitating the efficient operation of the department. MTSS Coaches - 7 Secondary:		

		MTSS (Multi-Tiered System of Supports) coaches are educators who specialize in supporting the implementation of MTSS frameworks within schools. MTSS is a comprehensive approach to providing academic and behavioral support to all students, with a focus on early intervention and prevention. The goal of MTSS is to ensure that every student receives the support they need to succeed academically and behaviorally. MTSS Coaches will work collaboratively with teachers and administrators to develop and implement effective instructional strategies. Support provided includes professional development, data analysis, and curriculum development. Secondary Assistant Principals (11): The assistant principal works closely with the principal to ensure the smooth operation of the school. They assist in implementing the school's vision, goals, and policies, as well as overseeing day-to-day activities to maximize student achievement. The role of an assistant principal allows for students to receive additional guidance on topics relating to academics, student safety, and extra curricular activities to maintain student engagement. Secondary Counselors (12): Counselors help students develop academic skills, set educational goals, and plan for their future academic endeavors. These counselors also assist students in course selection, academic planning, and exploring post-secondary education options. Secondary Teachers (15) Reduce Class Size Secondary General Instructional Aides (13) Athletic Directors (3): The primary responsibility of the athletic director is to oversee all aspects of the school's athletic programs. The Athletic Director helps students have access to sports teams, scheduling games and competitions, managing facilities, and coordinating transportation for athletes. Activities Directors (3): Activities Directors oversee and facilitate extracurricular programs and events that enhance the overall educational experience and promote the leadership growth and social development of students. (3 High School ADs)		

		Aquatics Instructors (2): The primary purpose of an aquatic instructor is to teach individuals of all ages and skill levels how to swim. They design and implement swimming lessons that cater to the needs and abilities of their students, starting from basic water familiarization to advanced stroke techniques to promote water safety. Lifeguards (2): prevent drowning and other water-related accidents. Lifeguards vigilantly scan the water and surrounding areas, identifying potential hazards and intervening promptly to prevent accidents from occurring. BCLAD Stipends: Stipends for DL teachers to promote retention in DL programs. Stipend increases by $500 per year, until it maxes out at $5,000.00 per year, per teacher. Students participating in the Dual Language program are being prepared to be successful global citizens, as being bilingual and biliterate is an essential skill. Having specialized credentialed teachers allows for instruction to be provided to students in both English and Spanish. Instructional Media Assistants (IMAs) (22): Instructional Media Assistant supports the school site library relating to the acquisition, circulation, distribution and recovery of materials, audio-visual equipment and other instructional materials. Processes library/media center materials; performs a wide variety of responsible technical and clerical work providing media services to teachers, administrators, students, parents and staff. Instructional Media Assistant Salaries Students are provided access to multimedia, such as books and technological items. The IMAs are in place to ensure all students have their instructional textbooks and technology items for learning to be as effective as possible. Curriculum Resources Technician (1): The Curriculum Resources Technician provides students and teachers with access to standards-based instructional materials. Ethnic Studies Teachers (10): Ethnic studies classes allow for a growing need for “culturally relevant pedagogy.” In the Stanford University Study (2016), The Causal Effects of		

		Cultural Relevance: Evidence from an Ethnic Studies Curriculum, the authors tested the causal effects of an ethnic studies curriculum piloted in several San Francisco high schools and found significant improvements in student achievement. Students enjoy and engage in culturally relevant research, activities, and discussions. Perfect Attendance Stipends for Teachers ($500/semester) Special Education Teacher Stipends: The Special Education Teacher stipend is offered to retain highly qualified Special Education Teachers. Highly qualified Special Education Teachers ensure the development and implementation of student IEPs to assist students with achieving academic success. Teacher Retention & extra 20 minutes in instructional day		
1.5	College and Career Readiness Staff supported with LCFF S/C funds in this action include: College and Career Administrative Specialists (3) • High School & Middle CTE Teacher Salaries (28) • CTE Budget Specialist • CTE Admin Assistants (2) • CTE Farm Manager	Coachella Valley USD provides college and career readiness in grades PK-12. All programs are aligned to regional post-secondary partners. This includes awareness and exposure in elementary school through integrated Science, Technology, Engineering, Arts, and Math (STEAM) projects, Field trips, Kidwind and Coding. In the 24-25 school year, 9 elementary schools are funded through our STEAM initiative in partnership with Riverside County Office of Education. In middle school students explore a wide variety of college and career programs that align to feeder high schools and include integrated Science, Technology, Engineering, and Math courses through Project Lead the Way courses, as well as career exploration Paxton Patterson labs. CVUSD was identified for Differentiated Assistance for the EL, SED, SWD and Hispanic student groups' low graduation rate, and the EL and SWD student groups' low performance on the College Career Indicator (CCI), based on the results of the Fall 2023 Dashboard. This action is primarily focused on SED, EL, and FY students, however the resources dedicated to this action are also expected to improve outcomes for AI, HOM, Hispanic, and SWD student groups across the district. District and school level student groups scoring in the Red performance level for Graduation Rate and the Very Low performance level for CCI will be served via this action, therefore assisting in improving Academic Indicator outcomes for all school-based student groups performing in the Red or Very Low	$13,733,561.00	Yes

		performance levels as noted in the Measuring and Reporting Results section for Goal 1. In high school, all students prepare for college and career through college prep A-G courses, college credit courses with College of the Desert, Career Technical Education, AVID, and Puente. High school students participate in college field trips, work-based learning, internships, regional college fairs, financial aid preparation and site career fairs. College and Career/ PUENTE Counselors (2): These positions provide high school guidance counseling service to PUENTE students and overseeing the college and career centers at their high school site that serves all students at DMHS, and CVHS College and Career Administrative Specialists (3): Oversee coordination of events in the college and career centers at WSHS, CVHS, and DMHS, serving all students College and Career Administrative Specialist (3): Provide support to increase college and career readiness to all students through managing a career center, providing guest speakers, field trips, college and career exploration. Counselor Support/ Administrative Assistants (2) Coordinator of Secondary Academic Counseling: Aligns coursework in grades 7 - 12, including college credit opportunities, AP testing, CCGI profiles, and continuous improvement to programs based on data and outcomes. Focus Schools Contract will support Secondary School principals and their Instructional Leadership Teams with Professional Development and implementation strategies College Credit Courses - Providing student textbooks for dual enrollment and concurrent enrollment college courses. Access and equity to support student learning.Books, Instructional supplies.		

		College Credit- Extra services to teachers providing support to students in college credit courses, interventions and tutoring College Staff on grading and delivering instruction outside of the school day Meals for students Visiting Colleges and Universities Purchase of supplies for the College and Career Centers Transportation for students to visit Colleges and Universities Detail Services - 3 CTE Suburbans, contract for services to keep suburbans clean Field Trips - STEAM field trips to local partners including the Living Desert, Children's Discovery Museum, General Patton Museum, and other educational destinations, field trips to local post-secondary partners. College and Career Director: Directing all college and career activities, monitoring data from all programs, writing supplemental grants Catering for following Activities: - 7 Elementary Schools CTE Carnegie STEM X 4 meetings @ $,1000 each. Middle Schools & High Schools CTE Career Day 7 X $2,500 Purchase of Shirts or Stoles for the following: CTE Student Ambassador Polo Shirts Health Pathway Stoles for A-G/CCI Completers CPA Match Perkins or CTEIG Match Funds - 1:1 match for 6 California Partnership Academy grants - aligned to administrative salaries for oversight and smaller class sizes per Ed. Code. CTEIG match funds for grant 2:1, CTE Incentive grant requires a match 2 to 1, funds are used for non allowables such as consumables and travel and lodging to student competitions, awards for students Farm Manager:		

		Manages 15,000 acres at the back of CVHS, maintaining repairs and maintenance of the greenhouse and animal unit, ensuring the farm is safe for students. Farm Supplies: Supplies for the farm manager to make necessary repairs and maintenance. Parchment Transcript and student records platform that sends secure electronic transcripts to colleges and employers. College Readiness Testing Support - These supports aim to provide Advanced Placement testing for several content areas for high school students. AP testing supports students with college entry and helps them to receive additional college credit, advanced placement in classes, as well as show they are prepared for college on local indicators. RCOE Data Contract: Contract supports data collection, formatting, and professional development of staff to meet college and career indicators. High School & Middle CTE Teacher Salaries (4 at BD, 4 at TC, 3 at WSHS, 8 at CVHS, 4 at CDA & 5 at DMHS) RCOE - 7 CTE Teachers: CVHS, Cyber Securing, Agriculture, and Entrepreneurship courses, DMHS, Film, Sports Medicine and Aviation program, TCMS, Health and Career Exploration program. 2 CTE Administrative Assistants, supporting CTE programs at CVHS and DMHS. CTE Budget Specialist, Supporting and aligning all CTE grant budgets for compliance including CTE Incentive Grant, Perkins, 6 California Partnership Academies, Agriculture Incentive Grant, A-G grant, K-16 and Golden State Pathways CTE Teachers, Building & Construction Trades, DMHS CTE Assistant Principal, Desert Mirage High School		

		Red Bird Agreement - Aviation, Warranty and maintenance of Aviation Simulator RCOE STEAM Contract: Nine elementary schools, CC, PP, MV, LP, CMA, VV, WS, SM, 1 TBD. RCOE staff trains teachers and administrators on inquiry, wonderwalls, coding, and vital behaviors associated with effective STEAM learning. Extra Services (KidWind, PLTW, STEAM, Dual Enrollment), providing instruction and services to students outside of the school day. Instructional Supplies, STEAM instructional supplies Instructional Supplies for non-CTE credentialed teachers for the following: PLTW, STEM Lab, CTE Medical Detectives, CTE Automations & Robotics, Cosmetology Program, KidWind One Future Coachella Valley Regional Plan, Services including FAFSA, alignment teams, college fair, Gent's Alliance, and business engagement, in support of our Coachella Valley Regional Plan. Substitutes for non-CTE Credentialed field trips and activities RCOE Counseling Contract: Provide continued data driven professional development for middle and high school counselors. Split Funded Staff (CVHS AA, DMHS AA, DMHS Construction, Middle School STEM CDA), providing additional support for college and career readiness programs. AP and PSAT Testing Cost for AP tests for students taking AP courses and the PSAT test for 10th and 11th grade students at DMHS, CVHS and WSHS.		

1.6	Multilingual & Multicultural Education Staff supported with LCFF S/C funds in this action include: • EL Administrative Specialist (1) • Site EL Support Assistants (ELSA) (21) • Migrant Coordinator (1)	CVUSD was identified for Differentiated Assistance for the EL student group for low performance on the ELA, Math, College Career Indicator (CCI), and Graduation Rate Indicator, based on the results of the Fall 2023 Dashboard. This action is primarily focused on EL students, and will contribute to improving Academic Indicator outcomes for all English Learners performing in the Red or Very Low performance levels as noted in the Measuring and Reporting Results section for Goal 1. Multilingual and Multicultural Education services provide students targeted support to equip students with the linguistic skills to allow them to access academic content and fully engage in academic setting successfully. The Multilingual and Multicultural Education department identifies English learners, Dual Language and Migrant students and monitors their academic progress, ensures students are placed in the correct classes, and provides them the support they need to develop the linguistic skills needed to achieve academic success. English learner, Dual Language, and migrant students academic achievement will increase as measured by the annual Summative ELPAC, the ELPI, CAASPP, and other district assessments. Migrant education provides specialized educational support to migratory children, addresses disparities in academic standards among states, ensures equitable opportunities to meet state standards and helps children overcome educational, cultural and health-related challenges. The expected outcomes will be reflected on graduation rates and state testing results. After-School Yard Supervision: Yard duty supervision for K-8 Migrant after school Program. One supervisor at each site Migrant Coordinator - Allows for Migrant students to receive additional guidance on topics relating to academics, reclassification, EL and Migrant supplemental programs and services to help students reach reclassification. Migrant Extra Services for Migrant After-School K-8 required program for Migrant Education:	$19,463,269.00	Yes

		Extra service for teachers to provide reading, writing, math extended core support using IXL and District's writing program, chaperoning field trips, credit recovery, after school tutoring and summer school for migrant students in the after school program Migrant Program - Administrative Specialist: Provides support on the every day functions of the Migrant program Migrant Supplies: For Migrant After School and other Migrant services Travel and Conferences: Migrant Travel and conferences - Counselors conference, National Association of State Directors of Migrant Educations (NASDME), Equity Conference Professionals/Consultants/Services & Operating Expenses Communication: Mailing company used to send annual letters and flyers to migrant families Migrant Outreach Teachers (2): Provides one to one support in core subject matter classes providing small group instruction and re-teaching along with guided practice to meet the academic needs of all credit deficient Migrant students. Migrant Education Program TOSA (1) Plans and organizes ELA/Math after school programs for the district. Provides support to after school teachers as needed. MEP TOSA will provide PD, Technical support, assist with data collection etc. Migrant Transportation - transportation for Migrant After School Program as well as educational field trips Summer school for Migrant students in the after school program - Migrant Funding Migrant Summer School Materials and supplies - for Migrant After School and other Migrant services - Migrant Funding		

		Migrant Travel - Summer School - Migrant Funding EL services support all English learners in the acquisition of the language as emerging bilingual students. The following actions provided are intended to move students to an ELPAC level 4 to be able to reclassify more of our Long Term English Learners as well as move our EL students up one level each year as reflected on ELPI Direct Support for Immigrant Students- Newcomer Academy: 12 week program to support newcomer students transition as newcomers, learn more about ELPAC, and connect with other Newcomers within their school - Offered at all secondary schools and 4 elementary schools with the highest concentration of newcomer students. English Learner Administrative Assistant Salary - Provides support on the everyday functions of the EL programs and services. Coordinates resources and services, contributing to a well-organized and conducive learning environment that supports students' academic success and increases student engagement. English Learner Coordinator - Provides supervision, planning, organization, implementation, coordination and evaluation of instructional programs for English Learners and Migrant Education students and parents. Site EL Supports Assistants (ELSAs) (21) - Support with EL identification, reclassification, monitoring, RFEP monitoring, and EL testing. EL Mentor Stipend: Each EL Mentor has a caseload of 30 EL mentees and meet with these students throughout the school year to develop an Individualized Language Plan (ILP) in which students focus on their ELPAC scores, academic performance, and personal goals to focus on reclassification. EL mentor subs for release time or extra services to meet with students Biliteracy/ Multiliteracy Awards/ Medals/ Sashes EL TOSA - Eng. Language Support TK-12 EL Mentor Extra Services		

		Summer School for specific English Learner Students - Supplemental supports for ELs including push in or pull out supports Teacher on Special Assignment (TOSA) English Language Support TK-12 Dual language currently serves current students in grades K-8. 7 elementary schools offer dual language K-6, the other 7 are providing dual language in grades K-3 with additional grades added each year. All 3 middle schools offer Spanish Language Arts and Social studies in Spanish in both grades 7 and 8. Beginning 2024-25 CV high school and DM high school will offer dual language classes for dual language 9th graders. By 2028-29 both high schools will have dual language classes offered in grades 9-12. Westshores will begin once the Seaview cohort reaches grade 7. Dual Language Coordinator - Provides supervision, planning, organization, implementation, coordination and evaluation of instructional programs for Dual Language students and parents. Dual Language Spanish Teachers Middle School (3) Dual language teachers (91) provide instruction in two languages, Spanish and English. The goal of dual language education is to promote bilingualism, biliteracy, and multiculturalism among students by providing instruction in both their native language and English. All elementary and middle schools have DL teachers. Biliteracy/Multiliteracy Purchase of Awards, Medals, Sashes for students who earn the biliteracy awards in 6th and 8th grades as well as the state seal upon graduation. Istation - DL literacy program: This is a personalized online learning program used to accelerate biliteracy growth in dual language classrooms grades K-6.		
1.7	Title 1- Site Allocations	The use of state and federal funds is primarily directed to support vulnerable and low achieving student groups, such as English Learners, Foster Youth, and Socioeconomically Disadvantaged students, and provide targeted supplemental support and services to increase student	$3,823,963.00	Yes

	LCFF S/C- Site Allocations State and Federal Accountability Support Staff supported with LCFF S/C funds in this action include: • Director • Coordinator • Administrative Specialist • Budget Specialists (2)	success. The goal of supplemental materials and services is to bridge the achievement gap and may include intervention services, supplemental learning materials, and summer school. This action is primarily focused on EL, FY, and SED student groups, however the resources dedicated to this action are also expected to improve outcomes for schools and student groups that were at the lowest performance level (red) on the 2023 CA School Dashboard. Schools use state and federal funding to implement Evidence-Based Strategies (EBIs) that are research based and proven to support similar school populations as we have in CVUSD. Evidence-Based interventions have been proven to increase success, which in turn will lead to more progress for our students. To identify progress, site and district administrators will monitor CAASPP ELA and Math results, iReady assessments, district benchmarks, and grades. Title I Site Allocations: Each school receives Title I funds to help students meet state academic content and performance standards. Each school writes a School Plan for Student Achievement (SPSA) which includes a needs assessment, goals, and actions. The School Site Council (SSC) approves the plan. Allocations are based on a per pupil amount based on enrollment of disadvantaged students. Examples of expenditures include supplemental instructional supplies, collaboration time, and additional support during or after school, based on students' needs. Students benefit from quality instructional materials, academic support when needed, and well-trained teachers. LCFF Site Allocations: Each school receives LCFF Supplemental/Concentration funds to help students meet state academic content and performance standards, and		

		address the eight state priorities (Basic Services, Implementation of State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, Parent Involvement, School Climate). Each school writes a School Plan for Student Achievement (SPSA) which includes a needs assessment, goals, and actions. The School Site Council (SSC) approves the plan. Examples of expenditures include supplemental instructional supplies, collaboration time, enrichment opportunities within and after the school day, positive school climate and student wellness activities, and additional support during or after school. Students benefit from enrichment activities that they might otherwise not participate in, a warm welcoming school environment, and support and intervention if/when needed. Title I Crate Online Platform: This online platform is used by district staff to maintain records of sites' expenditures, parent involvement policies, SPSA, SSC trainings, SSC evaluations the SPSA, etc. Document Tracking Services online platform: This online platform houses all of the templates that the district and sites use to create district plans such as the LCAP, The Federal Addendum, the District Parent Involvement Policy, and more. Schools use the platform to create and store the School Plan for Student Achievement (SPSA), the School Safety Plan, and the School Accountability Report Card (SARC). Staff Support: To ensure that all schools and departments are using their state & federal funds within the funding guidelines, and to promote and optimize student success, the State & Federal Projects Department assists in the coordination of state and federal programs, maintains categorical compliance accountability, implements systems and procedures as required for these programs,and supports district and site personnel in meeting program requirements and objectives to support student learning. Staff includes: • Director of State and Federal Accountability • Coordinator of State and Federal Accountability		

		• Budget Specialist (2) • Administrative Specialist		
1.8	Technology Staff supported with LCFF S/C funds in this action include: • IT Services Technicians (9) • Enterprise System Specialist • SIS Coordinator • CALPADS staff (1)	The Technology department will provide timely technical support to students and teachers to ensure smooth access to instructional technology hardware & software allowing teachers to focus on delivering high quality rigorous education without interruption. In addition, Technology staff will be provided to assist Schools and Departments maintain high quality student data in the District's Student Information System (SIS). The data entered into SIS will be submitted to government entities to help secure funding for the District. The Technology staff responsible for reporting student data will follow data reporting requirements established by the California Department of Education through the use of the California Longitudinal Pupil Achievement Data System (CALPADS). Furthermore, the Technology Department will provide and sustain a 21st century learning environment for students and teachers by supporting the use of instructional technology as a means to deliver a rigorous and relevant curriculum aligned to core content standards. This action is primarily focused on EL, FY, and SED student groups, however the resources dedicated to this action are also expected to improve outcomes for schools and student groups that were at the lowest performance level (red) on the 2023 CA School Dashboard. The actions listed below are provided by the Technology department support District-wide student achievement Provide staff to support uninterrupted access to digital educational platforms and programs • Provide staff to support the District's Data Reporting operations related to properly funding student services. • Provide tablets and accessories to students TK-12. • Provide tablets, laptops and accessories to provide to teachers to support planning and instructional technology integration. • Provide hotspots to students who lack internet access at home.	$3,705,558.00	Yes

		• IT Service Techs (9) • Enterprise System Specialist (1) • IT Support Expansion - 1 Student Information System (SIS) Coordinator • 1 California Longitudinal Pupil Achievement Data System (CALPADS) staff position to perform data quality services • Provide and sustain a 21st century learning environment for students and teachers by supporting the use of instructional technology. • Instructional Technology Equipment Provide internet hotspot service to students who lack access to the internet at home to support learning and student achievement outside of the classroom.		
1.9	Early Learners Staff supported with LCFF S/C funds in this action include: • Early Learners Coordinator • Head Start and Preschool Teacher (8) • Extended Day Kindergarten Teacher Salaries @ 50%	While this action is primarily focused on SED, EL, and FY students, the resources dedicated to this action are also expected to improve outcomes for AI, HOM, SWD and HIS student groups across the district. District and school level student groups scoring in the Red performance level in ELA, Mathematics, Graduation Rate and CCI will be served via this action. Coordinator of Early Learners - supports staff, students, and parents with providing a high quality early educational program. A high quality program includes a responsive and nurturing environment, developmentally appropriate practices, play-based learning, qualified educators, family involvement, the whole child, individualized attention, assessment and observation, health and safety, professional development, and community engagement. They impact students by laying the foundation for lifelong learning and set the stage for future academic success, social competence, and overall well-being. Early Education Head Start and Preschool Teacher Salaries (8) Head Start and Preschool teachers provide three and four year old students with a high quality developmentally appropriate environment, where they focus on the whole child and their individual development. These teachers lay the foundation for lifelong learning and set the stage for	$14,421,151.00	Yes

		future academic success, social competence, and overall well-being in early learners. Early Education- Extended Day Kindergarten- The students are provided with daily extended instructional hours to support the development of the English language, literacy, and math skills. These hours lay the foundation for lifelong learning and set the stage for future academic success, social competence, and overall well-being. Early Education- Transitional Kindergarten General Education Instructional Aides (21) - The TK instructional aides provide students with instructional support in English language development, literacy, and math skills.These positions aide in laying the foundation for lifelong learning and sets the stage for future academic success, social competence, and overall well-being. LCFF Contribution Early Education- Kindergarten Instructional Aides (48)- The Kinder General Education Instructional Aides provide students with instructional support in English language development, literacy, and math skills. They lay the foundation for lifelong learning and set the stage for future academic success, social competence, and overall well-being. LCFF Contribution		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Expanded Learning Program (EXLP)

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

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

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

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

- Friends of the Desert Mountains (hiking, knowledge of native plants, access to the outdoors, supplies for students)
- Animal Samaritans (education on pet ownership and live and hands on interactions with native animal life)
- City of Coachella (offset cost of sports fields and meaningful participation in community events and celebrations where students can showcase their talents)
- Desert Recreation District (partnering to provide parallel programming and support)
- Boys & Girls Club (also partnering to provide parallel programming and support)

- Local elected officials, Supervisor V. Manuel Perez, Assemblymember Edurdo Garcia, Coachella Mayor Steve Hernandez and the City Council (provide opportunities for students to participate and attend community events)
- Cal State University San Bernardino (CSUSB) informational booths at EXLP events as well as soccer activities)
- College of the Desert(COD) pending work/study partnership agreement with CVUSD/EXLP. Our students have expressed a lot of excitement around the activities provided through our partners.

Student Support Services:

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

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

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

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

Attendance:

CVUSD has seen an increase in Chronic Absenteeism since the 2020 school year. The attendance team works towards locating missing students and identifying barriers to attendance in order to set up and provide students with support and services to increase Average Daily Attendance (ADA) and decrease Chronic Absenteeism. An increase in ADA corresponds with overall academic improvement and success.

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

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

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

Transformational Model/Social Emotional Wellness:

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

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

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

Homeless/ Foster Youth Support

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

The CVUSD District Counselor/Liaison works with identified students and families in order to inform them of their educational rights. They ensure that their educational rights are being provided by including the following supports: arrange district transportation as needed, track attendance and or barriers to attendance, support families in accessing resources and community supports, provide home visits, run data analysis reports, meet with parents, monitor and oversee qualifications for graduation requirements, communicate and collaborate with social workers and or homeless shelters, and locate missing students. They work with families to provide successful support in increasing attendance and overcoming barriers to attendance.

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

Mental Health Services

Based on the LCAP Family Survey, families indicated the need for more therapists to be able to serve more students and their mental health.

Mental health services are helpful and essential to support students with their trials so that they can then focus on academics and a sense of belonging at the school.

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

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

The Latino Commission Care Counselors also assisted in providing emergency housing, clothing and food for our students and families in crisis.

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

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

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

- Increase and/or Improve:

Attendance rates

Graduation rates

Rate of participation and retention of student involvement in classrooms

Academic performance

Improve school climate

- Decrease and/or Reduce:

Chronic absenteeism

Dropout rates

Suspensions, expulsions, and instances of classroom removal

Reduce referrals of students to law enforcement agencies and number of criminal offenses committed by students

Health Services

Based on the LCAP Family Survey, families indicated the need for more security and staff to support student health and safety. By providing school nurses and licensed vocational nurses the district is increasing support for student health.

With a variety of health services personnel at school sites, CVUSD will be able to respond to urgent situations and ensure that students receive the support and medical attention they need to be successful. In addition to providing basic health and wellness needs and

education, the School Nurses, Licensed Vocational Nurses, and Health Services Technicians provide services such as support with daily medication disbursement, medical procedures, g-tube feeding, catheterizations, and diabetic monitoring.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rate (Priority 6)	2023 Suspension Rate CA School Dashboard All: 3.9% EL: 3.7% LTEL: N/A HOM: 3.9% FY: 8.3% SED: 4% SWD: 5.2%			2026 Suspension Rate -CA School Dashboard All: 0.9% EL: 0.7% LTEL: 1.0% HOM: 0.9% FY: 5.0% SED: 1.0% SWD: 2.2%	
2.2	Suspension Rate (Priority 6) - CA Dashboard Schools & Student Groups	Suspension Rate (Priority 6) - 2023 CA Dashboard Schools & Student Groups Cesar Chavez ES: EL: 2.2% (Orange)			Suspension Rate (Priority 6) - 2026 CA Dashboard Schools & Student Groups Cesar Chavez ES: EL: 1.2%	

		HI: 2.3% (Orange) SED: 2.5% (Orange) SWD: 6.1% (Red) John Kelley ES: HI: 1.1% (Orange) SED: 1.2% (Orange) SWD: 1.8% (Orange) Las Palmitas ES: EL: 5.3% (Red) HI: 4.3% (Orange) SED: 4.4% (Orange) Mecca ES: EL: 1.5% (Orange) HI: 1.5% (Orange) SED: 1.5% (Orange) Oasis ES: EL: 2.3% (Orange) HI: 2.7% (Orange) SED: 2.7% (Orange) Palm View ES: EL: 3.2% (Red) HI: 4.6% (Red) SED: 4.5% (Red) SWD: 3.8% (Orange) Peter Pendleton ES: EL: 1.1% (Orange) HI: 1.5% (Orange) SED: 1.6% (Orange) Saul Martinez ES: EL: 1.9% (Orange) HI: 2.0% (Orange) SED: 2.0% (Orange) SWD: 8.2% (Red)			HI: 1.3% SED: 1.5% SWD: 3.1% John Kelley ES: HI: 0.4% SED: 0.4% SWD: 0.8% Las Palmitas ES: EL: 2.3% HI: 2.3% SED: 2.3% Mecca ES: EL: 0.5% HI: 0.5% SED: 0.5% Oasis ES: EL: 0.5% HI: 0.7% SED: 0.7% Palm View ES: EL: 1.0% HI: 1.0% SED: 1.5% SWD: 1.8% Peter Pendleton ES: EL: 0.5% HI: 0.5% SED: 0.5% Saul Martinez ES: EL: 0.3% HI: 0.3% SED: 0.5%	

		Sea View ES: (Orange) EL: 1.5% (Orange) HI: 2.7% (Orange) SED: 2.7% (Orange) WH: 3.2% (Orange) SWD: 7.9% (Red) Westside ES: EL: 2.2% (Orange) HI: 2.7% (Orange) SED: 2.9% (Orange) SWD: 1.3% (Orange) CVHS: SWD: 10.5% (Orange) La Familia HS: EL: 3.0% (Orange) HI: 2.6% (Orange) SED: 2.7% (Orange)			SWD: 2.5% Sea View ES: EL: 0.5% HI: 0.5% SED: 0.7% WH: 1.2% SWD: 3.9% Westside ES: EL: 0.5% HI: 0.5% SED: 0.7% SWD: 0.5% CVHS: SWD: 5.5% La Familia HS: EL: 1.0% HI: 1.6% SED: 0.7%	
2.3	High School Dropout Rate (Priority 5)	2023 High School Dropout Rate DataQuest - 4-year Adjusted Cohort Outcome All: 12.5% EL: 17.3% LTEL: N/A HOM: 22.7% FY: N/A SED: 12.9% SWD: 19.8%			2026 High School Dropout Rate 2026 CA School Dashboard Additional reports All: 2% EL: 7% LTEL: HOM: 10% FY: SED: 2% SWD: 9%	

2.4	Middle School Dropout Rate (Priority 5)	2022-23 Middle School Dropout Rate: Dropout Rate - 2 students = 0.00%			2025-26 Middle School Dropout Rate: Middle School Dropout Rate - 0%	
2.5	Expulsion Rate (Priority 6)	2023 Expulsion Rate: DataQuest All: 0.07% EL: 0.05% LTEL: N/A HOM: 0.0% FY: 0.0% SED: 0.1% SWD: 0.1%			2026 Expulsion Rate: DataQuest All: 0% EL: 0% LTEL: 0% HOM: 0% FY: 0% SED: 0% SWD: 0%	
2.6	Attendance Rate (local measure) (Priority 5)	2023-24 Attendance Rate • Local Measures August 21, 2023 – May 24, 2024 A. Regular Program School Attendance rate: Attendance rate: % 2023-24 Regular Program			2026-27 Attendance Rate August xx, 2026 – April xx, 2027 A. Regular Program School Attendance rate: Attendance rate: 2026-27 Regular Program Grades TK-3: 95.90% Grades 4-6: 95.30%	

		Grades TK-3: 91.90% Grades 4-6: 92.30% Grades 7-8: 90.54% Grades 9-12: 89.82% 2023-24 Program S SDC Grades TK-3: 87.99% Grades 4-6: 90.39% Grades 7-8: 89.58% Grades 9-12: 81.48%			Grades 7-8: 95.54% Grades 9-12: 94.82% 2026-27 SDC Program Grades TK-3: 92.0% Grades 4-6: 93.0% Grades 7-8: 93.0% Grades 9-12: 88.0%	
2.7	Chronic Absenteeism - CA Dashboard Indicator	Chronic Absenteeism - 2023 CA Dashboard All: 42.5% EL: 41.0% LTEL: N/A HOM: 52.7% FY: 52.5% SED: 43.2% SWD: 49.0%			Chronic Absenteeism - 2026 CA Dashboard All: 29% EL: 28% LTEL: N/A HOM: 38% FY: 40% SED: 30% SWD: 37%	
2.8	Chronic Absenteeism - CA Dashboard Indicator School & Student Group Grades TK-8	Chronic Absenteeism - CA 2023 School Dashboard School & Student Group Grades TK-8 Coral Mountain:			Chronic Absenteeism - CA 2026 School Dashboard School & Student Group Grades TK-8	

		SED: 41.4% SWD: 45.6% HI: 38.3% John Kelley: SWD: 68.1% Oasis ES: SED: 45.4% EL: 44.2% SWD: 51.0% HI: 45.0% Palm View ES: SED: 42.2% SWD: 40.8% Sea View ES: SWD: 57.1% WH: 66.7% Valley View ES: SWD: 56.6% Westside ES: SED: 49.9% EL: 50.0% HI: 49.0% Bobby Duke MS: SED: 51.1% SWD: 66.0% HI: 50.5% Cahuilla Desert Academy: EL: 43.2%			Coral Mountain: SED: 26% SWD: 30% HI: 23% John Kelley: SWD: 53% Oasis ES: SED: 30% EL: 29% SWD: 36% HI: 30% Palm View ES: SED: 27% SWD: 25% Sea View ES: SWD: 42% WH: 51% Valley View ES: SWD: 41% Westside ES: SED: 35% EL: 35% HI: 34% Bobby Duke MS: SED: 36% SWD: 51% HI: 35% Cahuilla Desert Academy: EL: 28%	

2.9	SEL - LCAP School Climate Survey (local measure)(Priority 6) Student Responses I feel respected, accepted and welcomed at school.	Spring 2024 SEL - LCAP School Climate Survey Student Responses I feel respected, accepted and welcomed at school. Strongly Agree/Agree: 80%			SEL - School Climate Survey (Spring 2027) I feel respected, accepted and welcomed at school. Strongly Agree/Agree: 90%	
2.10	SEL - LCAP School Climate Survey (local measure)(Priority 6) Student Responses I feel I am valued at school.	Spring 2024 SEL - LCAP School Climate Survey Student Responses I feel I am valued at school. Strongly Agree/Agree: 73%			SEL - School Climate Survey (Spring 2027) I feel I am valued at school. Strongly Agree/Agree: 85%	
2.11	SEL - LCAP School Climate Survey (local measure)(Priority 6) Student Responses I feel safe at school.	Spring 2024 SEL - LCAP School Climate Survey Student Responses I feel safe at school. Strongly Agree/Agree: 67%			SEL - School Climate Survey (Spring 2027) I feel safe at school. Strongly Agree/Agree: 82%	
2.12	SEL - LCAP School Climate Survey (local measure)(Priority 6) Student Responses	Spring 2024 SEL - LCAP School Climate Survey Student Responses			SEL - School Climate Survey (Spring 2027)	

	I have access to a safe place at school.	I have access to a safe place at school. Strongly Agree/Agree: 76%			I have access to a safe place at school. Strongly Agree/Agree: 91%	

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Expanded Learning	The Expanded Learning funding formula and guidance has prioritized Foster Program and students who face being unhoused. In order to support these efforts, students who have either indicator have priority in enrollment at the beginning of the year or are prioritized on the waiting list. The EXLP program is designed for, and supportive of, students who are English learners or low income. The majority of our EXLP employees are products of the Coachella Valley Unified School District as well as previous participants of CVUSD's Expanded Learning Programs. We also employ high school students who in turn become staff while attending the local community college as well as CSUSB. This "home-grown" staffing model is instrumental in serving our population as many employees have first hand knowledge or can identify with our population. CVUSD EXLP has chosen not to have any fees associated with enrollment or special programming therefore there is no cost associated with participation. We also have an outstanding partnership with our Special Education Department and students are supported through the collaboration. These services help students be successful and participate in many EXLP activities. ASES program provides after school enrichment activities as outlined in the California Department of Education (CDE) approved program plan and grant requirements. The program plan outlines all activities which are tied to current academic standards and/or best practices and meets the Continuous Quality Standards for Expanded Learning Programs. The program model also supports Social Emotional Learning (SEL) and MTSS by providing a space in which students can find success in the activities provided and enriches their educational journey and knowledge. ASES Frontier (Sea View & West Shores) After school program provides enrichment activities, transportation and support for schools identified by CDE as Frontier Sites. This grant serves Sea View Elementary and West Shores.	$42,361,393.00	No

		21st Century Community Learning Centers (CCLC) & 21st CCLC Equitable Access A Federally funded program that provides five-year grant funding to establish or expand after-school programs that provide students with academic and enrichment opportunities. 21st CCLC serves students in transitional kindergarten through eighth grade. Funding is also utilized to purchase supplies that support activities provided to students, transportation, parent engagement, and supplies and services. ASSETs Core & ASSETs Equitable After School Safety and Education for Teens (High School) Funding is utilized to compensate for Certificated, Classified Extra and Contracted Services to provide direct services to students enrolled in ASSETs at all 3 high schools. Funding is also utilized to purchase supplies ESSER III Provide support for summer or new programming in support of after school programs. Direct services are provided to students enrolled in ASES in Elementary and Middle School. Funding is also utilized to purchase supplies that support activities provided to students. Expanded Learning Opportunities Program (ELOP) “Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. The expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.		
2.2	Student Support Services A refresh and implementation of the Transformational Model, Wellness	Student Support Services (SSS) provides contracts, services and staff to monitor the ever changing safety, social-emotional, and mental health needs of the students of CVUSD and then develop systems, collaborate with partners, create and implement protocols, and provide professional development to support those needs.	$2,087,253.00	Yes

	Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling. Staff supported with LCFF S/C funds in this action include: • Director of Student Support Services • Child Welfare Coordinator • TOSA-Student Support Services • Bus Monitors (15)	CVUSD was identified for Differentiated Assistance for the Foster Youth (FY) student group for a high Suspension Rate, and for the AI, HOM, and FY student groups for a high Chronic Absenteeism Rate, based on the results of the Fall CA School 2023 Dashboard. This action is primarily focused on SED, EL, and FY students, however the safety, social-emotional and mental health resources dedicated to this action are also expected to improve outcomes for AI, HOM and FY student groups across the district. District and school level student groups scoring in the red performance level on the Chronic Absenteeism and Suspension Indicators will be served via this action, therefore assisting in outcomes for all school-based student groups performing in the red performance level as noted in the Measuring and Reporting Results section for Goal 2. Student Support Services assists in the identification of At Promise/ Homeless/ Foster/ Home Hospital/ 504/ Transfers/ and students in need of additional support. Students are assigned to various staff members, who monitor their caseloads, track grades and attendance, identify barriers to attendance or access to academics, and provide information and support to the students and their families. In addition, the staff of Student Support Services are continually participating in training and are monitoring updates within Education Codes to ensure that Board Policies and the Annual Parent Notification as well as site administration is up to date in regards to the legalities of student rights. Student support services utilizes a district level team made up of the following positions: • Director of Student Support Services (SSS) Acts as an advocate for students by overseeing: safety plans, discipline, behavior interventions, educational rights, mental wellbeing, suspension/expulsions, investigations, and various student support services throughout the district. • Coordinator of Child Welfare Supports students by teaching/reteaching PBIS, training administrators in Behavior Support Guidelines and Restorative Practices in the integration		

		process. Works towards increased attendance and a more positive school climate which will lead to academic success. • Teacher On Special Assignment (TOSA) (assigned to support 504s) Provides content, social emotional and cognitive coaching; monitors the progress, placement and as appropriate, intervention plans of identified/referred students. This educator supports/assists school sites with the initial meeting to determine eligibility, identification, and assignments of intervention supports/accommodation for the Student Study Team. The Student Support Services Department utilizes various vendors, contracts, stipends and extra services to provide a variety of supports for all students across the district including: Transformational Model: National Compadres Network Contract Professional Development for various training options including but not limited to: • Transformational Circles (Joven Noble & Girasol) • Cara Y Corazon (Parent) • Raising Children with Pride (Parent) • Extended Kinship Mentorship Training • Beyond Student Success Team (SST) License- is a web-based SST and 504 data management tool designed to streamline the process • AlpenSpruce (K-12 Transfers)- is an online application that is connected with our tri-districts to support intra and inter-district student transfers • Legal Services Services to support the process of guardianship or educational right holders for our at promise students.		

2.3	Student Attendance Services - Chronic Absenteeism remains high in the post-pandemic era. A refresh and implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling at all schools will support the SEL and mental health of CVUSD students to build a positive and engaging school climate. Staff supported with LCFF S/C funds in this action include: • Attendance Coordinator • District Attendance Resource Liaisons (2) • Attendance Clerks • District Support Counselor	CVUSD was identified for Differentiated Assistance for the AI, HOM, and FY student groups for a high Chronic Absenteeism Rate, based on the results of the Fall CA School 2023 Dashboard. This action is primarily focused on SED, EL, and FY students, however the personnel resources (attendance team, attendance resource liaisons, attendance clerks) and the attendance incentive resources dedicated to this action are also expected to improve outcomes for AI, HOM and FY student groups across the district. District and school level student groups scoring in the red performance level on the Chronic Absenteeism Indicator will be served via this action, therefore assisting in outcomes for all school-based student groups performing in the red performance level as noted in the Measuring and Reporting Results section for metrics 2.6, 2.7 and 2.8. The attendance personnel provides supports to the district staff, families and students in order to increase attendance by tracking both district level and site level attendance, identifying students at risk of becoming chronically absent, communicating with families regarding attendance, acknowledging and encouraging 95% or higher attendance rates, providing home visits, running data analysis reports, meeting with parents, monitoring and overseeing the School Attendance Review Team (SART) process; holding School Attendance Review Board (SARB) meetings; conducting Mediation meetings, communicating and collaborating with the District Attorney's Office, and locating missing students. Attendance personnel work with families to identify and overcome barriers to attendance. By identifying and supporting students with attendance concerns or barriers to access, there should be a direct correlation to increased attendance rates, higher academic success, and increased graduation rates. This can be measured utilizing AERIES attendance, grade reports and graduation rates. The Attendance Team includes: Attendance Coordinator	$1,119,805.00	Yes

		Supports the attendance needs of school sites by training and guiding practices that will support our families with getting their students to school, also by facilitating the SARB process. District Attendance Resource Liaison (2) Supports our community in the area of Student Support Services, to include site attendance reports, outreach, home visits, and community events. Utilized to help support families in getting students back in school and to increase attendance rates. Attendance Clerks (6) Attendance Clerks compile attendance records to provide up-to-date attendance for daily/weekly use by site administrators and for the report card period. They work with students/families daily and during registration. They prepare packets for the SART & SARB process and conduct Home visits to assist in locating families and addressing obstacles regarding student non-attendance. Attendance Awards and Supplies • District student awards and recognitions. • Attendance Awareness Month (October) supplies, flyers, rewards. • Ongoing recognition supplies. • Materials are used to promote to students and families the importance of maintaining 95% or higher attendance		
2.4	Transformational Model/Social Emotional Wellness - This district model provides staff trainings through: working with our community sponsors; overseeing the	The Transformational Model improves and supports services for all students, staff and families for CVUSD. This district model provides staff trainings through: working with our community sponsors; overseeing the district Wellness Centers; creating and providing TK-12 SEL Lessons and curriculum; training and overseeing small group leads for various programs; monitoring student social emotional wellbeing; and providing coping skills and strategies to assist students in self-regulation.	$2,910,758.00	Yes

	district Wellness Centers; creating and providing TK-12 SEL Lessons and curriculum; training and overseeing small group leads for various program Staff supported with LCFF S/C funds in this action include: • District Support Counselor	The program also includes work with our community partners. Additional support through contracts include PBIS Rewards for incentives and tracking of Positive Behaviors. CVUSD was identified for Differentiated Assistance for the Foster Youth (FY) student group for a high Suspension Rate, and for the AI, HOM, and FY student groups for a high Chronic Absenteeism Rate, based on the results of the Fall CA School 2023 Dashboard. This action is primarily focused on SED, EL, and FY students, however the personnel resources (district support counselor, PBIS/Transformational Model Leads, Transformational Model Circle Facilitators, and Wellness Center Staff) dedicated to this action are also expected to improve outcomes for AI, HOM and FY student groups across the district. District and school level student groups scoring in the red performance level on the Chronic Absenteeism and Suspension Indicators will be served via this action, therefore assisting in outcomes for all school-based student groups performing in the red performance level as noted in the Measuring and Reporting Results section for Goal 2. Expected Outcomes: Students will have an increased sense of belonging measured with survey results, increased attendance rates, decreased suspension rates, and increased graduation rates. The district has a large team of trained staff to support the Transformational Model, including: Restorative Justice, Social Emotional Learning, and Wellness Centers Support. District Support Counselor - SEL support Position focus: to support the social emotional aspect of our students and staff, year round. • Gender support meetings • Organize and facilitate workshops • Friday Night Live • Sprigeo • Kindness Challenge		

- Counseling for Crisis Response/Intervention

- School site PBIS/Transformational Model Leads (21)
- Friday Night Live (FNL) Leads (11) - teacher extra services

Transformational Lessons Update

The Student Support Services Department utilizes various vendors, contracts, stipends and extra services to provide a variety of supports for all students across the district including:

- Monthly Professional Development Supplies and Materials- Supplies for wellness centers to support students needs, - Social Skills lessons (BOOK), printing of flyers to advertise wellness center/self regulation strategies and services.

- PBIS Rewards -Software Recognition application/points program.

Schools use the PBIS Rewards app for students to earn points for demonstrating good behaviors. These points can be redeemed for reward prizes.

- Transformational Curriculum Facilitators - Classified Overtime (OT) - Must be a certified circle facilitator with the National Compadres Network. Recruits 10-25 students per cohort. Hosts a parent informational meeting and collects parent permission slips. Completion of the course curriculum. Set up and hosting of cohort graduation (10 hours per facilitator).

- Transformational Curriculum Facilitators - Certificated (10 hours per facilitator).

Social and Emotional Learning (SEL) Updates Extra Services.

- Wellness: 7 Lead Intervention Specialist Teachers (Certificated)
- Wellness: 7 Behavior Technicians (Classified)
- Wellness: Student Mentor Services

2.5	Homeless/ Foster Youth Support Staff supported with LCFF S/C funds in this action include: • Homeless/Foster Student Support Services: District Support Counselor	The Homeless & Foster Youth Support (District Counselor/Liaison) is a federally mandated position to assist with students who have been identified to fall under either the McKinney-Vento Homeless or the Foster Youth qualifications. The Student Support Services Homeless & Foster Liaison provides support to identified families and students, by tracking students tagged or identified at site level or district level. Other staff is needed to ensure student safety and that students are receiving the help and support they need. CVUSD was identified for Differentiated Assistance for the Foster Youth (FY) student group for a high Suspension Rate, and for the HOM and FY student groups for a high Chronic Absenteeism Rate, based on the results of the Fall CA School 2023 Dashboard. District and school level HOM and FY student groups will be served via this action, to decrease Chronic Absenteeism and Suspension Rates, therefore assisting in outcomes for all school-based student groups performing in the red performance level as noted in the Measuring and Reporting Results section for Goal 2. By providing support and access to services for students in the categories of Homeless & Foster Youth, there should be a direct correlation between increased attendance rates, reduction in suspension rates, higher academic success, and increased graduation rates. This can be measured utilizing AERIES attendance reports, suspension reports, grade reports and graduation rates. Support for Foster and Homeless Youth includes the following: District Support Counselor- The support counselor aims to support the social emotional aspect of our students and staff, year round. Through gender support meetings, organizing and facilitating workshops, Friday Night Live support, Sprigeo, Kindness Challenge Coordination (prevent bullying programs), Red Ribbon Week, Coordinate with community partners to provide needed resources to staff, students, families, Coordinate inter-agency MH and counseling efforts to address social-emotional needs (including suicide prevention, bullying, harassment and character ed) and Counseling for Crisis Response/Intervention.	$310,447.00	Yes

		Basic Student Needs (school supplies, toiletries, clothing)- School supplies and school uniforms in elementary, also includes PE uniforms in secondary for our foster and McKinney Vento students. Items distributed at the beginning of the school year. Transportation- McKinney Vento and Foster students transportation. These students have the right to continue at their original school of residence as we see best fits the child. Transportation has been providing this support. Conferences/ Professional Development for Foster/Homeless- Attendance to RCOE training for our 2 District Counselors and student support staff, as applicable. CVUSD students will benefit from the implementation of the laws and assembly/senate bills that are passed or revised to provide our students with greater opportunity to succeed.		
2.6	Mental Health Services	Latino Commission Counseling In addition to the mental health therapists at each school site, the agency will provide services through two district-based Coordinated Care counselors who can provide support to students who are chronically absent, are disengaged from school, having difficulty meeting the demands of education and/or have experienced trauma, adverse experiences, or challenges. The work the Coordinated Care counselors will provide will directly support CVUSD's MTSS, Transformational Justice Model which utilizes Restorative Justice practices, Social- Emotional Learning, Positive Behavioral Interventions and Supports, culturally responsive practices, and trauma-informed strategies. CVUSD was identified for Differentiated Assistance for the Foster Youth (FY) student group for a high Suspension Rate, and for the AI, HOM, and FY student groups for a high Chronic Absenteeism Rate, based on the results of the Fall CA School 2023 Dashboard. This action is primarily focused on SED, EL, and FY students, however the personnel resources (Latino Commision Counseling Therapists) dedicated to this action are also expected to improve outcomes for AI, HOM and FY student groups across the district. District and school level student groups scoring in the red performance level on the Chronic Absenteeism and Suspension Indicators	$8,410,195.00	Yes

		will be served via this action, therefore decreasing the Chronic Absenteeism and Suspension rates for all school-based student groups performing in the red performance level as noted in the Measuring and Reporting Results section for Goal 2. By providing each school site with a licensed therapist, this provides Tier 2 & 3 supports for students identified with more advanced mental health needs. This can include small groups or one to one support for identified needs. The need for Latino Commission Counseling services is based on staff referrals, counselor referrals, parent requests, student requests, and intake forms. Expected Outcomes include a decrease and/or reduction in the following indicators: • Chronic absenteeism • Dropout rates, suspensions, expulsions, and instances of classroom removal • Referrals of students to law enforcement agencies and number of criminal offenses committed by students And an Increase and/or Improvement in: • Attendance rates • Graduation rates • Rate of participation and retention of student involvement in classrooms • Academic performance • Improve school climate • Wellness: Mental Health Services - Latino Commission • Wellness: Mental Health Services - Latino Commission during Summer		

2.7	Health Services Staff supported with LCFF S/C funds in this action include: • Health Service Technicians (20)	CVUSD was identified for Differentiated Assistance for the AI, HOM, and FY student groups for a high Chronic Absenteeism Rate, based on the results of the Fall CA School 2023 Dashboard. This action is primarily focused on SED, EL, and FY students, however the health services resources and personnel (Licensed Vocational Nurses (LVNS), Health Services Technicians, and Bus Monitors) dedicated to this action are also expected to improve outcomes for AI, HOM and FY student groups across the district. District and school level student groups scoring in the red performance level on the Chronic Absenteeism Indicator will be served via this action, therefore assisting in outcomes for all school-based student groups performing in the red performance level as noted in the Measuring and Reporting Results section for metrics 2.6, 2.7 and 2.8. School Health Services Personnel include: School Nurses (8) Promote the academic success of students by providing essential healthcare services, promoting wellness, managing chronic conditions, and addressing health-related barriers to learning that prevent students from regularly attending their educational programs and gaining educational benefit and academic success. Licensed Vocational Nurses (10) Work with School Nurses in promoting the academic success of students by providing essential healthcare services. They assist School Nurses by providing aid to students with medical needs, administering medications, performing health screenings, managing chronic conditions, Health Service Technicians (20) The health services technicians assist students with various medical conditions requiring specific care. Due to the geographical nature of our district the additional health mobility aids assist in ensuring student medical needs are met. Bus Monitors (15) The bus monitors guide students to learn and maintain appropriate student behavior necessary for student safety outside the classroom and increase student connectedness.	$4,528,592.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Parent Engagement
The LCAP Parent survey indicated a concern with communication difficulties at the school sites. The Community survey also indicated a lack of communication with the district and community partners.
However, as identified by the LCAP Parent Survey - Question #3 Communication, parents are pleased with workshops and communication shared through our student information system. This has assisted parents in becoming more involved in their child's education which has provided positive feedback in student attendance, academic progress, and communication amongst parents and school staff. Success is measured by positive parent surveys and increased attendance participation at events.

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

Communication to Educational Partners:
The LCAP survey states that communication needs improvement because events and information is shared at the last minute. On a positive note, more communication has been sent out and parents/community communicate that they are more aware of the district happenings. Success is measured by positive parent surveys and increased attendance and participation at events.

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

Community Engagement Personnel:
The LCAP Parent survey indicated a concern with communication difficulties at the school sites. The community survey also indicated a lack of communication among the district and community partners. Through the use of community engagement personnel, communication to community partners and parents will be of utmost importance to ensure that school plans, policies, events, and other pertinent information is being disseminated to all educational partners.

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

Bilingual Psychologist Technicians:

Bilingual Psychologist Technicians assist parents with interpretation at Individualized Education Program (IEP) meetings, parent-teacher conferences, translation of IEP and other related documents and letters, and other parent meetings as needed. Bilingual Psychologist Technicians play a vital role in interpreting and translating Individualized Education Program (IEP) information for parents facilitating their participation in their child's education by communicating a clear understanding of their child's educational needs, goals, and services. By bridging language barriers, Bilingual Psychologist Technicians enable parents to actively participate in their child's education, advocate effectively, and collaborate with educators to ensure the best possible educational outcome for their children.

Community Center Supplies
Parent centers can encourage increased parental involvement in their children's education, which is crucial for the academic success of all students, including Foster Youth, English Learners, and low-income students. Technology resources can also facilitate communication between parents and teachers, allowing for better support and collaboration.
To measure progress and identify the impact of these investments, CVUSD will use the following metrics:
1. Usage Statistics: Track the utilization of new furniture and technology supplies in parent centers. Measure how frequently they are used by students, parents, and educators.
2. Parental Engagement: Monitor the level of parental involvement and participation in educational activities facilitated by the parent centers. This can include attendance at workshops, meetings, and other events.
3. Student Outcomes: Evaluate academic performance indicators such as grades, attendance rates, and graduation rates among foster youth, English Learners, and low-income students who have access to the improved resources and support services.
4. Feedback Surveys: Collect feedback from parents, students, and educational partners regarding the impact of the investments in parent centers and technology supplies. Use this qualitative data to assess satisfaction levels and identify areas for improvement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance at Back To School Night	2023-24 Attendance at Back To School Night 5 sites data is represented and we had 682 participants (136.4 parent average)			2026-27 Attendance at Back To School Night 226 parent average per event	
3.2	Attendance at Parent Liaison Workshops	2023-24 Attendance at Parent Liaison Workshops 14 sites data is represented and we had 853 Parents attend 59 parent workshops (14.45 parent average)			2026-27 Attendance at Parent Liaison Workshops 24 Parent average per event	
3.3	Attendance at Coffee with the Principal	2023-24 Attendance at Coffee with the Principal 13 sites data is represented and we had 500 Parents attend 50 Coffee with the Principal Meetings (10 parent average)			2026-27 Attendance at Coffee with the Principal 15 Parent average per event	

3.4	LCAP Family Survey My student's teachers communicate their academic progress to their students and their families regularly. Responses are inclusive of parents of unduplicated pupils and parents of students with exceptional needs.	Spring 2024 LCAP Family Survey My student's teachers communicate their academic progress to their students and their families regularly. Strongly Agree/Agree: 93%			Spring 2027 LCAP Family Survey My student's teachers communicate their academic progress to their students and their families regularly. Strongly Agree/Agree: 100%	
3.5	LCAP Family Survey My student feels respected, accepted and welcome at school. Responses are inclusive of parents of unduplicated pupils and parents of students with exceptional needs.	Spring 2024 LCAP Family Survey My student feels respected, accepted and welcome at school. Strongly Agree/Agree: 94%			Spring 2027 LCAP Family Survey My student feels respected, accepted and welcome at school. Strongly Agree/Agree: 100%	
3.6	LCAP Family Survey My culture, opinions, and input are valued at my student's school. Responses are inclusive of parents of unduplicated pupils and parents of students with exceptional needs.	Spring 2024 LCAP Family Survey My culture, opinions, and input are valued at my student's school. Strongly Agree/Agree: 95%			Spring 2027 LCAP Family Survey My culture, opinions, and input are valued at my student's school. Strongly Agree/Agree: 100%	

3.7	LCAP Family Survey My student feels safe at school. Responses are inclusive of parents of unduplicated pupils and parents of students with exceptional needs.	Spring 2024 LCAP Family Survey My student feels safe at school. Strongly Agree/Agree: 93%			Spring 2027 LCAP Family Survey My student feels safe at school. Strongly Agree/Agree: 100%	
3.8	LCAP Family Survey I consistently receive information and updates from the school/district. Responses are inclusive of parents of unduplicated pupils and parents of students with exceptional needs.	Spring 2024 LCAP Family Survey I consistently receive information and updates from the school/district. Strongly Agree/Agree: 95%			Spring 2027 LCAP Family Survey I consistently receive information and updates from the school/district. Strongly Agree/Agree: 100%	
3.9	LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making for parents. Responses are inclusive of parents of unduplicated pupils and parents of students with exceptional needs.	Spring 2024 LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making. Strongly Agree/Agree: 93%			Spring 2027 LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making. Strongly Agree/Agree: 100%	

3.10	LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school. Responses are inclusive of parents of unduplicated pupils and parents of students with exceptional needs.	Spring 2024 LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school. Strongly Agree/Agree: 94%			Spring 2027 LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school. Strongly Agree/Agree: 100%	
3.11	LCAP Family Survey I understand my legal rights and can advocate for my student and all students. Responses are inclusive of parents of unduplicated pupils and parents of students with exceptional needs.	Spring 2024 LCAP Family Survey I understand my legal rights and can advocate for my student and all students. Strongly Agree/Agree: 95%			Spring 2027 LCAP Family Survey I understand my legal rights and can advocate for my student and all students. Strongly Agree/Agree: 100%	

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Engagement	Parent Workshops & Engagement Activities Parent Workshops Educational Supplies and Materials Community Resource Fairs (2-3) Supplies and Materials Although designed primarily to support the needs of EL, FY, and SED student families, the services within this action are provided LEA-wide to increase overall family engagement, promote collaboration between schools and families and maximize the impact of services in addressing family support needs.	$66,104.00	Yes
3.2	Communication to Educational Partners Staff supported with LCFF S/C funds in this action include: • Translator Salaries (2) • Public Information Officer	Communication and Collaboration with community partners and the provision of materials and supplies for these collaborations, along with outreach and advertising materials, high-tech mailing, interpreter/ translator salaries, and other language supports, significantly increase and support services for Foster Youth, English Learners, and low-income students. These efforts address their needs by fostering stronger connections and partnerships between schools and communities, enhancing access to resources and information, and ensuring effective communication for families with diverse linguistic backgrounds. Although designed primarily to support the needs of EL, FY, and SED student families, the services within this action are provided LEA-wide to increase overall family engagement and maximize the impact of communication with educational partners.	$1,826,512.00	Yes

		Communication Expenditures Include: • Collaborations with Community Partners, Supplies and Materials • AERIES Communication Platform • Zoom - Platform for Virtual Meetings • Outreach and Advertising Materials • Translator Salaries (2) - Translators translate district documents such as IEP's, LCAP, Human Resources documents, legal notices and flyers. In addition they are qualified to interpret for district meetings such as board meetings, etc. • 9 FTE Bilingual Psychologist Technicians • Public Information Officer (PIO)		
3.3	Community Engagement Staff supported with LCFF S/C funds in this action include: • Parent Community Liaisons (21)	Community Engagement Personnel significantly increases and supports services for foster youth, English Learners, and low-income students. These roles play critical parts in addressing their needs by coordinating outreach efforts, facilitating communication between schools and families, providing targeted support services, and ensuring smooth logistical operations. Although designed primarily to support the needs of EL, FY, and SED student families, the services within this action are provided LEA-wide to increase overall family engagement and maximize the impact of communication with educational partners. We will continue to measure progress continuing with workshop surveys, LCAP surveys, and inputting all data in our district generated spreadsheet. The district generated spreadsheet includes attendance records with parent and staff information, workshop titles, and dates. Community Engagement Personnel and Expenditures include: • Community Engagement Manager • Community Engagement Administrative Specialist • Parent Community Liaisons (21) • Extra Services - Classified - Safety Supervisors • Classified Extra Services (Administrative Assistant, Parent Community Liaisons, Custodial Staff) • Other Language Supports (purepecha, other languages, etc) • LCAP Infographic Guide • Thought Exchange Online Platform	$2,608,353.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Provide professional learning to build the capacity of all staff to enhance learning.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Implementation of Multi-Tiered System of Support - Professional Learning - Per Diem/Extra Services

MTSS is a framework designed to meet the needs of all students by ensuring that schools optimize data-driven decision making, progress monitoring, and evidence-based supports and strategies with increasing intensity to sustain student academic growth. Studies show MTSS creates a common language between teachers, families and administrators for the benefit of student success.

Goal 4 was developed based on our LCAP Staff Survey which identified in-depth professional development on educational concepts, English Learner Supports, Standards-driven instruction, The Science of Reading, managing difficult and disruptive student behaviors, and small group management as high areas of importance.

By providing Extra Services for Professional Learning opportunities to teachers and staff, educators will be equipped with strategies for a Multi-Tiered System of Support with Tier 1 Best First Instruction. With these professional development opportunities for educators and staff, all students will develop a deeper understanding of literacy and numeracy concepts, which leads to improved foundational and problem-solving skills, and increased engagement.

Studies have demonstrated a positive link between teacher professional development, teaching practices, and student outcomes when training is content-focused; incorporates active learning utilizing adult learning theory; supports collaboration; uses modeling of effective practice; provides coaching and expert support; offers opportunities for feedback and reflection.
Implementation of Multi-Tiered System of Support - Professional Learning - Contracts

By providing systemic professional development opportunities, inclusive of Administrators, Instructional Coaches, Instructional Leadership teams, and Staff, CVUSD will create a powerful vision and focus for each school site that tightly aligns to the district vision. Within this support, we will plan and implement key target actions for a Multi-Tiered System of Support (MTSS) for Tier 1 instructional practices which will create success-oriented schools, focused on the key components of the Science of Reading to support literacy and numeracy achievement for all students, determine areas of growth to implement Systematic Explicit Instruction, and encourage professional leadership and growth from within the district. Additionally, by offering ongoing learning opportunities for all district staff members, employees will gain the skills and knowledge necessary to support students across our district.

Through contracting with professional learning organizations, we will be able to provide systemic growth within our educators and staff. These organizations may include: Thinking Maps, i-Ready, CABE, curriculum partners, and Climate and Culture partners.

Professional learning helps educators and staff address and analyze student achievement data during the school year to immediately identify learning problems, develop solutions, and promptly apply those solutions to address students' needs.

Implementation of Multi-Tiered System of Support - Professional Learning - Conferences

With the skills and knowledge to support teachers and classroom personnel, our educators will be able to systematically support students' academic success focused on literacy and numeracy concepts, which lead to improved foundational and problem-solving skills, and increased engagement.

Attending educational conferences can contribute significantly to educators' professional development. Workshops, seminars, and interactive sessions provide opportunities to enhance the teaching skills and incorporate new pedagogical techniques, and gain insights to maintain an effective classroom management. This translates to improved teaching practices and better learning outcomes for students.

Implementation of Multi-Tiered System of Support - Professional Learning - Substitutes

By providing substitute coverage for Professional Learning opportunities within the work day, we will equip teachers and staff with training they need to implement the strategies for a Multi-Tiered System of Support with Tier 1 Best First Instruction. Through this training, teachers will be able to help all students develop a deeper understanding of literacy and numeracy concepts, lead to improved foundational and problem-solving skills, and increase engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	August - Summer PD - participation rates to measure the percentage of teachers/classified staff who attend the professional development sessions compared to the total number of eligible participants.	No Baseline Data is available as this is a new Goal in 2024-25			Number and Participation Rate of teachers who attended professional development in 2026-27: 70%	
4.2	August - (Summer) PD - Feedback Surveys immediately after the professional development to assess satisfaction, relevance, and perceived impact.	No Baseline Data is available as this is a new Goal in 2024-25			% of participants who rated August PD as positive, relevant and impactful to their teaching: 80%	
4.3	Post - August PD - observations/ walkthroughs to assess changes in practices/ strategies and student engagement.	No Baseline Data is available as this is a new Goal in 2024-25			After Walkthroughs and/or observations - the % of classrooms where evidence of PD practices / strategies and student engagement is noted: 70%	
4.4	Post - August PD - Student Achievement Data to determine if there are any observable improvements following the implementation of	No Baseline Data is available as this is a new Goal in 2024-25			Growth in performance on iReady, IXL, Diagnostic Assessments	

	strategies learned during the professional development.					
4.5	October PD - participation rates to measure the percentage of teachers/classified staff who attend the professional development sessions compared to the total number of eligible participants.	No Baseline Data is available as this is a new Goal in 2024-25			Number and Participation Rate of teachers who attended professional development in 2026-27: 95%	
4.6	October PD - Feedback Surveys immediately after the professional development to assess satisfaction, relevance, and perceived impact.	No Baseline Data is available as this is a new Goal in 2024-25			% of participants who rated October PD as positive, relevant and impactful to their teaching: 80%	
4.7	Post - October PD - observations/ walkthroughs to assess changes in practices/ strategies and student engagement.	No Baseline Data is available as this is a new Goal in 2024-25			After Walkthroughs and/or observations - the % of classrooms where evidence of PD practices / strategies and student engagement is noted: 70%	
4.8	Post - October PD - Student Achievement Data to determine if there are any observable improvements following the implementation of strategies learned during	No Baseline Data is available as this is a new Goal in 2024-25			Growth in performance on iReady, IXL, Diagnostic Assessments	

	the professional development.					
4.9	March PD -participation rates to measure the percentage of teachers/classified staff who attend the professional development sessions compared to the total number of eligible participants.	No Baseline Data is available as this is a new Goal in 2024-25			Number and Participation Rate of teachers who attended professional development in 2026-27: 95%	
4.10	March PD - Feedback Surveys immediately after the professional development to assess satisfaction, relevance, and perceived impact.	No Baseline Data is available as this is a new Goal in 2024-25			% of participants who rated March PD as positive, relevant and impactful to their teaching: 80%	
4.11	Post - March PD - observations/ walkthroughs to assess changes in practices/ strategies and student engagement.	No Baseline Data is available as this is a new Goal in 2024-25			After Walkthroughs and/or observations - the % of classrooms where evidence of PD practices / strategies and student engagement is noted: 70%ment is noted:	
4.12	Post - March PD - Student Achievement Data to determine if there are any observable improvements following the implementation of strategies learned during	No Baseline Data is available as this is a new Goal in 2024-25			Growth in performance on iReady, IXL, Diagnostic Assessments	

	the professional development.					
4.13	LCAP Survey - Certificated Staff Question: I am provided the training and resources needed to do my job.	Spring 2024 LCAP Survey - responses from Certificated Staff: I am provided the training and resources needed to do my job. 80% agree/strongly agree			Spring 2027 LCAP Survey - responses from Certificated Staff: I am provided the training and resources needed to do my job. 90% agree/strongly agree	
4.14	LCAP Survey - Certificated Staff Question: The professional learning offered by our SCHOOL is effective in enhancing my skills and knowledge for better performance in my job.	Spring 2024 LCAP Survey - responses from Certificated Staff: The professional learning offered by our SCHOOL is effective in enhancing my skills and knowledge for better performance in my job. 77% agree/strongly agree			Spring 2027 LCAP Survey - responses from Certificated Staff: The professional learning offered by our SCHOOL is effective in enhancing my skills and knowledge for better performance in my job. 87% agree/strongly agree	
4.15	LCAP Survey - Certificated Staff Question:	Spring 2024 LCAP Survey - responses from Certificated Staff:			Spring 2027 LCAP Survey - responses from Certificated Staff:	

	The professional learning offered by our DISTRICT is effective in enhancing my skills and knowledge for better performance in my job.	The professional learning offered by our DISTRICT is effective in enhancing my skills and knowledge for better performance in my job. 67% agree/strongly agree			The professional learning offered by our DISTRICT is effective in enhancing my skills and knowledge for better performance in my job. 80% agree/strongly agree	
4.16	LCAP Survey - Classified Staff Question: I feel all professional development is relevant to my profession.	Spring 2024 LCAP Survey - responses from Classified Staff: I feel all professional development is relevant to my profession. 75% agree/strongly agree			Spring 2027 LCAP Survey - responses from Classified Staff: I feel all professional development is relevant to my profession. 85% agree/strongly agree	
4.17	LCAP Survey - Classified Staff Question: Employees are aware of training opportunities and how it relates to employee success.	Spring 2024 LCAP Survey - responses from Classified Staff: Employees are aware of training opportunities and how it relates to employee success.			Spring 2027 LCAP Survey - responses from Classified Staff: Employees are aware of training opportunities and how it relates to employee success.	

		74% agree/strongly agree			85% agree/strongly agree	
4.18	LCAP Survey - Classified Staff Question: The professional learning offered by our site or dept is effective in enhancing my skills and knowledge for better performance in my job.	Spring 2024 LCAP Survey - responses from Classified Staff: The professional learning offered by our site or dept is effective in enhancing my skills and knowledge for better performance in my job. 74% agree/strongly agree			Spring 2027 LCAP Survey - responses from Classified Staff: The professional learning offered by our site or dept is effective in enhancing my skills and knowledge for better performance in my job. 85% agree/strongly agree	

Goal Analysis [2023-24]

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

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

Not Applicable: This is a new Goal in the 2024-25 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.

Not Applicable: This is a new Goal in the 2024-25 LCAP.

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

Not Applicable: This is a new Goal in the 2024-25 LCAP.

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: This is a new Goal in the 2024-25 LCAP.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Implementation of Multi-Tiered System of Support - Professional Learning - Per Diem/Extra Services	Professional learning helps educators and staff analyze student achievement data during the school year to immediately identify learning problems, develop solutions, and promptly apply those solutions to address students' needs. This action is primarily focused on EL, FY, and SED student groups, however the resources dedicated to this action are also expected to improve outcomes for student groups, schools and/or student groups at schools that were at the lowest performance level (red) on the 2023 CA School Dashboard. Student success is measured by increased attendance rates, growth in both literacy and math scores on local district assessments and the annual CAASPP and ELPAC assessments. Professional Development opportunities include, but not limited to: LETRS Science of Reading, Transformational Model, English Language Development, Student Discourse, Dual Language, Foundational Skills, and Small Groups. • Summer Training for Teachers - stipend, 8 training days • Summer Training of Trainers for Coaches • Transformational Model Trainings - extra services • Instructional Coaches Training (24-25 school year) = 15 Days • Dual Language (DL) Collaboration Sessions • Pathways to Student Success (PTSS) • LETRS for Early Learners and Cohort 3-4 • Classified Employee Trainings - Summer Training • Classified Employee Trainings - General Education Instructional Aides (GEIAs) 2024-25 school year	$10,445,605.00	Yes

		• Classified Employee Training Support - non instructional positions • Instructional Leadership Teams (ILTs) - 4 times per year, 8 teachers per school • Professional development on the use of integrated ELD in core content to target the needs of ELs and LTELs to improve outcomes for both student groups. • Professional development for teachers, administrators, and other school-based personnel to build capacity to ensure the best first instruction which allows English learners access to core content instruction.		
4.2	Implementation of Multi-Tiered System of Support - Professional Learning -Contracts	By utilizing expert partners and companies for Professional Learning opportunities, we will be providing training to teachers and staff with strategies for a Multi-Tiered System of Support (MTSS) Tier 1 Best First Instruction. All students will develop a deeper understanding of literacy and numeracy concepts, that will lead to improved foundational and problem-solving skills, and increased engagement. This action is primarily focused on EL, FY, and SED student groups, however the resources dedicated to this action are also expected to improve outcomes for student groups, schools and/or student groups at schools that were at the lowest performance level (red) on the 2023 CA School Dashboard. Student success is measured by increased attendance rates, growth in both literacy and math scores on local district assessments and the annual CAASPP and ELPAC assessments. Professional Development opportunities include, but not limited to: MTSS for Leadership, LETRS Science of Reading, Literacy Development, UCI Math, AVID, STEAM, PUENTE, Cognitive Coaching, Transformational Model, English Language Development, Student Discourse, Dual Language, Foundational Skills, and Small Groups. Contracts for Professional Development Include: • CABE Professional Development for Parent Liaisons • Family Engagement Symposium • GDS Consulting Contract • Contracts for Professional Development on English Learner Strategies • LETRS for Early Learners (contract extension)	$1,252,200.00	Yes

		• LETRS for Cohort 4 and Administrators • UCI Math - Irvine Math Project • Aeries Professional Development • Thinking Maps • SCHED • Title I Compliance Professional Development • Restorative Practices training including Restorative Justice		
4.3	Implementation of Multi-Tiered System of Support - Professional Learning - Conferences	Student success is measured by increased attendance rates, growth in English Language Proficiency, and in both literacy and math scores on local district assessments and the annual CAASPP and ELPAC assessments. This action is primarily focused on EL, FY, and SED student groups, however the resources dedicated to this action are also expected to improve outcomes for student groups, schools and/or student groups at schools that were at the lowest performance level (red) on the 2023 CA School Dashboard. Conferences Include: • Pathways to Student Success (PTSS) Elementary - Professional Development • VAPA (Secondary) - Professional Development • AVID Summer Institute • MTSS Conference For MTSS Team • Counselor Professional Development • CABE Contract - 5 days of Professional Development for teachers provided by CABE trainers • National Direct Instruction Conference • Annual CAASFEP Conference, Annual "All Titles" Conference (Federal Funding Compliance) • EL Department Professional Development - Related Expenses • External professional development on EL strategies for certificated, classified and/or administration including literacy, math and MTSS coaches • MTSS Team Professional Development-Related Expenses (Mileage to Out of Town non-paid conferences and meetings) • Migrant Department conferences and professional development	$784,431.00	Yes

4.4	Implementation of Multi-Tiered System of Support - Professional Learning - Substitutes	Substitutes are necessary for teachers to be released from the classroom to attend professional learning opportunities with minimal disruption to classroom learning. Professional Development opportunities include, but not limited to: LETRS Science of Reading, Transformational Model, English Language Development, Student Discourse, Dual Language, Foundational Skills, and Small Groups. Student success is measured by increased attendance rates, growth in both literacy and math scores on local district assessments and the annual CAASPP and ELPAC assessments. This action is primarily focused on EL, FY, and SED student groups, however the resources dedicated to this action are also expected to improve outcomes for student groups, schools and/or student groups at schools that were at the lowest performance level (red) on the 2023 CA School Dashboard. Throughout the year, substitutes will be needed so classroom teachers can attend the following trainings: • Dual Language Professional Development • LETRS Professional Development • Transformational Model	$223,902.00	Yes
4.5	Implementation of Multi-Tiered System of Support - Professional Learning Salaries	Under district instructional leadership, they provide support to teachers in the development of an engaging classroom, working with students to maximize learning, and assist in implementing school programs and projects. This action is primarily focused on EL, FY, and SED student groups, however the resources dedicated to this action are also expected to improve outcomes for student groups, schools and/or student groups at schools that were at the lowest performance level (red) on the 2023 CA School Dashboard.	$1,260,176.00	Yes

		• Induction Teachers on Special Assignment (BTSA) (5) • MOU: Program Facilitation Fees for Agency's Enrolled Candidates in RCOE's Center for Teacher Innovation Program for 2024-25 school year • Induction Support to attend Calif Teachers; Assoc, Avid Center and any other PD required • "STEM" Pathways Support for Elementary Sites - Year 3 Cohort • RCOE Data Review and Analysis		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	La Familia Continuation High School will improve student outcomes as reported on the California School Dashboard utilizing a multi-tiered system of supports. This focused improvement will include: • The graduation rate for all students, including Socioeconomically Disadvantaged (SED), English Learners, and Hispanic students will increase by 5% annually. • College and Career Readiness will improve by a minimum of 2 percentage points annually as measured by the CCI for all students, including SED, English Learners, and Hispanic students. • CAASPP ELA results will improve by a minimum of 5 points per year for all students, including SED, English Learners, and Hispanic students. • CAASPP Math results will improve by a minimum of 5 points per year for all students, including SED, English Learners, and Hispanic students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The state budget created an “equity multiplier” to support students with high level needs, providing funding to districts with school sites that have a “non-stability rate” of greater than 25% and have at least 70% socio-economically disadvantaged students.

The LCFF Equity Multiplier (EM) is a new funding program commencing with the 2023–24 school year. Funds are available for the 2024-25 school year.

Schools are eligible for Equity Multiplier funding based on their non-stability rate and percentage of socioeconomically disadvantaged students, as shown in california Department of Education's (CDE's) Stability Rate Data Report.

Schoolsites with prior year non-stability rates greater than 25% and prior year socioeconomically disadvantaged pupil rates greater than 70% are eligible for LCFF Equity Multiplier funding.

2022-23

La Familia HS non-stability rate = 42.1%

La Familia HS socioeconomically disadvantaged rate = 97.8%

2023-24 LCFF Equity Multiplier Funding amount = $204,206

The Equity Multiplier Focus Goal is based on the following student group data from the 2023 CA School Dashboard:-

Graduation Rate:

The following Student Groups had very low performance with a RED Indicator on the CA School Dashboard:

All Students: 55.7%

English Learners: 54.8%

Hispanic Students: 55.7%

Socioeconomically Disadvantaged: 55.2%

College & Career Indicator

The following Student Groups had a VERY LOW performance (the lowest level):

All Students: 0.9% prepared

English Learner: 0.0% prepared

Hispanic Students: 0.9% prepared

Socioeconomically Disadvantaged: 1.0% prepared

CAASPP ELA:

The following student groups did not have a performance color because data cannot displayed for privacy reasons (less than 30 students in the group):

All Students: -124.7 points from standard met

English Learners: Less than 11 students - data not displayed for privacy

Hispanic: -123.5 points from Standard Met

Socioeconomically Disadvantaged: -117.5 points from Standard Met

CAASPP Math:

The following student groups did not have a performance color because data cannot displayed for privacy reasons (less than 30 students in the group):

All Students: -214.8 points from standard met

English Learners: Less than 11 students - data not displayed for privacy

Hispanic: -215.7 points from Standard Met

Socioeconomically Disadvantaged: -217.8 points from Standard Met

The following educational partner groups were consulted to share and analyze local data and data from the 2023 CA School Dashboard, and provide input on prioritizing students' needs and best actions/services to meet those needs.

- Participants: Parents, community members, teachers, principal, staff
- Topics discussed: Title I, Part A Schoolwide Program; School-level data analysis; School Plan for Student Achievement; Equity Multiplier funds and required LCAP goal, metrics, and actions

Areas of Need:

Graduation Rate: 55.7% (declined 17.1% from 2022)

College Career Indicator: 0.9% of students me prepared

English Language Arts: 4.84% of students met the grade level standard

Math: 0.0% of students met the grade level standard

Survey Results and Feedback from Educational Partners indicated:

La Familia High School has several strengths, including a caring staff, opportunities for credit recovery, and a small campus size that allows for focused learning. However, there are areas for improvement. These include the need for more hands-on learning, better student discipline, and more after-school programs. The school also lacks certain facilities such as a gym, locker rooms, and a library. Additionally, there is a need for more career-focused programs, and improved technology in classrooms. Some respondents also suggested the need for better transportation and more parking spaces.

Feedback tended to relate to categories:

1. Academic Programs

Many respondents highlighted the need for more academic programs, including hands-on learning, career-focused programs, and after-school credit recovery programs. There was also a call for more real-world career workshops like auto shop and business management. Some respondents also mentioned the need for more teacher training to better explain concepts to students.

2. Facilities

The state of the school's facilities was a common topic among respondents. There were calls for a gym and locker rooms for the sports department, more space for learning, and a multipurpose space for events and assemblies. Some respondents also mentioned the need for more technology in classrooms. The lack of a library was also mentioned.

3. School Culture

Respondents praised the school's culture of caring for students and working together like a family. However, there were also calls for improvement in this area, with suggestions for more school culture activities and a need for clearer rules and expectations. Some respondents also mentioned the need for more student discipline and accountability.

4. Student Support

Respondents highlighted the school's small class sizes and one-to-one attention as positives. However, they also called for more support for students, including transportation, more help in mathematics, and more time in the morning for students to get to school on time. Some respondents also mentioned the need for more motivation for students to attend classes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Graduation Rate (Priority 5) CA Dashboard N/A indicates that data is not available for privacy reasons because the student group has less than 11 students	2023 Graduation Rate: All: 55.7% EL: 54.8% LTEL: N/A HOM: N/A FY: N/A SED: 55.2% SWD: N/A			Graduation Rate (Priority 5) 2026 CA Dashboard All: 70.7% EL: 63.8% LTEL: N/A HOM: N/A FY: N/A SED: 64.2% SWD: N/A	
5.2	CAASPP ELA (Priority 4) CA Dashboard % of students that met or exceeded the standard	CAASPP ELA – 2023 CA School Dashboard: % of students that met or exceeded the standard All: 0% EL: N/A LTEL: N/A HOM: N/A FY: N/A SED: 0% SWD: N/A			CAASPP Math – 2026 CA School Dashboard: % of students that met or exceeded the standard All: 9% EL: 9% LTEL: 9% HOM: 9% FY: 9% SED: 9%	
5.3	CAASPP Math (Priority 4) CA Dashboard % of students that met or exceeded the standard	CAASPP Math – 2023 CA School Dashboard: % of students that met or exceeded the standard			CAASPP Math – 2026 CA School Dashboard: % of students that met or exceeded the standard	

		All: 0% EL: N/A LTEL: N/A HOM: N/A FY: N/A SED: 0% SWD: N/A			All: 9% EL: 9% LTEL: 9% HOM: 9% FY: 9% SED: 9% SWD: 9%	
5.4	Percentage of students completing CTE programs (Priority 8)	CTE Completion 2023 CA Dashboard – Additional Reports: All: 8.5% EL: 2.4% LTEL: N/A HOM: N/A FY: N/A SED: 8.6% SWD: N/A			2026 Percentage of students completing CTE programs (Priority 8) All: 17.5% EL: 11.4% LTEL: N/A HOM: N/A FY: N/A SED: 17.6% SWD: N/A	
5.5	College Career Indicator (CCI) (Priority 4) CA Dashboard	2023 – CCI CA Dashboard: All: .9% EL: 0% LTEL: N/A HOM: N/A FY: N/A SED: 1% SWD: N/A			College Career Indicator (CCI) (Priority 4) 2026 CA Dashboard All: 10% EL: 10% LTEL: N/A HOM: N/A FY: N/A SED: 10% SWD: N/A	

5.6	Attendance Rate (local measure) (Priority 5)	2023-24 Attendance Rate August 24, 2023 – March 1, 2024 A. Regular Program School Attendance rate: 88.72% B. Special Education Program School Attendance rate: 92.43% C. Overall Average Attendance Rate: 90.57%			2026-27 Attendance Rate August, 2026 – March 1, 2027 A. Regular Program School Attendance rate: 94.72% B. Special Education Program School Attendance rate: 98.43% C. Overall Average Attendance Rate: 96.57%	

Goal Analysis [2023-24]

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

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

Not Applicable: This is a new Goal in the 2024-25 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.

Not Applicable: This is a new Goal in the 2024-25 LCAP.

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

Not Applicable: This is a new Goal in the 2024-25 LCAP.

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: This is a new Goal in the 2024-25 LCAP.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Academic Intervention and Enrichment Program (AIEP)	Based on the Evidenced Based Community Schools Model - La Familia High School will implement an Academic Intervention and Enrichment program during and after school, for 32 weeks, 8 hours per week The program will be facilitated with: * Classified Staff Extra Services/Overtime * Certificated Staff Extra Services * Site vehicles (two 7-9 passenger vans) for field trips, sports games, and work-based learning experiences and after-school bussing for students wanting to participate in the program, or participate in a program in the community. * Curricular materials, sports/club equipment, and Wellness center program needs * Program administrative, clerical, and printing costs. Positive rewards for academic growth achievements *Increase learning space including extra portable(s) to provide access to a library and an MPR space. Metrics: * Increase CAASPP ELA and Math scores by 3% yearly. * Increase Attendance rate 3% per year. * Decrease Chronic Absenteeism 3% per year. * Decrease Suspension Rate 1% per year. * Increase SEL Survey 3% per year	$204,206.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$74,548,940	$$9,900,507

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
44.206%	1.163%	$2,033,843.91	45.369%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Implementation of Multi-tiered System of Instructional Supports **Need:** CAASPP test data from 2023 shows 26.12% of students met or exceeded ELA standards, while 13.89% met or exceeded the standards in Math. Additionally, on the 2023 CA School Dashboard, the performance levels for Graduation Rate and Math are very low (Red)	Implementation of this action, with data driven instruction, will provide staff the time and tools needed to determine areas of needs for EL, Foster, and Low Income students, and plan how best to support students. Instructional supports were primarily selected to provide unduplicated students with essential tools and greater access to high-quality Tier 1 leadership, instruction, and support. As the implementation of these instructional supports will also benefit all student groups and allow for consistent districtwide	CAASPP ELA and Math (Metric 1.1 - 1.4), ELPAC (Metric 1.6), Graduation Rate (Metric 1.8), College/Career Indicator (Metric 1.11), Local progress monitoring assessments in ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and the performance level for English Language Arts is low (Orange). The 2023 CA School Dashboard scores indicate a continuing need to support students in English Language Arts & Mathematics performance across all grade levels in the district. CVUSD was identified for Differentiated Assistance for the EL and SED student groups for low performance in English Language Arts, and for the EL, FY and SED students groups for low performance on the Math Indicator, based on the results of the Fall 2023 Dashboard. CVUSD was also identified for Differentiated Assistance for the EL student group's low performance level on the CCI Indicator, and the EL and SED student groups' low performance level (Red) on the Graduation Rate Indicator. This action is primarily focused on SED, EL, and FY students, however the resources dedicated to this action are also expected to improve outcomes for district and school level student groups scoring in the Red performance level on ELA and Mathematics will be served via this action, therefore assisting in improving Academic Indicator outcomes for all school-based student groups. Unduplicated student groups that received the lowest performance level on one or more state indicators on the 2023 Dashboard, leading to CVUSD being identified for Technical Assistance:	practices, the instructional supports will be implemented districtwide.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL: CAASPP ELA & Math, CCI, Graduation Rate FY: CAASPP Math SED: CAASPP ELA & Math Graduation Rate CAASPP ELA: EL: 9.21% (Red) FY: 33.33% (Orange) SED: 24.91% (Red) CAASPP Math: EL: 5.94% (Red) FY: 17.65% (Red) SED: 12.96% (Red) 2023 Graduation Rate: EL: 68.2% (Red) FY: *not available; student group is less than minimum size for reporting SED: 78.3% (Red) 2023 CCI - CA Dashboard: EL: 6.8% (Very Low) FY: Status not available SED: 27.0% (Low) **Scope:** LEA-wide		
1.2	**Action:** Supplemental Supports to Strengthen the Instructional Core **Need:** CAASPP test data from 2023 shows 26.12% of students met or exceeded ELA standards,	Implementation of this action, with data driven instruction, will provide staff the time and tools needed to determine areas of needs for EL, Foster, and Low Income students, and plan how best to support students. By providing instructional supports primarily directed to meet the needs of our EL, FY, and SED students district wide,	CAASPP ELA and Math (Metric 1.1 - 1.4), ELPAC (Metric 1.6), Graduation Rate (Metric 1.8), College/Career Indicator (Metric 1.11), Local progress monitoring

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	while 13.89% met or exceeded the standards in Math. Additionally, on the 2023 CA School Dashboard, the performance levels for Graduation Rate and Math are very low (Red) and the performance level for English Language Arts is low (Orange). The 2023 CA School Dashboard scores indicate a continuing need to support students in English Language Arts & Mathematics performance across all grade levels in the district. CVUSD was identified for Differentiated Assistance for the EL and SED student groups for low performance in English Language Arts, and for the EL, FY and SED students groups for low performance on the Math Indicator, based on the results of the Fall 2023 Dashboard. CVUSD was also identified for Differentiated Assistance for the EL student group's low performance level on the CCI Indicator, and the EL and SED student groups' low performance level (Red) on the Graduation Rate Indicator. This action is primarily focused on SED, EL, and FY students, however the resources dedicated to this action are also expected to improve outcomes for district and school level student groups scoring in the Red performance level on ELA and Mathematics will be served via this action, therefore assisting in improving Academic Indicator outcomes for all school-based student groups.	CVUSD will also support other student groups such as Native American, Homeless, and Hispanic students who are struggling. While this action is primarily focused on SED, EL, and FY students, the resources dedicated to this action are also expected to improve outcomes for AI, HOM, SWD and HIS student groups across the district. District and school level student groups scoring in the Red performance level in ELA, Mathematics, Graduation Rate and CCI will be served via this action.	assessments in ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Unduplicated Pupils that received the lowest performance level on one or more state indicators on the 2023 Dashboard: EL: CAASPP ELA & Math, Graduation Rate, CCI FY: CAASPP Math SED: CAASPP ELA & Math, Graduation Rate CAASPP ELA: EL: 9.21% (Red) FY: 33.33% (Orange) SED: 24.91% (Red) CAASPP Math: EL: 5.94% (Red) FY: 17.65% (Red) SED: 12.96% (Red) 2023 Graduation Rate: EL: 68.2% (Red) FY: *not available; student group is less than minimum size for reporting SED: 78.3% (Red) 2023 CCI - CA Dashboard: EL: 6.8% (Very Low) FY: Status not available SED: 27.0% (Low) State and local assessment results indicate a continued need to support learning through improved instructional support systems in English Language Arts and Mathematics at all grade levels, for all student groups. **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.3	**Action:** Academic enhancements and supplemental programs Staff supported with LCFF S/C funds in this action include: • La Familia high school principal, teachers, custodian, and office staff • Pathways to Success teachers at 14 elementary sites • VAPA teachers at middle and high school • Music Teacher at West Shores High school **Need:** The EL, FY, and SED student groups are not often reached by community-based arts programs, so school-based programs are essential to provide these experiences. Student participation in these programs should lead to increased student engagement and an increase in academic achievement as measured through local district assessments and the annual CAASPP results in ELA and Math. CAASPP test data from 2023 shows 26.12% of students met or exceeded ELA standards, while 13.89% met or exceeded the standards in Math. Additionally, on the 2023 CA School Dashboard, the performance levels for	Enhancements within and outside the school day encompass a wide range of subjects, interests, hobbies, and pursuits, which complement and enhance the overall educational experience for students. While this action is primarily focused on SED, EL, and FY students, the resources dedicated to this action are also expected to improve outcomes for AI, HOM, SWD and HIS student groups across the district. District and school level student groups scoring in the Red performance level in ELA, Mathematics, Graduation Rate and CCI will be served via this action.	CAASPP ELA and Math (Metric 1.1 - 1.4), ELPAC (Metric 1.6), Graduation Rate (Metric 1.8), College/Career Indicator (Metric 1.11), Local progress monitoring assessments in ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Graduation Rate and Math are very low (Red) and the performance level for English Language Arts is low (Orange). Also, the Chronic Absenteeism Rate performance indicator is yellow with a rate of 42.5%. Unduplicated Pupils and Indicators with lowest performance level: CAASPP ELA: EL: 9.21% (Red) FY: 33.33% (Orange) SED: 24.91% (Red) CAASPP Math: EL: 5.94% (Red) FY: 17.65% (Red) SED: 12.96% (Red) 2023 Graduation Rate: EL: 68.2% (Red) FY: *not available; student group is less than minimum size for reporting SED: 78.3% (Red) 2023 CCI - CA Dashboard: EL: 6.8% (Very Low) FY: Status not available SED: 27.0% (Low) Chronic Absenteeism: EL: 41.0% FY: 52.5% SED: 43.2% Student Demographics: English Learners: 43.9% Foster Youth: 0.5% Socioeconomically Disadvantaged: 92.4%		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.4	**Action:** Highly Qualified Educational Staff Staff supported with LCFF S/C funds in this action include: • Curriculum Resource Technician (1) • Instructional Media Assistants (22) • MTSS Data Coaching Coordinators (3) • Data Assessment Specialists (3) • Ethnic Studies Teachers (10) • High School Assistant Principals (11) • Secondary Counselors (12) • Athletic Directors (3) • Activities Directors (3) • Aquatic Instructors (2) • Lifeguards (2) • Elementary Assistant Principals (8) **Need:** Based on LCAP Survey Data, families indicated a need for teachers to engage with their students to motivate and challenge them. Students also indicated on the LCAP Survey that they would like a quality education. Also, the LCAP Family Survey data, shows that families expressed the need for quality teachers and the hiring of regular teaching staff.	MTSS is inclusive of high-quality differentiated instruction, integrated data systems, and academic support. Implementation of action 1.4 includes a support structure for each of 3 school families, with the support of a MTSS Academic Director, a MTSS Coordinator of Data Coaching, a MTSS Data Specialist, a Reading and Math Instructional Coach at each elementary school, and a MTSS Coach at each middle and high school. The MTSS teams will support data driven instruction, and will provide staff the time and tools needed to determine areas of need and support for EL, Foster, and Low Income students. Also, the District will continue to provide additional site-level staffing above and beyond the base-funded instructional staffing to provide targeted instruction and reduce class sizes. To provide students with first-best, targeted instruction, the District continually strives to hire and retain highly qualified teachers by offering various stipends and competitive salaries. This action will meet the needs of our EL, FY and SED students and will be implemented district-wide as all student groups will benefit from a highly qualified Educational Staff, including the AI, HOM, HIS and SWD student groups.	CAASPP ELA and Math (Metric 1.1 - 1.4), ELPAC (Metric 1.6), Graduation Rate (Metric 1.8), College/Career Indicator (Metric 1.11), Local progress monitoring assessments in ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Challenges continue to exist in hiring qualified and effective science, mathematics, and special education teachers. This presents an ongoing need to retain effective teachers within the district, and support early career teachers in becoming effective teachers, CAASPP test data from 2023 shows 26.12% of students met or exceeded ELA standards, while 13.89% met or exceeded the standards in Math. Additionally, on the 2023 CA School Dashboard, the performance levels for Graduation Rate and Math are very low (Red) and the performance level for English Language Arts is low (Orange). CVUSD was identified for Differentiated Assistance for the EL and SED student groups for low performance in English Language Arts, and for the EL, FY and SED students groups for low performance on the Math Indicator, based on the results of the Fall 2023 Dashboard. CVUSD was also identified for Differentiated Assistance for the EL student group's low performance level on the CCI Indicator, and the EL and SED student groups' low performance level (Red) on the Graduation Rate Indicator. This action is primarily focused on SED, EL, and FY students, however the resources dedicated to this action are also expected to improve outcomes for district and school level student groups scoring in the Red performance level on ELA and Mathematics will be served via this action, therefore assisting in improving Academic Indicator outcomes for all school-based student groups.		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Unduplicated STUDENT GROUPS within CVUSD that received the lowest performance level on one or more state indicators on the 2023 Dashboard: EL: CAASPP ELA & Math, Graduation Rate, CCI, FY: CAASPP Math SED: CAASPP ELA & Math, Graduation Rate, Unduplicated Pupils and Indicators with lowest performance level: CAASPP ELA: EL: 9.21% (Red) FY: 33.33% (Orange) SED: 24.91% (Red) CAASPP Math: EL: 5.94% (Red) FY: 17.65% (Red) SED: 12.96% (Red) 2023 Graduation Rate: EL: 68.2% (Red) FY: *not available; student group is less than minimum size for reporting SED: 78.3% (Red) 2023 CCI - CA Dashboard: EL: 6.8% (Very Low) FY: Status not available SED: 27.0% (Low) Student Demographics: English Learners: 43.9% Foster Youth: 0.5% Socioeconomically Disadvantaged: 92.4%		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.5	**Action:** College and Career Readiness Staff supported with LCFF S/C funds in this action include: College and Career Administrative Specialists (3) • High School & Middle CTE Teacher Salaries (28) • CTE Budget Specialist • CTE Admin Assistants (2) • CTE Farm Manager **Need:** CAASPP test data from 2023 shows 26.12% of students met or exceeded ELA standards, while 13.89% met or exceeded the standards in Math. Additionally, on the 2023 CA School Dashboard, the performance levels for Graduation Rate and Math are very low (Red) and the performance level for English Language Arts is low (Orange). CVUSD was identified for Differentiated Assistance for the EL and SED student groups for low performance in English Language Arts, the EL, FY and SED students groups for low performance on the Math Indicator, the EL Student group for low performance on the CCI,	CVUSD will continue to provide a robust college/career readiness program. Students are engaged in programs and services ranging from CTE Programs and Pathways, PUENTE, AVID Student Leadership, College and Career Centers, VAPA, and more. MTSS is inclusive of high-quality differentiated instruction, integrated data systems, and academic support. All these components will provide students with access to core curriculum, data driven instruction, and progress monitoring. Students also have access and are encouraged to participate in CTE Programs and Pathways, AP Courses, Dual Enrollment, Summer School, AVID Leadership, PUENTE, College Readiness Testing, University Visits, Dual Language coursework and more. While this action is primarily focused on SED, EL, and FY students, the resources dedicated to this action are also expected to improve outcomes for AI, HOM, SWD and HIS student groups across the district. District and school level student groups scoring in the Red performance level in ELA, Mathematics, Graduation Rate and CCI will be served via this action.	CAASPP ELA and Math (Metrics 1.1-1.4), iReady, ELPAC (Metric 1.6), Local Benchmarks, Graduation Rate (Metric 1.8), A-G Completion Rate (Metric 1.10), College & Career Indicator (Metric 1.11), CTE Completion Rate (Metric 1.13), AP Passing Rate (Metric 1.15), Dual Enrollment (Metric 1.18)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and the EL and FY student groups for the Graduation Rate, based on the results of the Fall 2023 Dashboard. This action is primarily focused on SED, EL, and FY students, however the resources dedicated to this action are also expected to improve outcomes for district and school level student groups scoring in the Red performance level on ELA and Mathematics will be served via this action, therefore assisting in improving Academic Indicator outcomes for all school-based student groups. STUDENT GROUPS within CVUSD that received the lowest performance level on one or more state indicators on the 2023 Dashboard: Unduplicated Pupils and Indicators with lowest performance level: EL: CAASPP ELA & Math, Graduation Rate, CCI FY: CAASPP Math SED: CAASPP ELA & Math, Graduation Rate Unduplicated Pupils and Indicators with lowest performance level: CAASPP ELA: EL: 9.21% (Red) FY: 33.33% (Orange) SED: 24.91% (Red) CAASPP Math: EL: 5.94% (Red) FY: 17.65% (Red) SED: 12.96% (Red)		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2023 Graduation Rate: EL: 68.2% (Red) FY: *not available; student group is less than minimum size for reporting SED: 78.3% (Red) 2023 CCI - CA Dashboard: EL: 6.8% (Very Low) FY: Status not available SED: % 2023 – A-G Completion - CA Dashboard – Additional Reports: EL: 11.8% FY: N/A SED: 31.2% Student Demographics: English Learners: 43.9% Foster Youth: 0.5% Socioeconomically Disadvantaged: 92.4% **Scope:** LEA-wide		
1.6	**Action:** Multilingual & Multicultural Education Staff supported with LCFF S/C funds in this action include: • EL Administrative Specialist (1) • Site EL Support Assistants (ELSA) (21) • Migrant Coordinator (1)	The data points in the Identified Need section will be addressed with: * Migrant support - after school and during the summer * Migrant Coordinator - allows for Migrant students to receive additional guidance in academics, supplemental programs and preparation for reclassification. * Migrant Outreach teachers (2) providing 1 on one 1 support for MIgrant students	CAASPP ELA and Math (Metrics 1.1-1.4), English Learner Progress Indicator (ELPI) (Metric 1.5) ELPAC (Metric 1.6), Local Benchmarks, Reclassification Rate (Metric 1.7), Graduation Rate (Metric 1.8), College & Career Indicator (Metric 1.11), Percent of Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: STUDENT GROUPS within CVUSD that received the lowest performance level on one or more state indicators on the 2023 Dashboard: The EL student group performs significantly lower on state and local assessments than the “all students”group. CAASPP ELA: All: 26.12% of students met/exceeded grade level standards EL: 9.21% of students met/exceeded grade level standards CAASPP Math: All: 13.89% of students met/exceeded grade level standards EL: 5.94% of students met/exceeded grade level standards 2023 Graduation Rate: All: 78.6%. (Red) EL: 68.2% (Red) 2023 CCI - CA Dashboard: All: 27.6% (Low) EL: 6.8% (Very Low) Unduplicated Pupils and Indicators with lowest performance level: EL: CAASPP ELA & Math, Graduation Rate, CCI	* Migrant TOSA (1) - Plans and organizes after school programs and provides professional development and support to teachers. * EL Mentors who work directly with students, EL TOSA, and an EL Coordinator who supports EL students, parents, and staff with the implementation and evaluation of instructional programs. * Dual Language Program through 9th grade, to promote biliteracy and give students an alternate means to Meet prepared on the CA School Dashboard CCI indicator by earning the Seal of Biliteracy. * Dual Language (DL) Coordinator who supports DL students, parents, and staff with the implementation and evaluation of instructional programs.	earning the State Seal of Biliteracy (Metric 1.17)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.7	**Action:** Title 1- Site Allocations LCFF S/C- Site Allocations State and Federal Accountability Support Staff supported with LCFF S/C funds in this action include: • Director • Coordinator • Administrative Specialist • Budget Specialists (2) **Need:** CAASPP test data from 2023 shows 26.12% of students met or exceeded ELA standards, while 13.89% met or exceeded the standards in Math. Additionally, on the 2023 CA School Dashboard, the performance levels for Graduation Rate and Math are very low (Red) and the performance level for English Language Arts is low (Orange). CVUSD was identified for Differentiated Assistance for the EL and SED student groups for low performance in English Language Arts, the EL, FY and SED students groups for low performance on the Math Indicator, the EL Student group for low performance on the CCI, and the EL and FY student groups for the Graduation Rate, based on the results of the Fall 2023 Dashboard. CAASPP test data from	Each school receives LCFF Supplemental/Concentration funds and Title I funds to help students meet state academic content and performance standards, and address the eight state priorities (Basic Services, Implementation of State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, Parent Involvement, School Climate). the State and Federal Projects Team plays a role: * Supporting school administration as they develop their School Plans * Providing guidance on conducting needs assessments and researching evidence-based interventions. * Involving Educational Partners (including the SSC and ELAC) in the SPSA Evaluation and Planning Process. * Assisting sites in budget monitoring * Ensuring expenditures are aligned and compliant with state and federal guidelines. * Planning and monitoring of district and school plans and expenditures. While this action is primarily focused on SED, EL, and FY students, the resources dedicated to this action are also expected to improve outcomes for AI, HOM, SWD and HIS student groups across the district. District and school level student groups scoring in the Red performance level in ELA, Mathematics, Graduation Rate and CCI will be served via this action.	CAASPP ELA and Math (Metrics 1.1-1.4), ELPAC (Metric 1.6), Local Benchmarks, Graduation Rate (Metric 1.8), A-G Completion Rate (Metric 1.10), College & Career Indicator (Metric 1.11), CTE Completion Rate (Metric 1.13), AP Passing Rate (Metric 1.15), Dual Enrollment (Metric 1.18), Federal Program Review outcomes.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2023 shows 26.12% of students met or exceeded ELA standards, while 13.89% met or exceeded the standards in Math. Additionally, on the 2023 CA School Dashboard, the performance levels for Graduation Rate and Math are very low (Red) and the performance level for English Language Arts is low (Orange). EL: CAASPP ELA & Math Graduation Rate, CCI FY: CAASPP Math SED: CAASPP ELA & Math, Graduation Rate SCHOOLS within CVUSD that received the lowest performance level on one or more state indicators on the 2023 Dashboard: 7 elementary schools, 3 middle schools, 2 high schools. Per the Fall 2023 Dashboard results, three schools were identified for CSI and six schools were identified for ATSI. School specific actions will be needed to support student group needs within each identified school. Per the Fall 2023 Dashboard results, one school exited CSI status and nine schools exited ATSI status, demonstrating that strategic use of LCFF funds within the SPSA contribute to a school's ability to address specific needs as part of improving outcomes for students. **Scope:** LEA-wide		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.8	**Action:** Technology Staff supported with LCFF S/C funds in this action include: • IT Services Technicians (9) • Enterprise System Specialist • SIS Coordinator • CALPADS staff (1) **Need:** CAASPP test data from 2023 shows 26.12% of students met or exceeded ELA standards, while 13.89% met or exceeded the standards in math. Additionally, on the 2023 CA School Dashboard, the performance levels for Graduation Rate and Math are very low (Red) and the performance level for English Language Arts is low (Orange). STUDENT GROUPS within CVUSD that received the lowest performance level on one or more state indicators on the 2023 Dashboard: EL: Graduation Rate, CCI, CAASPP ELA & Math FY: CAASPP Math SED: Graduation Rate, CAASPP ELA & Math Unduplicated Pupils and Indicators with lowest performance level: CAASPP ELA: EL: 9.21% (Red) FY: 33.33% (Orange) SED: 24.91% (Red)	MTSS is inclusive of high-quality differentiated instruction, integrated data systems, and academic support. All these components will provide students with access to core curriculum, data driven instruction, and progress monitoring. Expansion of the IT department including an Enterprise System Specialist, a Student Information System (SIS) Coordinator and a California Longitudinal Pupil Achievement Data System (CALPADS) staff position to perform data quality services, will allow CVUSD to have current, actionable data to drive instructions, programs and practices. While this action is primarily focused on SED, EL, and FY students, the resources dedicated to this action are also expected to improve outcomes for all student groups across the district. District and school level student groups scoring in the Red performance level in ELA, Mathematics, Graduation Rate and CCI will be served via this action.	CAASPP ELA and Math (Metrics 1.1-1.4), ELPI (Metric 1.5), ELPAC (Metric 1.6), Reclassification Rate Metric 1.6), Local Benchmarks, Graduation Rate (Metric 1.8), A-G Completion Rate (Metric 1.10), College & Career Indicator (Metric 1.11), CTE Completion Rate (Metric 1.13), AP Passing Rate (Metric 1.15), Dual Enrollment (Metric 1.18)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	CAASPP Math: EL: 5.94% (Red) FY: 17.65% (Red) SED: 12.96% (Red) 2023 Graduation Rate: EL: 68.2% (Red) FY: *not available; student group is less than minimum size for reporting SED: 78.3% (Red) 2023 CCI - CA Dashboard: EL: 6.8% (Very Low) FY: Status not available Student Demographics: English Learners: 43.9% Foster Youth: 0.5% Socioeconomically Disadvantaged: 92.4% **Scope:** LEA-wide		
1.9	**Action:** Early Learners Staff supported with LCFF S/C funds in this action include: • Early Learners Coordinator • Head Start and Preschool Teacher (8) • Extended Day Kindergarten Teacher Salaries @ 50%	Supporting our Early Learners with Extended-day Kindergarten, Head Start/Preschool, and General Education Instructional Aides (GEIAs) in all TK and Kinder classes will help build foundational skills in ELA, Math, and English Language Acquisition, prepare them for academic success, promote positive behaviors and attitudes, and foster student success. While this action is primarily focused on SED, EL, and FY students, the resources dedicated to this action are also expected to improve outcomes for	iReady Diagnostic Test for ELA and Math, student portfolios

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Not all CVUSD students are reading at grade level by third grade. EL, FY and SED students trail the performance of the "all students" group in these measures. Local assessment results (iReady) in 2023-24 indicate that early learning supports have been effective in supporting skill development and improvement, however additional needed supports for students continue to be needed in developing early literacy and math skills in Preschool, Transitional Kindergarten, Kindergarten, and First Grade. The SED, EL, and FY student groups perform less successfully in CAASPP results than the “all students” group in elementary grades. **Scope:** LEA-wide	AI, HOM, SWD and HIS student groups across the district. District and school level student groups scoring in the Red performance level in ELA, Mathematics, Graduation Rate and CCI will be served via this action.	
2.2	**Action:** Student Support Services A refresh and implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling. Staff supported with LCFF S/C funds in this action include: • Director of Student Support Services • Child Welfare Coordinator • TOSA- Student Support Services	A refresh and implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling at all schools will support the SEL and mental health of CVUSD unduplicated students. Student Support Services Department staff oversee planning and implementation of these programs for students and professional development for staff. The work is supported by the use of various software programs and services. The implemented programs will result in unduplicated students having greater access to resources, social-emotional supports, and mental	CA School Dashboard Indicators: Chronic Absenteeism (Metric 2.7), Suspension (Metric 2.1), Dataquest - Expulsion (Metric 2.5), Local Data - Attendance (Metric 2.6), LCAP Student Survey (Metrics 2.9 - 2.12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Bus Monitors (15) **Need:** CVUSD was identified for Differentiated Assistance for the Foster Youth (FY) student group for a high Suspension Rate, and for the AI, HOM, and FY student groups for a high Chronic Absenteeism Rate, based on the results of the Fall CA School 2023 Dashboard. This action is primarily focused on SED, EL, and FY students, however the safety, social-emotional and mental health resources dedicated to this action are expected to improve outcomes for district and school level student groups scoring in the red performance level on the Chronic Absenteeism and Suspension Indicators. Suspension: EL: 3.7% (Yellow) FY: 8.3% (Red) SED: 4.0% (Yellow) 2023 High School Dropout Rate 2023 CA School Dashboard Additional reports EL: 17.2% HOM: 20.8% FY: N/A SED: 12.8% **Scope:** LEA-wide	health support on campus. Having all staff knowledgeable and the implementation of transformational model programs benefits all student groups and allows for consistent districtwide practices so this services is implemented districtwide.	
2.3	**Action:**	A refresh and implementation of the Transformational Model, Wellness Centers at	CA School Dashboard Indicators: Chronic

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Student Attendance Services - Chronic Absenteeism remains high in the post-pandemic era. A refresh and implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling at all schools will support the SEL and mental health of CVUSD students to build a positive and engaging school climate. Staff supported with LCFF S/C funds in this action include: • Attendance Coordinator • District Attendance Resource Liaisons (2) • Attendance Clerks • District Support Counselor **Need:** CVUSD has seen an increase in Chronic Absenteeism since the 2020 school year. The attendance team works towards locating missing students and identifying barriers to attendance in order to set up and provide students with support and services to increase Average Daily Attendance (ADA) and decrease Chronic Absenteeism. CVUSD was identified for Differentiated Assistance for the HOM and FY student groups for a high Chronic Absenteeism Rate, based on the results of the Fall CA School 2023 Dashboard. Chronic Absenteeism - 2023 CA Dashboard	secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling at all schools will support the SEL and mental health of CVUSD students. In addition, site and district attendance teams will focus on root cause analysis of low attendance rates and works with students and families to mitigate barriers to improve attendance. This action is primarily focused on SED, EL, and FY students, however the personnel resources (attendance team, attendance resource liaisons, attendance clerks) and the attendance incentive resources dedicated to this action are also expected to improve outcomes for district and school level student groups scoring in the red performance level on the Chronic Absenteeism Indicator	Absenteeism (Metric 2.7), Suspension (Metric 2.1), Dataquest - Expulsion (Metric 2.5), Local Data - Attendance (Metric 2.6), LCAP Student Survey (Metrics 2.9 - 2.12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL: 41.0% (Yellow) FY: 52.5% (Red) SED: 43.2% (Yellow) **Scope:** LEA-wide		
2.4	**Action:** Transformational Model/Social Emotional Wellness - This district model provides staff trainings through: working with our community sponsors; overseeing the district Wellness Centers; creating and providing TK-12 SEL Lessons and curriculum; training and overseeing small group leads for various program Staff supported with LCFF S/C funds in this action include: • District Support Counselor **Need:** CVUSD was identified for Differentiated Assistance for the Foster Youth (FY) student group for a high Suspension Rate, and for the HOM and FY student groups for a high Chronic Absenteeism Rate, based on the results of the Fall CA School 2023 Dashboard. Chronic Absenteeism - 2023 CA Dashboard All: 42.5% (Yellow) EL: 41.0% (Yellow) FY: 52.5% (Red)	A refresh and implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling at all schools will support the SEL and mental health of CVUSD unduplicated students. Student Support Services Department staff oversee planning and implementation of these programs for students and professional development for staff. A component of this work focuses on Attendance including opportunities for home visits, direct support for foster students, professional development, SEL lessons, extra services to implement student programs, PBIS rewards, and Wellness Centers staff and materials, unduplicated students will have greater access to resources, social-emotional supports, and mental health support on campus. Having support services for students on campus should improve attendance programs for unduplicated students, but also other student groups and allow for consistent districtwide practices so these services are implemented districtwide. This action is primarily focused on SED, EL, and FY students, however the personnel resources (district support counselor, PBIS/Transformational Model Leads, Transformational Model Circle	CA School Dashboard Indicators: Chronic Absenteeism (Metric 2.7), Suspension (Metric 2.1), Dataquest - Expulsion (Metric 2.5), Local Data - Attendance (Metric 2.6), LCAP Student Survey (Metrics 2.9 - 2.12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Suspension: EL: 3.7% (Yellow) FY: 8.3% (Red) SED: 4.0% (Yellow) **Scope:** LEA-wide	Facilitators, and Wellness Center Staff) dedicated to this action will improve outcomes for all student groups scoring in the red performance level on the Chronic Absenteeism and Suspension Indicators.	
2.6	**Action:** Mental Health Services **Need:** Based on the LCAP Family Survey, families indicated the need for more therapists to be able to serve more students and their mental health. There has been an increased need in mental health services since students returned to school after the pandemic. There has been an increase in depression, anxiety, grief, self harm and other mental health crises amongst both students and staff. This prevents students and staff from focusing on academics and has caused an increase in absenteeism. Chronic Absenteeism - 2023 CA Dashboard EL: 41.0% (Yellow) FY: 52.5% (Red) SED: 43.2% (Yellow) Suspension: EL: 3.7% (Yellow) FY: 8.3% (Red) SED: 4.0% (Yellow)	By providing each school site with a licensed therapist, this provides Tier 2 & 3 supports for students identified with more advanced mental health needs. This can include small groups or one to one support for identified needs. The Latino Commission has 2 coordinated care counselors assigned to provide support to students who are chronically absent, are disengaged from school, having difficulty meeting demands of education and/or have experienced trauma, adverse experiences, or challenges. This action is primarily focused on SED, EL, and FY students, however the personnel resources (Latino Commision Counseling Therapists) dedicated to this action are also expected to improve outcomes for student groups across the district. District and school level student groups scoring in the red performance level on the Chronic Absenteeism and Suspension Indicators will be served via this action, therefore decreasing the Chronic Absenteeism and Suspension rates for all school-based student groups performing in the red performance level as noted in the Measuring and Reporting Results section for Goal 2.	CA School Dashboard Indicators: Chronic Absenteeism (Metric 2.7), Suspension (Metric 2.1), Dataquest - Expulsion (Metric 2.5), Local Data - Attendance (Metric 2.6), LCAP Student Survey (Metrics 2.9 - 2.12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.7	**Action:** Health Services Staff supported with LCFF S/C funds in this action include: • Health Service Technicians (20) **Need:** CVUSD has seen an increase in Chronic Absenteeism since the 2020 school year. The attendance team works towards locating missing students and identifying barriers to attendance in order to set up and provide students with support and services to increase Average Daily Attendance (ADA) and decrease Chronic Absenteeism. An increase in ADA corresponds with overall academic improvement and success. Chronic Absenteeism - 2023 CA Dashboard All: 42.5% (Yellow) EL: 41.0% (Yellow) FY: 52.5% (Red) SED: 43.2% (Yellow) **Scope:** LEA-wide	The actions will promote the academic success of students by providing essential healthcare services, promoting wellness, managing chronic conditions, and addressing health-related barriers that prevent students from regularly attending their educational programs. This action is primarily focused on SED, EL, and FY students, however the personnel resources (School Nurses, Licensed Vocational Nurses, Health Services Technicians, and Bus Monitors) dedicated to this action will improve outcomes for all student groups in CVUSD.	CA School Dashboard Indicators: Chronic Absenteeism (Metric 2.7), Suspension (Metric 2.1), Dataquest - Expulsion (Metric 2.5), Local Data - Attendance (Metric 2.6), LCAP Student Survey (Metrics 2.9 - 2.12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.1	**Action:** Parent Engagement **Need:** There are gaps in performance, especially for our unduplicated students. Student groups within CVUSD that received the lowest performance level on one or more state indicators on the 2023 Dashboard: EL: CAASPP ELA & Math, Graduation Rate, CCI FY: CAASPP Math HOM: CAASPP ELA SED: CAASPP ELA & Math, Graduation Rate **Scope:** LEA-wide	Providing parents of unduplicated pupils the tools they need to help their students to be academically and social-emotionally successful will help mitigate high absenteeism rates and close achievement gaps. Parent workshops, resource fairs, events, and meetings play a crucial role in supporting students and addressing their unique needs. Workshop materials and supplies help create inclusive and supportive environments, facilitate effective communication between parents and educators, and empower parents with the knowledge and tools to advocate for their children's educational success, as well as encourage them to get involved in the District decision-making process in order to build their capacity These activities are primarily directed to serve the needs of our English Learner and low income families to ensure equitable access to educational supports and resources regardless of language or socio-economic barriers. As this action with all famillies, these services are offered districtwide.	Attendance at parent Workshops, Improved outcomes on the Parent LCAP Survey, an increase in student attendance
3.2	**Action:** Communication to Educational Partners Staff supported with LCFF S/C funds in this action include: • Translator Salaries (2) • Public Information Officer **Need:**	Community Engagement personnel are essential to address the need for parental involvement and family engagement. This includes addressing efforts of the school district to seek parent input in making decisions for the school district and each individual school site. Outreach and advertising materials, high-tech mailing, interpreter/translator salaries, and other language supports will significantly increase support services for students and families. These efforts address their needs by fostering stronger connections and partnerships between schools	Attendance at parent Workshops, Improved outcomes on the Parent LCAP Survey, an increase in student attendance, increase parent representation on Parent Advisory Committees.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	There are gaps in performance, especially for our unduplicated students. Student groups within CVUSD that received the lowest performance level on one or more state indicators on the 2023 Dashboard: EL: CAASPP ELA & Math, Graduation Rate, CCI FY: CAASPP Math HOM: CAASPP ELA SED: CAASPP ELA & Math, Graduation Rate The LCAP survey states that communication needs improvement because events and information are shared at the last minute. The LCAP Parent survey indicated a concern with communication difficulties at the school sites. The Community survey also indicated a lack of communication with the district and community partners. Parents have different preferences for communication methods, some have limited access to technology, and some speak a language other than English. **Scope:** LEA-wide	and communities. Communication is primarily directed to serve the needs of our English Learner, Foster Youth, and low income families to ensure equitable access to educational information, resources, and opportunities regardless of language or socio-economic barriers. As this action improves communication with all familles, these services are offered districtwide.	
3.3	**Action:** Community Engagement Staff supported with LCFF S/C funds in this action include: • Parent Community Liaisons (21)	The Parent Community Engagement Manager, Parent Community Liaisons and online communication and data sharing platforms play a critical role in addressing the needs of our educational partners by coordinating outreach efforts, facilitating communication between schools	We will continue to measure progress continuing with workshop surveys, LCAP surveys, and tracking all data in our district generated spreadsheet.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: There are gaps in performance, especially for our unduplicated students. Student groups within CVUSD that received the lowest performance level on one or more state indicators on the 2023 Dashboard: EL: Graduation Rate, CCI, CAASPP ELA & Math FY: CAASPP Math HOM: CAASPP ELA SED: Graduation Rate, CAASPP ELA & Math The LCAP survey states that communication needs improvement because events and information are shared at the last minute. The LCAP Parent survey indicated a concern with communication difficulties at the school sites. The Community survey also indicated a lack of communication with the district and community partners. **Scope:** LEA-wide	and families, providing targeted support services, and ensuring smooth logistical operations. Communication is primarily directed to serve the needs of our English Learner and low income families to ensure equitable access to educational information, resources, and opportunities regardless of language or socio-economic barriers. As this action improves communication with all familles, these services are offered districtwide.	
4.1	**Action:** Implementation of Multi-Tiered System of Support - Professional Learning - Per Diem/Extra Services **Need:**	By providing systemic professional development opportunities, inclusive of Administrators, Instructional Coaches, Instructional Leadership teams, and Staff, CVUSD will create a powerful vision and focus for each school site that tightly aligns to the district vision. Within this support, we will plan and implement key target actions for a Multi-Tiered System of Support	Teachers successfully completing the induction program, Teacher Retention, Teaching Assignment Monitoring Outcomes (TAMO) Data from CDE. CA Dashboard Metrics: CAASPP ELA (Metric 1.1), and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Our unduplicated student groups received the lowest performance level on the following state indicators on the 2023 Dashboard: EL: Graduation Rate, CCI, CAASPP ELA & Math FY: Chronic Absenteeism, Suspension, CAASPP Math HOM: Chronic Absenteeism, CAASPP ELA SED: Graduation Rate, CAASPP ELA & Math The LCAP Staff Survey identified that certificated staff want to participate in in-depth professional development on educational concepts, English Learner Supports, Standards-driven instruction, The Science of Reading, managing difficult and disruptive student behaviors, and small group management as high areas of importance. **Scope:** LEA-wide	(MTSS) for Tier 1 instructional practices which will create success-oriented schools, focused on the key components of the Science of Reading to support literacy and numeracy achievement for all students, determine areas of growth to implement Systematic Explicit Instruction, and encourage professional leadership and growth from within the district. Extra services are essential to engaging staff in these professional development opportunities outside the regular school day and results in unduplicated students having greater access to high-quality Tier 1 instruction and support. Having highly qualified staff benefits all student groups and allows for consistent districtwide practices so this services is implemented districtwide.	(Metric 1.2), Graduation Rate (Metric 1.8), Chronic Absenteeism, English Learner Progress Indicator (Metric 1.8), Suspension (Metric 2.1). Other metrics include Staff LCAP Survey Results, implementation walkthroughs post - professional development, and post-workshop/training staff surveys.
4.2	**Action:** Implementation of Multi-Tiered System of Support - Professional Learning -Contracts **Need:** Our unduplicated student groups received the lowest performance level on the following state indicators on the 2023 Dashboard: EL: Graduation Rate, CCI, CAASPP ELA & Math FY: Chronic Absenteeism, Suspension, CAASPP Math HOM: Chronic Absenteeism, CAASPP ELA SED: Graduation Rate, CAASPP ELA & Math	By providing systemic professional development opportunities, inclusive of Administrators, Instructional Coaches, Instructional Leadership teams, and Staff, CVUSD will create a powerful vision and focus for each school site that tightly aligns to the district vision. By utilizing expert partners and companies for Professional Learning opportunities, we will be providing training to teachers and staff with strategies for a Multi-Tiered System of Support (MTSS) Tier 1 Best First Instruction. Within this support, we will plan and implement key target actions MTSS Tier 1 instructional practices which	Teachers successfully completing the induction program, Teacher Retention, Teaching Assignment Monitoring Outcomes (TAMO) Data from CDE. CA Dashboard Metrics: CAASPP ELA (Metric 1.1), and Math (Metric 1.2), Graduation Rate (Metric 1.8), Chronic Absenteeism, English Learner Progress Indicator (Metric 1.8), Suspension

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Graduation Rate: EL - declined 11.8% to 68.2% (Red) FY - no performance level given due to low # of students SED - declined 9.7% to 78.3% (Red) College/Career Indicator CCI: EL - 6.8% - Very Low FY - no performance level given due to low # of students SED - 27.0% - Low The LCAP Staff Survey identified that certificated staff want to participate in in-depth professional development on educational concepts, English Learner Supports, Standards-driven instruction, The Science of Reading, managing difficult and disruptive student behaviors, and small group management as high areas of importance. **Scope:** LEA-wide	will create success-oriented schools, focused on the key components of the Science of Reading to support literacy and numeracy achievement for all students, determine areas of growth to implement Systematic Explicit Instruction, and encourage professional leadership and growth from within the district. Contracted professional learning providers are essential to engaging staff in these professional development opportunities and results in unduplicated students having greater access to high-quality Tier 1 leadership, instruction and support. Having highly qualified staff benefits all students and allows for consistent districtwide practices so this services is implemented districtwide.	(Metric 2.1). Other metrics include Staff LCAP Survey Results, implementation walkthroughs post - professional development, and post-workshop/training staff surveys.
4.3	**Action:** Implementation of Multi-Tiered System of Support - Professional Learning - Conferences **Need:** Our unduplicated student groups received the lowest performance level on the following state indicators on the 2023 Dashboard: EL: Graduation Rate, CCI, CAASPP ELA & Math	By providing systemic professional development opportunities through attendance at conferences, CVUSD will create a powerful vision and focus for each school site that tightly aligns to the district vision. Within this support, we will plan and implement key target actions for a Multi-Tiered System of Support (MTSS) for Tier 1 instructional practices which will create success-oriented schools, focused on the key components of the Science of Reading to support literacy and numeracy achievement for all students, determine	Teachers successfully completing the induction program, Teacher Retention, Teaching Assignment Monitoring Outcomes (TAMO) Data from CDE. CA Dashboard Metrics: CAASPP ELA (Metric 1.1), and Math (Metric 1.2), Graduation Rate (Metric 1.8), Chronic

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	FY: Chronic Absenteeism, Suspension, CAASPP Math HOM: Chronic Absenteeism, CAASPP ELA SED: Graduation Rate, CAASPP ELA & Math Graduation Rate: EL - declined 11.8% to 68.2% (Red) FY - no performance level given due to low # of students SED - declined 9.7% to 78.3% (Red) College/Career Indicator CCI: EL - 6.8% - Very Low FY - no performance level given due to low # of students SED - 27.0% - Low The LCAP Staff Survey identified that certificated staff want to participate in in-depth professional development on educational concepts, English Learner Supports, Standards-driven instruction, The Science of Reading, managing difficult and disruptive student behaviors, and small group management as high areas of importance. **Scope:** LEA-wide	areas of growth to implement Systematic Explicit Instruction, and encourage professional leadership and growth from within the district. Increasing staff access to professional development through conference attendance will result in unduplicated students having greater access to high-quality Tier 1 instruction and support. Having highly qualified staff benefits all students and allows for consistent districtwide practices so this services is implemented districtwide.	Absenteeism, English Learner Progress Indicator (Metric 1.8), Suspension (Metric 2.1). Other metrics include Staff LCAP Survey Results, implementation walkthroughs post - professional development, and post-workshop/training staff surveys.
4.4	**Action:** Implementation of Multi-Tiered System of Support - Professional Learning - Substitutes **Need:**	Substitutes are necessary for teachers to be released from the classroom to attend professional learning opportunities with minimal disruption to classroom learning. Professional Development opportunities include, but not limited to: LETRS Science of Reading, Transformational Model, English Language Development, Student	Teachers successfully completing the induction program, Teacher Retention, Teaching Assignment Monitoring Outcomes (TAMO) Data from CDE. CA Dashboard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Our unduplicated student groups received the lowest performance level on the following state indicators on the 2023 Dashboard: EL: Graduation Rate, CCI, CAASPP ELA & Math FY: Chronic Absenteeism, Suspension, CAASPP Math HOM: Chronic Absenteeism, CAASPP ELA SED: Graduation Rate, CAASPP ELA & Math Graduation Rate: EL - declined 11.8% to 68.2% (Red) FY - no performance level given due to low # of students SED - declined 9.7% to 78.3% (Red) College/Career Indicator CCI: EL - 6.8% - Very Low FY - no performance level given due to low # of students The LCAP Staff Survey identified that certificated staff want to participate in in-depth professional development on educational concepts, English Learner Supports, Standards-driven instruction, The Science of Reading, managing difficult and disruptive student behaviors, and small group management as high areas of importance. SED - 27.0% - Low **Scope:** LEA-wide	Discourse, Dual Language, Foundational Skills, and Small Groups. By providing systemic professional development opportunities, CVUSD will create a powerful vision and focus for each school site that tightly aligns to the district vision. Within this support, we will plan and implement key target actions for a Multi-Tiered System of Support (MTSS) for Tier 1 instructional practices which will create success-oriented schools, focused on the key components of the Science of Reading to support literacy and numeracy achievement for all students, determine areas of growth to implement Systematic Explicit Instruction, and encourage professional leadership and growth from within the district. Increasing staff access to professional development through the use of subs during the regular instructional day will result in unduplicated students having greater access to high-quality Tier 1 instruction and support. Having highly qualified staff benefits all students and allows for consistent districtwide practices so this services is implemented districtwide.	Metrics: CAASPP ELA (Metric 1.1), and Math (Metric 1.2), Graduation Rate (Metric 1.8), Chronic Absenteeism, English Learner Progress Indicator (Metric 1.8), Suspension (Metric 2.1). Other metrics include Staff LCAP Survey Results, implementation walkthroughs post - professional development, and post-workshop/training staff surveys.
4.5	**Action:**	Under district instructional leadership, the Induction Coaches provide support to first and	Teachers successfully completing the induction

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Implementation of Multi-Tiered System of Support - Professional Learning Salaries **Need:** Our unduplicated student groups received the lowest performance level on the following state indicators on the 2023 Dashboard: EL: Graduation Rate, CCI, CAASPP ELA & Math FY: Chronic Absenteeism, Suspension, CAASPP Math HOM: Chronic Absenteeism, CAASPP ELA SED: Graduation Rate, CAASPP ELA & Math Graduation Rate: EL - declined 11.8% to 68.2% (Red) FY - no performance level given due to low # of students SED - declined 9.7% to 78.3% (Red) College/Career Indicator CCI: EL - 6.8% - Very Low FY - no performance level given due to low # of students SED - 27.0% - Low In order to close equity gaps and ensure that our unduplicated students thrive academically, building staff capacity to deliver high-quality Tier 1 instruction is essential. With teacher shortages and new teachers entering the profession, it is essential that we provide support to retain our teachers and prepare them to best support the needs of our unduplicated students. The LCAP Staff Survey identified that certificated staff want to participate in in-depth	second year teachers in the development of an engaging classroom, working with students to maximize learning, and assist in implementing school programs and projects. Induction coaches are essential to the success of teachers who are new to the profession which results in higher teacher recruitment and retention rates which results in unduplicated students having greater access to high-quality Tier 1 instruction. Having highly qualified teachers benefits all students and allows for consistent districtwide practices so this services is implemented districtwide. This action is primarily focused on EL, FY, and SED student groups, however the resources dedicated to this action are also expected to improve outcomes for student groups, schools and/or student groups at schools that were at the lowest performance level (red) on the 2023 CA School Dashboard.	program, Teacher Retention, Teaching Assignment Monitoring Outcomes (TAMO) Data from CDE. CA Dashboard Metrics: CAASPP ELA (Metric 1.1), and Math (Metric 1.2), Graduation Rate (Metric 1.8), Chronic Absenteeism, English Learner Progress Indicator (Metric 1.8), Suspension (Metric 2.1). Other metrics include Staff LCAP Survey Results, implementation walkthroughs post - professional development, and post-workshop/training staff surveys.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	professional development on educational concepts, English Learner Supports, Standards-driven instruction, The Science of Reading, managing difficult and disruptive student behaviors, and small group management as high areas of importance. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.5	**Action:** Homeless/ Foster Youth Support Staff supported with LCFF S/C funds in this action include: • Homeless/Foster Student Support Services: District Support Counselor **Need:** CVUSD was identified for Differentiated Assistance for the Homeless student group for a high Chronic Absenteeism Rate, based on the results of the Fall CA School 2023 Dashboard. District and school level Homeless student groups will be served via this action, to decrease Chronic Absenteeism.	By providing support and access to services for students in the categories of Homeless & Foster Youth, there should be a direct correlation between increased attendance rates, reduction in suspension rates, higher academic success, and increased graduation rates.	CA School Dashboard Indicators: Chronic Absenteeism (Metric 2.7), LCAP Student Survey (Metrics 2.9 - 2.12) AERIES attendance reports, suspension reports, grade reports and graduation rates.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	* Chronic Absenteeism: 52.5% (Red) * Suspension: 8.3% (Red) * Graduation Rate: Less than 11 students - data not displayed for privacy (No Performance Color) * College Career Indicator: Less than 11 students - data not displayed for privacy (No Performance Color) * CAASPP ELA: -87.4 points below standard met (Orange) * CAASPP Math: -136.7 points below standard met (Orange) **Scope:** Limited to Unduplicated Student Group(s)		

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

Additional Concentration Grant Funding

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

The district received $9,900,507 in additional concentration grant add-on funding. All schools in the Coachella Valley Unified School District (CVUSD) have an enrollment of unduplicated student groups greater than 55%. CVUSD uses the concentration grant add-on funding to support existing LCAP actions by retaining certificated and classified personnel who provide direct services to students at all CVUSD school which includes:

Action 1.5 Career Readiness Support: Career Center staff including counselors and classified support staff
Action 1.9 Extended Learning: Early childhood teachers and paraprofessionals
Action 2.3 Support and Implementation Staff: additional staff to support attendance outreach

Action 2.4 Wellness Center Support: Wellness Center staff including certificated Lead Intervention Specialist Teachers and classified Behavior Technicians

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	16.22:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	17.3:1

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$168,641,542	$74,548,940	44.206%	1.163%	45.369%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$91,434,567.00	$85,493,681.00	$0.00	$24,922,952.00	$201,851,200.00	$145,627,820.00	$56,223,380.00

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
1	1.1	Implementation of Multi-tiered System of Instructional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$134,341.00	$3,004,643.00	$2,947,179.00			$191,805.00	$3,138,984.00
1	1.2	Supplemental Supports to Strengthen the Instructional Core	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$10,632,461.00	$3,799,022.00	$13,783,336.00			$648,147.00	$14,431,483.00
1	1.3	Academic enhancements and supplemental programs Staff supported with LCFF S/C funds in this action include: • La Familia high school principal, teachers, custodian, and office staff • Pathways to Success teachers at 14 elementary sites • VAPA teachers at middle and high school • Music Teacher at West Shores High school	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$15,517,074.00	$3,749,290.00	$8,588,864.00	$10,362,185.00		$315,315.00	$19,266,364.00
1	1.4	Highly Qualified Educational Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$28,987,145.00	$479,790.00	$17,565,652.00	$11,508,450.00		$392,833.00	$29,466,935.00

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
		Staff supported with LCFF S/C funds in this action include: • Curriculum Resource Technician (1) • Instructional Media Assistants (22) • MTSS Data Coaching Coordinators (3) • Data Assessment Specialists (3) • Ethnic Studies Teachers (10) • High School Assistant Principals (11) • Secondary Counselors (12) • Athletic Directors (3) • Activities Directors (3) • Aquatic Instructors (2) • Lifeguards (2) • Elementary Assistant Principals (8)													
1	1.5	College and Career Readiness Staff supported with LCFF S/C funds in this action include: College and Career Administrative Specialists (3) • High School & Middle CTE Teacher Salaries (28) • CTE Budget Specialist • CTE Admin Assistants (2) • CTE Farm Manager	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$8,836,772.00	$4,896,789.00	$10,293,312.00	$3,250,223.00		$190,026.00	$13,733,561.00

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
1	1.6	Multilingual & Multicultural Education Staff supported with LCFF S/C funds in this action include: • EL Administrative Specialist (1) • Site EL Support Assistants (ELSA) (21) • Migrant Coordinator (1)	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$19,173,671.00	$289,598.00	$2,403,814.00	$15,143,035.00		$1,916,420.00	$19,463,269.00
1	1.7	Title 1- Site Allocations LCFF S/C- Site Allocations State and Federal Accountability Support Staff supported with LCFF S/C funds in this action include: • Director • Coordinator • Administrative Specialist • Budget Specialists (2)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,444,112.00	$2,379,851.00	$2,548,210.00			$1,275,753.00	$3,823,963.00
1	1.8	Technology Staff supported with LCFF S/C funds in this action include: • IT Services Technicians (9) • Enterprise System Specialist • SIS Coordinator • CALPADS staff (1)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,786,398.00	$1,919,160.00	$3,705,558.00				$3,705,558.00
1	1.9	Early Learners Staff supported with LCFF S/C funds in this action include: • Early Learners Coordinator • Head Start and	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$13,724,603.00	$696,548.00	$8,093,296.00	$3,466,716.00		$2,861,139.00	$14,421,151.00

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
		Preschool Teacher (8) • Extended Day Kindergarten Teacher Salaries @ 50%													
2	2.1	Expanded Learning	All	No				Ongoing	$19,553,167.00	$22,808,226.00		$40,062,082.00		$2,299,311.00	$42,361,393.00
2	2.2	Student Support Services A refresh and implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling. Staff supported with LCFF S/C funds in this action include: • Director of Student Support Services • Child Welfare Coordinator • TOSA-Student Support Services • Bus Monitors (15)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,891,518.00	$195,735.00	$2,087,253.00				$2,087,253.00
2	2.3	Student Attendance Services - Chronic Absenteeism remains high in the post-pandemic era. A refresh and implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling at all schools will support the SEL and mental health of CVUSD students to build a positive and engaging school climate.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,119,805.00	$0.00	$1,119,805.00				$1,119,805.00

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
		Staff supported with LCFF S/C funds in this action include: • Attendance Coordinator • District Attendance Resource Liaisons (2) • Attendance Clerks • District Support Counselor													
2	2.4	Transformational Model/Social Emotional Wellness - This district model provides staff trainings through: working with our community sponsors; overseeing the district Wellness Centers; creating and providing TK-12 SEL Lessons and curriculum; training and overseeing small group leads for various program Staff supported with LCFF S/C funds in this action include: • District Support Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,113,550.00	$797,208.00	$2,586,743.00			$324,015.00	$2,910,758.00
2	2.5	Homeless/ Foster Youth Support Staff supported with LCFF S/C funds in this action include: • Homeless/Foster Student Support Services: District Support Counselor	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	$239,293.00	$71,154.00	$239,293.00			$71,154.00	$310,447.00
2	2.6	Mental Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$8,410,195.00	$406,155.00			$8,004,040.00	$8,410,195.00

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
2	2.7	Health Services Staff supported with LCFF S/C funds in this action include: • Health Service Technicians (20)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$4,528,592.00	$0.00	$4,528,592.00				$4,528,592.00
3	3.1	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$66,104.00	$66,104.00				$66,104.00
3	3.2	Communication to Educational Partners Staff supported with LCFF S/C funds in this action include: • Translator Salaries (2) • Public Information Officer	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,658,132.00	$168,380.00	$1,826,512.00				$1,826,512.00
3	3.3	Community Engagement Staff supported with LCFF S/C funds in this action include: • Parent Community Liaisons (21)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,479,053.00	$129,300.00	$1,229,818.00			$1,378,535.00	$2,608,353.00
4	4.1	Implementation of Multi-Tiered System of Support - Professional Learning - Per Diem/Extra Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$10,362,924.00	$82,681.00	$7,075,380.00	$425,863.00		$2,944,362.00	$10,445,605.00
4	4.2	Implementation of Multi-Tiered System of Support - Professional Learning -Contracts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,252,200.00	$153,106.00	$533,180.00		$565,914.00	$1,252,200.00
4	4.3	Implementation of Multi-Tiered System of Support - Professional Learning - Conferences	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$784,431.00	$154,599.00	$126,250.00		$503,582.00	$784,431.00
4	4.4	Implementation of Multi-Tiered System of Support - Professional Learning - Substitutes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$223,902.00	$0.00	$10,662.00			$213,240.00	$223,902.00

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
4	4.5	Implementation of Multi-Tiered System of Support - Professional Learning Salaries	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,084,101.00	$176,075.00	$21,324.00	$411,491.00		$827,361.00	$1,260,176.00
5	5.1	Academic Intervention and Enrichment Program (AIEP)	All	No				1 year	$137,206.00	$67,000.00		$204,206.00			$204,206.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$168,641,542	$74,548,940	44.206%	1.163%	45.369%	$91,434,567.00	0.000%	54.218 %	**Total:**	$91,434,567.00
								LEA-wide Total:	$91,195,274.00
								Limited Total:	$239,293.00
								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	1.1	Implementation of Multi-tiered System of Instructional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,947,179.00	
1	1.2	Supplemental Supports to Strengthen the Instructional Core	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,783,336.00	
1	1.3	Academic enhancements and supplemental programs Staff supported with LCFF S/C funds in this action include: • La Familia high school principal, teachers, custodian, and office staff • Pathways to Success teachers at 14 elementary sites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,588,864.00	

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 (%)
		• VAPA teachers at middle and high school • Music Teacher at West Shores High school						
1	1.4	Highly Qualified Educational Staff Staff supported with LCFF S/C funds in this action include: • Curriculum Resource Technician (1) • Instructional Media Assistants (22) • MTSS Data Coaching Coordinators (3) • Data Assessment Specialists (3) • Ethnic Studies Teachers (10) • High School Assistant Principals (11) • Secondary Counselors (12) • Athletic Directors (3) • Activities Directors (3) • Aquatic Instructors (2) • Lifeguards (2) • Elementary Assistant Principals (8)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,565,652.00	
1	1.5	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth	All Schools	$10,293,312.00	

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 (%)
		Staff supported with LCFF S/C funds in this action include: College and Career Administrative Specialists (3) • High School & Middle CTE Teacher Salaries (28) • CTE Budget Specialist • CTE Admin Assistants (2) • CTE Farm Manager			Low Income			
1	1.6	Multilingual & Multicultural Education Staff supported with LCFF S/C funds in this action include: • EL Administrative Specialist (1) • Site EL Support Assistants (ELSA) (21) • Migrant Coordinator (1)	Yes	LEA-wide	English Learners	All Schools	$2,403,814.00	
1	1.7	Title 1- Site Allocations LCFF S/C- Site Allocations State and Federal Accountability Support Staff supported with LCFF S/C funds in this action include: • Director • Coordinator • Administrative Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,548,210.00	

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 (%)
		• Budget Specialists (2)						
1	1.8	Technology Staff supported with LCFF S/C funds in this action include: • IT Services Technicians (9) • Enterprise System Specialist • SIS Coordinator • CALPADS staff (1)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,705,558.00	
1	1.9	Early Learners Staff supported with LCFF S/C funds in this action include: • Early Learners Coordinator • Head Start and Preschool Teacher (8) • Extended Day Kindergarten Teacher Salaries @ 50%	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,093,296.00	
2	2.2	Student Support Services A refresh and implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling. Staff supported with LCFF S/C funds in this action include:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,087,253.00	

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 (%)
		• Director of Student Support Services • Child Welfare Coordinator • TOSA- Student Support Services • Bus Monitors (15)						
2	2.3	Student Attendance Services - Chronic Absenteeism remains high in the post-pandemic era. A refresh and implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling at all schools will support the SEL and mental health of CVUSD students to build a positive and engaging school climate. Staff supported with LCFF S/C funds in this action include: • Attendance Coordinator • District Attendance Resource Liaisons (2) • Attendance Clerks • District Support Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,119,805.00	
2	2.4	Transformational Model/Social Emotional Wellness - This district model provides staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,586,743.00	

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 (%)
		trainings through: working with our community sponsors; overseeing the district Wellness Centers; creating and providing TK-12 SEL Lessons and curriculum; training and overseeing small group leads for various program Staff supported with LCFF S/C funds in this action include: • District Support Counselor						
2	2.5	Homeless/ Foster Youth Support Staff supported with LCFF S/C funds in this action include: • Homeless/Foster Student Support Services: District Support Counselor	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$239,293.00	
2	2.6	Mental Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$406,155.00	
2	2.7	Health Services Staff supported with LCFF S/C funds in this action include: • Health Service Technicians (20)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,528,592.00	
3	3.1	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$66,104.00	
3	3.2	Communication to Educational Partners	Yes	LEA-wide	English Learners Foster Youth	All Schools	$1,826,512.00	

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 (%)
		Staff supported with LCFF S/C funds in this action include: • Translator Salaries (2) • Public Information Officer			Low Income			
3	3.3	Community Engagement Staff supported with LCFF S/C funds in this action include: • Parent Community Liaisons (21)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,229,818.00	
4	4.1	Implementation of Multi-Tiered System of Support - Professional Learning - Per Diem/Extra Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,075,380.00	
4	4.2	Implementation of Multi-Tiered System of Support - Professional Learning - Contracts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$153,106.00	
4	4.3	Implementation of Multi-Tiered System of Support - Professional Learning - Conferences	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$154,599.00	
4	4.4	Implementation of Multi-Tiered System of Support - Professional Learning - Substitutes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,662.00	
4	4.5	Implementation of Multi-Tiered System of Support - Professional Learning Salaries	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,324.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$103,083,225.00	$98,800,385.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	1.1 Multi-Tiered System of Support (MTSS) to meet students' social and emotional learning needs.	Yes	$5,817,785.00	$4,266,468
1	1.2	1.2 District-wide Safety Protocols	Yes	$2,907,501.00	$3,279,594
2	2.1	2.1 Multi-Tiered System of Support (MTSS) to increase academic success.	Yes	$18,103,749.00	$18,699,095
2	2.2a	2.2a Broad Course of Study	Yes	$11,633,641.00	$11,710,700
2	2.2b	2.2b Career Readiness	Yes	$6,514,065.00	$7,272,094
2	2.2c	2.2c College Readiness	Yes	$1,497,812.00	$1,584,413
2	2.2d	2.2d Extended Learning	Yes	$19,489,695.00	$16,089,555
2	2.2e	2.2e Alternative Education	Yes	$2,816,106.00	$2,520,240
2	2.3	2.3 Support for English Learners	Yes	$3,740,265.00	$2,540,720
2	2.4	2.4 Support for Foster & Homeless Students	Yes	$472,833.00	$365,453
2	2.5	2.5 Instructional Resources	Yes	$18,171,116.00	$18,250,648

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	2.6 Highly Qualified Personnel	Yes	$7,031,729.00	$7,769,946
3	3.1	3.1 Communication	Yes	$2,460,520.00	$1,530,733
3	3.2	3.2 Parent Engagement	Yes	$2,321,398.00	$2,833,106
3	3.3	3.3 Partnerships with Community Based Groups	Yes	$105,010.00	$87,620

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$75,659,727	$81,326,383.00	$79,290,060.00	$2,036,323.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	1.1 Multi-Tiered System of Support (MTSS) to meet students' social and emotional learning needs.	Yes	$3,166,370.00	$1,973,363.00		
1	1.2	1.2 District-wide Safety Protocols	Yes	$2,907,501.00	$3,279,594.00		
2	2.1	2.1 Multi-Tiered System of Support (MTSS) to increase academic success.	Yes	$17,481,301.00	$18,384,064.00		
2	2.2a	2.2a Broad Course of Study	Yes	$7,948,991.00	$7,785,165.00		
2	2.2b	2.2b Career Readiness	Yes	$4,782,761.00	$5,603,676.00		
2	2.2c	2.2c College Readiness	Yes	$1,268,890.00	$1,261,442.00		
2	2.2d	2.2d Extended Learning	Yes	$11,950,454.00	$11,654,495.00		
2	2.2e	2.2e Alternative Education	Yes	$2,816,106.00	$2,520,240.00		
2	2.3	2.3 Support for English Learners	Yes	$2,830,413.00	$1,733,105.00		
2	2.4	2.4 Support for Foster & Homeless Students	Yes	$431,097.00	$323,449.00		
2	2.5	2.5 Instructional Resources	Yes	$15,415,882.00	$14,674,203.00		
2	2.6	2.6 Highly Qualified Personnel	Yes	$6,131,232.00	$6,412,606.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	3.1 Communication	Yes	$2,460,520.00	$1,530,733.00		
3	3.2	3.2 Parent Engagement	Yes	$1,629,855.00	$2,066,305.00		
3	3.3	3.3 Partnerships with Community Based Groups	Yes	$105,010.00	$87,620.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$174,820,275	$75,659,727	3.24%	46.519%	$79,290,060.00	0.000%	45.355%	$2,033,843.91	1.163%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

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

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

Required Actions

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

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

    - Professional development for teachers.

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

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

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

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

Purpose

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

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

Statutory Requirements
An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

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

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

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

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

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

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

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

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

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

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

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on 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 %)**

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

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

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

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

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

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

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

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

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