LCFF Budget Overview for Parents

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

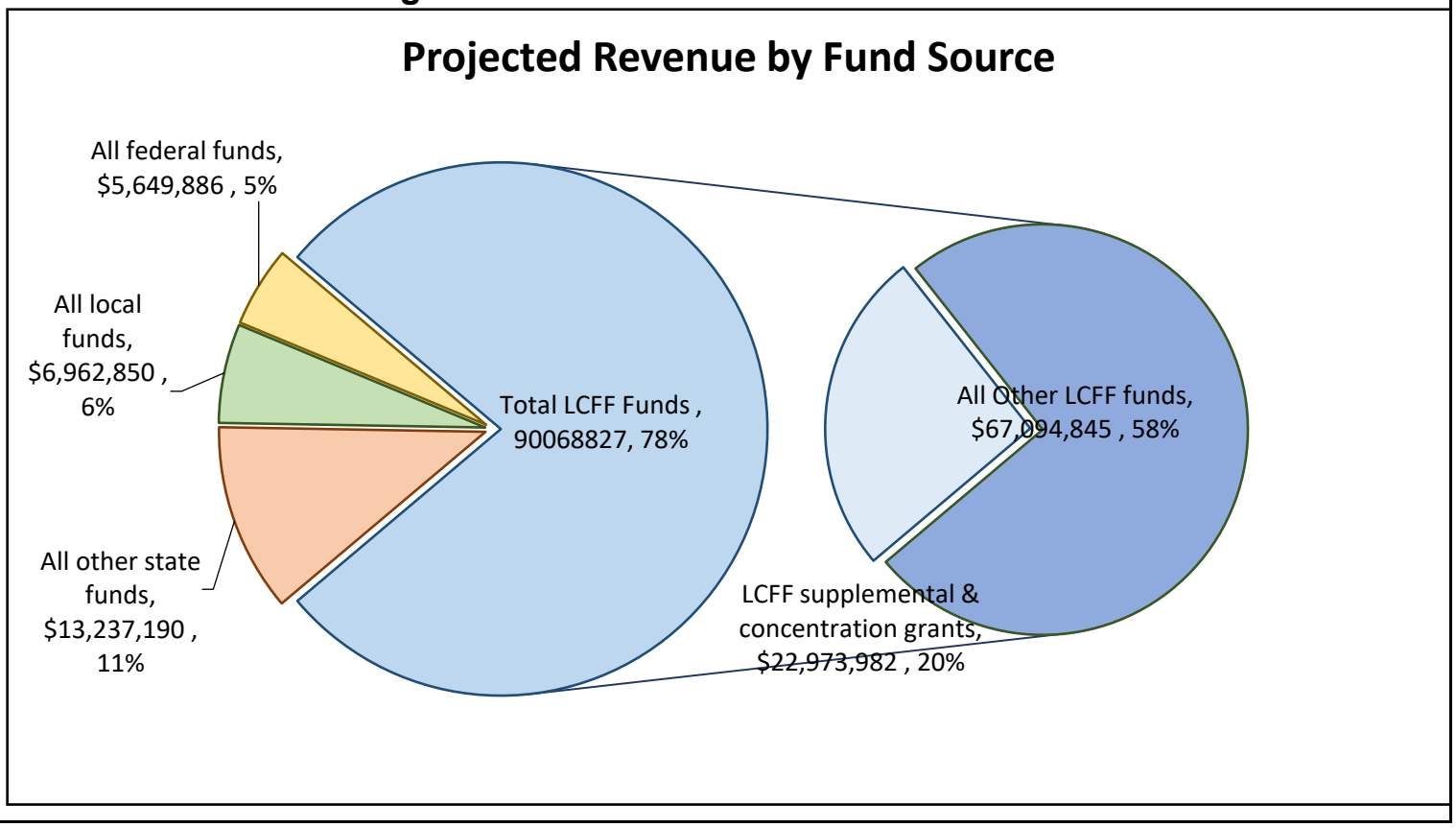
CDS Code: 64352

School Year: 2025-26

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

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

Budget Overview for the 2025-26 School Year

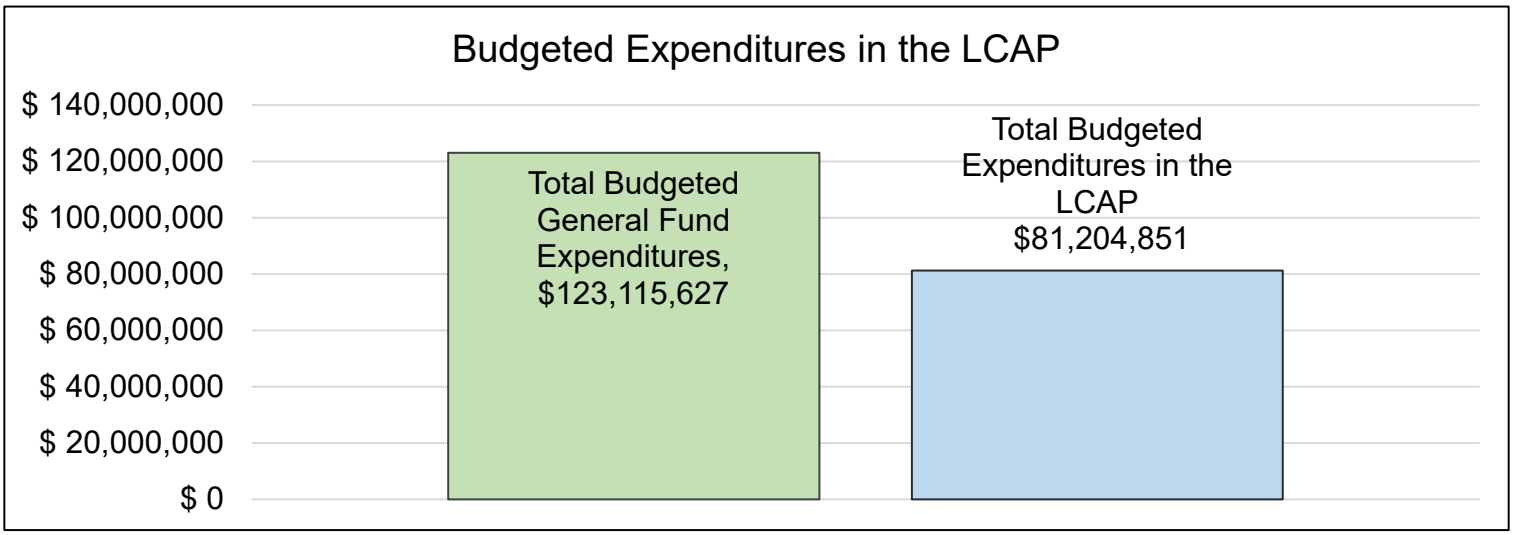


This chart shows the total general purpose revenue Centinela Valley Union HSD expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Centinela Valley Union HSD is $115,918,753.00, of which $90,068,827.00 is Local Control Funding Formula (LCFF), $13,237,190.00 is other state funds, $6,962,850.00 is local funds, and $5,649,886.00 is federal funds. Of the $90,068,827.00 in LCFF Funds, $22,973,982.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Centinela Valley Union HSD plans to spend $123,115,627.00 for the 2025-26 school year. Of that amount, $81,204,851.00 is tied to actions/services in the LCAP and $41,910,776.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

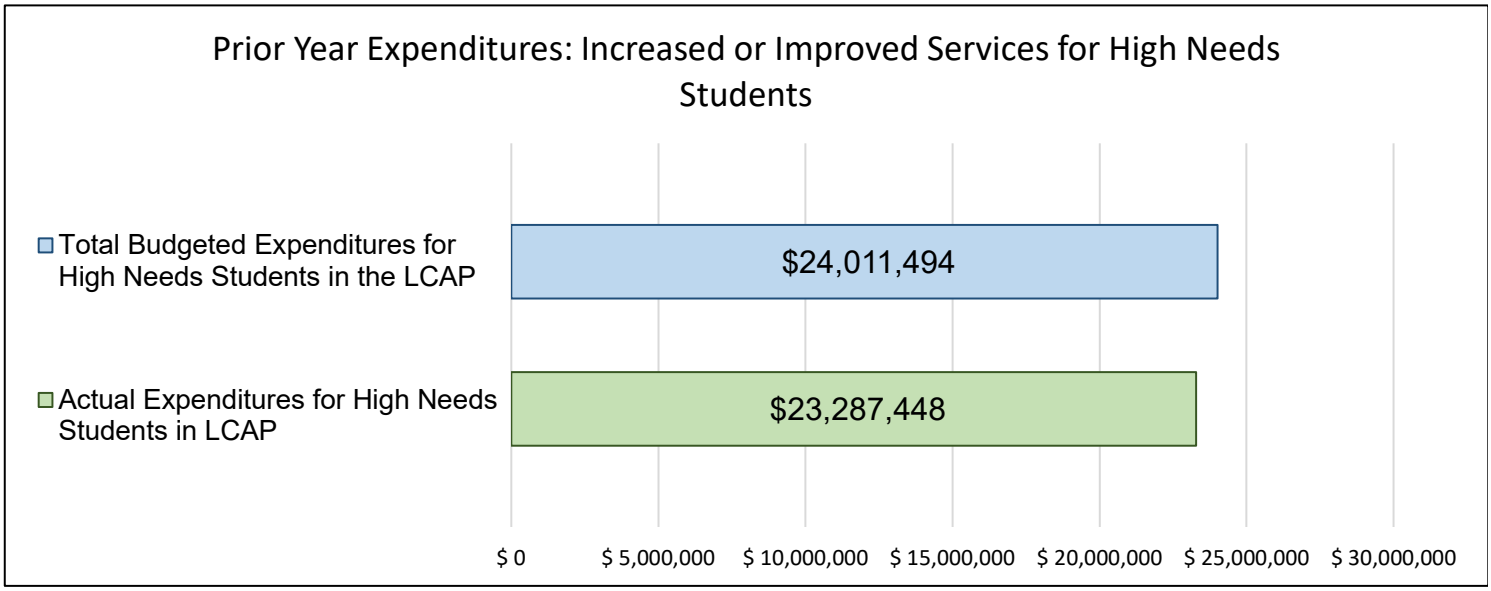
A majority of the District's non-LCAP budget is dedicated to general operational costs, including labor

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

In 2025-26, Centinela Valley Union HSD is projecting it will receive $22,973,982.00 based on the enrollment of foster youth, English learner, and low-income students. Centinela Valley Union HSD must describe how it intends to increase or improve services for high needs students in the LCAP. Centinela Valley Union HSD plans to spend $23,096,915.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Centinela Valley Union HSD's LCAP budgeted $24,011,494.00 for planned actions to increase or improve services for high needs students. Centinela Valley Union HSD actually spent $23,287,448.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $724,046.00 had the following impact on Centinela Valley Union HSD's ability to increase or improve services for high needs students:

The adjusted budget for 2024–25 had no impact on Centinela Valley Union HSD’s ability to increase or improve services for high-needs students, as core actions were implemented as planned and some expenditures were shifted to one-time funds to balance the resource.

Local Control and Accountability Plan

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

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

Plan Summary 2025-2026

General Information

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

The Centinela Valley Union High School District consists of three traditional high schools (Hawthorne, Lawndale, and Leuzinger) a continuation high school (R.K. Lloyde), and Centinela Valley Independent Study School (CVISS). Two of our schools - Lloyde HS and CVISS - are receiving Equity Multiplier funding which provides additional funding to schools with prior year non-stability rates greater than 25% and prior year Socioeconomically Disadvantaged Students rates greater than 70%. CVUHSD serves nearly 5,200 students in grade 9-12 students from neighborhoods in the South Bay area of Los Angeles County. The district enrolls students from the economically disadvantaged cities of Hawthorne, Lennox, and Lawndale where the median household income is $71,855 with 14.5% of families living below the poverty line. 83.5% of our students are socioeconomically disadvantaged, 16.6% are English Learners, and 0.4% are Foster Youth.

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

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

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

Our schools must also prepare our students for careers. While seemingly obvious, the purpose of getting a diploma and going to college is, in fact, to get a good job afterwards. Our students must have the knowledge and skills necessary to earn a living. To that end, we are a Linked Learning District committed to connecting the learning that takes place in the classroom with the needs of business and industry in our global economy. Our schools offer numerous opportunities for work-based learning through our 8 Career Technical Education (CTE) Academies and 2 pathways that incorporate field trips, guest speakers, job shadowing, pre-apprenticeships and internships into their curriculum. We aim to prepare our students to enter the competitive job market and land a job that meets both their social-emotional and financial needs.

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

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

Reflections: Annual Performance

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

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

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

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

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

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

The following student groups within Leuzinger High School received the lowest performance level on one or more state indicators on the 2023 Dashboard:

* English Learners - English Language Arts, Mathematics, Graduation Rate
* Students with Disabilities - English Language Arts

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

CVUHSD is eligible for Technical Assistance in the form of Differentiated Assistance, through 2025, based upon English Learner performance in the following areas: Pupil Achievement - due to CAASPP Math performance (red performance indicator) and CAASPP ELA performance (orange performance indicator), and 2) Pupil Engagement - due to the Graduation Rate (red performance indicator). CVUHSD is also eligible for Technical Assistance in the form of Differentiated Assistance, through 2026, based upon African American student performance in the following areas: Pupil Achievement - due to CAASPP Math performance (red performance indicator) and CAASPP ELA performance (orange performance indicator), and 2) School Climate - due to Suspension Rate (red performance indicator).

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)
CVUHSD has unexpended LREBG funds for the 2025-26 school year. LREBG funded actions may be found in the following actions: 1001 - College Access, Preparation & Support; 1005 - Strategic Academic Supports; 2001 - Social, Emotional & Mental Health Supports; 2002 - School Safety & Connectedness; 3018 - Strategic Supports for Students with Disabilities. Refer to action descriptions for an explanation of the rationale for choosing the selected actions to include LREBG funding.

ANNUAL PERFORMANCE SUMMARY
The California School Dashboard and local performance data offer Centinela Valley Union High School District (CVUHSD) an opportunity to reflect on both the successes and challenges of the 2023–24 school year, and to refine our strategies to better serve all students. Across multiple indicators—including academic achievement, school climate, and student engagement—CVUHSD continues to prioritize equity, access, and student-centered supports, especially for our unduplicated student groups: Low Income students, English Learners, and Foster Youth.
ACADEMIC ACHIEVEMENT & COLLEGE READINESS
While CVUHSD saw gains in Advanced Placement (AP®) course offerings and student access, internal monitoring of A–G completion indicates continued need for targeted support. From the Class of 2022 to the Class of 2024, A–G completion rates declined for several student groups, including a 5.1% drop for Low Income students and a 13.9% drop for Foster Youth. In response, the District has scaled academic advising, expanded credit recovery programs, and implemented grade improvement initiatives (Goal 2, Action 2002). Notably, CHKS data shows that more students are aware of where to go for class selection and college planning support, with a 3.25% and 1.5% increase, respectively, from the prior year—an encouraging sign that access to guidance services is improving.
SCHOOL CLIMATE & STUDENT WELL-BEING
The District's investments in wellness centers, social-emotional learning, and trauma-informed practices are beginning to yield results. The percentage of students who feel safe or very safe at school increased from 50% to 52.75%, and those who report feeling connected to school rose from 46% to 47%. However, suspension rates increased across most student groups, prompting the proactive launch of a Districtwide Restorative Review Process in 2024–25 (Goal 4, Action 4002). This system aims to reduce disproportionality in discipline, particularly among African American students with disabilities, whose suspension rate rose from 8.0% to 10.3%.
ENGAGING FAMILIES AS PARTNERS
According to the California School Parent Survey, 90% of CVUHSD parents agree or strongly agree that they feel respected by school staff, and 88% feel welcome to participate at their child's school. Despite this, only 40% reported actual participation in school activities. The District is addressing this participation gap by enhancing its Parent Academy and continuing to invest in fully staffed Parent Centers at each site (Goal 3, Action 3001).
SUPPORTING VULNERABLE STUDENTS
CHKS data shows a continued downward trend in students experiencing significant emotional distress (down to 24.25%) and chronic sadness (down to 31.5%), reflecting the positive impact of expanded mental health services through Hazel Health, Care Solace, and on-site counseling (Goal 4, Action 4003). The gap between students needing mental health support and those receiving it narrowed to just 3.25%, demonstrating successful implementation of Tier II and III interventions.
LOOKING AHEAD
CVUHSD remains focused on its LCAP goals: ensuring access to a broad and rigorous course of study, enhancing school connectedness and safety, and increasing college and career readiness. With sustained efforts in restorative practices, targeted academic interventions, and inclusive family engagement, we are committed to improving outcomes for all students while addressing persistent gaps for our highest-need populations.

Reflections: Technical Assistance

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

ELIGIBILITY
CVUHSD is eligible for Technical Assistance in the form of Differentiated Assistance, through 2025, based upon English Learner performance in the following areas, as reported on the 2023 California School Dashboard: Pupil Achievement - due to CAASPP Math performance (red performance indicator) and CAASPP ELA performance (orange performance indicator), and 2) Pupil Engagement - due to the Graduation Rate (red performance indicator). CVUHSD is also eligible for Technical Assistance in the form of Differentiated Assistance, through 2026, based upon African American student performance in the following areas, as reported on the 2024 California School Dashboard : Pupil Achievement - due to CAASPP Math performance (red performance indicator) and CAASPP ELA performance (orange performance indicator), and 2) School Climate - due to Suspension Rate (red performance indicator).

BACKGROUND - ENGLISH LEARNERS
Upon the release of the 2023 CA School Dashboard, CVUHSD became eligible for Technical Assistance in the form of Differentiated Assistance based upon English Learner performance in the following areas: Pupil Achievement - due to CAASPP Math performance (red performance indicator) and CAASPP ELA performance (orange performance indicator), and 2) Pupil Engagement - due to the Graduation Rate (red performance indicator). From 2023 to 2024, the average distance from standard for ELs on the CAASPP ELA maintained 0.6 points, while the average distance from standard for ELs on the CAASPP Math assessment increased by 36.6 points. From 2023 to 2024, the average distance from standard for LTELs on the CAASPP ELA decreased by 18.6 points, while the average distance from standard for LTELs on the CAASPP Math assessment decreased by 12.6 points.

The English Learner Reclassification rate for 2023–24 was 16.2%, exceeding the prior year's outcome by 3.9% and surpassing the desired outcome of 12.1%. However, per the 2023–24 CA School Dashboard, the percentage of English Learners making progress toward English language proficiency declined by 11.1%, with only 38.3% demonstrating growth as measured by the English Learner Progress Indicator (ELPI). This reflects a notable decrease from the previous year's 49.5% who either increased at least one ELPI level or maintained Level 4 on the ELPAC over the three-year cycle

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SUMMARY OF DIFFERENTIATED ASSISTANCE WORK IN PROGRESS - ENGLISH LEARNERS
As part of the District's technical assistance efforts, CVUHSD has undertaken a comprehensive approach to strengthening outcomes for English Learners by refining instructional practices, increasing collaboration, and expanding access to targeted supports. In 2024–25, key strategies included quarterly learning walks, expanded data chats, and improved communication among ELD staff, RTI teams, and counselors—efforts that contributed to more coherent and responsive systems of support. EL students benefited from increased access to AVID, college and career programs, and consistent academic monitoring, while professional learning participation among staff increased. Parent engagement was sustained through multilingual communication and events; however, technical assistance identified outreach to LTEL families as a priority area for improvement.

The District's EL Specialist services were instrumental in supporting this work. Designated ELD training was provided to ELA teachers, and ELPAC data was reviewed in collaboration with Newcomer EL instructors to guide targeted instruction. Integrated ELD professional development was expanded for non-ELA teachers, and the SPED-to-RFEP reclassification process was streamlined to enhance efficiency. Technical assistance also helped facilitate cross-departmental collaboration with instructional and ed-tech coaches, resulting in improved classroom practices and the successful pilot of two new EL programs. Compliance monitoring was maintained, and access to ELD professional development was centralized and simplified for educators.

Looking ahead to 2025–26, the District will continue leveraging technical assistance to address Long-Term English Learner (LTEL) needs, with a focus on academic progress, attendance, and grading. Plans include deepening content-specific professional development in math and science, expanding mentoring and interventions, and integrating EL-specific strategies into broader instructional PD. These coordinated efforts are designed to increase ELPAC Level 4 achievement, reduce the number of RFEP-eligible students, and meet the District's LCAP outcomes for all English Learners.

BACKGROUND - AFRICAN AMERICAN STUDENTS
CVUHSD is also eligible for Technical Assistance in the form of Differentiated Assistance, through 2026, based upon African American student performance in the following areas, as reported on the 2024 California School Dashboard : Pupil Achievement - due to CAASPP Math performance (red performance indicator) and CAASPP ELA performance (orange performance indicator), and 2) School Climate - due to Suspension Rate (red performance indicator). From 2023 to 2024, on the CAASPP ELA assessment African American student performance declined 4.8 points to 36 points below standard; on the CAASPP Math assessment African American student performance declined 4.8 points to 154.1 points below standard. The suspension rate for African American students increased 2.2% to 10.3% suspended at least one day.

SUMMARY OF DIFFERENTIATED ASSISTANCE WORK IN PROGRESS - AFRICAN AMERICAN STUDENTS
In response, and beginning in the 2025–26 school year, CVUHSD is refining its instructional coaching model to better address content-specific needs. While the current model allows for instructional coaches with any credential, the new approach will ensure each comprehensive school site has two coaches—one credentialed in English Language Arts and one in Mathematics. This strategic shift is directly aligned with Dashboard performance indicators and the urgent need to strengthen ELA and Math instruction for African American students and other high-need groups.

To support this shift, CVUHSD has partnered with the UCLA Mathematics Project (UCLAMP) to deliver professional learning centered on mathematical identity, student-centered instructional routines, and the California Math Framework. Teachers, coaches, and administrators will participate in learning labs, professional learning communities, and collaborative data reflection aimed at building both pedagogical content knowledge and instructional coherence across sites.

In tandem, the District will implement the Empowering Content Teachers initiative, a professional learning series designed to embed literacy strategies into content-area instruction. Targeted at high school Math, Science, History, and VAPA teachers, this initiative uses Scarborough’s Reading Rope to improve word recognition and language comprehension, helping educators integrate reading, writing, speaking, and listening skills into daily lessons.

Additionally, the District Equity Team continues to play a central role in technical assistance efforts. In 2024–25, Equity Coordinators worked with site administrators to analyze equity gaps and identify targeted areas for improvement, with a particular focus on grading practices. The Equity Team also collaborated with the instructional support team to deliver "Lunch and Learn" sessions exploring power dynamics and fostering inclusivity. Looking ahead to 2025–26, the Equity Team aims to expand this work by partnering with instructional coaches to provide all teachers with opportunities to reflect on equitable grading and strategies for creating inclusive classroom environments.

Together, these coordinated efforts—spanning instructional coaching, professional learning, equity-centered reflection, and technical assistance partnerships—are designed to improve academic achievement, reduce disproportionality in school discipline, and fulfill the District’s LCAP goals of equity and excellence for all students, particularly African American youth.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Our two different survey systems - the California School Staff Survey (CSSS) and ThoughtExchange - were also provided for all staff to add their perspectives regarding LCAP actions and overall school and district needs. These surveys were available in stages between December 2024 and April 2025. Additionally, all teachers were invited to participate in virtual Budget & LCAP Community Forums facilitated by the Assistant Superintendent of Educational Services and the Assistant Superintendent of Business Services on February 6, March 5, and May 22. Prior to these sessions, staff were able to view and listen to an on-demand video on the basics of school funding and accountability in California. Participants were encouraged to bring questions and ideas, as the forums were designed to foster open dialogue and strengthen our shared commitment to supporting student success. Following each forum, the slidedeck and podcast analyses of the forums were made available via our District website.
Parents & Families	Parent and family input was collected in multiple ways throughout the LCAP development process. Our two different survey systems - the California School Parent Survey (CSPS) and ThoughtExchange - were also provided for families to add their perspectives regarding LCAP actions and overall school and district needs. These surveys were available in stages between December 2024 and April 2025. Additionally, although input collected from our District Parent Advisory Committee (DPAC) meetings throughout the year was also considered, the Assistant Superintendent of Educational Services facilitated LCAP-specific learning and input sessions at DPAC on the following dates: December 2, April 14, May 12. At the May 12 meeting, public and written comments in response to the presentation of the 2025-26 LCAP draft were collected and responded to in writing. LCAP input was also garnered at the February 13, April 9, and April 10 site-based African American Parent Advisory Council (AAPAC) meetings.
District English Learner Advisory Committee (DELAC)	Our District English Learner Advisory Committee (DELAC) provided input for the development of the 2025-26 LCAP across several meetings: October 21, December 2, January 27, March 10, April 14, May 12. At the May 12 meeting, public and written comments in response to the presentation of the 2025-26 LCAP draft were collected and responded to in writing. Participation in the LCAP ThoughtExchange Survey was encouraged at the March and April sessions, with links shared that could be distributed to other families who were not in attendance or did not complete the survey via the link they received in their email. DELAC members were also encouraged to participate in the California School Parent Survey (CSPS) along with all District families.
Students	Student input was collected in multiple ways throughout the LCAP development process. Our two different survey systems - the California Healthy Kids Survey (CHKS) and ThoughtExchange - were also provided for all students to add their perspectives regarding LCAP actions and overall school and district needs. These surveys were available in stages between December 2024 and April 2025. The Assistant Superintendent of Educational Services held multiple LCAP-specific sessions with the Superintendents' Associated Student Body (ASB) Advisory on February 13, March 13, April 10, and May 8. The first session focused on the following guiding questions: What does your school do well to meet the needs of students? What are the biggest challenges in school for you and your peers? What can we do to better improve student success and wellness? What resources may be underutilized or missing at your school? The second session consisted of an overview of the 2024 California School Dashboard indicators. The third session consisted of in-depth discussion around the CA Healthy Kids Survey data specific to school climate.
Principals & Administrators	This year, two different survey systems - the California School Staff Survey (CSSS) and ThoughtExchange - were provided for Principals and Administrators to add their perspectives regarding LCAP actions and overall school and District needs. These surveys were available in stages between December 2024 and April 2025. Site Administrators met monthly with District Administrators with meeting agendas including opportunities to identify school or system needs to support students. Our Director of Federal and State Programs also met quarterly with each Principal to review their budgets, and to plan for 2025-26 budget needs aligned to LCAP and Supplemental and Concentration funds. Each District Administrator met with Site Administrators overseeing the programs they support (i.e., Academies, Athletics, Special Education, MTSS, PBIS, Mental Health, Curriculum, Assessment, Educational Technology, Community Schools) to gather input for revisions to programs and support services funded by the LCAP.

Other School Personnel	Our two different survey systems - the California School Staff Survey (CSSS) and ThoughtExchange - were also provided for all staff to add their perspectives regarding LCAP actions and overall school and district needs. These surveys were available in stages between December 2024 and April 2025. Additionally, all classified and certificated staff were invited to participate in virtual Budget & LCAP Community Forums facilitated by the Assistant Superintendent of Educational Services and the Assistant Superintendent of Business Services on February 6, March 5, and May 22. Prior to these sessions, staff were able to view and listen to an on-demand video on the basics of school funding and accountability in California. Participants were encouraged to bring questions and ideas, as the forums were designed to foster open dialogue and strengthen our shared commitment to supporting student success. Following each forum, the slidedeck and podcast analyses of the forums were made available via our District website.
Centinela Valley Secondary Teachers Association (CVSTA)	In addition to the noted engagement interactions for the above employee groups, the District consulted specifically with the Centinela Valley Secondary Teachers Association (CVSTA) on May 8 and May 23. Prior to these meetings, the District provided CVSTA with a slidedeck that provided an overview of all Red performance indicators per the 2024 California School Dashboard; the Mid-Year LCAP presentation to the Board of Education; and; a draft of the 2025-26 goals and actions with proposed revisions from those included in the 2024-25 LCAP.
California School Employees Association (CSEA)	In addition to the noted engagement interactions for the above employee groups, the District consulted specifically with the California School Employees Association (CSEA) on May 29. The meeting focused on classified staff needs and areas of focus as supported by the goals and actions within the LCAP.
Southwest Special Education Local Plan Area (SELPA)	At the School Site Council (SSC) meeting for Lloyde HS and CVISS after school on May 14, we discussed student needs and areas identified by Red performance indicators (English Learner Progress and the College/Career Readiness Indicator for All Students, English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Hispanic students) on the Fall 2024 release of the California School Dashboard. Staff, parents, and students were present at the SSC meeting. Data from the LCAP ThoughtExchange survey, the California Healthy Kids Survey, the California School Parent Survey, and the California School Staff Survey were also used to determine the best use of funds to provide evidence-based services targeting improvement in areas with Red performance indicators for Lloyde HS. For CVISS, the data and input was used to determine the best use of funds to address "underlying issues with credentialing” in the absence of Red Dashboard performance indicators.

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

Based on data analysis and input from educational partners, actions have been continued and/or strengthened for Year 2 of the 2024-2027 LCAP to support Low Income (LI), English learner (EL), and foster youth (FY) students.
Due to continuing budget reduction conditions, most feedback and input meeting discussions were centered around prioritizing needs and services to support ongoing student needs and address newly identified needs.

Input collected through discussion-based sessions - such as those conducted through the Budget & LCAP Community Forums, DPAC, DELAC, the Superintendent’s ASB Student Advisory, and SELPA, CVSTA and CSEA consultation - were analyzed in conjunction with survey data to identify the main priorities across LCAP Goals 1, 2, and 3, with subsequent action and expenditure revisions aligned to needs identified in the process. Similarly, input collected for the two Equity Multiplier eligible school sites was used in conjunction with actions already addressing needs through both our LCAP and each school's SPSA to refine LCAP goals specific to each school to address Red performance levels on the California School Dashboard (Goals 4 and 5). The following actions and priorities were identified through the analysis of educational partner input and were expanded upon, strengthened, or re-focused based upon feedback and input as noted for the 2025-26 academic year:

Our District meaningfully engaged a wide range of educational partners—including students, families, staff, bargaining units, advisory councils, and site teams—through meetings, surveys, and focus groups throughout the LCAP development process. This engagement directly informed the refinement of goals, the development of new actions, and the prioritization of budgeted expenditures across the 2025–26 LCAP.

Feedback from all educational partners emphasized the need to improve student outcomes in mathematics. In response, CVUHSD expanded targeted academic supports, including Saturday School math interventions and tutoring opportunities (Action 2002), as well as strengthening site-based coaching and instructional support systems (Action 1004). Both CVSTA and the Superintendent’s ASB Advisory emphasized the importance of continued and increased academic tutoring. As a result, the District is revitalizing its

partnership with CSUDH and expanding tutor recruitment efforts in collaboration with El Camino College (Action 1005). This includes offering tutoring from certificated staff after school, virtual support via Air Tutors, and bilingual tutoring aligned with Action 1003 (Support for Long-Term English Learners).

DELAC input reinforced the importance of ongoing support for English Learners and their families, prompting continued investments in bilingual tutoring and enhanced coordination with the Parent Engagement Liaison (Actions 1003 and 3001). Parents and educators also highlighted the value of well-staffed College & Career Centers. In response, the District will continue funding one College & Career Counselor per comprehensive site (Action 1001), supporting individualized 4-year planning, FAFSA/Dream Act completion, college applications, and parent outreach.

To address student wellness and school climate, Action 2002: School Safety & Connectedness was shaped by CVSTA's call to make schools "safe to learn." This resulted in a revised cell phone policy with tiered enforcement, clarified Office Discipline Referral (ODR) procedures, and enhanced accountability for administrative follow-up. ASB Advisory students emphasized vaping in restrooms as a growing issue, leading to prevention campaigns and increased monitoring. Action 2001 continues to fund mental health supports through Wellness Centers, trauma-informed practices, and expanded access to on-campus counseling.

Community Schools work continues under Action 2005, informed by the third year of Community Schools Implementation Grant funding. ASB students noted that many peers are unaware of available services. This feedback informed a deeper investment in site-level outreach to ensure every student can access the supports they need—from mental health to basic necessities to academic help.

CVUHSD also consulted educational partners at Equity Multiplier-funded sites—Lloyde High School and Centinela Valley Independent Study School. Based on the Fall 2023 Dashboard, Lloyde School Site Council determined that the provision of staff to provide a smaller learning environment for students experiencing increased barriers to learning that are affecting their engagement with school (Action 4001) and expanded offerings for students to access CCI requirements, including Dual Enrollment opportunities (Action 4002) would be an effective use of Equity Multiplier Funds. Based upon the Fall 2024 Dashboard, this goal has been updated to the following: Increase the College and Career Readiness Rate (Action 4001) and English Learner Progress (Action 4002) for all Lloyde High School students. Based upon the Fall 2023 and 2024 Fall Dashboard, School Site Council determined that the following goal would remain for the 2025-26 school year with regard to Equity Multiplier funds: Provide CVISS Students with consistent access to Access to appropriately credentialed teachers necessary to facilitate completion of A-G coursework.

Family engagement was another major theme in partner feedback. CVSTA, DELAC, and the District Advisory Committee highlighted the need for inclusive opportunities for families to contribute to school decision-making. Action 3001 was refined to reflect increased investment in the CV Parent Academy and flexible engagement models. The District will also strengthen feeder district collaboration by reinstating the High School Rush Day for incoming 9th grade students from Hawthorne, Lawndale, and Lennox districts, followed by Saturday enrollment events and expanded outreach via the Communications Office using mailers, social media, TV, and billboard advertisements.

Students, staff, and families also voiced concern about course access following the shift from an 8-period to a 6-period day. In 2025–26, the District will maintain access to robust academic and enrichment opportunities through 7 CTE Academies and 2 CTE Pathways, AVID at all three comprehensive high schools, the Spanish DLI program at Lawndale, JROTC at Hawthorne, co-teaching support, over 50 dual enrollment sections, 20 AP® courses, and credit recovery options. The District will also launch an Early College Program at Lawndale HS. Action 3012 was strengthened to ensure unduplicated students have increased access to college- and career-preparatory coursework, with release periods provided for experienced teachers to coordinate specialized programs. To expand access, course sections before and after the traditional school day will continue to be offered.

Ultimately, CVUHSD has responded to educational partner input with actionable investments, programmatic adjustments, and targeted supports aligned to community needs, ensuring that equity, access, safety, and student success remain at the forefront of our work.

Goals and Actions

Goal

Goal #	Description	Type of Goal

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

State priorities addressed by this goal.

4

An explanation of why the LEA has developed this goal.

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

This goal remains a critical district priority due to persistent achievement gaps across student groups. According to the 2024 CA School Dashboard, performance disparities in ELA and Math persist, especially for English Learners, Students with Disabilities, and African American students. While targeted supports have yielded some growth, data indicates continued need for expanded tutoring, more rigorous instruction, and academic interventions aligned with A–G and CCI metrics to accelerate progress and ensure equity in achievement outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Average Distance from Standard on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced	2022-23, per CA Schools Dashboard Academic Progress Indicator for English Language Arts (ELA) All Students: 11.8 points below standard; increased 10.1 points Female: N/A Male: N/A	2023-24, per CA Schools Dashboard Academic Progress Indicator for English Language Arts (ELA) All Students: 13 points below standard Female: N/A Male: N/A Socioeconomically		2025-26: Growth of 2% per year for all students and each student group.	2023-24 and 2022-23 difference: All Students: Maintained -1.2 points Female: N/A Male: N/A Socioeconomically Disadvantaged: Declined 3.3 points English Learners: Maintained 0.6 points Long-Term English Learners (LTELs): Declined 18.6 points Redesignated Fluent English Proficient (RFEP): N/A

	Summative Assessment for English Language Arts (ELA) Grade 11*	Socioeconomically Disadvantaged: 11.8 points below standard; increased 12.6 points English Learners: 87.3 points below standard; increased 11.2 points Long-Term English Learners (LTELs): N/A Redesignated Fluent English Proficient (RFEP): N/A Foster Youth: Less than 11 students - data not displayed for privacy Homeless Youth: 42.3 points below standard; increased 44.5 points Students with Disabilities: 122 points below standard; increased 9.8 points African American: 31.1 points below standard; maintained 1.2 points American Indian/Alaska Native: N/A Asian: 31.8 points above standard; declined 11.2 points Filipino: 46.2 points above standard; declined 23.3. points Hispanic or Latino: 10.1 points below standard; increased 13.3 points Native Hawaiian/Pacific Islander: 16.8 points below standard; increased 60.6 points White: 17.7 points above	Disadvantaged: 15.1 points below standard English Learners: 86.7 points below standard Long-Term English Learners (LTELs): 125.3 points below standard Redesignated Fluent English Proficient (RFEP): N/A Foster Youth: Less than 11 students - data not displayed for privacy Homeless Youth: 44.2 points below standard Students with Disabilities: 131.5 points below standard African American: 36 points below standard American Indian/Alaska Native: N/A Asian: 77.8 points above standard Filipino: 28.1 points above standard Hispanic or Latino: 12.8 points below standard Native Hawaiian/Pacific Islander: 29.5 points below standard White: Less than 11 students - data not displayed for privacy Two or More Races: 7.5 points below standard			Foster Youth: N/A Homeless Youth: Maintained -1.9 points Students with Disabilities: Declined 9.5 points African American: Declined 4.8 points American Indian/Alaska Native: N/A Asian: Increased 46 points Filipino: Declined 18.1. points Hispanic or Latino: Maintained -2.7 points Native Hawaiian/Pacific Islander: Declined 12.7 points White: N/A Two or More Races: Increased 36.6 points

		standard; increased 45.8 points Two or More Races: 44.1 points below standard; declined 33.9 points				
2	Average Distance from Standard on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessment for Mathematics Grade 11*	2022-23, per CA Schools Dashboard Academic Progress Indicator for Mathematics All Students: 127.5 points below standard; declined 4.3 points Female: N/A Male: N/A Socioeconomically Disadvantaged: 127.8 points below standard; maintained -1.2 points English Learners: 182.1 points below standard; maintained -0.5 points Long-Term English Learners (LTELs): Redesignated Fluent English Proficient (RFEP): Foster Youth: Less than 11 students - data not displayed for privacy Homeless Youth: 166.7 points below standard; maintained 0.8 points Students with Disabilities: 196.6 points below standard; increased 13 points African American: 149.3 points below standard; declined 12.1 points American Indian/Alaska Native:	2023-24, per CA Schools Dashboard Academic Progress Indicator for Mathematics All Students: 120.9 points below standard Female: N/A Male: N/A Socioeconomically Disadvantaged: 123.5 points below standard English Learners: 167.4 points below standard Long-Term English Learners (LTELs): 216.9 points below standard Redesignated Fluent English Proficient (RFEP): N/A Foster Youth: N/A Homeless Youth: 140.3 points below standard Students with Disabilities: 202.9 points below standard African American: 154.1 points below standard American Indian/Alaska Native: N/A Asian: 15.5 points above standard Filipino: 90.5 points below standard Hispanic or Latino: 1270.6 points below standard		2025-26: Growth of 2% per year for all students and each student group.	2023-24 and 2022-23 difference: All Students: Increased 6.6 points Female: N/A Male: N/A Socioeconomically: Increased 4.3 points English Learners: Increased 14.7 points Long-Term English Learners (LTELs): Declined 12.6 points Redesignated Fluent English Proficient (RFEP): N/A Foster Youth: N/A Homeless Youth: Increased 26.3 points Students with Disabilities: Declined 6.3 points African American: Declined 4.8 points American Indian/Alaska Native: N/A Asian: Increased 71 points Filipino: Declined 25.8 points Hispanic or Latino: Increased 6.4 points Native Hawaiian/Pacific Islander: Increased 7.8 points White: N/A Two or More Races: Increased 23.7 points

		Asian: 55.5 points below standard; declined 27.3 points Filipino: 64.7 points below standard; declined 16.2 points Hispanic or Latino: 127 points below standard; declined 3.5 points Native Hawaiian/Pacific Islander: 154.8 points below standard; increased 3.3 points White: 73.4 points below standard; increased 93.5 points Two or More Races: 134.1 points below standard; declined 10.3 points	Native Hawaiian/Pacific Islander: 147 points below standard White: N/A Two or More Races: 110.4 points below standard			

3	California Assessment of Student Performance and Progress (CAASPP) California Science Test (CAST) Standard Met or Exceeded Rate*	2022-23, per DataQuest CAASPP CAST Results: 11.0% All Students 10.4% Female 11.5% Male 10.5% Socioeconomically Disadvantaged 1.0% English Learners 1.2% Long-Term English Learners (LTELs) 13.4% Redesignated Fluent English Proficient (RFEP) N/A Foster Youth 6.7% Homeless Youth 2.7% Students with Disabilities 7.9% African American N/A American Indian/Alaska Native 28.6% Asian 38.9% Filipino 10.2% Hispanic or Latino 8.3% Native Hawaiian/Pacific Islander 20.0% White 19.1% Two or More Races	2023-24, per DataQuest CAASPP CAST Results: 12.6% All Students 13.5% Female 11.7% Male 12.7% Socioeconomically Disadvantaged 0.0% English Learners 0.0% Long-Term English Learners (LTELs) 16.4% Redesignated Fluent English Proficient (RFEP) N/A Foster Youth 0.0% Homeless Youth 0.0% Students with Disabilities 10.0% African American N/A American Indian/Alaska Native 45.2% Asian 38.5% Filipino 12.0% Hispanic or Latino 0.0% Native Hawaiian/Pacific Islander 16.7% White 10.3% Two or More Races		2025-26: Growth of 2% per year for all students and each student group.	2023-24 and 2022-23 difference: 1.6% All Students 3.1% Female 0.2% Male 2.2% Socioeconomically Disadvantaged -1.0% English Learners -1.2% Long-Term English Learners (LTELs) 3.0% Redesignated Fluent English Proficient (RFEP) N/A Foster Youth -6.7% Homeless Youth -2.7% Students with Disabilities 2.1% African American N/A American Indian/Alaska Native 16.6% Asian -0.4% Filipino 1.8% Hispanic or Latino -8.3% Native Hawaiian/Pacific Islander -3.3% White -8.8% Two or More Races

4	Percent of graduates that have successfully completed "A-G" requirements*	Class of 2023, per DataQuest 4-Yr ACGR and Class of 2023 Master file 40.6% All Students 49.6% Female 32.3% Male 39.0% Socioeconomically Disadvantaged 24.0% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) 8.3% Foster Youth 27.3% Homeless Youth 14.5% Students with Disabilities 38.9% African American N/A American Indian/Alaska Native 64.3% Asian 57.9% Filipino 39.8% Hispanic or Latino 27.3% Native Hawaiian/Pacific Islander 52.4% White 43.5% Two or More Races	Class of 2024, per DataQuest 4-Yr ACGR: 43.0% All Students 48.8% Female 36.8% Male 42.2% Socioeconomically Disadvantaged 25.3% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) 27.3% Foster Youth 23.7% Homeless Youth 13.0% Students with Disabilities 43.0% African American N/A American Indian/Alaska Native 75.0% Asian 84.6% Filipino 42.3% Hispanic or Latino 35.3% Native Hawaiian/Pacific Islander 35.0% White 28.6% Two or More Races		Class of 2026: Growth of 2% per year for all students and each student group.	Class of 2024 and 2023 difference: 2.4% All Students -0.8% Female 4.5% Male 3.2% Socioeconomically Disadvantaged 1.3% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) 18.9% Foster Youth -3.5% Homeless Youth -1.5% Students with Disabilities 4.2% African American N/A American Indian/Alaska Native 10.7% Asian 26.7% Filipino 2.5% Hispanic or Latino 8.0% Native Hawaiian/Pacific Islander -17.4% White -14.9% Two or More Races

5	Percent of graduates that have successfully completed Career Technical Education (CTE) pathways*	Class of 2023, per CALPADS Report 15.1 (data source revised): 16.9% All Students 14.3% Female 17.5% Male 15.2% Socioeconomically Disadvantaged 13.6% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) 8.3% Foster Youth 10.9% Homeless Youth 10.1% Students with Disabilities 10.9% African American N/A American Indian/Alaska Native 14.3% Asian N/A Filipino 17.6% Hispanic or Latino 9.1% Native Hawaiian/Pacific Islander 14.3% White 8.7% Two or More Races	Class of 2024, per CALPADS Report 15.1: 23.1% All Students 22.8% Female 23.4% Male 22.9% Socioeconomically Disadvantaged 17.8% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) 18.2% Foster Youth 6.8% Homeless Youth 25.3% Students with Disabilities 22.0% African American N/A American Indian/Alaska Native 25.0% Asian 15.4% Filipino 24.5% Hispanic or Latino 5.9% Native Hawaiian/Pacific Islander 10.0% White 8.6% Two or More Races		Class of 2026: Growth of 2% per year for all students and each student group.	Class of 2024 and 2023 difference: 6.2% All Students 8.5% Female 5.9% Male 7.7% Socioeconomically Disadvantaged 4.2% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) 9.8% Foster Youth -4.1% Homeless Youth 15.3% Students with Disabilities 11.0% African American N/A American Indian/Alaska Native 10.7% Asian N/A Filipino 6.9% Hispanic or Latino -3.2% Native Hawaiian/Pacific Islander -4.3% White -0.1% Two or More Races

6	Percent of graduates that have successfully completed "A-G" requirements and Career Technical Education (CTE) pathways*	Class of 2023, per CALPADS Reports 3.20 and 15.2: 9.9% All Students 10.7% Female 9.2% Male 8.9% Socioeconomically Disadvantaged 3.8% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) N/A Foster Youth 3.6% Homeless Youth 2.2% Students with Disabilities 6.9% African American N/A American Indian/Alaska Native 10.7% Asian N/A Filipino 10.7% Hispanic or Latino 9.1% Native Hawaiian/Pacific Islander 9.5% White 6.5% Two or More Races	Class of 2024, per CALPADS Report 15.1: 11.6% All Students 13.5% Female 9.6% Male 11.4% Socioeconomically Disadvantaged 5.9% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) 9.1% Foster Youth 1.7% Homeless Youth 4.1% Students with Disabilities 10.3% African American N/A American Indian/Alaska Native 17.9% Asian 7.7% Filipino 12.4% Hispanic or Latino 5.9% Native Hawaiian/Pacific Islander 0.0% White 2.9% Two or More Races		Class of 2026: Growth of 2% per year for all students and each student group.	Class of 2024 and 2023 difference: 1.7% All Students 2.8% Female 0.5% Male 2.4% Socioeconomically Disadvantaged 2.1% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) N/A Foster Youth -1.9% Homeless Youth 1.9% Students with Disabilities 3.4% African American N/A American Indian/Alaska Native 7.1% Asian N/A Filipino 1.7% Hispanic or Latino -3.2% Native Hawaiian/Pacific Islander -9.5% White -3.7% Two or More Races

7	Percent of English Learners (ELs) who progress in English proficiency (ELPAC)*	2022-23: 49.5% (857), per CA School Dashboard English Learner Progress Indicator (ELPI)	2023-24, per CA School Dashboard English Learner Progress Indicator (ELPI): 38.3% (811 students) making progress		2025-26: Growth of 2% per year.	2023-24 and 2022-23 difference: Declined 11.1%
8	English Learner (EL) Reclassification Rate*	July 1, 2022 - June 30, 2023: 12.3% (160) CVUHSD, per CALPADS Reports 2.16 and 8.1 EOY.	July 1, 2023 - June 30, 2024: 16.2% (188) CVUHSD, per CALPADS Reports 2.16 and 1.21 EOY		2025-26: Growth of 2% per year.	2023-24 and 2022-23 difference: 3.8% (28) CVUHSD

9	Percent of students who pass at least one Advanced Placement (AP) exam with a score of 3 or higher*	2022-23, per College Board AP Student Data file: 54.4% All Students 53.3% Female 56.2% Male 53.8% Socioeconomically Disadvantaged 80.7% English Learners N/A Long-Term English Learners (LTELs) 57.7% Redesignated Fluent English Proficient (RFEP) 66.7% Foster Youth 46.2% Homeless Youth 23.1% Students with Disabilities 33.0% African American N/A American Indian/Alaska Native 68.1% Asian 55.0% Filipino 57.2% Hispanic or Latino 25.0% Native Hawaiian/Pacific Islander 58.3% White 33.3% Two or More Races	2023-24 per College Board AP Student Data file: 52% All Students 49% Female 58% Male 53% Socioeconomically Disadvantaged 57% English Learners N/A Long-Term English Learners (LTEL) 57% Redesignated Fluent English Proficient (RFEP) N/A Foster Youth 36% Homeless Youth 33% Students with Disabilities 34% African American N/A American Indian/Alaska Native 64% Asian 50% Filipino 55% Hispanic or Latino 0% Native Hawaiian/Pacific Islander 33% White 54% Two or More Races		2025-26: Growth of 2% per year for all students and each student group.	2023-24 and 2022-23 difference: -2% All Students -4% Female 2% Male -1% Socioeconomically Disadvantaged -24% English Learners N/A Long-Term English Learners (LTEL) 0% Redesignated Fluent English Proficient (RFEP) N/A Foster Youth -10% Homeless Youth 10% Students with Disabilities 1% African American N/A American Indian/Alaska Native -4% Asian -5% Filipino -3% Hispanic or Latino -25% Native Hawaiian/Pacific Islander -25% White 21% Two or More Races

10	Percent of grade 11 students ready for college per the California State University (CSU) Early Assessment Program (EAP) in English Language Arts (ELA)*	2022-23, per DataQuest CAASPP Test Results: 49.4% All Students 54.5% Female 44.1% Male 49.5% Socioeconomically Disadvantaged 8.5% English Learners 11.7% Long-Term English Learners (LTELs) 65.1% Redesignated Fluent English Proficient (RFEP) N/A Foster Youth 36.0% Homeless Youth 8.5% Students with Disabilities 43.5% African American N/A American Indian/Alaska Native 69.0% Asian 64.3% Filipino 49.9% Hispanic or Latino 43.8% Native Hawaiian/Pacific Islander 50.0% White 48.9% Two or More Races	2023-24, per DataQuest CAASPP Test Results: 50.0% All Students 57.6% Female 42.6% Male 49.0% Socioeconomically Disadvantaged 9.8% English Learners 12.5% Long-Term English Learners (LTELs) 62.2% Redesignated Fluent English Proficient (RFEP) N/A Foster Youth 44.4% Homeless Youth 8.6% Students with Disabilities 41.3% African American N/A American Indian/Alaska Native 82.1% Asian 50.0% Filipino 50.6% Hispanic or Latino 50.0% Native Hawaiian/Pacific Islander N/A White 40.0% Two or More Races		2025-26: Growth of 2% per year for all students and each student group.	2023-24 and 2022-23 difference: 0.6% All Students 3.1% Female -1.5% Male -0.5% Socioeconomically Disadvantaged 1.3% English Learners 0.8% Long-Term English Learners (LTELs) -2.9% Redesignated Fluent English Proficient (RFEP) N/A Foster Youth 8.4% Homeless Youth 0.1% Students with Disabilities -2.2% African American N/A American Indian/Alaska Native 13.1% Asian -14.3% Filipino 0.7% Hispanic or Latino 6.2% Native Hawaiian/Pacific Islander N/A White -8.9% Two or More Races

11	Percent of grade 11 students ready for college per the California State University (CSU) Early Assessment Program (EAP) in Mathematics*	2022-23, per DataQuest CAASPP Test Results: 13.6% All Students 13.3% Female 14.0% Male 13.2% Socioeconomically Disadvantaged 0.4% English Learners 1.1% Long-Term English Learners (LTELs) 19.5% Redesignated Fluent English Proficient (RFEP) N/A Foster Youth 4.0% Homeless Youth 0.0% Students with Disabilities 9.7% African American N/A American Indian/Alaska Native 34.5% Asian 35.7% Filipino 13.7% Hispanic or Latino 0.0% Native Hawaiian/Pacific Islander 21.1% White 12.1% Two or More Races	2023-24, per DataQuest CAASPP Test Results: 14.7% All Students 13.3% Female 14.3% Male 13.8% Socioeconomically Disadvantaged 3.3% English Learners 0.0% Long-Term English Learners (LTELs) 18.9% Redesignated Fluent English Proficient (RFEP) N/A Foster Youth 5.3% Homeless Youth 0.6% Students with Disabilities 9.8% African American N/A American Indian/Alaska Native 60.0% Asian 28.6% Filipino 13.6% Hispanic or Latino 7.7% Native Hawaiian/Pacific Islander N/A White 12.5% Two or More Races		2025-26: Growth of 2% per year for all students and each student group.	2023-24 and 2022-23 difference: 1.1% All Students 0.0% Female 0.3% Male 0.6% Socioeconomically Disadvantaged 2.9% English Learners -1.1% Long-Term English Learners (LTELs) -0.6% Redesignated Fluent English Proficient (RFEP) N/A Foster Youth 1.3% Homeless Youth 0.6% Students with Disabilities 0.1% African American N/A American Indian/Alaska Native 25.5% Asian -7.1% Filipino -0.1% Hispanic or Latino 7.7% Native Hawaiian/Pacific Islander N/A White 0.4% Two or More Races

12	English Language Arts (ELA) Benchmark Participation Rate for Semester 1 Test	2023-24, per Renaissance Star Reading Test Report (revised to reflect percentages): English 9 S1 District Assessment: Participation: 78.88% English 10 S1 District Assessment: Participation: 76.38% English 11 S1 District Assessment: Participation: 74.92% English 12 S1 District Assessment: Participation: 84.52%	2024-25, per Renaissance Star Reading Test Report: English 9 S1 District Assessment: Participation: 79.84% English 10 S1 District Assessment: Participation: 69.68% English 11 S1 District Assessment: Participation: 73.78% English 12 S1 District Assessment: Participation: 47.73%		2025-26: Growth of 2% per year for each assessment.	2024-25 and 2023-24 difference: English 9 S1 District Assessment: Participation: 0.96% English 10 S1 District Assessment: Participation: -6.70% English 11 S1 District Assessment: Participation: -1.14% English 12 S1 District Assessment: Participation: -36.79%
13	English Language Arts (ELA) Benchmark Mastery Rate for Semester 1 Test	2023-24, per Renaissance Star Reading Test Report (% meeting median grade level expectation): English 9 S1 District Assessment: Mastery: 37.46% English 10 S1 District Assessment: Mastery: 38.87% English 11 S1 District Assessment: Mastery: 44.00% English 12 S1 District Assessment: Mastery: 42.61%	2024-25, per Renaissance Star Reading Test Report (% meeting median grade level expectation): English 9 S1 District Assessment: Mastery: 35.58% English 10 S1 District Assessment: Mastery: 44.01% English 11 S1 District Assessment: Mastery: 46.70% English 12 S1 District Assessment: Mastery: 50.78		2025-26: Growth of 2% per year for each assessment.	2024-25 and 2023-24 difference: English 9 S1 District Assessment: Mastery: -1.88% English 10 S1 District Assessment: Mastery: 5.14% English 11 S1 District Assessment: Mastery: 2.70% English 12 S1 District Assessment: Mastery: 8.16%

14	Mathematics Benchmark Participation Rate for Semester 1 Test	2023-24, per NWEA Map Growth Report (revised to reflect percentages): Integrated Math I S1 District Assessment: Participation: 49.09% Integrated Math II S1 District Assessment: Participation: 55.66% Integrated Math III S1 District Assessment: Participation: 84.58%	2024-25, per NWEA Map Growth Report: Integrated Math I S1 District Assessment: Participation: 42.37% Integrated Math II S1 District Assessment: Participation: 52.56% Integrated Math III S1 District Assessment: Participation: 88.76%		2025-26: Growth of 2% per year for each assessment.	2024-25 and 2023-24 difference: Integrated Math I S1 District Assessment: Participation: -6.72% Integrated Math II S1 District Assessment: Participation: -3.10% Integrated Math III S1 District Assessment: Participation: 4.18%
15	Mathematics Benchmark Participation Rate for Semester 1 Test	2023-24, per NWEA Map Growth Report: Integrated Math I S1 District Assessment: Mastery: 37.42% Integrated Math II S1 District Assessment: Mastery: 40.32% Integrated Math III S1 District Assessment: Mastery: 51.16%	2024-25, per NWEA Map Growth Report: Integrated Math I S1 District Assessment: Mastery: 38.73% Integrated Math II S1 District Assessment: Mastery: 46.58% Integrated Math III S1 District Assessment: Mastery: 49.65%		2025-26: Growth of 2% per year for each assessment.	2024-25 and 2023-24 difference: Integrated Math I S1 District Assessment: Mastery: 1.31% Integrated Math II S1 District Assessment: Mastery: 6.25% Integrated Math III S1 District Assessment: Mastery: -1.51%

16	Science Benchmark Participation Rate for Semester 1 Test	2023-24, per CAST IA Life Science I test (Bio) / Physical Science test (Chem & Physics) - revised to reflect percentages: Biology S1 District Assessment Participation: 45.51% Chemistry S1 District Assessment Participation: 48.35 % Physics S1 District Assessment Participation: 22.15%	2024-25, per CAST IA Life Science I test (Bio) / Physical Science test (Chem & Physics): Biology S1 District Assessment Participation: 59.84% Chemistry S1 District Assessment Participation: 54.18% Physics S1 District Assessment Participation: 22.49%		2025-26: Growth of 2% per year for each assessment.	2024-25 and 2023-24 difference: Biology S1 District Assessment Participation: 14.33% Chemistry S1 District Assessment Participation: 5.82% Physics S1 District Assessment Participation: 0.34%
17	Science Benchmark Participation Rate for Semester 1 Test	2023-24, per CAST IA Life Science I test (Bio) / Physical Science test (Chem & Physics): Biology S1 District Assessment Mastery: 44.89% Chemistry S1 District Assessment Mastery: 38.54% Physics S1 District Assessment Mastery: 62.14%	2024-25, per CAST IA Life Science I test (Bio) / Physical Science test (Chem & Physics): Biology S1 District Assessment Mastery: 33.88% Chemistry S1 District Assessment Mastery: 36.64% Physics S1 District Assessment Mastery: 69.88%		2025-26: Growth of 2% per year for each assessment.	2024-25 and 2023-24 difference: Biology S1 District Assessment Mastery: -3.24% Chemistry S1 District Assessment Mastery: -1.90% Physics S1 District Assessment Mastery: 7.74%

18	Social Science Benchmark Participation Rate for Semester 1 Test	2023-24, per local assessment report (revised to reflect percentages): Economics S1 District Assessment Participation: 53.06% Government S1 District Assessment Participation: 19.87% US History S1 District Assessment Participation: 59.31% World History S1 District Assessment Participation: 54.80%	2024-25, per local assessment report: Economics S1 District Assessment Participation: N/A Government S1 District Assessment Participation: N/A US History S1 District Assessment Participation: 13.59% World History S1 District Assessment Participation: 11.12%		2025-26: Growth of 2% per year for each assessment.	2024-25 and 2023-24 difference: Economics S1 District Assessment Participation: N/A Government S1 District Assessment Participation: N/A US History S1 District Assessment Participation: -45.72% World History S1 District Assessment Participation: -23.68%
19	Social Science Benchmark Participation Rate for Semester 1 Test	2023-24, per local assessment report: Economics S1 District Assessment Mastery: 56.3% Government S1 District Assessment Mastery: 67% US History S1 District Assessment Mastery: 39% World History S1 District Assessment Mastery: 35.3%	2024-25, per local assessment report: Economics S1 District Assessment Mastery: Not Available Government S1 District Assessment Mastery: Not Available US History S1 District Assessment Mastery: 67.79% World History S1 District Assessment Mastery: 39.23%		2025-26: Growth of 2% per year for each assessment.	2024-25 and 2023-24 difference: Economics S1 District Assessment Mastery: Not Available Government S1 District Assessment Mastery: Not Available US History S1 District Assessment Mastery: 28.79% World History S1 District Assessment Mastery: 3.93%

Goal Analysis for 2024-2025

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

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

The implementation of Goal #1 continues to reflect the District's strategic priority to ensure all students graduate college-, career-, and life-ready, particularly in light of ongoing achievement gaps for key student groups. The Fall 2023 California School Dashboard showed that only 34.1% of District students reached the "prepared" level for the College and

Career Readiness Indicator (CCI). In 2022–23, only 19.5% of 11th grade students were deemed college-ready in ELA and just 3.3% in Math per the CSU Early Assessment Program (EAP). CAASPP results showed that 49.5% met or exceeded standard in ELA, while only 13.6% did so in Math. Additionally, 40.6% of the Class of 2023 met UC/CSU A-G requirements, and 16% completed a CTE pathway. These data underscore persistent equity gaps that particularly affect English Learners, African American students, Foster Youth, Homeless Youth, Students with Disabilities, Hispanic/Latino students, and Native Hawaiian/Pacific Islander students.

Action 1001: College Access, Preparation, and Support has been one of the most impactful components of Goal #1. The addition of full-time College and Career Counselors and an additional Academic Counselor at each site enabled more personalized student support and efficient data monitoring. All counselors received training in Motivational Interviewing, 504 Plan implementation, and dual enrollment guidance (through the Career Ladders Project). As a result, the Class of 2024 A-G completion rate increased by 2.4% for All Students, with notable gains of 3.2% for Low Income students and 1.3% for English Learners, and stability for Foster Youth. This growth reflects improved coordination through the CVUHSD College Access Collaborative (CAC), which unites the efforts of eight college access partners, including TRIO, Talent Search, GearUp, and CARS.
To provide more targeted oversight, the District appointed a separate administrator to oversee college counseling, distinct from academic counseling, allowing for more specialized leadership and collaboration. Students also benefited from expanded access to Advanced Placement courses and dual enrollment opportunities. However, the District continues to face the challenge of ensuring every student has a clearly articulated post-secondary plan, especially without a dedicated advisory period. Additionally, while 80.25% of students reported knowing where to go for college/career help and 75.25% knew who to ask about course selection (per the CHKS), these figures also indicate a need to close remaining awareness and access gaps, particularly for underserved groups.
A major forward-looking initiative was the planning of an Early College Program at Lawndale High School in collaboration with El Camino College, set to launch in 2025–26. The District conducted a credential audit, designed a dual enrollment pathway aligned with A-G and Cal-GETC, and implemented robust outreach through virtual and in-person sessions, feeder school promotions, and a bilingual website. A student and family handbook, welcome communications, a "Counselor Hub" for internal guidance, and SPED alignment for IEP students were all developed. The program's launch is on track and offers a model for future expansion.

Action 1002: Career Readiness saw the successful expansion of Career Day events to all three comprehensive high schools (except Leuzinger HS, which did not participate in 2023–24). Facilitated by the National High School Career Day Network, students selected from 150 professional speakers based on a pre-survey of interests, providing highly relevant exposure. While CTE programs remain high quality, increasing student enrollment and pathway completion is a continuing priority.

Action 1003: Support for Long-Term English Learners (LTELs) enhanced instructional support through the EL Specialist's leadership. Targeted training in Designated ELD for ELA teachers, ELPAC data analysis with Newcomer instructors, and the development of integrated ELD PD for non-ELA courses helped refine instruction. The SPED-to-RFEP process was also streamlined. Collaboration with instructional and ed-tech coaches enabled piloting of two new EL support programs. Looking ahead, the District is focused on increasing ELPAC Level 4 scores, reducing the number of RFEP-eligible students, and improving grading, testing, and attendance outcomes for LTELs.

Action 1004: English Learner Program Coordination focused on improving systems for EL success, including quarterly learning walks, expanded data chats, and greater collaboration among ELD staff, RTI, and Counselors. EL students accessed more college and career opportunities, AVID, and academic monitoring. Parent engagement was sustained through multilingual outreach, though LTEL family engagement remains a growth area. Plans for 2025–26 include math and science PD for ELs, targeted interventions, and mentoring.

Action 1005: Strategic Academic Supports and Expanded Learning faced persistent challenges. The District was unable to deliver in-person tutoring at pre-pandemic levels due to a severe pipeline shortage from CSUDH Project Reach. The year began with 35 tutors, but 8 departed midyear, largely due to economic hardship and competing employment demands. In response, the District partnered with Air Tutors to provide virtual after-school, evening, and weekend tutoring, with an expected 2,500 tutoring sessions completed by year's end. This pivot represents a substantive shift from the originally planned in-person tutoring but has helped maintain access to academic support.

Action 1006: Arts Integration continued to be a bright spot. Over 2,100 students across 101 classrooms attended professional productions: Danza Floricanto/USA – "Stories of Immigrants", Versa-Style Street Dance, and L.A. Troupe's "Romeo and Juliet." More than 3,300 students benefitted from curriculum-integrated arts instruction. 22 teachers from

various content areas participated in related PD and curriculum development, connecting the arts with ELA, History/Social Science, International Languages, Dance, Music, PE, Visual Arts, and Social-Emotional Learning (SEL).

Action 1013: Summer School provided targeted credit recovery and ELD support through digital courseware, enabling flexible pacing and early course completion for some students. However, key challenges emerged, particularly in communicating the urgency of summer learning. Despite outreach, some students who committed to attending did not show up, and others struggled with the rigor and self-directed format, mistakenly assuming it would be easier than the regular year. Still, the program enabled many high-need students to recover credits and progress toward A-G completion. The District plans to strengthen communication and set clearer expectations for future sessions.

Overall, CVUHSD's implementation of Goal #1 reflects a focused and adaptive approach to closing achievement gaps and improving college and career readiness for all students. Strategic investments in counseling, college access programming, and instructional support have resulted in measurable gains in A-G completion, expanded access to rigorous coursework, and increased student engagement in postsecondary planning. While the District has made notable progress, challenges such as limited tutor availability, inconsistent student attendance in summer programming, and the need for stronger LTEL support remain. By leveraging lessons learned, enhancing coordination across initiatives, and continuing to prioritize the needs of historically underserved students, the District is well-positioned to sustain and accelerate progress toward its long-term equity and readiness goals.

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

For Goal 1, there were no material differences, based upon the District's 15% threshold, between Budgeted Expenditures and Estimated Actual Expenditures.

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

The implementation of Goal #1 has produced measurable gains in several key areas, reflecting the effectiveness of many of the District's targeted strategies to support college and career readiness.

Action 1001: College Access, Preparation & Support has been effective in driving improvements in A-G completion rates. The Class of 2024 saw a 2.4% increase in A-G completion for All Students, with notable gains for Low Income students (+3.2%) and English Learners (+1.3%), while maintaining completion rates for Foster Youth. This marks a significant turnaround compared to prior-year declines and underscores the impact of expanded counseling services and college readiness programming. Student awareness of college and academic planning support also improved, as reported by the California Healthy Kids Survey. The percentage of students who knew where to seek help with course selection rose from 75.25% to 78.5%, and those who knew where to seek college/career planning support rose from 80.25% to 81.75%, indicating stronger support systems and communication.

Action 1002: Career Readiness was similarly effective. The CTE Pathway Completion Rate for the Class of 2024 increased by 7.1% for All Students, with especially strong growth among Low Income students (+7.7%), English Learners (+4.2%), and Foster Youth (+9.9%). This represents a notable rebound from previous declines and illustrates the positive impact of expanded career exploration opportunities and program coordination.

Actions 1003 and 1004, which focus on Support for Long-Term English Learners and English Learner Program Coordination, present mixed results. On the one hand, the English Learner Reclassification Rate improved to 16.2%, a 3.9% increase over the previous year, surpassing the District's target of 12.1%. However, the percentage of English Learners making progress toward proficiency declined by 11.1%, dropping from 49.5% to 38.3% as measured by the English Learner Progress Indicator (ELPI). For Long-Term English Learners (LTELs), the average distance from standard on the CAASPP ELA decreased by 18.6 points, and on CAASPP Math by 12.6 points, indicating performance declined across both assessments. In contrast, for the broader EL student population, average distance from standard in CAASPP ELA remained nearly flat (-0.6 points), but CAASPP Math increased by 36.6 points. Despite these academic challenges, feedback from the District English Learner Advisory Committee (DELAC) reflects high satisfaction with program efforts and school-site responsiveness, highlighting strong relationships and support structures.

Action 1005: Strategic Academic Supports encountered implementation challenges due to a continuing post-pandemic shortage of in-person tutors. Although the District previously employed over 80 tutors through the CSUDH Project Reach partnership, only 35 tutors were available in 2024–25, and 8 left midyear due to financial pressures. To mitigate the impact, the District expanded access to virtual tutoring through Air Tutors, anticipating 2,500 sessions by year's end. While this adaptation provided continuity of service, the persistent pipeline issue remains a limiting factor in program effectiveness.

Action 1006: Arts Integration has been highly effective in increasing access to engaging, culturally responsive arts education. Over 2,100 students across the District participated in professional arts performances, and 22 teachers led interdisciplinary curriculum integration across subjects including History/Social Studies, Language Arts, Visual and Performing Arts, and SEL. The broad scope and quality of teacher development and student participation demonstrate the strength and scalability of this action, especially for Low Income students.

Action 1013: Summer School proved effective in expanding access to credit recovery, with 851 courses completed through direct instruction (up from 822 in 2023) and 1,607 completed via digital courseware (up from 1,047 in 2023). These increases contributed meaningfully to A-G and graduation progress. However, challenges remain: 288 students who enrolled did not attend at all, and 1,372 students began 2,510 digital courses that were not completed. These figures highlight the need to improve family communication about the importance of summer school and clarify that it is not a less rigorous alternative to year-round coursework.

To date, the District's actions under Goal #1 have been largely effective in improving outcomes related to college and career readiness. Gains in A-G completion and CTE pathway participation, along with increased reclassification rates for English Learners, reflect meaningful progress. However, challenges persist—particularly in academic performance and language development for EL and LTEL students, as well as in tutor availability and summer school engagement. While some metrics, such as ELPI growth and LTEL academic scores, indicate areas of concern, the District's ability to adapt—through expanded virtual tutoring, targeted arts integration, and responsive program coordination—demonstrates a commitment to continuous improvement. Sustained progress toward the articulated goal will depend on deepening instructional support, maintaining cross-department collaboration, and addressing implementation barriers with innovative and equity-driven solutions.

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.

In response to the District's reflection on the effectiveness and implementation outcomes of Goal #1, several key actions and metrics have been revised or enhanced for the 2025–26 school year to improve student readiness for college, career, and life.

Action 1001: College Access, Preparation, and Support will be expanded through the districtwide scaling of GEAR UP, beginning with the inclusion of all incoming 9th graders in 2025–26. This expansion is funded through Title I and was driven by strong student engagement, improved access to academic advising, and early evidence of increased college awareness among rising 10th graders. The long-term vision is to grow the program by one grade level per year. This strategic shift aligns with the District's broader equity efforts to provide comprehensive college and career support earlier in students' high school journeys, particularly for Low Income and historically underserved students. Additionally, this action has been revised to include LREBG funding.

Action 1002: Career Readiness will undergo a significant transformation. Based on analysis of student interest and local labor market demand, the Marine Science Academy at Lawndale High School will be phased out. In its place, the District will launch an Early College Program at Lawndale beginning in 2025–26 as Action 3012, offering expanded dual enrollment opportunities. Additionally, leveraging Golden State Pathway funding, the District will begin research and planning for new CTE pathways in Computer Science and Education, aligning future offerings with high-demand sectors and evolving student interests.

Action 1003: Support for Long-Term English Learners will be enhanced with the adoption of Summit K12 Connect to Literacy, a digital, standards-aligned English Language Development platform. The platform supports individualized learning, benchmark tracking, and real-time reporting, and will be integrated into designated ELD classes. This change was driven by outcome data from the CA School Dashboard and educator feedback highlighting the need for differentiated, data-driven instruction. Metrics for this action will be expanded to include platform usage, skill mastery, and benchmark growth, along with ELPI level gains and reclassification rates. The District has also launched the Empowering Content Teachers initiative, a professional learning series focused on embedding literacy instruction into Math, Science, History, and VAPA classrooms using Scarborough's Reading Rope to support integrated ELD and improve language comprehension.

Action 1004: English Learner Program Coordination will incorporate a pilot of the Lift curriculum by National Geographic Learning for Newcomer and at-risk EL students beginning Fall 2025. This change addresses the need for rigorous, culturally responsive materials and was informed by teacher feedback and site visits. Lift offers a scaffolded, accelerated approach to academic English instruction. New metrics for evaluating this pilot include student progress within the Lift platform, teacher feedback, observation data, and alignment with ELPI and reclassification benchmarks. Pending successful implementation, the District will consider broader adoption in 2026–27.

Action 1005: Strategic Academic Supports will be expanded through a new partnership with Study Smart Tutors, offering in-person tutoring to supplement current services from CSUDH and Air Tutors. This addresses persistent staffing shortages and the need for more consistent academic support, especially in ELA and Math. Additionally, to address underutilization of Digital Media Centers, schools will be required to implement site-specific strategies to increase student access—such as structured academic supports, targeted outreach, and integration into Community Schools programming (Action 2005). These adjustments aim to improve CAASPP performance, A–G completion, and graduation rates among unduplicated student groups. Additionally, this action has been revised to include LREBG funding.

Action 1006: Arts Integration will expand with support from an Arts Education Advancement Grant, allowing the District to (1) provide deeper professional learning for teachers, (2) involve a broader range of content-area teachers in arts integration PD, and (3) select performances that are culturally relevant, standards-aligned, and supportive of student wellness. Lessons learned from past implementation highlighted the importance of strong alignment between performances and curriculum, as well as the need for pre- and post-performance teacher resources to maximize student impact.

Action 1013: Summer School will undergo two policy changes to better support A–G and graduation outcomes. First, non-UC credit recovery courses will now be restricted to 11th and 12th graders, ensuring that younger students remain on track with A–G coursework during the academic year. Second, the Board adopted a resolution allowing 4th-year students who do not meet graduation requirements to transfer to Lloyde High School and complete the California state minimum graduation requirements by the end of summer school, providing an equitable diploma pathway for students at risk of not graduating.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	College Access, Preparation & Support	LREBG Action Provide Low Income students, English Learners, and Foster Youth with increased access to college readiness coursework and support. This includes planning for implementation of an Early College Program - funded by the Middle College Early College (MCEC) Grant - aimed at closing the achievement gap for students who are underrepresented in higher education, including first generation, students of color, and students experiencing poverty. Expanded supports will include increased academic advising, college and career planning tools and support, guidance when navigating the college and financial aid process, and equitable access to college preparatory courses to increase their competitiveness when applying to college. Research indicates that when students receive integrated supports—such as individualized counseling, academic advising, and college-planning guidance—they are more likely to overcome nonacademic barriers (e.g., stress, lack of information, or financial uncertainty) and stay engaged in their coursework. These wraparound services have been linked to higher attendance, increased credit accumulation, and improved GPA, ultimately boosting college-going rates and long-term academic success. Supports and services provided through this action by Academic Counselors, College & Career Counselors, and a College & Career Guidance Specialist will serve to increase A-G completion rates and improve College & Career Readiness Indicator metrics for targeted students. LREBG funds supporting this action: $506,869.72 for the 2025-26 school year	$2,496,383.00	Yes
2	Career Readiness	This action will provide Low Income students with expanded access to 8 Career Technical Education (CTE) academies and 2 pathways staffed by CTE-credentialed teachers. This includes planning for implementation of new CTE academies and/or pathways in response to a combination of student interest, regional labor market data, and post-secondary partnerships. The action also provides increased supports for student success through work-based learning opportunites and internships provided by local industry partners. Effectiveness of this action will be demonstrated by improved College and Career Readiness Indicator metrics and increased CTE pathway completion rates. This action will also support efforts funded by Equity Multiplier Funds to improve College and Career Readiness Indicator metrics for Lloyde High School (see Action 4002). At Lloyde HS, all students as well as the Socioeconomically Disadvantaged and Hispanic student groups received a Very Low status on the 2023 CA School Dashboard College & Career Readiness Indicator.	$3,980,341.00	Yes
3	Support for Long-Term English Learners	This action provides Long-Term English Learners (LTELs) with specific academic support structures - including data chats and designated language instruction in cohorted support classes	$143,083.00	Yes

		with bilingual college tutors - that will simultaneously support LTELs in meeting high school graduation requirements and making progress toward English language proficiency as measured by the percent of LTELs who increase at least 1 ELPI level annually or maintain at level 4 on the ELPAC. The reclassification rate will also be used to measure effectiveness of this action. Services provided for LTELs through this action are directed at addressing CVUHSD's eligibility for Technical Assistance in the form of Differentiated Assistance based upon English Learner performance in the following areas: Pupil Achievement - due to CAASPP Math performance (red performance indicator) and CAASPP ELA performance (orange performance indicator), and 2) Pupil Engagement - due to the Graduation Rate (red performance indicator). Additionally, services provided through this action will target the following red performance indicators for English Learners: Graduation Rate (District, Leuzinger HS, Lloyde HS); CAASPP Math (District, Lawndale HS, Leuzinger HS); CAASPP ELA (Leuzinger HS); English Learner Progress (Lloyde HS), and; College & Career Readiness Indicator (Lloyde HS).		
4	English Learner Program Coordination	This action provides Newcomer and At-Risk of Being a Long-Term English Learner students with specific academic support structures - including a designated language instruction program coordinated by partial-release certificated staff who provide specialized support for EL students and families - that will simultaneously support these EL students in meeting high school graduation requirements and making progress toward English language proficiency as measured by the percent of Newcomers and At-Risk of Being a Long-Term English Learner students who increase at least 1 ELPI level annually or maintain at level 4 on the ELPAC. The reclassification rate will also be used to measure effectiveness of this action. Services provided for English Learners through this action are directed at addressing CVUHSD's eligibility for Technical Assistance in the form of Differentiated Assistance based upon English Learner performance in the following areas: Pupil Achievement - due to CAASPP Math performance (red performance indicator) and CAASPP ELA performance (orange performance indicator), and 2) Pupil Engagement - due to the Graduation Rate (red performance indicator). Additionally, services provided through this action will target the following red performance indicators for English Learners: Graduation Rate (District, Leuzinger HS, Lloyde HS); CAASPP Math (District, Lawndale HS, Leuzinger HS); CAASPP ELA (Leuzinger HS); English Learner Progress (Lloyde HS), and; College & Career Readiness Indicator (Lloyde HS).	$168,378.00	Yes
5	Strategic Academic Supports & Expanded Learning Opportunities	LREBG Action Provide Low Income students, English Learners, and Foster Youth with increased access to academic supports, particularly for students struggling in Mathematics and/or English or deemed not on track for meeting graduation requirements. Provisions within this action include credit recovery options within and outside of the school day; after school tutoring provided by certificated teachers; trained college tutors within targeted classes (i.e. AVID, ELD, SL, LTEL); after school, evening, and weekend virtual tutoring options, and; fully staffed Digital Media Centers that serve as community hubs for after school expanded learning opportunities in support of students' college and career readiness. Use of the Digital Media Centers as community hubs will also be supported by Action 2005: Community Schools Transformation. Research consistently demonstrates that tutoring interventions have substantial positive effects on student learning. We recognize that high-impact tutoring generally includes the following characteristics: high-dosage; a stated focus on cultivating tutor-student relationships; use of formative assessments to monitor student learning; alignment with the school curriculum, and; formalized tutor training and support.	$2,569,927.00	Yes

		Services provided through this action will contribute to improving outcomes for student groups performing in the red on academic indicators, which include the following: CAASPP Math All Students (District, Lawndale HS); CAASPP Math African American students (District, Hawthorne HS, Lawndale HS); CAASPP Math Hispanic students (District, Lawndale HS); CAASPP Math Socioeconomically Disadvantaged students (District, Lawndale HS); CAASPP Math English Learners (District, Lawndale HS, Leuzinger HS); CAASPP Math Students with Disabilities (Lawndale HS); CAASP ELA Students with Disabilities (Leuzinger HS). Services within this action will also support increases in the Graduation Rate, A-G Completion Rate, and Course Completion Success Rate (C- or Better). LREBG funds supporting this action: $167,919.00 for the 2025-26 school year		
6	Arts Integration	Engage in community partnerships to provide Low Income students with access to a global, multicultural community of professional arts and artists through live performances. This action includes high quality professional productions for students; pre-show professional learning (PL) sessions for teachers of all content areas; follow-up PL to provide teachers with an opportunity to develop their own Arts Integration lessons, and; the provision of materials to facilitate the implementation of arts-based lessons in classrooms. Metrics for this action will evaluate the expected increase in quality, quantity and equity of arts education. These metrics include in-person observation of events; tracking of student attendance at events; tracking of teacher participation in professional learning; student and teacher feedback surveys; interviews with teachers; testimonials from students; and, student work exemplars.	$1,265,498.00	Yes
7	CVUHSD Summer School	Provide Low Income students, Foster Youth, and English Learners with access to A-G courses and English language development coursework during the summer, taught by appropriately assigned teachers. This action will address students' heightened need for increased opportunities to both recover credits and meet graduation requirements within four years. Effectiveness of this action will be measured by Summer School course completion rates which will subsequently increase the A-G course completion rate and positively impact the graduation rate. Services provided through this action will contribute to improving outcomes for student groups performing in the red on academic indicators, which include the following: Math CAASPP All Students (District, Lawndale HS); Math CAASPP African American students (District, Hawthorne HS, Lawndale HS); Math CAASPP Hispanic students (District, Lawndale HS); Math CAASPP Socioeconomically Disadvantaged students (District, Lawndale HS); Math CAASPP English Learners (District, Lawndale HS, Leuzinger HS); Math CAASPP Students with Disabilities (Lawndale HS); ELA CAASP Students with Disabilities (Leuzinger HS). Services within this action will also support increases in the Graduation Rate, A-G Completion Rate, and Course Completion Success Rate (C- or Better).	$0.00	Yes

Goal

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

State priorities addressed by this goal.

3, 5, 6

An explanation of why the LEA has developed this goal.

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

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

CHKS 2024-25 data shows that only 38.25% of students feel like they are part of their school, and just 46.75% report emotional safety. While 88% of parents report feeling welcome, only 40% participated in school-based opportunities. These gaps underscore the importance of continuing this goal, with targeted efforts to improve school connectedness, boost parent participation, and ensure students feel seen, supported, and engaged. Sustained investment in wellness supports, community school strategies, and the CV Parent Academy remains essential.

Measuring and Reporting Results

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

1	Parent input in decision-making*	2023-24 Scheduled Meetings: DPAC: October 23, December 4, April 15, May 13, June 3 DELAC: October 23, December 4, January 29, March 4, April 15, May 13, June 3 # of CA School Parent Survey (CSPS) Responses: 949 in 23-24 Percentage of parents who indicate they strongly agree or agree that our schools actively seek the input of parents before making decisions, according to the California School Parent Survey (CSPS): 76% in 23-24	2024-25 Scheduled Meetings: DPAC: October 21, December 1, April 14, May 12 DELAC: October 21, December 1, January 27, March 10, April 14, May 12 # of CA School Parent Survey (CSPS) Responses: 576 in 24-25 Percentage of parents who indicate they strongly agree or agree that our schools actively seek the input of parents before making decisions, according to the California School Parent Survey (CSPS): 80% in 24-25		DPAC: 5 Meetings Annually DELAC: 5 Meetings Annally The following reflect an increase of 2% annually (with the baseline data projected out for the whole year): # of Parent HKS Responses: 1,027 in 26-27 Percentage of parents who indicate they strongly agree or agree that our schools actively seek the input of parents before making decisions, according to the California School Parent Survey (CSPS): 82% in 26-27	2024-25 and 2023-24 differences: # of CA School Parent Survey (CSPS) Responses: Declined by 373 Percentage of parents who indicate they strongly agree or agree that our schools actively seek the input of parents before making decisions, according to the California School Parent Survey (CSPS): Increased 4%
2	Parental Participation in programs for Unduplicated Pupils (UPs)*	Logged from 9/21/2023 - 5/20/2024 # of Volunteers: 474 # of Family Engagement Participants: 2,385 # of Family Education Participants: 3,701 (count revised, calculation error for one school site) # of Family DIGITAL Engagement (Bit.ly ""clicks"") = 4,072	2024-25: # of Volunteers: 381 # of Family Engagement Participants: 2,364 # of Family Education Participants: 5,359 # of Family DIGITAL Engagement (Bit.ly ""clicks""): 3,655		The following reflect an increase of 2% annually (with the baseline data projected out for the whole year): # of Volunteers: 504 # of Family Engagement Participants: 2,532 # of Family Education Participants: 3,851 # of Family DIGITAL Engagement (Bit.ly ""clicks""): 4,321	2024-25 and 2023-24 difference: # of Volunteers: Declined by 93 # of Family Engagement Participants: Declined by 21 # of Family Education Participants: Increased by 1,658 # of Family DIGITAL Engagement (Bit.ly ""clicks""): Declined by 417

3	Attendance rate*	2022-23, per CALPADS Report 14.2: 90.6% All Students 90.2% Female 90.0% Male 90.3% Socioeconomically Disadvantaged 89.4% English Learners 91.9% Redesignated Fluent English Proficient (RFEP) 88.5% Foster Youth 86.9% Homeless Youth 87.4% Students with Disabilities 89.9% African American 93.0% American Indian/Alaska Native 95.2% Asian 93.5% Filipino 90.6% Hispanic or Latino 89.7% Native Hawaiian/Pacific Islander 89.3% White 88.0% Two or More Races	2023-24, per CALPADS Report 14.2: 92.4% All Students 92.0% Female 92.8% Male 92.1% Socioeconomically Disadvantaged 91.0% English Learners N/A Long-Term English Learners (LTEL) 93.6% Redesignated Fluent English Proficient (RFEP) 90.6% Foster Youth 92.5% Homeless Youth 89.4% Students with Disabilities 91.7% African American 89.4% American Indian/Alaska Native 96.2% Asian 96.1% Filipino 92.5% Hispanic or Latino 92.6% Native Hawaiian/Pacific Islander 93.5% White 89.0% Two or More Races		2025-26: Growth of 1% per year for all students and each student group.	2023-24 and 2022-23 difference: 1.8% All Students 1.8% Female 2.8% Male 1.8% Socioeconomically Disadvantaged 1.6% English Learners N/A Long-Term English Learners (LTELs) 1.7% Redesignated Fluent English Proficient (RFEP) 2.1% Foster Youth 5.6% Homeless Youth 2.0% Students with Disabilities 1.8% African American -3.6% American Indian/Alaska Native 1.0% Asian 2.6% Filipino 1.9% Hispanic or Latino 2.9% Native Hawaiian/Pacific Islander 4.2% White 1.0% Two or More Races

4	Chronic absenteeism (CA) rate*	2022-23, per DataQuest Absenteeism Rate and CALPADS Report 14.1: 32.9% All Students 34.1% Female 31.8% Male 34.4% Socioeconomically Disadvantaged 36.2% English Learners N/A Long-Term English Learners (LTELs) 27.3% Redesignated Fluent English Proficient (RFEP) 56.3% Foster Youth 47.9% Homeless Youth 46.9% Students with Disabilities 35.7% African American N/A American Indian/Alaska Native 15.3% Asian 22.1% Filipino 32.5% Hispanic or Latino 40.4% Native Hawaiian/Pacific Islander 38.9% White 40.8% Two or More Races	2023-24, per DataQuest Absenteeism Rate: 28.1% All Students 30.1% Female 26.3% Male 29.4% Socioeconomically Disadvantaged 31.7% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) 42.1% Foster Youth 47.4% Homeless Youth 41.3% Students with Disabilities 32.2% African American N/A American Indian/Alaska Native 12.8% Asian 18.5% Filipino 27.4% Hispanic or Latino 27.1% Native Hawaiian/Pacific Islander 25.0% White 41.6% Two or More Races		2025-26: Growth of 2% per year for all students and each student group.	2023-24 and 2022-23 difference: -4.8% All Students -4.0% Female -5.5% Male -5.0% Socioeconomically Disadvantaged -4.5% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) -14.2% Foster Youth -0.5% Homeless Youth -5.6% Students with Disabilities -3.5% African American N/A American Indian/Alaska Native -2.5% Asian -3.6% Filipino -5.1% Hispanic or Latino -13.3% Native Hawaiian/Pacific Islander -13.9% White 0.8% Two or More Races

5	High school dropout rate*	Class of 2023, per DataQuest 4-Yr ACGR: 8.5% All Students 7.3% Female 9.5% Male 8.3% Socioeconomically Disadvantaged 16.8% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) 0.0% Foster Youth 11.9% Homeless Youth 6.3% Students with Disabilities 2.3% African American N/A American Indian/Alaska Native 6.1% Asian 5.0% Filipino 9.8% Hispanic or Latino 14.3% Native Hawaiian/Pacific Islander 18.5% White 4.1% Two or More Races	Class of 2024, per DataQuest 4-Yr ACGR: 6.9% All Students 5.9% Female 8.0% Male 6.9% Socioeconomically Disadvantaged 12.7% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) 35.0% Foster Youth 14.5% Homeless Youth 6.1% Students with Disabilities 3.8% African American N/A American Indian/Alaska Native 3.2% Asian 0.0% Filipino 7.6% Hispanic or Latino 5.6% Native Hawaiian/Pacific Islander 7.4% White 12.2% Two or More Races		Class of 2026: Growth of 2% per year for all students and each student group.	Class of 2024 and 2023 difference: -1.5% All Students -1.4% Female -1.5% Male -1.4% Socioeconomically Disadvantaged -4.1% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) 35.0% Foster Youth 2.6% Homeless Youth -0.3% Students with Disabilities 1.5% African American N/A American Indian/Alaska Native -2.8% Asian -5.0% Filipino -2.2% Hispanic or Latino -8.7% Native Hawaiian/Pacific Islander -11.1% White 8.1% Two or More Races

6	High school graduation rate *	Class of 2023, per DataQuest 4-Yr ACGR: 87.6% All Students 89.4% Female 85.9% Male 88.0% Socioeconomically Disadvantaged 70.9% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) 92.3% Foster Youth 82.1% Homeless Youth 81.0% Students with Disabilities 95.0% African American N/A American Indian/Alaska Native 84.8% Asian 95.0% Filipino 86.0% Hispanic or Latino 78.6% Native Hawaiian/Pacific Islander 77.8% White 93.9% Two or More Races	Class of 2024, per DataQuest 4-Yr ACGR: 89.4% All Students 91.4% Female 87.3% Male 89.5% Socioeconomically Disadvantaged 78.8% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) 55.0% Foster Youth 85.5% Homeless Youth 80.7% Students with Disabilities 93.7% African American N/A American Indian/Alaska Native 90.3% Asian 92.9% Filipino 88.8% Hispanic or Latino 94.4% Native Hawaiian/Pacific Islander 74.1% White 85.4% Two or More Races		Class of 2026: Growth of 2% per year for all students and each student group.	Class of 2024 and 2023 difference: 1.8% All Students 2.0% Female 1.4% Male 1.5% Socioeconomically Disadvantaged 7.9% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) -37.3% Foster Youth 3.4% Homeless Youth -0.3% Students with Disabilities -1.3% African American N/A American Indian/Alaska Native 5.5% Asian -2.1% Filipino 2.9% Hispanic or Latino 15.9% Native Hawaiian/Pacific Islander -3.7% White -8.5% Two or More Races

7	Suspension rate*	2022-23, per DataQuest and CALPADS Report 1.21 and 7.10: 3.7% All Students 2.8% Female 4.5% Male 4.0% Socioeconomically Disadvantaged 4.2% English Learners N/A Long-Term English Learners (LTELs) 1.5% Redesignated Fluent English Proficient (RFEP) 9.6% Foster Youth 9.1% Homeless Youth 5.4% Students with Disabilities 8.0% African American N/A American Indian/Alaska Native 2.2% Asian 0.0% Filipino 2.8% Hispanic or Latino 3.4% Native Hawaiian/Pacific Islander 2.9% White 5.1% Two or More Races	2023-24, per DataQuest Suspension Rate: 4.9% All Students 4.7% Female 5.0% Male 5.3% Socioeconomically Disadvantaged 5.3% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) 5.9% Foster Youth 9.8% Homeless Youth 8.1% Students with Disabilities 10.3% African American N/A American Indian/Alaska Native 0.7% Asian 3.6% Filipino 3.7% Hispanic or Latino 5.0% Native Hawaiian/Pacific Islander 4.3% White 7.2% Two or More Races		2025-26: Reduce by 0.5% per year for all students and each student group.	2023-24 and 2022-23 difference: 1.2% All Students 1.9% Female 0.5% Male 1.3% Socioeconomically Disadvantaged 1.1% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) -3.7% Foster Youth 0.7% Homeless Youth 2.7% Students with Disabilities 2.3% African American N/A American Indian/Alaska Native -1.5% Asian 3.6% Filipino 0.9% Hispanic or Latino 1.6% Native Hawaiian/Pacific Islander 1.4% White 2.1% Two or More Races

8	Expulsion rate*	2022-23, per DataQuest and CALPADS Report 1.21 and 7.10: 0.1% All Students 0.0% Female 0.2% Male 0.1% Socioeconomically Disadvantaged 0.1% English Learners N/A Long-Term English Learners (LTELs) 0.0% Redesignated Fluent English Proficient (RFEP) 0.0% Foster Youth 0.5% Homeless Youth 0.1% Students with Disabilities 0.2% African American N/A American Indian/Alaska Native 0.0% Asian 0.0% Filipino 0.1% Hispanic or Latino 0.0% Native Hawaiian/Pacific Islander 0.0% White 0.6% Two or More Races	2023-24, per DataQuest Expulsion Rate: 0.1% All Students 0.0% Female 0.1% Male 0.1% Socioeconomically Disadvantaged 0.2% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) 2.1% Foster Youth 0.0% Homeless Youth 0.1% Students with Disabilities 0.3% African American N/A American Indian/Alaska Native 0.0% Asian 0.0% Filipino 0.0% Hispanic or Latino 0.0% Native Hawaiian/Pacific Islander 0.0% White N/A Two or More Races		2025-26: Reduce by 0.1% per year for all students and each student group.	2023-24 and 2022-23 difference: 0.0% All Students 0.0% Female -0.1% Male 0.0% Socioeconomically Disadvantaged 0.1% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) 2.1% Foster Youth -0.5% Homeless Youth 0.0% Students with Disabilities 0.1% African American N/A American Indian/Alaska Native 0.0% Asian 0.0% Filipino -0.1% Hispanic or Latino 0.0% Native Hawaiian/Pacific Islander 0.0% White N/A Two or More Races

9	School Safety: California Healthy Kids Survey (CHKS)*	2023-24: Students: 50% perceive the school as safe/very safe, per CHKS Parents: 80% perceive the school as safe/very safe, per CSPS Teachers: 84% perceive the school as safe/very safe, per CSSS	2024-25: Students: 51% perceive the school as safe/very safe, per CHKS Parents: 86% perceive the school as safe/very safe, per CSPS Teachers: 86% perceive the school as safe/very safe, per CSSS		2025-26: Growth of 2% per year for each group.	2024-25 and 2023-24 difference: Students: 1% Parents: 6% Teachers: 2%
10	School Connectedness: California Healthy Kids Survey (CHKS)*	2023-24: Students: 46% agree/strongly agree on School Connectedness Scale Questions, per CHKS Parents: 87% agree/strongly agree that they feel welcome to participate at their school, per CSPS Teachers: 76% agree/strongly agree that our schools are a supportive and inviting place for staff to work, per CSSS	2024-25: Students: 47% agree/strongly agree on School Connectedness Scale Questions, per CHKS Parents: 88% agree/strongly agree that they feel welcome to participate at their school, per CSPS Teachers: 88% agree/strongly agree that our schools are a supportive and inviting place for staff to work, per CSSS		2025-26: Growth of 2% per year for each group.	2024-25 and 2023-24 difference: Students: 1% Parents: 1% Teachers: 12%

Goal Analysis for 2024-2025

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

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

During the 2024–25 school year, CVUHSD made meaningful progress in implementing the planned actions associated with Goal #2, advancing efforts to promote student well-being, academic engagement, and family involvement. Several successes were achieved, although a few implementation challenges required midyear adjustments.

Action 2001: Social, Emotional, and Mental Health Supports was fully implemented across all sites through on-campus Wellness Centers and key partnerships with CareSolace and Richstone Family Center. Sites were staffed with Social Workers, Psychologists, and LVNs, and students accessed Tier II and III supports such as small group counseling. Despite the challenge of reassigning psychologists between campuses midyear, coverage was maintained at all sites. Tools like PBIS Rewards and Navigate360 were embedded into schoolwide expectations, helping to align SEL efforts with daily routines. Preliminary service logs and CHKS data show a continued decrease in mental health risk

indicators—significant social-emotional distress fell to 26% (down from 31.25%), and chronic sadness decreased to 33.25% (down from 35.75%), suggesting improved student access to needed support services.

Action 2002: School Safety & Connectedness was advanced through consistent implementation of trauma-informed practices, Positive Behavior Interventions and Supports (PBIS), and restorative approaches. All certificated staff received a two-day restorative practices training, and administrators received targeted coaching as part of the District's participation in the Learning Communities for School Success Program (LCSSP). Community-based organizations were integrated into the MTSS framework, offering behavioral health support, substance abuse education, and vaping prevention workshops. A new behavior matrix and early intervention system was introduced to support early identification of students needing behavioral or emotional support. Implementation challenges included uneven use of community circles across school sites, particularly among staff new to restorative practices. Nevertheless, collaboration across site teams helped improve consistency and culture-building. This action also supported the Compliance Improvement Monitoring Plan, with early data indicating a positive shift in school climate and disciplinary equity, particularly for low-income African American Students with Disabilities.

Action 2003: Family Engagement was successfully implemented through the expansion of the CV Family Academy and revitalization of Parent Centers across school sites. Attendance at Coffee with the Principal increased across the District, signaling stronger trust and communication between families and school leadership. The District broadened access to engagement opportunities by offering both virtual and in-person events, improving flexibility for families. These activities were aligned with each school's Community Schools implementation plans (Action 2005). A key challenge occurred at Lawndale High School, where the Parent Engagement Liaison position remained vacant until February 2025, temporarily limiting engagement at that site. However, once filled, Lawndale resumed its work toward district-aligned family engagement goals. Despite strong perceptions of welcome (88% of parents report feeling welcome), only 40% of families participated in school-based opportunities, indicating a continued need to translate positive perceptions into active involvement.

Action 2004: Athletics as a Means of Improving Student Attendance and Academic Engagement was implemented successfully across all sites. Athletic Directors and coaches emphasized the scholar-athlete model, supporting student-athletes with academic monitoring and tutoring referrals. While this action proceeded as planned, a notable limitation remains: the lack of systematic collection of disaggregated data comparing athletes' attendance and course success rates to non-athletes. Despite this gap, anecdotal feedback from counselors and Athletic Directors consistently affirmed the impact of athletics on student motivation and academic accountability.

Action 2005: Community Schools Transformation was fully operational across all four high schools, with implementation guided by each site's Community Schools Annual Progress Report (APR) submitted to the CDE. Core strategies included: 1) providing basic needs support to families; 2) coordinating wellness and mental health activities for students; and 3) partnering with local organizations to deliver college and career readiness resources. Each site also addressed a locally defined priority: Lloyde and Leuzinger High Schools expanded extracurricular programs to improve student engagement; Lawndale and Hawthorne High Schools prioritized school-home connection events to foster a sense of belonging. Despite these gains, CHKS data from 2024–25 shows that only 38.25% of students felt like they were part of their school, and just 46.75% reported emotional safety, reinforcing the need to strengthen student connectedness and inclusive practices in the coming year.

CVUHSD's implementation of Goal #2 during the 2024–25 school year demonstrates a strong commitment to improving student well-being, family engagement, and school connectedness. Wellness Centers, trauma-informed practices, restorative approaches, family education programs, and Community School strategies were largely implemented as planned, leading to encouraging trends in student mental health and parent involvement. However, continued challenges—including gaps in restorative implementation consistency, student sense of belonging, and disaggregated impact data—underscore the importance of ongoing investment in these initiatives. With stronger alignment, improved data systems, and enhanced outreach, the District is well-positioned to deepen the impact of Goal #2 in 2025–26.

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

For Goal 2, there were no material differences, based upon the District's 15% threshold, between Budgeted Expenditures and Estimated Actual Expenditures.

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

Implementation of Goal #2 actions during the 2024–25 school year has shown strong evidence of effectiveness in supporting student well-being, strengthening family engagement, and advancing school connectedness. Progress is evident across all five actions, with several showing measurable gains in outcomes and others establishing promising momentum.

Action 2001: Social, Emotional, and Mental Health Supports has demonstrated clear and consistent effectiveness. According to the 2024–25 California Healthy Kids Survey (CHKS), only 21.25% of students reported experiencing significant social emotional distress, down from 26% in 2023–24 and 31.25% in 2021–22. Similarly, chronic sadness dropped to 24.75%, reflecting a nearly 11 percentage point decline over three years. These improvements correspond with sustained investments in student wellness infrastructure, including the operation of on-campus Wellness Centers, bilingual therapy through Richstone Family Center, partnerships with Care Solace and Hazel Health, and Tier 2 home visits to assess mental health needs. Additionally, Intervention Specialists have provided targeted engagement supports for students struggling with attendance or academic progress. While nearly one in four students continues to experience emotional distress, the overall trends indicate that the District's comprehensive supports are making a measurable impact on student well-being.

Action 2002: School Safety and Connectedness has shown moderate but promising effectiveness in shaping a more inclusive and emotionally supportive school climate. CHKS data revealed a modest increase in students feeling safe at school (52.75%, up from 50%), and school connectedness rose to 47% (up from 46%). Likewise, 39.75% of students reported feeling like part of their school (up from 38.25%), and 53.5% reported that an adult at school really cares about them (up from 51.75%). These are meaningful gains, although progress remains slow in some key areas. At the same time, overall suspension rates increased districtwide, rising from 3.7% to 4.9%, with concerning increases for African American students (from 8.0% to 10.3%), Students with Disabilities (5.4% to 8.1%), and Homeless Youth (9.1% to 9.8%). In response, the District implemented a Student-Centered Restorative Review Process grounded in restorative justice principles, designed to shift decision-making away from exclusionary discipline and toward proactive, supportive responses. The approach—emphasizing restorative mindsets, practices, and discipline reviews—has been critical in strengthening equity and compliance efforts and remains an important long-term strategy to address disciplinary disproportionality.

Action 2003: Family Engagement continues to produce encouraging results, particularly for Low Income and English Learner families. Weekly Parent Center logs confirm increased access to and participation in engagement opportunities. Expanded virtual and in-person formats allowed more families to participate in events like Coffee with the Principal, contributing to improved relationships between schools and families. The 2024–25 California School Parent Survey (CSPS) showed that 73% of parents now agree that schools seek their input before making decisions, a 3-point increase from the previous year. While Lawndale High School experienced a delayed hire of its Parent Liaison, site-based engagement efforts have since resumed in alignment with Community School goals. Overall, the action is achieving its objectives of fostering welcoming, culturally relevant, and accessible engagement practices.

Action 2004: Athletics as a Means of Improving Student Attendance and Academic Engagement also appears effective, despite limited quantitative data. Athletic Directors and Counselors report that student-athletes are consistently motivated to maintain eligibility, which encourages academic accountability and improves attendance. This is supported by the 2024–25 ThoughtExchange LCAP Survey, where 90% of respondents stated that participation in athletics helps students perform better academically. Academic supports remain available for athletes to meet eligibility criteria, and plans are underway to develop a more comprehensive system for tracking athletic impact. The broad perception that athletics strengthen school connectedness and motivation among Low Income students reinforces the value of this action.

Action 2005: Community Schools Transformation has been highly effective in increasing access to basic needs resources and community services. During the 2024–25 school year, 20 produce distribution events served over 2,400 families, and Community Closets expanded into full-scale Community Resource Centers, serving 4,372 students. Through a partnership with Supply Bank, thousands of families received hygiene kits, dental supplies, backpacks, and school materials. The District also held 19 Resource Fairs, with

participation from over two dozen community organizations, including the Department of Public Health, SBWIB, Child Mind Institute, Claris Health, and West Coast Dental. These efforts demonstrate the strength of the Community Schools strategy in reducing barriers to learning and ensuring students and families are supported holistically.

To date, CVUHSD's actions under Goal #2 have shown strong and improving effectiveness in promoting student well-being, family engagement, and school connectedness. Mental health supports are yielding measurable reductions in emotional distress, while restorative practices and school climate initiatives are beginning to shift student perceptions of belonging and safety. Family engagement continues to grow through culturally responsive programming and accessible formats, and athletics remain a motivational force for student achievement. Community Schools implementation has had a transformative impact, ensuring thousands of students and families have access to vital services and supports. While some challenges remain—particularly related to suspension disparities and data tracking—Goal #2 actions are demonstrably advancing the District's commitment to whole-child success.

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

Reflections on implementation progress and stakeholder feedback during the 2024–25 school year have resulted in several key refinements to the actions and monitoring strategies associated with Goal #2 for 2025–26. These adjustments aim to enhance alignment, increase clarity, and improve the District's ability to measure effectiveness across all sites.

Action 2001: Social, Emotional, and Mental Health Supports will continue as a core component of Goal #2, with renewed focus on a planned enhancement originally proposed in the prior year: the creation of an online data tracking system for Wellness Center referrals and service outcomes. While student access to mental health services has expanded, the absence of a centralized system to monitor trends, response times, and intervention outcomes limits the District's ability to assess impact with the same depth as it does through CareSolace analytics. The establishment of this system in 2025–26 will improve accountability and guide continuous service improvement. Additionally, this action has been revised to include LREBG funding.

Action 2002: School Safety & Connectedness will undergo two strategic improvements. First, the District will reinforce and clarify the Office Discipline Referral (ODR) process to ensure consistency and fidelity across school sites, addressing prior concerns about variance in implementation. Second, the District will implement a new cell phone policy designed to protect the learning environment and minimize classroom disruptions, a move informed by staff, student, and parent input. These changes reflect a deepened commitment to creating safe, supportive learning environments that also address student behavior equitably and proactively. Additionally, this action has been revised to include LREBG funding.

Action 2003: Family Engagement will focus on rebuilding parent engagement at Lawndale High School, where the Parent Engagement Liaison position was vacant for nearly eight months during 2024–25. While site efforts have since resumed, this gap impacted the school's ability to maintain momentum in family outreach and event coordination. For 2025–26, targeted strategies—including increased site-level workshops, outreach efforts aligned with the school's Community Schools goals, and collaboration with the CV Family Academy—will be used to reestablish strong family-school connections at Lawndale.

Action 2004: Athletics as a Means of Improving Student Attendance and Academic Engagement will continue with an enhanced focus on data accuracy and performance monitoring. The District will work closely with site administrators and Athletic Directors to ensure that student-athletes are accurately tagged in student information systems, enabling the District to monitor athlete-specific success metrics more effectively. Moving forward, the attendance rate and course completion rate (C- or better) of athletes will be compared to the overall student population, offering a clearer understanding of the relationship between athletic participation and academic success.

Action 2005: Community Schools Transformation will retain its core structure for 2025–26, with most sites—Lloyde, Leuzinger, and Lawndale High Schools—continuing with the same overarching goals established in the previous year. However, based on internal reviews and stakeholder input, these schools will revise the language of their goals to better reflect updated schoolwide priorities and emerging needs. At Hawthorne High School, a new fifth goal will be added in response to data gathered through the School Site Council, graduation trends, and the end-of-year survey, bringing the school's plan into sharper alignment with its evolving context. Additionally, all sites will continue to utilize a goal-tracking system to monitor progress, support reflection, and maintain alignment between actions and intended outcomes. These refinements are grounded in ongoing cycles of reflection and dialogue, reinforcing the dynamic and responsive nature of Community Schools planning.

Changes to Goal #2 for 2025–26 reflect the District's continued commitment to responsive planning, informed by reflection on prior implementation and community input. Key updates include the long-planned launch of a Wellness Center data tracking system, strengthened disciplinary consistency through ODR refinement and a new cell phone policy, renewed engagement efforts at Lawndale High School, enhanced monitoring of athletics outcomes, and more precise goal alignment in Community Schools planning. These improvements aim to build upon existing progress while ensuring that supports for student well-being, engagement, and family involvement remain focused, measurable, and student-centered.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Social, Emotional, and Mental Health Supports	LREBG Action Provide Low Income students, English Learners, and Foster Youth with increased social, emotional, and mental health supports. Ensure that social and emotional competencies are directly connected to schoolwide expectations and that mental health supports are integrated services accessible through on-campus Wellness Centers as well as the District's partnerships with CareSolace and Hazel Health. Tier II and Tier III supports will also be provided through small group counseling. Multiple studies show that embedding social-emotional learning within schoolwide expectations leads to better academic performance, with students demonstrating improved self-regulation and higher grades when SEL skills are taught explicitly. Furthermore, research indicates that timely access to integrated mental health supports—such as on-campus counseling and telehealth partnerships—reduces absenteeism and behavioral disruptions, allowing students to engage more consistently and successfully in classroom learning. Services provided through this action aim to close the gap between the percentage of students who indicate they wanted to get mental health services and the percentage of students who successfully received mental health services as measured by the California Healthy Kids Survey (CHKS). Additionally, this action will help to decrease the percentage of students who indicate they experience significant social emotional distress and chronic sadness as measured by the CHKS and will increase the percentage of students who access services and supports through Wellness Center service logs. Finally, as the social, emotional, and mental health of our students improves, we anticipate a decrease in the Chronic Absenteeism Rate and an increase in our attendance Rate. LREBG funds supporting this action: $747,373 for the 2025-26 school year	$3,334,321.00	Yes
2	School Safety & Connectedness	LREBG Action Provide Low Income students, English Learners, and Foster Youth with a supportive and engaging physical environment supported by staff who implement trauma-informed practices, positive behavior interventions and supports, and a restorative practices approach to behavior management. Services provided through this action will increase student perceptions of safety, belonging, inclusion, and connectedness as measured by the California Healthy Kids Survey. Effectiveness of this action will also be monitored via the following metrics: Suspension Rate, Expulsion Rate, Attendance Rate, Chronic Absenteeism Rate, and the High School Drop Out Rate. Research shows that schools with trauma-informed practices, PBIS, and restorative approaches	$5,815,341.00	Yes

		foster a safer, more inclusive climate, which directly reduces chronic absenteeism. Lower absenteeism and higher attendance rates are strongly correlated with improved credit accumulation and higher graduation rates, as students who consistently attend school engage more deeply with instruction and build the routines necessary for academic success. Services provided through this action will also support the District's Compliance Improvement Monitoring Plan to address disproportionality in the Suspension Rate of low-income African American Students with Disabilities. Services provided through this action will specifically address the Suspension Rate of the following student groups, performing in the red as reported on the 2023 CA School Dashboard: Foster Youth (District); Homeless Youth (District, Lawndale HS); All Students at Lloyde HS, Socioeconomically Disadvantaged Students (LL); Hispanic students (LL); African American students (LL). This action will also support efforts funded by Equity Multiplier Funds to decrease Suspsension Rates specifically for Lloyde High School (see Action 4001). LREBG funds supporting this action: $709,801 for the 2025-26 school year		
3	Family Engagement	Increase CV Family Academy efforts to provide Low Income and English Learner families with meaningful and culturally responsive family engagement opportunities and parent education workshops focused on supporting students' academic progress and mental health. These services will be provided through Parent Centers staffed by full-time Parent Liaisons who will also engage families in making explicit connections between students' educational experience in CV and student outcomes identified in the District's Graduate Profile (see Action 3013). Services provided through this action will also be coordinated with each school site's Community School goals (see Action 2005). Services provided through this action will result in an increase in the parent participation rate of both Low Income and English Learner families, as measured by weekly Parent Center log data (number of parent volunteers; number of family engagement opportunities offered and participants; number of family education opportunities offered and participants). Effectiveness of this action will also be measured by the percentage of parents who indicate they strongly agree or agree that our schools actively seek the input of parents before making decisions, according to the California School Parent Survey (CSPS).	$905,942.00	Yes
4	Athletics as a Means of Improving Student Attendance and Academic Engagement	Provide Low Income students with access to comprehensive athletic programs as a means of increasing students' attendance, engagement, and school connectedness. This action includes services also aimed at leveraging athletes' engagement and school connectedness to improve their academic outcomes, as supported by academic progress monitoring efforts and tutoring provisions. Effectiveness of this action will be measured by monitoring the Attendance Rate of athletes in comparison to all students, as well as the Course Completion Success Rate (C- or Better).	$2,456,944.00	Yes
5	Community Schools Transformation	Establish the structure to provide Low Income students, Foster Youth, and English Learners with access to integrated academic supports, health and social services, and youth and community development opportunities by transforming CV's high schools into Community Schools. This action will address increasing economic and social inequity within our community by leveraging intentional partnerships between our schools and other local entities—higher education institutions, government health and social service agencies, community-based nonprofits, etc. Through these partnerships, systems, structures, strategies and relationships are created to help provide the learning conditions and opportunities—both within and outside of school—that	$1,492,789.00	Yes

		students, families, and communities need to succeed. Services will be adjusted, as needed, to meet the needs of families as reflected through the annual Community Schools Survey embedded in the InfoSnap registration process. Services will also be coordinated with those provided through Action 2003: Family Engagement. Effectiveness of the Community Schools Transformation action will be measured through the California Health Kids Survey (CHKS) Community Schools Module, Community Schools events/activities participation numbers (for students, families, staff, and community partners), and event/activity feedback surveys.		

Goal

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

State priorities addressed by this goal.

1, 2, 7, 8

An explanation of why the LEA has developed this goal.

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

Maintaining access to a broad course of study remains a high priority, especially following the transition to a 6-period day. Despite Dashboard improvements in CCI readiness, gaps remain in A–G completion and access to college and career pathways. Continued implementation of dual enrollment, Early College, AVID, and CTE programs, including strategic staffing for program coordination, ensures equitable access to meaningful, real-world learning that prepares students for postsecondary success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Appropriately Assigned Teachers*	2021-22, 88.7%, per DataQuest TAMO	2022-23, 86.2%, per DataQuest TAMO		Eliminate teacher misassignments as reported by LACOE's teacher assignment monitoring division.	2022-23 and 2021-22 difference: Declined, -2.5%
2	Standards-aligned Instructional Materials for every student*	2023-24: LACOE Williams Sufficiency Visits declared all schools to have provided all students with the necessary instructional materials.	2024-25: LACOE Williams Sufficiency Visits declared all schools to have provided all students with the necessary instructional materials.		Maintain 100% of students having access to standards-aligned instructional materials and textbooks, as reported by the LACOE visiting team.	Maintained @ 100%; 0% difference from baseline

3	School Facilities in "Good Repair" per CDE's Facility Inspection Tool (FIT)*	2023-24: LACOE Williams Facilities Visits declared all schools to be in good condition regarding cleanliness, safety, and functionality.	2024-25: LACOE Williams Facilities Visits declared all schools to be in good condition regarding cleanliness, safety, and functionality.		Maintain 100% of students having access to school facilities that are clean, safe, and functional, as reported by the LACOE visiting team.	Maintained @ 100%; 0% difference from baseline
4	Implementation of all CA state standards, including how ELs will access the CCSS and ELD standards*	2023-24: MET according to the District's Narrative Summary for this local indicator provided for the 2023 California School Dashboard.	2024-25: MET according to the District's Narrative Summary for this local indicator provided for the 2024 California School Dashboard.		Maintain "MET" status according to the District's Narrative Summary for this local indicator provided for the California School Dashboard.	2024-25 and 2023-24 difference: Maintained, 0.0%

5	Math 4th year course enrollment rate	2022-23, per PowerSchool course history data for the Class of 2023: 74.8% All Students 79.1% Female 70.8% Male 76.0% Socioeconomically Disadvantaged 36.9% English Learners N/A Long-Term English Learners (LTELs) 83.7% Redesignated Fluent English Proficient (RFEP) 28.6% Foster Youth 56.8% Homeless Youth 58.2% Students with Disabilities 77.6% African American N/A American Indian/Alaska Native 71.9% Asian 78.9% Filipino 73.8% Hispanic or Latino 91.7% Native Hawaiian/Pacific Islander 63.2% White 82.6% Two or More Races	2023-24, per PowerSchool course history data for the Class of 2024: 49.9% All Students 52.3% Female 47.3% Male 50.4% Socioeconomically Disadvantaged 12.5% English Learners N/A Long-Term English Learners (LTELs) 59.2% Redesignated Fluent English Proficient (RFEP) N/A Foster Youth 26.3% Homeless Youth 25.2% Students with Disabilities 45.1% African American N/A American Indian/Alaska Native 61.3% Asian 71.4% Filipino 50.8% Hispanic or Latino 29.4% Native Hawaiian/Pacific Islander 59.1% White 39.3% Two or More Races		Class of 2026: Growth of 2% per year for all students and each student group.	Class of 2024 and 2023 difference: -24.9% All Students -26.8% Female -23.5% Male -25.6% Socioeconomically Disadvantaged -24.4% English Learners N/A Long-Term English Learners (LTELs) -24.5% Redesignated Fluent English Proficient (RFEP) N/A Foster Youth -30.4% Homeless Youth -33.1% Students with Disabilities -32.6% African American N/A American Indian/Alaska Native -10.6% Asian -7.5% Filipino -23.1% Hispanic or Latino -62.3% Native Hawaiian/Pacific Islander -4.1% White -43.3% Two or More Races

6	Science 3rd year course enrollment rate	2022-23, per PowerSchool course history data for the Class of 2023: 81.6% All Students 86.1% Female 77.5% Male 82.4% Socioeconomically Disadvantaged 47.1% English Learners N/A Long-Term English Learners (LTELs) 88.4% Redesignated Fluent English Proficient (RFEP) 71.4% Foster Youth 75.7% Homeless Youth 58.8% Students with Disabilities 84.8% African American N/A American Indian/Alaska Native 78.1% Asian 84.2% Filipino 80.7% Hispanic or Latino 75.0% Native Hawaiian/Pacific Islander 78.9% White 91.3% Two or More Races	2023-24, per PowerSchool course history data for the Class of 2024: 72.5% All Students 76.2% Female 68.5% Male 72.3% Socioeconomically Disadvantaged 47.0% English Learners N/A Long-Term English Learners (LTELs) 78.0% Redesignated Fluent English Proficient (RFEP) N/A Foster Youth 63.2% Homeless Youth 48.2% Students with Disabilities 72.8% African American N/A American Indian/Alaska Native 83.9% Asian 78.6% Filipino 72.1% Hispanic or Latino 70.6% Native Hawaiian/Pacific Islander 72.7% White 71.4% Two or More Races		Class of 2026: Growth of 2% per year for all students and each student group.	Class of 2024 and 2023 difference: -9.1% All Students -9.9% Female -9.0% Male -10.0% Socioeconomically Disadvantaged 0.0% English Learners N/A Long-Term English Learners (LTELs) -10.4% Redesignated Fluent English Proficient (RFEP) N/A Foster Youth -12.5% Homeless Youth -10.6% Students with Disabilities -12.0% African American N/A American Indian/Alaska Native 5.7% Asian -5.6% Filipino -8.6% Hispanic or Latino -4.4% Native Hawaiian/Pacific Islander -6.2% White -19.9% Two or More Races

7	World Language 4th year course enrollment rate	2022-23, per PowerSchool course history data for the Class of 2023: 64.8% All Students 72.0% Female 58.2% Male 65.4% Socioeconomically Disadvantaged 32.1% English Learners N/A Long-Term English Learners (LTELs) 68.2% Redesignated Fluent English Proficient (RFEP) 14.3% Foster Youth 48.6% Homeless Youth 30.6% Students with Disabilities 67.9% African American N/A American Indian/Alaska Native 62.5% Asian 73.7% Filipino 63.2% Hispanic or Latino 83.3% Native Hawaiian/Pacific Islander 63.2% White 78.3% Two or More Races	2023-24, per PowerSchool course history data for the Class of 2024: 39.3% All Students 45.5% Female 32.8% Male 40.2% Socioeconomically Disadvantaged 31.5% English Learners N/A Long-Term English Learners (LTELs) 49.6% Redesignated Fluent English Proficient (RFEP) N/A Foster Youth 18.4% Homeless Youth 9.4% Students with Disabilities 20.2% African American N/A American Indian/Alaska Native 58.1% Asian 35.7% Filipino 44.6% Hispanic or Latino 17.6% Native Hawaiian/Pacific Islander 18.2% White 10.7% Two or More Races		Class of 2026: Growth of 2% per year for all students and each student group.	"Class of 2024 and 2023 difference: -25.4% All Students -26.5% Female -25.4% Male -25.2% Socioeconomically Disadvantaged -0.5% English Learners N/A Long-Term English Learners (LTELs) -18.6% Redesignated Fluent English Proficient (RFEP) N/A Foster Youth -30.2% Homeless Youth -21.2% Students with Disabilities -47.7% African American N/A American Indian/Alaska Native -4.4% Asian -38.0% Filipino -18.6% Hispanic or Latino -65.7% Native Hawaiian/Pacific Islander -45.0% White -67.5% Two or More Races"

8	Advanced Placement (AP) Course Enrollment Rate	2022-23, per CALPADS Report 3.11: 26.1% All Students 32.7% Female 19.9% Male 26.2% Socioeconomically Disadvantaged 12.5% English Learners N/A Long-Term English Learners (LTELs) 35.8% Redesignated Fluent English Proficient (RFEP) 12.5% Foster Youth 12.3% Homeless Youth 2.6% Students with Disabilities 17.1% African American N/A American Indian/Alaska Native 47.5% Asian 40.8% Filipino 27.4% Hispanic or Latino 11.9% Native Hawaiian/Pacific Islander 23.1% White 26.1% Two or More Races	2023-24, per CALPADS Report 3.11: 28.0% All Students 35.2% Female 21.1% Male 27.7% Socioeconomically Disadvantaged 8.3% English Learners N/A Long-Term English Learners (LTELs) 36.9% Redesignated Fluent English Proficient (RFEP) 25.0% Foster Youth 8.6% Homeless Youth 2.1% Students with Disabilities 18.1% African American N/A American Indian/Alaska Native 55.2% Asian 40.0% Filipino 29.5% Hispanic or Latino 10.9% Native Hawaiian/Pacific Islander 26.8% White 24.0% Two or More Races		2025-26: Growth of 2% per year for all students and each student group.	2023-24 and 2022-23 difference: 1.9% All Students 2.5% Female 1.2% Male 1.6% Socioeconomically Disadvantaged -4.2% English Learners N/A Long-Term English Learners (LTELs) 1.1% Redesignated Fluent English Proficient (RFEP) 12.5% Foster Youth -3.6% Homeless Youth -0.5% Students with Disabilities 1.0% African American N/A American Indian/Alaska Native 7.7% Asian -0.8% Filipino 2.2% Hispanic or Latino -1.0% Native Hawaiian/Pacific Islander 3.7% White -2.1% Two or More Races

9	Career Technical Education (CTE) Course Enrollment Rate	2022-23, per CALPADS Report 3.11: 36.6% All Students 33.5% Female 39.6% Male 36.4% Socioeconomically Disadvantaged 20.4% English Learners N/A Long-Term English Learners (LTELs) 41.5% Redesignated Fluent English Proficient (RFEP) 37.9% Foster Youth 30.9% Homeless Youth 30.9% Students with Disabilities 36.4% African American N/A American Indian/Alaska Native 36.3% Asian 41.8% Filipino 36.9% Hispanic or Latino 33.3% Native Hawaiian/Pacific Islander 33.3% White 30.9% Two or More Races	2023-24, per CALPADS Report 3.11: 29.4% All Students 26.7% Female 32.1% Male 30.2% Socioeconomically Disadvantaged 18.9% English Learners N/A Long-Term English Learners (LTELs) 33.8% Redesignated Fluent English Proficient (RFEP) 25.9% Foster Youth 22.1% Homeless Youth 31.3% Students with Disabilities 28.3% African American N/A American Indian/Alaska Native 26.3% Asian 34.6% Filipino 30.1% Hispanic or Latino 12.5% Native Hawaiian/Pacific Islander 29.3% White 26.0% Two or More Races		2025-26: Growth of 2% per year for all students and each student group.	2023-24 and 2022-23 difference: -7.2% All Students -6.8% Female -7.5% Male -6.2% Socioeconomically Disadvantaged -1.5% English Learners N/A Long-Term English Learners (LTELs) -7.7% Redesignated Fluent English Proficient (RFEP) -12.0% Foster Youth -8.8% Homeless Youth 0.3% Students with Disabilities -8.1% African American N/A American Indian/Alaska Native -10.0% Asian -7.2% Filipino -6.8% Hispanic or Latino -20.8% Native Hawaiian/Pacific Islander -4.0% White -5.0% Two or More Races

10	Dual Enrollment Course Enrollment Rate	2022-23, per CALPADS Report 3.11: 11.9% All Students 9.4% Female 14.3% Male 12.4% Socioeconomically Disadvantaged 100.0% English Learners N/A Long-Term English Learners (LTELs) 100.0% Redesignated Fluent English Proficient (RFEP) 6.9% Foster Youth 10.5% Homeless Youth 11.7% Students with Disabilities 6.8% African American N/A American Indian/Alaska Native 6.5% Asian 13.4% Filipino 13.5% Hispanic or Latino 7.4% Native Hawaiian/Pacific Islander 9.3% White 3.6% Two or More Races	2023-24, per CALPADS Report 3.11: 11.3% All Students 8.8% Female 13.7% Male 11.9% Socioeconomically Disadvantaged 8.3% English Learners N/A Long-Term English Learners (LTELs) 15.2% Redesignated Fluent English Proficient (RFEP) 100.0% Foster Youth 9.3% Homeless Youth 13.6% Students with Disabilities 6.8% African American N/A American Indian/Alaska Native 5.3% Asian 11.5% Filipino 12.7% Hispanic or Latino 5.4% Native Hawaiian/Pacific Islander 5.3% White 6.9% Two or More Races		2025-26: Growth of 2% per year for all students and each student group.	2023-24 and 2022-2023 difference: -0.7% All Students -0.6% Female -0.7% Male -0.4% Socioeconomically Disadvantaged -91.7% English Learners N/A Long-Term English Learners (LTELs) -84.8% Redesignated Fluent English Proficient (RFEP) 93.1% Foster Youth -1.2% Homeless Youth 1.9% Students with Disabilities 0.0% African American N/A American Indian/Alaska Native -1.2% Asian -1.9% Filipino -0.8% Hispanic or Latino -2.1% Native Hawaiian/Pacific Islander -4.0% White 3.3% Two or More Races
11	UC/CSU A-G Required Course Success Rate (C- or better)	2023-24, per CALPADS Report 3.11: "A" History 81.7% All Students 84.3% Female 78.9% Male	N/A		2025-26: Growth of 2% per year for all students and each student group.	N/A. Baseline established Year 1, 2024-25.

80.9% Socioeconomically Disadvantaged
75.4% English Learners
N/A Long-Term English Learners (LTELs)
84.5% Redesignated Fluent English Proficient (RFEP)
77.8% Foster Youth
73.0% Homeless Youth
81.7% Students with Disabilities
76.8% African American
100% American Indian/Alaska Native
96.3% Asian
89.2% Filipino
82.0% Hispanic or Latino
79.5% Native Hawaiian/Pacific Islander
84.6% White
84.1% Two or More Races

"B" English
73.9% All Students
78.3% Female
69.4% Male
72.9% Socioeconomically Disadvantaged
63.3% English Learners
N/A Long-Term English Learners (LTELs)
78.4% Redesignated Fluent English Proficient (RFEP)
75.0% Foster Youth
68.8% Homeless Youth
65.3% Students with Disabilities
73.8% African American
50.0% American

Indian/Alaska Native
92.7% Asian
90.0% Filipino
72.9% Hispanic or Latino
60.0% Native Hawaiian/Pacific Islander
77.1% White
80.3% Two or More Races

"C" Mathematics
66.5% All Students
69.2% Female
63.8% Male
65.9% Socioeconomically Disadvantaged
49.9% English Learners
N/A Long-Term English Learners (LTELs)
71.6% Redesignated Fluent English Proficient (RFEP)
76.5% Foster Youth
57.1% Homeless Youth
51.0% Students with Disabilities
64.2% African American
100% American Indian/Alaska Native
93.3% Asian
81.6% Filipino
65.7% Hispanic or Latino
63.3% Native Hawaiian/Pacific Islander
71.4% White
67.2% Two or More Races

"D" Science
75.9% All Students
79.3% Female
72.4% Male
74.6% Socioeconomically

Disadvantaged
67.2% English Learners
N/A Long-Term English Learners (LTELs)
77.7% Redesignated Fluent English Proficient (RFEP)
80.0% Foster Youth
67.0% Homeless Youth
64.0% Students with Disabilities
74.0% African American
83.3% American Indian/Alaska Native
94.6% Asian
90.9% Filipino
75.1% Hispanic or Latino
63.2% Native Hawaiian/Pacific Islander
87.0% White
81.1% Two or More Races

"E" Language other than English
76.4% All Students
81.5% Female
71.1% Male
75.5% Socioeconomically Disadvantaged
65.5% English Learners
N/A Long-Term English Learners (LTELs)
83.6% Redesignated Fluent English Proficient (RFEP)
83.3% Foster Youth
75.5% Homeless Youth
51.9% Students with Disabilities
66.4% African American
100% American

Indian/Alaska Native
93.3% Asian
88.9% Filipino
77.5% Hispanic or Latino
77.8% Native Hawaiian/Pacific Islander
96.0% White
66.7% Two or More Races

"F" Visual and Performing Arts
85.3% All Students
88.2% Female
82.3% Male
85.2% Socioeconomically Disadvantaged
78.3% English Learners
N/A Long-Term English Learners (LTELs)
89.1% Redesignated Fluent English Proficient (RFEP)
66.7% Foster Youth
77.0% Homeless Youth
80.4% Students with Disabilities
84.4% African American
N/A American Indian/Alaska Native
93.8% Asian
100% Filipino
85.5% Hispanic or Latino
78.1% Native Hawaiian/Pacific Islander
73.8% White
84.6% Two or More Races

"G" College-Prep Elective
81.4% All Students
84.8% Female
77.7% Male

		80.4% Socioeconomically Disadvantaged 63.8% English Learners N/A Long-Term English Learners (LTELs) 85.0% Redesignated Fluent English Proficient (RFEP) 76.0% Foster Youth 76.9% Homeless Youth 68.1% Students with Disabilities 80.6% African American 75.0% American Indian/Alaska Native 96.6% Asian 92.1% Filipino 80.8% Hispanic or Latino 69.0% Native Hawaiian/Pacific Islander 82.4% White 84.9% Two or More Races				

Goal Analysis for 2024-2025

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

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

During the 2024–25 school year, CVUHSD made substantial progress in implementing Goal #3, ensuring all students had access to high-quality instruction, rigorous academic programs, and the tools needed to succeed in a college- and career-focused educational environment. Across 18 actions, the District advanced work in educational technology, instructional quality, inclusive practices, course access, and staffing, with nearly all actions implemented as planned and demonstrating strong alignment to the articulated goal.

Technology access was fully realized through Action 3001 and Action 3010, which provided each student with a Chromebook for in-class and at-home learning, and progressively upgraded classroom infrastructure to support state standards and CAASPP participation. These efforts were further supported by Action 3006, which provided over 50 professional learning sessions as part of the Digital Learning Initiative, reaching 34 educators across Canvas, Google, and AI academies.

Instructional quality was strengthened through Action 3002, with full-time Instructional Coaches at each comprehensive site delivering site-based learning walks, lunchtime PL sessions, and support for ELA and Math calibration. Despite some challenges with non-content-specific coaching, the team effectively contributed to professional development districtwide. In parallel, Action 3008 advanced professional learning through the 11th Annual Summer PL Week (172 staff), optional PL days, targeted literacy work through LACOE's Getting Reading Right (12 teachers), and induction support for new teachers.

The District also advanced culturally responsive and inclusive practices through Action 3003, which included monthly Equity Team-led lunch and learns, an Equity Symposium, and a classified-inclusive Equity Academy. Action 3005 laid the foundation for full inclusion through robust co-teaching PD and schedule redesigns to support co-instruction, while Action 3018 delivered targeted behavioral supports via five hired Board Certified Behavior Analysts (BCBAs) for students with disabilities.

The District effectively supported CTE and pathway development through Action 3004, with all pathway leaders setting goals aligned to the 11 Elements of a High-Quality CTE Program following the well-attended Summer Academy Retreat. Action 3012 increased student access to a broad course of study through the implementation of Period 0 and Period 7 scheduling. College and career readiness programming was bolstered through supplemental instructional materials for AVID, AP, VAPA, and Upward Bound programs (Action 3010), as well as early college and dual enrollment program support.

Hiring and retaining qualified, diverse educators remained a priority under Action 3007, which successfully hosted a New Hire Summer Institute and supported induction through UCLA Extension. The District also recognized the need to better support late hires and is exploring the development of a Canvas-based orientation course.
Core basic services were fully implemented through Actions 3014–3017, ensuring teacher credentialing, instructional material access, and facility readiness were in place across all sites. WASC coordination and state testing administration were also successfully carried out.

The only notable deviation from plan occurred with Action 3013 (Graduate Profile implementation). While the District participated in the Scaling Student Success Advisory Board, it postponed the planned refresh of the Graduate Profile with Envision Learning due to limited internal staffing capacity. Focus shifted instead to core priorities in mathematics and literacy.

Overall, the 2024–25 implementation of Goal #3 was highly successful, with nearly all actions executed as planned and delivering tangible improvements in student access to technology, highly trained teachers, and a broad, rigorous course of study. Instructional quality, inclusive practices, digital learning, and professional development all advanced meaningfully. While the Graduate Profile refresh was postponed, the District's strategic focus on core instructional areas and equitable access underscores its commitment to preparing all students for college and career success. These efforts ensure CVUHSD continues to build a high-quality, future-ready educational system that serves the diverse needs of its student population.

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.

Material variances between our Budgeted Expenditures and Estimated Actual Expenditures are defined as fluctuations exceeding ±15%. In the case of Goal #3, the estimated actual expenditures are 23.53% below the adopted budget, representing a material difference under this policy. This variance primarily stems from a legacy practice of fully budgeting restricted-fund revenues (notably indirect cost recoveries) at the time the budget was adopted, even though historical spending patterns indicated that a significant portion of those funds would remain unexpended. By recognizing that inflating the budget for indirect rate revenues did not align with actual program needs, the District initiated a review after Board adoption. Throughout the first and second interim reports, we worked diligently to realign our projections, reducing the original authorized budget downward to reflect realistic spending expectations. These adjustments both reduced the budgeted revenue base and lowered the corresponding expenditure authorizations—thus driving the 23.53% underspend for Goal #3.

Additional contributing factors include:
*Equipment repurposing: We budgeted for new computers for the PE heart-rate monitor stations but instead repurposed existing devices.
*Lower-than-anticipated supply needs: Expenditures for heart-rate monitor supplies and general EdTech materials were below projections.
*Vacant coaching position: Hawthorne High School did not hire one planned Instructional Coach during the 2024-25 school year.
*Reduced conference attendance: Minimal requests to attend conferences led to fewer substitute costs, and most conference fees were covered by Title III Immigrant funds.
*Underutilized professional development: Afterschool workshops (Getting Reading Right Cohort 2, STAR Renaissance, NWEA trainings, Cognitive Coaching, Adaptive Schools) were offered but saw low teacher participation, and UCLA provided fewer workshops for administrators.
*Delayed curriculum adoption: World Languages postponed their textbook adoption, conducting a third pilot and deferring purchase until May 2025; French materials will follow in 2025-26.
*Fewer interim assessment subs: Hand-scoring substitutes for Nellman Interim Assessments were used less due to lower staff participation.

Additionally, LCFF Supplemental & Concentration grant funds related to this goal did not exhibit material variances; actual expenditures for those funds remained within the ±15% threshold. Moving forward, this more conservative forecasting approach—paired with closer monitoring of program-specific needs—will help ensure budgeted figures better mirror anticipated outlays and mitigate material differences in future fiscal cycles

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

The Centinela Valley Union High School District (CVUHSD) implemented a robust series of actions during the 2024–25 school year to advance Goal #3: increasing student access to highly trained teachers, rigorous coursework, and instructional technology. The following details describe how each action contributed to progress toward this goal, with measurable results across instructional quality, technology integration, and college/career readiness outcomes.

Action 3001 – Educational Technology:
The District successfully provided every student with a Chromebook, supported by platforms such as GoGuardian and Canvas to facilitate differentiated instruction and asynchronous learning. Integration of digital learning tools expanded students' exposure to 21st-century skills essential for postsecondary success.

Action 3002 – Instructional Coaching:
Five Instructional Coaches held 1,075 conferences and classroom observations totaling 42,050 minutes. Coaches provided job-embedded support focused on pedagogical best practices for teachers of Low Income students and English Learners. This intensive coaching effort supported improved instructional planning and delivery.

Action 3003 – Organization-Wide Cultural Proficiency:
This action has demonstrated effectiveness, as reflected by improving metrics. The percentage of students who agree or strongly agree on the California Healthy Kids Survey (CHKS) school connectedness scale rose slightly from 46% in 2023–24 to 47% in 2024–25, representing a marginal but positive shift in student perception of belonging and connection at school. While this change is modest, it may reflect initial impacts of ongoing efforts to improve school climate and engagement.

In the area of diversity and respect, 2024–25 CHKS data show that 57.25% of students either agree or strongly agree that students at their school respect each other's differences, a minor increase from the prior year's 54.25%. Additionally, 73.5% of students agreed or strongly agreed that adults and teachers respect student differences, up from 54.25% in 2023–24—a significant improvement of 19.25%, suggesting progress in adult modeling of inclusive behaviors.

Staff survey responses from the 2024–25 CSSS show continued strength in adult relationships, with 92% of staff reporting that adults who work at their school support and treat each other with respect—consistent with the 86% reported in 2023–24. However, staff indicating a need for more professional development, training, mentorship, or other support for working with diverse racial, ethnic, or cultural groups rose slightly from 38% to 47%, highlighting an increasing recognition among staff of the importance of cultural responsiveness in the classroom and school environment.

Overall, the data reflect positive momentum in student perceptions of adult respect and slight improvement in school connectedness, while also identifying the need for expanded professional learning opportunities to better serve culturally and linguistically diverse students. Continued attention to both student and staff feedback will be essential in sustaining and accelerating progress in fostering a respectful and inclusive school climate.

Action 3004 – CTE Pathways Implementation Support:
CTE Pathway Completion Rates improved significantly: +7.1% for all students, +7.7% for Low Income students, +4.2% for English Learners, and +9.9% for Foster Youth. The Fall 2024 Dashboard reported 39.4% of All Students and 39.1% of Low Income students as prepared on the CCI, both earning green status. English Learners improved to 21.5% (yellow status).

Action 3005 – Co-Teaching Implementation Support:
The co-teaching initiative has proven effective in laying the structural and professional foundation necessary to support increased academic outcomes for Low Income students and Students with Disabilities. Through intentional training and the reconfiguration of master schedules to support consistent co-teaching pairings, the District has begun transforming instructional delivery in core academic areas. Participating educators reported gaining clarity in role responsibilities and confidence in delivering content through differentiated and inclusive practices. While districtwide CAASPP Math and ELA outcomes for Students with Disabilities remain in the red performance level, this year's implementation focused on capacity-building and instructional alignment in preparation for broader academic impact. The professional learning series helped teachers better integrate UDL and SDI, creating more accessible learning environments. To enhance effectiveness in future years, the District will expand co-teaching partnerships, deepen shared planning practices, and implement stronger systems for monitoring impact on course completion and CAASPP outcomes. Early indicators suggest positive momentum, positioning the District to strengthen academic supports for target student groups through a sustained, inclusive instructional model.

Action 3006 – Educational Technology Instructional Support:
During the 2024–25 school year, CVUHSD fully implemented its educational technology initiative aimed at increasing college and career readiness for Low Income students by equipping teachers with the skills to deliver 21st century learning experiences. As part of the Digital Learning Initiative (DLI), the District facilitated over 50 professional development workshops across three academies—Canvas Academy, Google Academy, and AI Innovators Academy—supporting a cohort of 34 educators including teachers, counselors, and service providers. Implementation aligned closely with the planned actions, and the Educational Technology Specialist provided direct support to staff through classroom observations, learning walks, and individualized coaching. Additionally, the District enhanced its outreach through email, virtual support sessions, and in-person coaching. Collaborative efforts with Instructional Coaches resulted in after-school New Hire Seminars, while partnerships with the EL Department introduced innovative AI tools tailored to support English Learners. A robust offering of workshops on blended learning, Pear Assessments, Turnitin, and AI integration further enriched implementation. The CV Tech Talk Newsletter helped to keep staff informed of emerging tools and best practices. There were no significant deviations from the planned actions, and the year concluded with strong engagement and feedback from participating educators.

Action 3007 – Hiring and Retaining Diverse Staff:
The 2024–25 New Hire Summer Institute welcomed eight newly hired teachers for a one-day orientation experience. Participants engaged in the following: an overview of our

District vision and goals; an informational session provided by Human Resources and Fiscal Services; an introduction to our Safe Schools Initiative; an overview of diversity, equity, and inclusion in CVUHSD; time dedicated to curriculum, instruction, and assessment for teachers; sessions focused on supporting our Students with Disabilities and English Learners; introductory training on classroom management in our PBIS (Positive Behavior Interventions & Supports) schools and our Multi-Tiered System of Supports (MTSS); and an introduction to the Centinela Valley Secondary Teachers' Association (CVSTA) and member benefits.

New hires also received their District-issued laptops and access to our self-paced CV Teacher Ed Tech training module in Canvas. For those needing to clear their credential, an informational session was provided on the Clear Credential Induction Program through UCLA Extension, including guidance on how to qualify for reimbursement.
Ten candidates participated in the UCLA Extension Clear Credential Induction Program. Five completed year one; five completed the two-year program in full and applied for their clear credential.

Retention remains above 90%.

Action 3008 – Certificated Professional Learning and PLCs:
Five Instructional Coaches engaged in a total of 1,075 conferences/classroom observations, accounting for 42,050 minutes, and provided professional learning focused on pedagogical best practices.

The District has also made effective progress in laying the foundation for systemic professional learning through the implementation of Professional Learning Communities (PLCs) at Work, targeted to improve academic outcomes for Low Income students and English Learners. During the 2024–25 school year, all Department Chairs, Principals, and Instructional Coaches participated in foundational training facilitated by a Solution Tree consultant. This included two full-day sessions and two two-hour follow-up sessions, during which site teams developed mission statements, vision statements, and collective commitments aligned with the core principles of PLCs—focusing on learning, building a collaborative culture, and using results to drive improvement.

These preparatory actions have established a shared understanding and leadership readiness necessary to implement PLCs districtwide in the 2025–26 school year. While full implementation is forthcoming, the professional learning completed to date has already strengthened instructional leadership capacity and created the conditions for sustained data-driven collaboration. This effort also complements other LCAP actions supporting targeted interventions, benchmark assessments, and standards-aligned instruction, ensuring coherence and alignment in the District's approach to improving student achievement across multiple student groups performing in the red on state academic indicators.

Action 3009 – Classified Staff Training:
The District has effectively expanded professional learning opportunities for classified staff, aligned to the goal of increasing employee capacity and supporting student safety, equity, and service. Throughout the 2024–25 school year, classified employees engaged in a wide range of targeted trainings, including ASCIP Self-Care & Stress Management, De-escalation, Professional Boundaries for Athletic Coaches, and Workplace Violence Prevention. These offerings have supported both student safety and staff well-being. Additionally, professional development in tools such as Google Workspace, Microsoft Excel, and 2-Man Lift procedures have equipped staff with the technical and operational skills needed in their daily roles.

Equity-focused trainings—including the Classified Equity Lunch & Learn series and attendance at the Equity Symposium—further advanced the District's commitment to building an inclusive and respectful workplace. Participation in external conferences such as CASBO and ACSA also provided classified leaders with access to industry best practices in payroll, personnel, and educational leadership. Notably, some paraeducators participated in Crisis Prevention Institute (CPI) training, strengthening their ability to de-escalate behavior and support students with diverse needs.

Taken together, these actions reflect a comprehensive and responsive approach to professional learning for classified staff and have positively contributed to the District's

progress toward building a skilled, safe, and student-centered support team.

Action 3010 – Supplemental Instructional Materials:
Supplemental materials were provided for VAPA, PE, World Languages, and AP coursework. All students had Chromebooks, enabling access to digital content aligned to A-G and career preparation.

Action 3011 – Local Assessment System:
Interim Assessment Hand Scoring has been a very successful program for improving teacher understanding of statewide assessments. Teachers apply this experience to their lesson planning and support of student knowledge and skills that will help them improve achievement on statewide assessments.

We continue to refine our set of assessments, policies, and procedures for the implementation of the Local Assessment System. Moving away from teacher-created assessments in most subject areas allows us to utilize data from reliable, professionally created assessments to drive instruction and curriculum planning. We are also examining the metrics we use to compare year-over-year progress to better reflect the actual growth of our programs. One weakness we have is the lack of time and space for teachers to collaborate using the data collected from common local assessments. In some cases, department chairs are using the data to inform department-level strengths and areas for growth, and some individual teachers are using the data to drive instruction; however, the course-alike collaboration is missing.

Action 3012 – Course Access and Special Programs:
Following a prior decrease of 4.5% in AP Course Enrollment Rate, All Students increased their enrollment in AP courses by 1.9% with enrollment of Low Income students increasing by 1.6% and enrollment of Foster Youth significantly increasing by 12.5%. However, the English Learner AP enrollment rate decreased by 4.2%. The Dual Enrollment Course Enrollment Rate decreased slightly by 0.7% to 11.3%.

The District established baseline data for our new metric: UC/CSU A-G Required Course Success Rate (C- or Better). Based on the 2023–24 A-G success-rate data, completion rates for students earning a C– or better vary considerably by subject and subgroup. Overall, all students achieved between 66.5% in Math and 85.3% in Visual & Performing Arts, while Socioeconomically Disadvantaged students trailed the district average in every course (e.g., 65.9% vs. 66.5% in Math; 72.9% vs. 73.9% in English). English Learners exhibited the largest gaps in core subjects, with only 49.9% passing Math (versus 66.5% overall) and 63.3% passing English (versus 73.9%) . Foster Youth displayed mixed results—stronger performance in electives such as VPA (66.7%) but uneven success in History (77.8%) and English (75%) .

These findings suggest that, while the expanded access through co-teaching release periods and pathway supports has maintained high completion rates in elective courses, it has not yet translated into equitable success in core A-G subjects for our target populations. To enhance effectiveness, the District should deepen co-teaching supports in ELA and Math—particularly with EL-focused instructional strategies—leverage diagnostic assessment data (e.g., MAP Growth) to identify at-risk students early, and embed progress-monitoring checkpoints within PLC cycles to adjust interventions mid-course. Such refinements will help shift from broad enrollment gains toward truly closing achievement gaps in foundational coursework.

Action 3013 – Graduate Profile:
This action was not fully implemented. While the District participated in the Scaling Student Success Advisory Board, full partnership with Envision Learning was postponed to focus efforts on foundational academic outcomes in Math and literacy.

Action 3014 – Basic Services: Continuous Improvement Cycle and Data Analysis:
The District maintained its focus on accreditation and systemic evaluation. Leuzinger High School earned full WASC accreditation for another six years; Lawndale High School successfully completed its mid-cycle review, and Lloyde High School's one-year revisit resulted in reaffirmed accreditation through June 2027. Additionally, Lloyde earned recognition as a Model Continuation High School. These accomplishments reflect strong adherence to cycles of inquiry, improvement planning, and institutional accountability.

Action 3015 – Basic Services: Teachers:
CVUHSD maintained a strong workforce, with 86.2% of teachers holding a Clear Credential. Out-of-Field teachers represented just 1%, Interns 1.9%, Ineffective teachers 4.7%, Incomplete 2.8%, and Unknown 0%. This reflects continued focus on recruiting and retaining qualified educators and minimizing reliance on underprepared personnel.

Action 3016 – Basic Services: Instructional Materials:
The District successfully met Williams Sufficiency at all school sites, even in years when LACOE did not conduct an official visit. A key advancement was the automation of digital textbook assignment via Clever and Canvas, enabling students to receive digital materials within 24 hours—significantly improving access and reducing delays associated with physical distribution.

Action 3017 – Basic Services: Facilities:
All CVUHSD school sites met the "good repair" standard outlined in the Williams Facilities Inspection Report, confirming the District's commitment to providing safe, clean, and functional learning environments.

Action 3018 – Supports for Students with Disabilities:
During the 2024–25 school year, CVUHSD made meaningful progress in providing Students with Disabilities with targeted academic and behavioral supports. One of the key strategies within this action was the continued partnership with Board Certified Behavior Analysts (BCBAs) to implement individualized supports and contribute to the District's Compliance Improvement Monitoring Plan, which seeks to reduce the disproportionality in the suspension rate of low-income African American Students with Disabilities.

BCBAs were strategically assigned to all four school sites—Hawthorne, Lawndale, Leuzinger, and Lloyde High Schools—and each managed a caseload of 10 to 15 students. Across the District, BCBAs oversaw behavioral support plans for 49 students and conducted Functional Behavior Assessments for 31 students. Their support helped guide NPS (Nonpublic School) referral determinations in 12 cases and contributed to decisions about 1:1 staffing for 8 students, ensuring more targeted, inclusive support within the general education environment. In addition, 40 Behavior Implementation Plans (BIPs) were developed or are currently in progress, addressing both academic engagement and behavioral self-regulation. These targeted interventions have strengthened the District's capacity to support inclusive practices and reduce behavior-related removals.

Alongside this, enhanced training for Behavior Management Aides (BMAs) expanded their ability to assist students with academic support in both general and special education settings. General education teachers also received increased training on effective accommodation strategies and inclusive instructional practices.

The 2024–25 implementation of Goal #3 actions demonstrated strong progress toward ensuring that all CVUHSD students have access to high-quality teaching, equitable learning opportunities, and relevant college/career preparation. Improved CCI status levels, increased CTE pathway completions, expanded co-teaching partnerships, and strong use of instructional coaching and technology all point to the effectiveness of this multi-faceted strategy. While some challenges remain in closing core subject gaps for specific student groups—particularly English Learners—the foundational systems built through coaching, assessment, professional learning, and inclusive instruction provide a clear pathway forward for further improvement in 2025–26 and beyond.

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.

Based on reflections from the 2024–25 school year, CVUHSD is making several strategic adjustments to Goal #3 actions for 2025–26 to more effectively support student access to highly trained teachers, rigorous academic programming, and equitable postsecondary readiness pathways.

A major change to Action 3002 (Instructional Coaching) involves aligning coaching credentials with areas of greatest academic need. Each comprehensive school site will now have one coach credentialed in English Language Arts (ELA) and one in Mathematics, replacing the previous non-content-specific model. This shift is driven by consecutive years

of CAASPP performance data showing that African American, Socioeconomically Disadvantaged (SED), English Learner (EL), Long-Term EL (LTEL), and Students with Disabilities (SWD) remain in the Red performance level in Math, with EL, LTEL, and SWD students also performing in the Red for ELA.

Action 3005 (Co-Teaching Implementation Support) will also narrow its focus: co-teaching sections in 2025–26 will be concentrated in ELA and Math, aligned with IEP goals and in preparation for full inclusion by 2026–27.

To strengthen collaboration, Action 3008 (PLC Implementation Support) will shift to a targeted course team release day model, addressing the lack of structured collaboration time during the school day. These release days will align with a renewed focus on curriculum mapping, common assessment analysis, and student learning trends. The goal is to institutionalize site-based PLC frameworks rooted in the four essential questions of a Professional Learning Community.

In terms of metrics, Action 3007 (Hiring and Retaining Diverse Staff) will introduce an annual disaggregation of hiring data by ethnicity and gender, ensuring alignment with student demographics. The District currently maintains a 90% retention rate and uses exit interviews to track reasons for departure, most of which relate to commute distances. These new metrics will help monitor staff diversity and retention progress over time.

Action 3011 (Local Assessment System) has also undergone a key shift: rather than relying on SBAC interim assessments for English and Math, the District will now utilize Renaissance Star Reading and NWEA Mathematics assessments, tracking student growth from the start of the year to mid-year to better inform LCAP progress monitoring. Additionally, this action has been revised to include LREBG funding.

Action 3003 (Cultural Proficiency) will continue to deepen its focus on equitable grading practices and fostering inclusive classrooms. Equity Coordinators plan to expand opportunities for all teachers to engage in reflective practice centered on inclusivity and grading equity.

Several actions will continue without change due to successful implementation: Action 3001 (Educational Technology); Action 3006 (EdTech Instructional Support); Action 3009 (Paraprofessional & Classified Training, which will expand); Actions 3010, 3014–3017 (Supplemental Instructional Materials, Basic Services: Continuous Improvement, Teachers, Instructional Materials, and Facilities)

Meanwhile, Action 3012 will be strengthened through the expanded implementation of Period 0 and Period 7 to broaden student access to credit recovery and enrichment opportunities.

Action 3004 (CTE Pathways) will undergo a change as the K12 Pathway Coordinator position will no longer be hosted or funded by CVUHSD. In its place, the District will emphasize intentional outreach to feeder middle schools, connecting students with academies, pathways, and industry partners early on.

Action 3013 (Operationalizing the Graduate Profile) will be discontinued, and future work on the Graduate Profile will occur through site and district leadership teams in a decentralized manner.

Action 3018 (Supports for Students with Disabilities) will evolve as the District works with the Southwest SELPA to design and implement a Compliance and Improvement Monitoring (CIM) plan focused on the Least Restrictive Environment (LRE). Additionally, this action has been revised to include LREBG funding.

Based on reflective practice and performance data analysis, CVUHSD has refined multiple Goal #3 actions to better meet the academic needs of its most vulnerable student groups and strengthen overall college and career readiness. Key changes include shifting to content-specific instructional coaching in ELA and Math, focusing co-teaching in core subjects, adopting a new assessment system for progress monitoring, and revising the PLC model to allow for deeper data-driven collaboration. Other adjustments include sunsetting the Graduate Profile action, evolving CTE outreach efforts, and launching new metrics for evaluating staff diversity and retention. These changes demonstrate the

District’s continued commitment to equitable access, instructional excellence, and targeted support for student achievement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Educational Technology	Provide Low Income students with classrooms equipped with continually upgraded technology and educational applications in order to support the further integration of technology into the classroom for the purpose of fostering an increase in 21st century teaching and learning through the District's Digital Learning Initiative (DLI). Through this action, the District will regularly assess technological capacity to meet the needs of a high fidelity implementation of state academic content standards and participation in the California Assessment of Student Performance and Progress. Effectiveness of this action will be monitored through an annual survey of educators regarding their use of educational technology tools and subscriptions.	$1,995,797.00	Yes
3	Organization-Wide Cultural Proficiency	Provide Low Income students and English Learners with increased access to culturally relevant, responsive, and sustaining instruction and interpersonal interactions with school staff. Provide professional learning for all certificated and classified staff that promotes effective instruction and interpersonal interactions that address key elements of cultural proficiency, including: cross-cultural interactions; cultural differences in communication patterns, and; the role of culture and its impact on learning and student achievement. This action includes the provision of partial release Equity Coordinators at each school site to facilitate schoolwide efforts to increase levels of cultural awareness and cultural proficiency in all school site systems and programs for the purpose of advancing educational equity for historically underrepresented student groups. Services provided through this action will contribute to increasing the percentage of students who strongly agree or agree on the following California Healthy Kids Survey (CHKS) items: adults/teachers in our schools respect differences in students; tudents in/from our schools respect each other’s differences. Additionally, the District will monitor the following responses on the annual California School Staff Survey (CSSS): the percentage of staff who indicate they need more professional development, training, mentorship, or other support for working with diverse racial, ethnic, or cultural groups; the percentage of staff who indicate that adults who work at our schools support and treat each other with respect.	$184,835.00	Yes
4	CTE Pathways Implementation Support	Provide professional learning and programmatic supports for CVUHSD's 8 Career Technical Education (CTE) academies and 2 pathways that align with both industry standards and post-secondary programs of study. This action will be facilitated by appropriately assigned, experienced, and effective teachers on special assignment and focus on expanding equitable access to high quality CTE instruction for Low Income students. Effectiveness of this action will be demonstrated by improved College and Career Readiness Indicator metrics and increased CTE pathway completion rates. This action will also support efforts funded by Equity Multiplier Funds to improve College and	$57,995.00	Yes

		Career Readiness Indicator metrics for Lloyde High School (see Action 4002). At Lloyde HS, all students as well as the Socioeconomically Disadvantaged and Hispanic student groups received a Very Low status on the 2023 CA School Dashboard College & Career Readiness Indicator.		
5	Co-Teaching Implementation Support	Implementation of the co-teaching instructional model will provide additional academic support and increase academic outcomes for Low Income students and Students with Disabilities in English, Mathematics, Science, and Social Studies. The professional learning provided through this action is essential for co-teaching pairs, as the development of the 22 core competencies of co-teaching are fundamental to the successful implementation of the co-teaching model (Murawski, 2003). This action will specifically address Low Income students who are also Students with Disabilities performing in the red on both the CAASPP Math and ELA assessments as reported on the 2023 CA School Dashboard. Effectiveness of this action will be monitored by the following metrics: CAASPP ELA and CAASPP Math performance for Students with Disabilities; Course Completion Success Rate (C- or Better).	$94,027.00	Yes
6	Educational Technology Instructional Support	Provide Low Income students with educational technology training and access to digitally proficient teachers who are equipped to support the development of students' 21st century learning skills as a means of increasing students' college and career readiness. This action includes the provision of on-site instructional coaching provided by an appropriately assigned, experienced, and effective teacher on special assignment as part of the District's Digital Learning Initiative (DLI). Effectiveness of this action will be measured by the number of DLI workshops offered, the number of workshop participants, and analysis of workshop participant feedback survey data.	$331,888.00	Yes
7	Hiring and Retaining Diverse Staff	Provide Low Income students with access to diverse staff who are versed in culturally relevant, responsive, and sustaining practices. To accomplish this, the Office of Diversity, Equity, and Inclusion will engage in strategic efforts to recruit, hire, and retain diverse staff, including the provision of professional learning and mentorship to hires new to the District. Effectiveness of this action will be monitored by engaging in an annual analysis of hiring, disaggregated by ethnicity and gender, and determining progress toward staff ethnicity and gender reflecting that of our students. Additionally, services provided through this action will help the District maintain or exceed a retention rate of 80%.	$63,929.00	Yes
8	Professional Learning Communities (PLC) Implementation Support	This action focuses on the provision of professional learning in support of systemic strategy implementation efforts through training opportunities targeted to address the needs of Low Income students and English Learners. This action also includes subject-specific professional learning. Trainings and workshops will occur both within and outside the academic year calendar; expenditures include consultant agreements, extra duty pay for staff for time outside of academic school day/year, substitute costs for within-the-school day trainings, and related professional learning materials. This action will also provide time and structure for teachers to engage in critical analysis of qualitative and quantitative data to determine the extent to which Low Income students and English Learners have mastered the academic content standards and identify strengths, weaknesses, and areas in need of improvement. All Department Chairs, Instructional Coaches, and Principals will be trained in the Professional Learning Communities (PLCs) at work process to facilitate this work among staff. The establishment of Professional Learning Communities (PLCs) is noted as a model practice for the implementation of the LCFF 8 state priorities. Unless	$1,134,266.00	Yes

		collaboration time within the school day is otherwise agreed upon via an MOU between the District and the Centinela Valley Secondary Teachers Association (CVSTA), the time for such collaboative work will be provided on a project-based basis via release days and/or extra duty hours in order for educators to make data-informed adjustments to curriculum and/or assessments. Additionally, administrators and other instructional leaders (Department Chairs, Coordinators, Instructional Coaches) will be trained in the Adaptive Schools Norms of Collaboration in order to effectively lead professional learning relevant to the state academic content and ELD standards, and support Course Teams in establishing and implementing mutually agreed upon student learning goals and outcomes for each course of study. Student performance data resulting from state assessments as well as local assessments supported through Action 3011: CV Local Assessment System and analyzed through the PLC at Work process will be disaggregated so as to ensure this action focuses on student groups performing in the red on academic indicators, which include the following: CAASPP Math All Students (District, Lawndale HS); CAASPP Math African American students (District, Hawthorne HS, Lawndale HS); CAASPP Math Hispanic students (District, Lawndale HS); CAASPP Math Socioeconomically Disadvantaged students (District, Lawndale HS); CAASPP Math English Learners (District, Lawndale HS, Leuzinger HS); CAASPP Math Students with Disabilities (Lawndale HS); CAASPP ELA Students with Disabilities (Leuzinger HS). Services provided through this action will also support an increase in the percentage of students demonstrating mastery on local districtwide benchmarks in ELA, Mathematics, Science, and Social Studies. This focused on-going data analysis is a strengthened approach to informing targeted professional learning provided through this action as well as targeted student interventions included in Action 1005: Strategic Academic Supports and Expanded Learning Opportunities; Action 1013: CVUHSD Summer School; Action 3005: Co-Teaching Implementation Support; Action 3018: Strategic Supports for Students with Disabilities.		
9	Paraprofessional and Classified Support Staff Training	Provide comprehensive professional learning for paraprofessionals and classified support staff to ensure they are equipped to provide culturally appropriate and linguistically accessible supports and resources for our Low Income and English Learner students and families. The trainings provided through this action will meet the needs of Low Income and English Learner students and families for culturally competent support staff who are able to support them in navigating the educational system and in engaging in students' academic experiences. Services provided through this action will increase the percentage of parents strongly agreeing or agreeing with the statement ""my child's school provides parents with advice and resources to support my child's learning"" on the California School Parent Survey (CSPS).	$46,680.00	Yes
10	Supplemental Instructional Materials	Provide Low Income students and English Leaners with culturally relevant and sustaining supplementary instructional materials, as well as Chromebooks from which students can equitably access digital instructional materials. This action will support an increased understanding of cultural diversity by using instructional materials that are consistent with the 2013 guidelines approved by the SBE in Standards for Evaluating Instructional Materials for Social Content. Effectiveness of this action will be monitored via the percent of students who strongly agree/agree with the following statements on the Community Schools Module of the California Healthy Kids Survey (CHKS): the books and lessons used in my classes include examples of people from different backgrounds (for example, cultures, ethnicities, and languages); the books and lessons	$1,817,058.00	Yes

		used in my classes include examples of people from different gender identities and sexual orientations (for example, people who are lesbian, gay, bisexual, transgender, queer, or questioning (LGBTQ)). Additionally, effectiveness of this action will be monitored via the percent of staff who strongly agree/agree with the following statement on the California School Staff Survey (CSSS): this school emphasizes using instructional materials that reflect the culture or ethnicity of its students.		
11	CV Local Assessment System	LREBG Action Consistently monitor the academic progress of Low Income students, English Learners, and Foster Youth utilizing formative, interim, and summative assessment data to establish instructional priorities, inform classroom instruction, and provide targeted students with appropriate interventions and supports both within the classroom and outside of the school day. Teachers will use student performance data (connected to work driven by Action 3008: Professional Learning Communities [PLC] Implementation Support) to inform a relevant and engaging curriculum for students who have traditionally faced barriers to successful transitions to high school, postsecondary, and Career Technical Education (CTE). Using diagnostic, progress monitoring, and benchmark assessments like STAR Reading, STAR Phonics, and NWEA MAP Growth is a research-supported strategy to accelerate learning recovery and improve student outcomes. According to the National Center on Intensive Intervention (NCII) and Institute of Education Sciences (IES), high-quality formative assessments enable educators to identify individual student learning needs, monitor growth over time, and make data-informed instructional decisions that lead to better academic achievement. When used as part of a comprehensive Multi-Tiered System of Supports (MTSS), these assessments serve as critical tools for diagnosing learning loss, tracking recovery progress, and ensuring that interventions are responsive and equitable. Investing in these assessments through LREBG aligns with evidence-based practices shown to increase student achievement, particularly for students most impacted by learning disruptions. Services provided through this action will support an increase in the percentage of students demonstrating mastery on local districtwide benchmarks in ELA, Mathematics, Science, and Social Studies, as well as an increase in the percentage of students meeting or exceeding standard on the ELA, Mathematics, and Science CAASPP assessments. Disaggregated student performance data from local and state assessments will be analyzed through the PLC at Work process so as to ensure this action focuses on student groups performing in the red on academic indicators, which include the following: CAASPP Math All Students (District, Lawndale HS); CAASPP Math African American students (District, Hawthorne HS, Lawndale HS); CAASPP Math Hispanic students (District, Lawndale HS); CAASPP Math Socioeconomically Disadvantaged students (District, Lawndale HS); CAASPP Math English Learners (District, Lawndale HS, Leuzinger HS); CAASPP Math Students with Disabilities (Lawndale HS); CAASPP ELA Students with Disabilities (Leuzinger HS). LREBG funds supporting this action: $77,060 for the 2025-26 school year	$1,130,065.00	Yes
12	Course Access and Academy and Special Programs Support	Increase access to a broad course of study for Low Income students, English Learners, and Foster Youth to support implementation of College and Career Readiness Academies, Pathways, and Programs and the co-teaching instructional model. Additionally, this action will provide release periods for experienced and effective teachers to coordinate college and career academies and special programs to support the effectiveness of these programs in meeting	$6,851,916.00	Yes

		student needs. The services provided through this action will support increases in the following course enrollment rates: A-G, CTE, 4th year Math, 3rd year Science, 4th year World Languages. Services will also support an increase in the percentage of students deemed ""prepared"" or ""well prepared"" according to the College and Career Readiness Indicator. Additional concentration grant add-on funding will be used to retain the staff necessary to support implementation of College and Career Readiness Academies, Pathways, and Programs and the co-teaching instructional model, ultimately increasing students' access to a broad course of study.		
13	Operationalizing the Graduate Profile	Ensure Low Income students have access to educational opportunities that develop not only their college and career skills, but their life competencies as well. To accomplish this, CVUHSD will work to operationalize the District's Graduate Profile by aligning coursework to the GP student outcomes to assure that students have an equitable opportunity to develop and demonstrate the competencies articulated by the GP. The District's five GP outcomes are: college and career ready individuals; effective communicators; ethical leaders; independent and collaborative critical thinkers and problem solvers, and; socially aware and responsive community members. As our GP includes and values civic learning and engagement, this action will also support the implementation of a pathway by which students may earn the California State Seal of Civic Engagement. Progress relative to this action will be measured by the number of students who engage in senior defense presentations or GP Spotlights demonstrating evidence of how they have achieved the five GP outcomes; the number of students who earn the CA State Seal of Civic Engagement each year.	$0.00	Yes
14	Basic Services - Continuous Improvement Cycle & Data Analysis	Support all schools' engagement in a cycle of continuous improvement as defined by each school's School Plan for Student Achievement (SPSA) and WASC Action Plan and the provision of assessment and data analysis infrastructure.	$2,105,716.00	No
15	Basic Services - Teachers	All students have equitable access to appropriately assigned, experienced, and effective teachers.	$27,142,268.00	No
16	Basic Services - Instructional Materials	All students have access to and use appropriate grade-level, standards-aligned instructional materials for all content areas.	$1,300,800.00	No
17	Basic Services - Facilities	All schools meet standards for safety, cleanliness, and adequacy. Facilities are in good repair, as defined in EC Section 17002 (d)(1) and receive necessary maintenance.	$10,025,583.00	No
18	Strategic Supports for Students with Disabilities	LREBG Action Provide Students with Disabilities with specific academic and behavior supports and structures designed to improve their academic outcomes. This will include: expanded learning opportunities for our Adult Transition students, including structured vocational strands; the provision of enhanced training for our Behavior Management Aides (BMAs) enabling them to provide expanded academic support; increased training for general education teachers regarding how to effectively and efficiently provide accommodations and additional supports for Students with Disabilities, and; contracted services for five Board Certified Behavior Analysts (BCBAs). Services provided through this action will also support the District's Compliance Improvement Monitoring Plan to address disproportionality in the Suspension Rate of low-income African American Students with Disabilities. Research shows that students with disabilities who receive targeted academic and behavioral supports—such as structured vocational strands and expanded learning	$604,800.00	No

		opportunities—demonstrate higher engagement and postsecondary success. Training BMAs and general education teachers in evidence-based accommodations leads to improved on-task behavior and academic achievement by ensuring students access grade-level content. Moreover, services from BCBAs reduce challenging behaviors, increasing instructional time and positively impacting learning outcomes. This action will specifically address the Students with Disabilities performing in the red on both the CAASPP Math (Lawndale HS) and CAASPP ELA (Leuzinger HS) assessments. LREBG funds supporting this action: $604,800 for the 2025-26 school year		
19	Instructional Coaching	Ensure teachers of Low Income students and English Learners are provided with increased professional learning enabling them to engage students in rigorous, standards-aligned instruction utilizing best practices for equitable instruction. This action will include the provision of instructional coaching provided by appropriately assigned, experienced, and effective teachers on special assignment (two FTEs per comprehensive school site) utilizing the Cognitive Coaching model. Instructional Coaches focus on supporting teachers through building capacity in best first instruction across all content areas. Instructional Coaches provide development and coaching to support evidence-based practices in the classroom through co-planning, co-teaching, demonstration lessons, and leading professional learning opportunities. Disaggregated student performance data from local and state assessments analyzed through the PLC at Work process (see Action 3008: Professional Learning Communities [PLC] Implementation Support) will also inform the focus of instructional coaching so that this action can contribute to improving outcomes for student groups performing in the red on academic indicators, which include the following: CAASPP Math All Students (District, Lawndale HS); CAASPP Math African American students (District, Hawthorne HS, Lawndale HS); CAASPP Math Hispanic students (District, Lawndale HS); CAASPP Math Socioeconomically Disadvantaged students (District, Lawndale HS); CAASPP Math English Learners (District, Lawndale HS, Leuzinger HS); CAASPP Math Students with Disabilities (Lawndale HS); CAASPP ELA Students with Disabilities (Leuzinger HS). Effectiveness of this action will be monitored via data collected on the number of formal Cognitive Coaching sessions engaged in by Instructional Coaches at each school site, disaggregated by content area.	$1,527,779.00	Yes

Goal

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

State priorities addressed by this goal.

7, 4

An explanation of why the LEA has developed this goal.

This goal has been revised to reflect updated 2024 California School Dashboard data.
Lloyde High School (LL) is CVUHSD's alternative education high school and was identified as eligible for Equity Multiplier funds, beginning with the 2024-25 school year. Equity Multiplier funding is a separate source of funding outside of the District's LCFF entitlement for which schools are eligible based upon their non-stability rate and percentage of Socioeconomically Disadvantaged students. These funds must be used to annually address all student groups that have the lowest performance level on one or more state indicators on the California School Dashboard. Therefore, the actions developed to support this goal will increase the percentage of students deemed "prepared" or "well prepared" according to the College & Career Readiness Indicator (CCI) for not only All Students, but specifically Socioeconomically Disadvantaged students, African American students, Hispanic students, English Learners & Long-Term English Learners which are student groups who performed in the red on the 2024 CA School Dashboard CCI. Actions within this goal will also serve to increase the percentage of English Learners & Long-Term English Learners making progress toward English language proficiency, as both of these student groups performed in the red on the 2024 CA School Dashboard English Learner Progress Indicator (ELPI).

Measuring and Reporting Results

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

1	Suspension rate*	2022-23, per DataQuest and CALPADS Report 1.21 and 7.10: 7.7% All Students 2.7% Female 4.9% Male 7.7% Socioeconomically Disadvantaged 9.4% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) N/A Foster Youth N/A Homeless Youth 5.6% Students with Disabilities 10.3% African American N/A American Indian/Alaska Native N/A Asian N/A Filipino 7.6% Hispanic or Latino N/A Native Hawaiian/Pacific Islander 7.1% White N/A Two or More Races	2023-24, per DataQuest Suspension Rate: 3.1% All Students 2.1% Female 3.9% Male 3.6% Socioeconomically Disadvantaged 2.7% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) N/A Foster Youth N/A Homeless Youth 2.3% Students with Disabilities 8.6% African American N/A American Indian/Alaska Native N/A Asian N/A Filipino 1.2% Hispanic or Latino N/A Native Hawaiian/Pacific Islander N/A White 11.1% Two or More Races		2025-26: Reduce by 0.5% per year for all students and each student group.	2023-24 and 2022-23 difference: -4.6% All Students -0.6% Female -1.0% Male -4.1% Socioeconomically Disadvantaged -6.7% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) N/A Foster Youth N/A Homeless Youth -3.3% Students with Disabilities -1.7% African American N/A American Indian/Alaska Native N/A Asian N/A Filipino -6.4% Hispanic or Latino N/A Native Hawaiian/Pacific Islander N/A White N/A Two or More Races
2	Percentage of high school graduates who are placed in the "Prepared" level on the	2022-23, per CA Schools Dashboard College/Career Progress Indicator: All Students: 4.4%	2023-24, per CA Schools Dashboard College/Career Progress Indicator: All Students: 3.3%		2025-26: Growth of 2% per year for all students and each student group.	2023-24, per CA Schools Dashboard College/Career Progress Indicator: All Students: Maintained -1.2% Female: N/A Male: N/A

	College/Career Indicator	Female: N/A Male: N/A Socioeconomically Disadvantaged: 4.7% English Learners: 2.3% Long-Term English Learners (LTELs): N/A Redesignated Fluent English Proficient (RFEP): N/A Foster Youth: Less than 11 students - data not displayed for privacy Homeless Youth: Less than 11 students - data not displayed for privacy Students with Disabilities: 0% African American: 4.8% American Indian/Alaska Native: N/A Asian: N/A Filipino: N/A Hispanic or Latino: 3.7% Native Hawaiian/Pacific Islander: Less than 11 students - data not displayed for privacy White: Less than 11 students - data not displayed for privacy Two or More Races: Less than 11 students - data not displayed for privacy	prepared Female: N/A Male: N/A Socioeconomically Disadvantaged: 3.4% prepared English Learners: 2.6% prepared Long-Term English Learners (LTELs): 2.8% prepared Redesignated Fluent English Proficient (RFEP): N/A Foster Youth: Less than 11 students - data not displayed for privacy Homeless Youth: Less than 11 students - data not displayed for privacy Students with Disabilities: 0% prepared African American: 5.3% prepared American Indian/Alaska Native: N/A Asian: Less than 11 students - data not displayed for privacy Filipino: N/A Hispanic or Latino: 2.3% prepared Native Hawaiian/Pacific Islander: Less than 11 students - data not displayed for privacy White: Less than 11 students - data not displayed for privacy Two or More Races: Less than 11 students - data			Socioeconomically Disadvantaged: Maintained -1.3% English Learners: Maintained 0.3% Long-Term English Learners (LTELs): Maintained 0.3% Redesignated Fluent English Proficient (RFEP): N/A Foster Youth: N/A Homeless Youth: N/A Students with Disabilities: Maintained 0% African American: Maintained 0.5% American Indian/Alaska Native: N/A Asian: N/A Filipino: N/A Hispanic or Latino: Maintained -1.4% Native Hawaiian/Pacific Islander: N/A White: N/A Two or More Races: N/A

			not displayed for privacy			

Goal Analysis for 2024-2025

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

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

During the 2024–25 school year, Goal #4 served as the foundation for targeted Equity Multiplier efforts at Lloyde High School, CVUHSD's alternative education site. The goal focuses on increasing the percentage of students—especially Socioeconomically Disadvantaged, African American, and Hispanic students—who are deemed "prepared" or "well prepared" on the College and Career Readiness Indicator (CCI), while also reducing suspension rates for these student groups, all of whom were in the red performance level on the 2023 California School Dashboard.

Action 4001 – School Climate, which was intended to support reductions in suspension through targeted behavioral supports and climate interventions, was not implemented in 2024–25 due to staffing constraints. Despite the absence of this planned action, Lloyde High School still demonstrated positive outcomes, as all three targeted student groups (Socioeconomically Disadvantaged, Hispanic, and African American students) showed improvement in their Suspension Rates on the 2024 California School Dashboard. These reductions are encouraging and suggest that other climate-based strategies and supports at the site may have contributed to improved behavior and disciplinary outcomes, even without the full implementation of this specific action.
Action 4002 – College & Career Readiness was implemented as a planning year, focused on exploring ways to expand access to a broad course of study aligned to CCI indicators. While no Equity Multiplier funds were spent during 2024–25, the school conducted initial planning to identify options for A-G course inclusion, CTE pathway development, and dual enrollment opportunities, particularly for Socioeconomically Disadvantaged and Hispanic students, who were in the Very Low status level for CCI. Though a specific CTE pathway was not selected in this first year, a major step forward was the hiring of a CTE Media Arts teacher, which will support deeper program design and allow the school to offer more meaningful college and career readiness experiences beginning in 2025–26.

The 2024–25 school year marked an initial phase of implementation for Goal #4, with a focus on planning and groundwork for long-term improvement at Lloyde High School. While the School Climate action was not implemented due to staffing limitations, suspension rates for the targeted student groups improved, suggesting progress toward the goal despite limited resources. The College and Career Readiness action served as a strategic planning year, laying the foundation for expanded programming through the future integration of CTE and dual enrollment. With key staffing in place and a clearer direction emerging, the school is now well-positioned to fully implement Equity Multiplier-funded actions in 2025–26 to further support improved academic and behavioral outcomes for its most historically underserved students.

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

Material variances between our Budgeted Expenditures and Estimated Actual Expenditures are defined as fluctuations exceeding ±15%. In the case of Goal #4, estimated actual expenditures are 60.43% below the adopted budget, representing a material difference under this policy.

This variance largely results from the same legacy practice identified in Goal #3—fully budgeting restricted-fund revenues (notably indirect cost recoveries) at adoption, despite historical patterns showing that much of these funds would go unspent. Following adoption, we reviewed this practice and, through our first and second interim updates, realigned projections and reduced budget authorizations to reflect realistic spending expectations.

Additional factors contributing to the 60.43% underspend for Goal #4 include:
*Action-specific staffing constraints: Funds allocated for Action 4001 were not expended due to unanticipated staffing shortages, which prevented implementation during the 2024-25 school year.
*Research-focused activity without costs: Action 4002 centered on preliminary research efforts that ultimately required no external funding, leaving the allocated budget unspent.

No LCFF Supplemental & Concentration grant funds were allocated to Goal #4.

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

The implementation of Goal #4 during the 2024–25 school year reflects early signs of effectiveness, particularly in the area of school climate, despite limited direct service implementation.

Action 4001 – School Climate, though not implemented due to staffing limitations, was associated with substantial progress in reducing suspension rates among key student groups. According to the 2024 California School Dashboard, Socioeconomically Disadvantaged and Hispanic students improved from red to green, and African American students improved from red to yellow on the Suspension Rate indicator. These shifts represent significant movement from the lowest performance level to the two highest levels for the targeted student groups and indicate that sitewide climate efforts outside of this specific action may have positively influenced student behavior and disciplinary outcomes.

Action 4002 – College & Career Readiness was designated as a planning year, and although no direct services were implemented in 2024–25, the action effectively laid the foundation for future readiness efforts. Notably, the hiring of a CTE teacher for the 2025–26 school year positions Lloyde High School to begin offering career pathway-aligned coursework, which will expand students' access to College and Career Indicator (CCI)-aligned opportunities, such as CTE pathway completion, A-G coursework, and dual enrollment. This preparation work is essential to increasing long-term CCI outcomes, especially for Socioeconomically Disadvantaged and Hispanic students, who were previously in the Very Low status on the 2023 Dashboard.

To date, the Equity Multiplier-funded actions supporting Goal #4 at Lloyde High School have shown early effectiveness in addressing suspension rates and have created a strong foundation for future gains in college and career readiness. Although the School Climate action was not directly implemented, the dramatic improvement in suspension performance levels for all three target student groups suggests that broader site-based efforts contributed to significant gains. Meanwhile, the College and Career Readiness action served its purpose as a strategic planning year, with staffing investments that will enable implementation of pathway-aligned instruction in 2025–26. These results indicate that Lloyde High School is moving in the right direction to achieve the goal of increasing student preparedness and reducing exclusionary discipline, particularly for historically underserved groups.

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

This Equity Multiplier Focus Goal has been revised to the following, based on updated 2024 California School Dashboard data: Lloyde High School will target Equity Multiplier funds to: 1) increase the percentage of students deemed "prepared" or "well prepared" according to the the College and Career Readiness Indicator (CCI) for all students and specifically Socioeconomically Disadvantaged students, African American students, Hispanic students, English Learners & Long-Term English Learners, and; increase the percentage of English Learners & Long-Term English Learners making progress toward English language proficiency as indicated by the English Learner Progress Indicator (ELPI).

The rationale for this goal has been revised to the following: Lloyde High School (LL) is CVUHSD's alternative education high school and was identified as eligible for Equity Multiplier funds, beginning with the 2024-25 school year. Equity Multiplier funding is a separate source of funding outside of the District's LCFF entitlement for which schools are eligible based upon their non-stability rate and percentage of Socioeconomically Disadvantaged students. These funds must be used to annually address all student groups that have the lowest performance level on one or more state indicators on the California School Dashboard. Therefore, the actions developed to support this goal will increase the percentage of students deemed "prepared" or "well prepared" according to the College & Career Readiness Indicator (CCI) for not only All Students, but specifically Socioeconomically Disadvantaged students, African American students, Hispanic students, English Learners & Long-Term English Learners which are student groups who performed in the red on the 2024 CA School Dashboard CCI. Actions within this goal will also serve to increase the percentage of English Learners & Long-Term English Learners making progress toward English language proficiency, as both of these student groups performed in the red on the 2024 CA School Dashboard English Learner Progress Indicator (ELPI).

Action 4001 related to Lloyde School Climate will be discontinued for the 2025-26 school year, as no student groups performed in the red on the 2024 CA School Dashboard for the Suspension Rate Indicator. Action 4001 has been revised to the following: Through this action, Lloyde HS will increase the percentage of English Learners & Long-Term English Learners making progress toward English language proficiency, as both of these student groups performed in the red on the 2024 CA School Dashboard English Learner Progress Indicator (ELPI). This includes the provision of reinforced integrated ELD instruction and services across content areas.Services provided through Action 1003: Support for Long-Term English Learners, and Action 1004: English Learner Program Coordination will provide additional support for this 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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Lloyde Equity Multiplier - School Climate	Through this action, Lloyde HS will reduce suspension rates not only for all students, but specifically for Socioeconomically Disadvantaged students, Hispanic students, and African American students, which are all students groups who performed in the red on the 2023 CA School Dashboard Suspension Rate indicator. Services include the provision of staff to provide a smaller learning environment for students experiencing increased barriers to learning that are affecting their engagement with school. This Tier III intervention includes targeted provision of student support services such as mental health, social work, and health services (through the School Social Workers, Attendance Interventionist, Intervention Specialist, and Community Schools partnerships) that meet the underlying student needs. Lloyde's Equity Coordinator will also work directly with students in the above identified student groups who have been suspended to identify root causes and collaborate with other support staff and educators to develop appropriate action plans.	$13,881.00	No
2	Lloyde Equity Multiplier -	Through this action, Lloyde HS will research and plan to implement options that better meet the	$146,621.00	No

	College & Career Readiness	needs of students for a broad course of study that prepares them for postsecondary success. This action serves not only all students, but specifically Socioeconomically Disadvantaged students and Hispanic Students which are student groups who received a Very Low status on the 2023 CA School Dashboard College & Career Readiness Indicator. This includes exploring the inclusion of A-G coursework, Career Technical Education (CTE) Pathway options, and dual enrollment options, as well as looking to other Model Continuation High Schools with higher CCI status levels for best practices. Services provided through Action 1001: College Access, Preparation & Support, Action 1002: Career Readiness, and Action 3004: CTE Pathways Implementation Support will provide additional support for this action.		

Goal

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

State priorities addressed by this goal.

1, 4

An explanation of why the LEA has developed this goal.

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

This goal continues to be essential in ensuring CVUHSD's ability to implement and sustain all other LCAP priorities. Strategic budgeting aligned with educational partner input has allowed the District to fund impactful initiatives—including College & Career Counseling, community school staffing, and expanded course offerings—while preserving reserve levels and maintaining financial health. Given the fiscal uncertainties tied to enrollment and state funding, ongoing oversight and stewardship are necessary to protect and prioritize student-centered investments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Appropriately Assigned Teachers*	2021-22, 39.4%, per DataQuest TAMO	2022-23, 55.0%, per DataQuest TAMO		Eliminate teacher misassignments as reported by LACOE's teacher assignment monitoring division.	2022-23 and 2021-22 difference: Increased, 15.6%

2	Percent of graduates that have successfully completed "A-G" requirements*	Class of 2023, per DataQuest 4-Yr ACGR and Class of 2023 Master file 0% All Students N/A Female N/A Male 0% Socioeconomically Disadvantaged N/A English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) N/A Foster Youth N/A Homeless Youth N/A Students with Disabilities N/A African American N/A American Indian/Alaska Native N/A Asian N/A Filipino 0% Hispanic or Latino N/A Native Hawaiian/Pacific Islander N/A White N/A Two or More Races	Class of 2024, per DataQuest 4-Yr ACGR: 0% All Students N/A Female N/A Male 0% Socioeconomically Disadvantaged N/A English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) N/A Foster Youth N/A Homeless Youth N/A Students with Disabilities N/A African American N/A American Indian/Alaska Native N/A Asian N/A Filipino 0% Hispanic or Latino N/A Native Hawaiian/Pacific Islander N/A White N/A Two or More Races		Class of 2026: Growth of 2% per year for all students and each student group.	Class of 2024 and 2023 difference: 0% All Students N/A Female N/A Male 0% Socioeconomically Disadvantaged N/A English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) N/A Foster Youth N/A Homeless Youth N/A Students with Disabilities N/A African American N/A American Indian/Alaska Native N/A Asian N/A Filipino 0% Hispanic or Latino N/A Native Hawaiian/Pacific Islander N/A White N/A Two or More Races

Goal Analysis for 2024-2025

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

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

During the 2024–25 school year, CVUHSD successfully implemented Goal #5, which was developed to ensure that all students at Centinela Valley Independent Study School (CVISS) have consistent access to appropriately credentialed teachers required to facilitate completion of A–G approved coursework. This goal is a key component of the District's Equity Multiplier strategy, targeting an identified staffing challenge at CVISS where only two full-time teachers held credentials in core A–G subject areas (English and Mathematics).

To address this gap, the District fully implemented the planned action by assigning extra periods to appropriately credentialed teachers from within CVUHSD. These additional teaching assignments allowed CVISS students to access instruction in Science, Social Studies, World Languages, and Visual and Performing Arts (VAPA)—all essential components of an A–G aligned course of study. This approach ensured that students at the Independent Study School could meet college entrance requirements, despite the school's limited on-site staffing structure.

There were no substantive deviations from the planned action. The District's ability to leverage internal staffing capacity without requiring additional hires reflects a thoughtful, resource-conscious implementation strategy. Moreover, this solution helped mitigate potential equity concerns related to access and course availability for students in an alternative education setting.

Implementation of Goal #5 in 2024–25 was fully achieved, with CVISS students gaining expanded access to A–G coursework through strategic use of extra period assignments from appropriately credentialed CVUHSD teachers. This ensured compliance with UC/CSU eligibility requirements and addressed a core Equity Multiplier focus on credentialing gaps. By addressing this structural barrier, the District has laid a strong foundation for continued academic opportunity and success for students at CVISS, while maintaining alignment with broader LCAP priorities around access, equity, and fiscal stewardship.

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

For Goal 5, there were no material differences, based upon the District's 15% threshold, between Budgeted Expenditures and Estimated Actual Expenditures.

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

The action associated with Goal #5 proved wholly effective during the 2024–25 school year. Through strategic staffing efforts, all CVISS students requiring A–G coursework were provided equitable access to instruction delivered by appropriately credentialed teachers. This outcome directly addressed the key Equity Multiplier challenge identified at CVISS: limited on-site credential coverage beyond English and Mathematics.

By utilizing extra period assignments from credentialed CVUHSD teachers in Science, Social Studies, World Languages, and Visual and Performing Arts (VAPA), the District ensured that students in the Independent Study setting were not restricted in their ability to complete A–G approved coursework. This solution eliminated a significant barrier to postsecondary readiness and helped maintain equity of opportunity for students in a nontraditional learning environment.

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.

This action will continue as is in the 2025-26 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	CVISS Equity Multiplier - Access to A-G Coursework	This action will provide funding for extra period assignments for teachers within CVUHSD to provide students with access to A-G approved coursework. Currently, CVISS staff are credentialed in English and Mathematics. As CVISS works to increase the number of students graduating A-G ready, access to appropriately credentialed teachers in Science, Social Studies, World Languages, and VAPA is essential. This action meets the requirement of Equity Multiplier funds to address any underlying issues in credentialing, if applicable, and effectiveness will be measured by tracking the A-G completion rate of CVISS students over the 3-year cycle of this LCAP (2024-2027).	$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$22,973,982.00	$2,768,009.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
34.67%	0.00%	$0.00	34.67%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1001	Low Income students, Foster Youth, and English Learners each have an intensified need for increased college readiness support due to their unique needs, conditions, and circumstances. Most English Learners and their families have limited knowledge of the college exploration and application process; Foster Youth experience a lack of consistent academic advising across various systems and individuals managing their diverse needs, and; Low Income students face financial constraints that can make college seem	The District will continue to provide increased academic advising (retaining all Academic Counselors despite significant certificated lay-offs in order to maintain an approximately 260:1 student-to-Counselor ratio); college and career planning tools and support (guided access to CCGI, an online college and career planning platform); guidance when navigating the college application and financial aid process (College & Career Counselors and a College & Career Guidance Specialist); and equitable access to college preparatory courses to increase their competitiveness when applying to college (including 20 unique Advanced Placement courses	Specifically for English Learners, Foster Youth, and Socioeconomically Disadvantaged student, we will monitor A-G completion rates, as well as the percentage of these unduplicated student groups being deemed "prepared" or "well prepared" according to the College and Career Readiness Indicator. These same metrics will be monitored for All Students and each individual student group.

unattainable.

The percentage of All Students successfully completing A-G requirements rose slightly to 43.0% for the Class of 2024, up from 40.6% in 2023 and 42.1% in 2022. This improvement reflects a reversal of the prior year's decline. Among student groups, Socioeconomically Disadvantaged students also experienced a modest increase from 39.0% to 42.2%. Encouragingly, English Learners demonstrated continued improvement, rising from 24.0% to 25.3%. However, they continue to experience a substantial 17.7 percentage point gap from the overall rate for All Students. Notably, Foster Youth saw a significant gain, rising from 8.3% to 27.3%, suggesting that recent targeted supports for this group may be yielding positive outcomes. Despite this progress, the rate remains well below district and state averages, signaling a continued need for focused intervention. Students with Disabilities had a slight improvement to 13.0%, and Homeless Youth showed a modest increase to 23.7%. These trends suggest that while some equity gaps are narrowing, they remain considerable. Sustained investment in academic advising, A-G aligned credit recovery, and subgroup-specific supports will be essential to ensuring that all students, particularly historically underserved groups, are prepared for postsecondary opportunities.

According to the 2024–25 California Healthy Kids Survey (CHKS), 75.25% of students reported knowing where to go or who to contact at school for help with selecting classes for the current or next school year, which reflects a slight increase from 75.0% in the 2023–24 school year. Similarly, 79.75% of students reported knowing where to go or who to contact for help with college and career planning, a modest decrease from 80.25% in the previous year. These relatively stable results indicate that while students remain generally well-informed about where to access academic and college planning support, there is minimal growth in these critical areas. Meanwhile, internal tracking of A-G completion continues to highlight the need for timely interventions. Increased academic advising, credit recovery, grade improvement, and 14 unique within-the-school-day dual enrollment courses).

While the Class of 2024 shows an overall increase in A-G completion across several student groups, there remain key populations that have experienced declines or stagnation in their outcomes. Notably, Male students continue to trail their female peers, increasing only slightly from 36.5% in 2023 to 36.8% in 2024, compared to 48.8% for females—indicating a persistent gender gap of over 12 percentage points. Students with Disabilities rose modestly to 13.0% from 12.7% in 2023, but the pace of improvement remains slow and significantly below district averages. Homeless Youth rose marginally from 23.5% in 2023 to 23.7% in 2024, showing nearly flat growth and underscoring continued barriers to academic progression. Two or More Races students declined from 30.2% in 2023 to 28.6% in 2024. These patterns indicate that while some subgroups—like Foster Youth and English Learners—are showing improvement, others are seeing minimal or negative change. Addressing the needs of these specific student populations will require differentiated support strategies, targeted monitoring, and stronger alignment between intervention programs and the unique challenges faced by each group. Continued refinement of A-G counseling strategies, increased access to rigorous coursework, and expanded support services are critical to closing these persistent gaps.

	and other targeted support structures are still needed to ensure that more students meet graduation requirements and complete the full A-G course sequence.		
1002	Low Income students often have little to no exposure to work-based experiences within their communities and beyond due to limited financial resources and the unavailability of parents working multiple jobs or single parents to support students in seeking out career preparation opportunities. On the Fall 2023 Dashboard, the All Students group reported a College Career Indicator (CCI) percentage of 34.1%, reporting in the low status level. Low Income students (33%) also reported in the low status level. The traditional five-color system will return for CCI in the Fall 2024 Dashboard release. From the Class of 2022 to the Class of 2023, the percentage of Low Income students completing Career Technical Education (CTE) pathways decreased 3.7% to 15.2%. According to the Fall 2024 Dashboard, the CCI for All Students increased to 39.4% placing the District in the green performance level. Low Income students also increased to the green peformance level with a CCI of 39.1%, improving from 33.0% last year. From the Class of 2023 to the Class of 2024, the percentage of Low Income students completing Career Technical Education (CTE) pathways increased by 7.9% to 23.1%.	This action is continuing from the prior LCAP, connecting Low Income students to college and career pathways in high school. CTE completers continue to report higher graduation rates and rates of meeting UC/CSU requirements than the general student population, showing the importance of relevant career based learning opportunities as a connection point to student success in school. CTE Pathway Specialists (Teachers on Special Assignment) support student internship opportunities connected with CTE programs in local businesses. This provides Low Income students experience in local business sectors, increasing preparedness for college and/or career opportunities beyond high school. This action is provided LEA-wide to increase access to and completion of CTE programs as part of maximizing improvement of graduation rates and CCI preparedness rates for all students.	These services will support an increase in students being deemed "prepared" or "well prepared" according to the College and Career Readiness Indicator and an increase in the percentage of students completing a CTE pathway.
1005	Low Income students, Foster Youth, and English Learners each have an elevated need for increased access to academic supports due to their unique needs, conditions, and circumstances. Many English Learners face the challenge of parents who are unable to assist them with coursework due to lack of knowledge and/or comfort with the English language; Foster Youth often lack consistent access to adults who can support their learning; Low Income students also often lack access to adults with both the time and strategies to help them with schoolwork, and; all three of these vulnerable	The District will provide increased access to academic supports, particularly for students struggling with coursework or deemed not on track for meeting graduation requirements. Provisions within this action include credit recovery options within and outside of the school day, after school tutoring provided by certificated teachers and trained college tutors, and fully staffed Digital Media Centers that serve as community hubs for after school expanded learning opportunities in support of students' college and career readiness. This action is being provided on an LEA-wide basis due to the fact that the following student groups in the Class of 2023 also	Services provided through this action will contribute to improving outcomes for student groups performing in the red on academic indicators (CAASPP ELA and Math assessment scores), and will also support increases in the Graduation Rate, A-G Completion Rate, and Course Completion Success Rate (C- or Better).

subgroups frequently lack a stable home environment conducive to focused learning.

According the California Healthy Kids Survey (CHKS), 72.75% of students know where to go or who to contact for help with tutoring services (a slight increase from 71.5% in 2023-24). The District is working to increase this percentage, with the goal being that all students know how and where to access academic support when they are struggling.

Going into Year 1 of this LCAP cycle, the percentage of All Students successfully completing A-G requirements declined slightly (42.1% for the Class of 2022 and 40.6% for the Class of 2023), yet demonstrated increases across several student groups, including English Learners who demonstrated a significant increase of 3.4% to 24% meeting A-G requirements. However, Low Income students demonstrated a decrease of 2.3% to 39% and Foster Youth demonstrated a decrease of 13.9% to 8.3%.

Also, the District's High School Graduation Rate for all students decreased slightly by 1% from 88.6% for the Class of 2022 to 87.6% for the Class of 2023. Though Foster Youth increased significantly by 17.3% to 92.3%, Low Income students decreased 1.2% to 88%, and English Learners decreased 8% to 70.9%

Going into Year 2 of this LCAP cycle, despite a decline of 1.5% from the Class of 2022 to 2023, the percentage of All Students successfully completing A-G requirements for the Class of 2024 increased 2.4% to 43%. For the Class of 2024, Low Income students successfully completing A-G requirements increased 3.2% to 42.2%; English Learners increased modestly by 1.3% to 25.3%; Foster Youth increased significantly by 19% to 27.3%.

Also, despite a slight decline of 1% from the Class of 2022 to 2023, the District's High School Graduation Rate for all students for the Class of 2024 increased by 1.8% to 89.4%. For the Class of 2024, the Graduation Rate for Low Income students increased 1.5% to 89.5%; English

demonstrated decreases in A-G completion rates: Male students decreased 3% to 32.3%; Asian students decreased 4.7% to 64.3%; Hispanic students decreased 0.5% decrease to 29.8%; Native Hawaiian/Pacific Islander students decreased 4%; Homeless students decreased 9.7% to 27.3%, and; African American students decreased 8.5% to 38.9%.

This action is being continued on an LEA-wide basis because Class of 2024 A-G completion data still reveal critical gaps: Male students, while improving to 36.8% (up from 32.3%), remain well below the district average; Asian students, despite rising to 75%, continue to highlight disparities when compared to lower-performing groups; Hispanic students increased modestly to 42.3% but still lag; Native Hawaiian/Pacific Islander students rose to 35.3% yet remain far below targets; Homeless students declined further to 23.7% (from 27.3%); and African American students improved to 43% but continue to need support to sustain gains.
This action is being provided on an LEA-wide basis due to the fact that the following student groups also demonstrated decreases in A-G completion rates: Male students decreased 3% to 32.3%; Asian students decreased 4.7% to 64.3%; Hispanic students decreased 0.5% decrease to 29.8%; Native Hawaiian/Pacific Islander students decreased 4%; Homeless students decreased 9.7% to 27.3%, and; African American students decreased 8.5% to 38.9%.

	Learners increased significantly by 7.9% to 78.8%; Foster Youth declined significantly by 37.3% to 55%.		
1006	Financial constraints make it difficult for Low Income families to provide their students with access to arts-based experiences outside of school. Additionally, this action acknowledges the research foundation which demonstrates a positive correlation between arts education and both student engagement and student achievement in ELA and mathematics for Low Income students.	Prior to the passing of Proposition 28 and the resulting Arts and Music in Schools funding resource, the District identified a need to provide additional arts opportunities for Low Income students. Various art enrichment opportunities and experiences continue to be provided to Low Income students throughout the District. Targeted to Low Income students, this action includes high quality professional productions for students; pre-show professional learning (PL) sessions for teachers of all content areas; follow-up PL to provide teachers with an opportunity to develop their own Arts Integration lessons, and; the provision of materials to facilitate the implementation of arts-based lessons in classrooms. Each of these services is organized by our community-based Regional Arts Coordinator. Although designed to serve the needs of Low Income students, this action is being implemented LEA-wide as part of on-going efforts to maximize the provision of arts enrichment for all students.	Metrics for this action will evaluate the expected increase in quality, quantity and equity of arts education. These metrics include in-person observation of events; tracking of student attendance at events; tracking of teacher participation in professional learning; student and teacher feedback surveys; interviews with teachers; testimonials from students; and, student work exemplars.
1013	Low Income students, Foster Youth, and English Learners each have a heightened need for increased access to both credit recovery and academic enrichment opportunities. School year master schedules often cannot accommodate the need of English Learners to complete both English language development coursework and graduation requirements simultaneously; many Foster Youth face the challenge of completing partial credit courses due to instability of school placement, putting them at greater risk of not graduating, and; Low Income students also need the opportunity to recover credits due to having struggled academically amidst	The District will provide Low Income students, Foster Youth, and English Learners with access to A-G courses and English language development coursework during the summer, taught by appropriately assigned teachers. This action is being provided on an LEA-wide basis because all students who are credit deficient will benefit from the provision of Summer School.	Effectiveness of this action will be measured by Summer School course completion rates which will subsequently increase the A-G course completion rate, positively impact the graduation rate, and increase the Course Completion Success Rate (C- or Better).

2001	Low Income students, Foster Youth, and English Learners each have an intensified need for increased social, emotional, and mental health support due to their unique needs, conditions, and circumstances. All three of these unduplicated student groups are often negatively impacted by mental and emotional trauma. According California Healthy Kids Survey (CHKS) data 26% of students indicated experiencing significant social emotional distress during the 2023-24 school year, down from 31.25% in the 2021-22 school year. Additionally, 33.25% of students indicated experiencing chronic sadness over the course of the 2023-24 school year, down from 35.75% in the 2021-22 school year. Gains are evident in the areas of social, emotional, and mental health for students, but the progress must continue. In 2024–25, CHKS data reflects continued improvement. The percentage of students reporting significant social emotional distress dropped further to 21.25%, and reports of chronic sadness decreased to 24.75%. These year-over-year declines suggest that expanded access to mental health services and increased awareness initiatives may be yielding positive results. However, given that nearly one in four students continues to experience chronic sadness or emotional distress, the district must maintain and enhance its efforts—particularly for unduplicated student groups who may be disproportionately affected. Sustaining this progress will require continued investment in culturally responsive counseling, trauma-informed practices, and school-based wellness supports tailored to the unique challenges these student groups face.	The most common services for Low Income students, English Learners, and Foster Youth include support for depression, anxiety, grief and loss, and trauma-related disorders. Mental health continues to be identified as a priority area in educational partner feedback along with positive ratings of current offerings. The number of students served has increased on an annual basis, including increased diversification of tiered offerings due to changes in student support needs. Supports include: the provision of Wellness Centers staffed by School Social Workers and Richstone Family Center bilingual therapists, and social work interns; partnering with Care Solace to match students and families in need to verified, local mental health service providers; implementing Hazel Health to provide free telehealth services; conducting home visits to students identified for Tier 2 intervention due to lack of attendance, engagement, and/or academic progress to assess mental health needs and connect students and families with necessary supports, and; the provision of Intervention Specialists to provide Tier 2 interventions for the purpose of increasing engagement. An additional support provided in the 2024-25 school year included Well-Being Centers facilicated by the Department of Public Health, which will be continued into the 2025-26 school year. Although designed to serve the needs of LI, EL, and FY students, this action is being implemented LEA-wide to maximize the availability of mental health services for all students.	Services provided through this action aim to close the gap between the percentage of students who indicate they wanted to get mental health services and the percentage of students who successfully received mental health services as measured by the California Healthy Kids Survey (CHKS). Additionally, this action will help to decrease the percentage of students who indicate they experience significant social emotional distress and chronic sadness as measured by the CHKS and will increase the percentage of students who access services and supports through Wellness Center service logs. Finally, as the social, emotional, and mental health of our students improves, we anticipate a decrease in the Chronic Absenteeism Rate and an increase in our Attendance Rate.
2002	Low Income students, Foster Youth, and English Learners each have an intensified need to feel safe and connected to school due to their unique needs, conditions, and circumstances. Most Foster Youth lack a stable, safe home environment and inconsistent relationships with supportive adults; English Learners often struggle to establish meaningful connections due to linguistic and cultural barriers, and; many Low Income students face the additional challenge of living in distressed neighborhoods.	The District will continue to provide staff with training on trauma-informed practices, positive behavior interventions and supports, and restorative practices so that they may develop more trusting and positive relationships with Low Income students, English Learners, and Foster Youth in order to cultivate a safer learning environment where students feel they belong, are included, and are connected. Additionally, Intervention Specialists at each school will assist Low Income students, English Learners, and Foster Youth with MTSS support, school connectedness initiatives, and social-emotional support.	Services provided through this action will specifically address the Suspension Rate of the following student groups, performing in the red as reported on the 2023 CA School Dashboard: Foster Youth (District); Homeless Youth (District, Lawndale HS); All Students at Lloyde HS, Socioeconomically Disadvantaged Students (LL); Hispanic students (LL); African American students (LL). This action will also support efforts funded by Equity Multiplier Funds to decrease Supsension Rates

The percentage of students who perceive our schools as safe/very safe decreased from 52% in 2022-23 to 50% in 2023-24, while the percentage of students who agree/strongly agree on the California Healthy Kids school connectedness scale questions also decreased from 50% in 2022-23 to 46% in 2023-24. The percentage of students who perceive our schools as safe or very safe increased from 50% in 2023–24 to 52.75% in 2024–25, returning to levels reported in 2022–23 and reversing the previous year's decline. Similarly, the percentage of students who agree or strongly agree with the California Healthy Kids Survey school connectedness scale questions rose slightly from 46% in 2023–24 to 47% in 2024–25. While these gains are modest, they indicate a positive trend in students' perceptions of school safety and connectedness, following a year of decline. Continued attention to creating inclusive, engaging, and emotionally safe school environments remains essential for sustaining this upward trajectory. Although the District's Suspension Rate for all students decreased 0.3% from 4% in 2021-22 to 3.7% in 2022-23, the following student groups demonstrated an increase in Suspension Rate and a Suspension Rate higher than that for all students: Socioeconomically Disadvantaged students increased 0.7% to 4%; English Learners increased 1.6% to 4.2%; Foster Youth increased 1.5% to 9.6%; Homeless Youth increased 1.1% to 9.1%, and; Students with Disabilities increased 0.3% to 5.4%. Going into Year 2 of this LCAP cycle, the District will need to continue to address the slight increase of 1.2% in the Suspension Rate for all students to 4.9%. This resulted in the District's Fall 2024 Dashboard indicator for Suspension Rate falling from the Yellow in 2024 to the Orange performance level. In the 2023-24 school year, the following student groups demonstrated an increase in Suspension Rate: Female students increased from 2.8% to 4.7%; Male students increased from 4.5% to 5%; Low Income students increased from 4% to 5.3%;	Although this action is designed to meet Low Income student, English Learner, and Foster Youth needs, the MTSS system is implemented LEA-wide to maximize supports for all students in improving both academic and behavioral outcomes and improving the overall school climate.	specifically for Lloyde High School (see Action 4001). This action will also support the District's Compliance Improvement Monitoring Plan to address disproportionality in the Suspension Rate of low-income African American Students with Disabilities, and increase student perceptions of safety, belonging, inclusion, and connectedness as measured by the California Healthy Kids Survey (CHKS).

	English Learners increased from 4.2% to 5.3%; Homeless Youth increased from 9.1% to 9.8%; Students with Disabilities increased from 5.4% to 8.1%; African American students increased from 8% to 10.3%; Filipino students increasde from 0% to 3.6%; Hispanic students increased from 2.8% to 3.7%; Pacific Islander students increased from 3.4% to 5%; White students increased from 2.9% to 4.3%; Students from Two or More Races increased from 5.1% to 7.2%.		
2003	Low Income and English Learner families each have an increased need for school-based supports due to their unique needs, conditions, and circumstances. English Learner families often struggle to support their students academically due to language barriers. Low Income families face the challenge of lower parent education levels and the need to work multiple jobs impacting their ability and time to provide academic support to their students. According to the California School Parent Survey (CSPS), 89% of parents strongly agree or agree that parents feel welcome to participate at our schools, yet only 41% indicated they actually participated in opportunities at their child's school. 89% of parents strongly agree or agree that school staff treat parents with respect, and 79% of parents strongly agree or agree that school staff take parent concerns seriously. In 2024–25, parent perceptions remained largely consistent with the prior year, showing stability in families' positive views of school climate. This year, 88% of parents reported feeling welcome to participate at school—just a 1% decrease from the previous year—while 40% reported actual participation in school opportunities, also a 1% decline. Notably, the percentage of parents who agree or strongly agree that school staff treat them with respect rose to 95%, up from 89%, and 94% of parents now say schools encourage them to be active partners in their children's education. These increases suggest that while parent participation rates have slightly dipped, perceptions of staff respect and partnership-building have significantly improved, indicating a strong foundation on which to expand outreach, engagement, and empowerment efforts through	The District will increase CV Family Academy efforts to provide Low Income and English Learner families with meaningful and culturally responsive family engagement opportunities and parent education workshops focused on supporting students' academic progress and mental health. These services will be provided through Parent Centers staffed by full-time Parent Liaisons who will also engage families in making explicit connections between students' educational experience in CV and student outcomes identified in the District's Graduate Profile. Although designed primarily to support the needs of Low Income and English Learner families, the services within this action are provided LEA-wide to increase overall family engagement and maximize the impact of services in addressing family support needs.	Services provided through this action will result in an increase in the parent participation rate of both Low Income and English Learner families, as measured by weekly Parent Center log data (number of parent volunteers; number of family engagement opportunities offered and participants; number of family education opportunities offered and participants). Effectiveness of this action will also be measured by the percentage of parents who indicate they strongly agree or agree that our schools actively seek the input of parents before making decisions, according to the California School Parent Survey (CSPS).

	initiatives like the CV Parent Academy and expanded roles for PTO/PTSO groups. During educational partner input sessions, families reinforced their appreciation for our Parent Centers and Family Engagement Specialists. They also noted that the long-term leave of one staff member proved significantly challenging for parents, yet another testament to the need to continue services through this action in order to provide families with the wrap-around supports they need.		
2004	Many Low Income students and their families are challenged to cover ancillary costs of participating in athletics usually paid for by families or foundations in Districts located in higher socioeconomic communities. Additionally, research shows that participation in interscholastic athletics is often associated with better educational outcomes, and Low Income students are often in need of structured academic supports which can be intentionally coupled with athletic participation.	The District will provide Low Income students with access to comprehensive athletic programs as a means of increasing students' attendance, engagement, and school connectedness. This action includes services also aimed at leveraging athletes' engagement and school connectedness to improve their academic outcomes, as supported by academic progress monitoring efforts and tutoring provisions. This action is being provided on an LEA-wide basis all student can benefit from engaging in extra-curricular activities, such as athletics, as a means of increasing school connectedness and thereby improving both attendance and academic outcomes.	Effectiveness of this action will be measured by monitoring the Attendance Rate of athletes in comparison to all students, as well as the Course Completion Success Rate (C- or Better).

2005	Events, such as the COVID-19 global pandemic, have caused districts to rethink the direct connection between schools and families, and to examine the link between school and community services, including ways in which these links can be strengthened, especially for Low Income students, Foster Youth, and English Learners. Low Income students and Foster Youth often do not know how to access or have access to quality health and social services. Many English Learners lack consistent academic support within the home, due to persistent language barriers. Community schools are designed to intentionally and collaboratively address the economic and social barriers that are the underlying cause of the opportunity and achievement gaps. According to the Community Schools Module of the California Healthy Kids Survey (CHKS), the following percentage of students know where to go or who to contact at school for help with: accessing food (54.75%); medical care when I am sick or need a checkup (60.25%) or dental care (38.5%); counseling to help them with stress, feeling sad, family issues, alcohol, or drug use (73%); emergency assistance (45%). In 2024–25, student awareness of available school-based supports remained relatively stable or improved slightly compared to the previous year. Notably, awareness of how to access food support increased to 56.5% (up from 54.75%), and knowledge of how to obtain medical care rose to 61.25% (up from 60.25%). Awareness of how to access dental care also increased slightly to 39.75%, while knowledge of how to obtain counseling support remained high at 73.25%, maintaining prior-year levels. Student awareness of how to seek emergency assistance improved marginally to 46.25% (up from 45%). These results suggest steady or slightly improving levels of student awareness of critical support services. Continued investment in communication, outreach, and signage regarding support services—particularly those related to emergency needs and dental care—can help close remaining knowledge gaps and ensure students can access the help they need when they need it.	The District will continue to establish robust Community Schools model across the District, given that we have received Community Schools Implementation Grants for Hawthorne HS, Lawndale HS, Leuzinger HS, and Lloyde HS. Services provided through this action are reflective of the CVUHSD Board of Education's resolution in support of Community Schools, approved March 2023, highlighting our District's commitment to expanding existing and establishing new partnerships with community-based organizations to provide support, resources, and opportunities for our students and their families. From academic tutoring and mentorship programs to mental health counseling and health services, to basic needs provisions, to college and career exposure, our schools will continue to evolve into holistic centers that respond to the diverse needs of our students and families. Services will be implemented and coordinated by our District Community Schools Coordinator and Community School Site Coordinator at each school. This action is being provided on an LEA-wide basis as the core principle of Community Schools is that ALL are served and supported, and all students and families can benefit from the services and resources provided through this action.	Effectiveness of the Community Schools Transformation action will be measured through the California Health Kids Survey (CHKS) Community Schools Module, Community Schools events/activities participation numbers (for students, families, staff, and community partners), and event/activity feedback surveys.

3001	Low Income students from distressed neighborhoods often do not have access to well-equipped 21st century technology. According to Pitler, Hubbell, & Kuhn (2012), research indicates that student use of technology not only increases student learning, understanding, and achievement but also motivates students to learn, encourages collaborative learning, and helps develop critical thinking and problem-solving skills. This is also supported by the International Society for Technology in Education (2016) standards for students. Through this action, the District will regularly assess technological capacity to meet the needs of a high fidelity implementation of state academic content standards and participation in the California Assessment of Student Performance and Progress.	The District will provide Low Income students with classrooms equipped with continually upgraded technology and educational applications in order to support the further integration of technology into the classroom for the purpose of fostering an increase in 21st century teaching and learning through the District's Digital Learning Initiative (DLI). This action includes the provision of technology support for Low Income students to access digital learning materials and online programs both in school and from home. Home wireless access is provided through hotspot devices, ensuring Low Income students equitable access to online instructional resources and materials via their District-provided Chromebooks. Though targeted for Low Income students, this action is being provided on an LEA-wide basis as we are a 1:1 device District and equity of access and support is critical to the continued success of our Digital Learning Initiative.	Effectiveness of this action will be monitored through an annual survey of educators regarding their use of educational technology tools and subscriptions.
3002	Both Low Income students and English Learners often struggle in school when teachers are not fully equipped to effectively differentiate instruction that promotes equitable access for learners with academically, culturally, and linguistically diverse needs. This action will support an increase in the percentage of students completing A-G required courses as well as an increase in the percentage of students demonstrating mastery on local districtwide benchmark assessments in ELA, Mathematics, Science, and Social Studies. Instructional coaching provides personalized support to teachers to ensure they are meeting the needs of Low Income students and English Learners for differentiated instruction, academic language support, and Tier 2 responses to intervention. Additionally, research shows that job-embedded professional development is the most effective delivery method, and that skills learned through a coaching relationship are more likely to be effectively implemented.	The District will ensure teachers of Low Income students and English Learners are provided with increased professional learning enabling them to engage students in rigorous, standards-aligned instruction utilizing best practices for equitable instruction. This action will include the provision of instructional coaching provided by appropriately assigned, experienced, and effective teachers on special assignment utilizing the Cognitive Coaching model. Instructional coaches support teacher professional learning in academic subjects primarily focused on the implementation of evidence-based strategies and scaffolds to address the academic needs of LI, EL, and FY students. Coaching, support, and strategy selection is determined by student needs represented in state and local assessment performance data. Coaching will focus on the implementation of evidence-based instructional strategies (e.g. UDL, science of reading, computational thinking) and assessment practices that identify the needs of Low Income and English Learners. This action is being provided on an LEA-wide basis as the supports provided will result in academic improvement for all students due to strategy implementation occurring during base first instruction within identified content area classrooms.	Effectiveness of this action will be monitored via data collected on the number of formal Cognitive Coaching sessions engaged in by Instructional Coaches at each school site, disaggregated by content area. This action will also contribute to improving outcomes for student groups performing in the red on academic indicators.
3003	The District's culturally and linguistically diverse Low Income students and English Learners exhibit an intensified need for culturally responsive instruction and interpersonal interactions with school staff. English Learners often experience classroom environments where	The District will provide Low Income students and English Learners with increased access to culturally relevant, responsive, and sustaining instruction and interpersonal interactions with school staff. All certificated and classified staff will be provided with professional learning that promotes effective instruction and interpersonal interactions addressing	Services provided through this action will contribute to increasing the percentage of students who strongly agree or agree on the following California Healthy Kids Survey (CHKS) items: adults/teachers in our schools respect differences in students; tudents

	cultural differences in communication patterns are not acknowledged and inclusive practices remain surface level. Culturally diverse Low Income students face similar challenges, wherein culturally responsive instruction - which recognizes socioeconomic status as a critical dimension of culture - is lacking. Year 1 The percentage of students who agree/strongly agree on the California Healthy Kids (CHKS) school connectedness scale questions decreased from 50% in 2022-23 to 46% in 2023-24. Also according to the CHKS, 54.25% of students strongly agree or agree that adults/teachers at their school respect differences in students; 33.75% strongly agree or agree that students in their schools respect each other's differences. According to the California School Staff Survey (CSSS): 38% of staff indicated they need more professional development, training, mentorship, or other support for working with diverse racial, ethnic, or cultural groups; 86% of staff indicated that adults who work at our schools support and treat each other with respect. Additionally, according to the Community Schools Module of the CHKS, 54% of students who know where to go or who to contact at school for help with language supports. Year 2 The percentage of students who agree or strongly agree with the California Healthy Kids Survey (CHKS) school connectedness scale questions increased slightly from 46% in 2023–24 to 47% in 2024–25, showing a modest improvement from the prior year's decline (50% in 2022–23). Additionally, 73.5% of students now strongly agree or agree that adults or teachers at their school respect differences in students—a significant increase from 54.25% in the previous year. Similarly, 57.25% of students agree that their peers respect one another's differences, up from 33.75%, indicating meaningful gains in perceptions of inclusivity and mutual respect among both staff and students.	key elements of cultural proficiency, including: cross-cultural interactions; cultural differences in communication patterns, and; the role of culture and its impact on learning and student achievement. Thes action also includes the implementation of the District's annual Equity Symposium has been highly appreciated for bringing together educational partners - classified and certificated staff, community partners, post-secondary institutions, parents, students - to collectively learn about equity topics focused on improving outcomes for students This action will create opportunities for all cultures, ethnicities, and backgrounds to be connected to the district and schools, and is therefore being implemented LEA-wide to maximize the impact on student, parent, and staff connectedness ratings.	in/from our schools respect each other’s differences. Additionally, the District will monitor the following responses on the annual California School Staff Survey (CSSS): the percentage of staff who indicate they need more professional development, training, mentorship, or other support for working with diverse racial, ethnic, or cultural groups; the percentage of staff who indicate that adults who work at our schools support and treat each other with respect.

	According to the 2024–25 California School Staff Survey (CSSS), 47% of staff reported needing more professional development, training, mentorship, or other support to work effectively with diverse racial, ethnic, or cultural groups, up from 38% the prior year. However, 92% of staff now agree that adults working at their schools support and treat each other with respect—an improvement over the 86% reported last year. These findings reflect both a growing awareness of the need for cultural competency and an increasingly respectful staff climate. Additionally, the percentage of students who know where to go or who to contact at school for help with language supports increased to 56.5% in 2024–25, up from 54% the prior year. This incremental gain suggests steady progress in ensuring students, particularly English Learners, are aware of and able to access language-related supports, though continued outreach remains important.		

3004	Oftentimes, Low Income students see participation in the workforce as an economic necessity that is exclusive of a college education. The services provided through this action ensure teachers are fully trained to provide students with the hands-on experiences that will show them that engaging in the workforce and preparing for college need not be mutually exclusive as evidenced by students' participation in work-based learning opportunities through the District's nine career academies. On the Fall 2023 Dashboard, the All Students group reported a College Career Indicator (CCI) percentage of 34.1%, reporting in the low status level. Low Income students (33%) also reported in the low status level. The traditional five-color system will return for CCI in the Fall 2024 Dashboard release. From the Class of 2022 to the Class of 2023, the percentage of Low Income students completing Career Technical Education (CTE) pathways decreased 3.7% to 15.2%. According to the Fall 2024 Dashboard, the CCI for All Students increased to 39.4% placing the District in the green performance level. Low Income students also increased to the green peformance level with a CCI of 39.1%, improving from 33.0% last year. From the Class of 2023 to the Class of 2024, the percentage of Low Income students completing Career Technical Education (CTE) pathways increased by 7.9% to 23.1%.	The District will provide professional learning and programmatic supports for Career Technical Education (CTE) academies and pathways that align with both industry standards and post-secondary programs of study. This action will be facilitated by appropriately assigned, experienced, and effective teachers on special assignment and focus on expanding equitable access to high quality CTE instruction for Low Income students. This action is provided LEA-wide to increase access to and completion of CTE programs as part of maximizing improvement of graduation rates and CCI preparedness rates for all students.	Effectiveness of this action will be demonstrated by improved College and Career Readiness Indicator metrics and increased CTE pathway completion rates.

3005	Low Income students often lack access to adults with both the time and strategies to help them with schoolwork and a stable home environment conducive to focused learning, conditions which can ultimately lead to poorer educational outcomes than their peers. Services provided through this action will support an increase in the percentage of Low Income students demonstrating mastery on local districtwide benchmarks in ELA, Mathematics, Science, and Social Studies, as well as an increase in the percentage of students meeting or exceeding standard on the ELA, Mathematics, and Science CAASPP assessments.	The District will implement the co-teaching instructional model in order to provide additional academic support and increase academic outcomes for Low Income students in English, Mathematics, Science, and Social Studies. Services will include professional learning provided by appropriately assigned, experienced, and effective teachers on special assignment. The professional learning provided through this action is essential for co-teaching pairs, as the development of the 22 core competencies of co-teaching are fundamental to the successful implementation of the co-teaching model (Murawski, 2003). Though targeted for Low Income students, this action is being provided on an LEA-wide basis as the co-teaching model and its 22 core competencies are beneficial for all students.	This action will specifically address Low Income students who are also Students with Disabilities performing in the red on both the CAASPP Math and ELA assessments as reported on the 2023 CA School Dashboard. Effectiveness of this action will be monitored by the following metrics: CAASPP ELA and CAASPP Math performance for Students with Disabilities; Course Completion Success Rate (C- or Better).
3006	The culture of poverty in which most of our Low Income students live has limited their access not only to devices but to educational technology skills development. Action 3010 addresses the provision of devices and internet access for Low Income students, however, this action (3006) is necessary to ensure that the provision of educational technology is effectively utilized to improve the instruction of and educational outcomes for Low Income students.	Action 3006 provides Low Income students with educational technology training and access to digitally proficient teachers who are equipped to support the development of students' 21st century learning skills as a means of increasing students' college and career readiness. This action includes the provision of on-site instructional coaching provided by an appropriately assigned, experienced, and effective teacher on special assignment as part of the District's Digital Learning Initiative (DLI) in response to educational technology support continuing to be an ongoing need identified by teachers. Though targeted for Low Income students, this action is being provided on an LEA-wide basis as we are a 1:1 device District and equity of access and support is critical to the continued success of our Digital Learning Initiative. As all classrooms are equipped with digital infrastructure, the provision of training and support for all teachers is essential for Low Income students and all students to receive the highest quality instruction possible.	Effectiveness of this action will be measured by the number of DLI workshops offered, the number of workshop participants, and analysis of workshop participant feedback survey data.

3007	Low Income students and English Learners often experience lower educational outcomes than their peers due to their unique needs, conditions, and circumstances. Action 3011 of the CVUHSD LCAP establishes supports for the CV Local Assessment System in order to ensure consistent monitoring systems are in place for these students. However, a system must be in place to ensure that the results of such ongoing assessments are consistently analyzed and used to determine subsequent instructional goals and interventions for Low Income students and English Learners. During the 2024-25 school year, the District engaged in a series of training sessions facilitated by Solution Tree focused on cultivating the Professional Learning Community (PLC) model for our teacher leaders, including Department Chairs and Instructional Coaches, along with our Principals. An established system of common assessments, when integrated into the Professional Learning Communities (PLC) process, ensures that educators collaboratively analyze student performance data, identify learning gaps, and align instructional strategies. By regularly sharing and discussing assessment results, PLC teams can adjust teaching practices in real time, target interventions for struggling learners, and reinforce successful approaches. This collective responsibility for both assessment design and data-driven decision-making creates a coherent instructional framework that directly supports continuous improvement and, ultimately, boosts student achievement.	The District will provide Low Income students with access to diverse staff who are versed in culturally relevant, responsive, and sustaining practices. To accomplish this, the Office of Diversity, Equity, and Inclusion will engage in strategic efforts to recruit, hire, and retain diverse staff, including the provision of professional learning and mentorship to hires new to the District. These increased strategic efforts support Board Policy 0415 related to the recruitment and retainment of diverse staff, especially those with demonstrated understanding of the historic and cultural factors influencing Low Income African American learners. Educational partner input has indicated a desire for continuing to diversify staff across the District. This includes a desire to have teachers that represent the student groups within the District. This action is provided on an LEA-wide basis to maximize the impact of providing diverse highly qualified staff in all classrooms as part of increasing academic outcomes for all students.	Effectiveness of this action will be monitored by engaging in an annual analysis of hiring, disaggregated by ethnicity and gender, and determining progress toward staff ethnicity and gender reflecting that of our students. Additionally, services provided through this action will help the District maintain or exceed a retention rate of 80%.

3008	Low Income students and English Learners often experience lower educational outcomes than their peers due to their unique needs, conditions, and circumstances. Action 3011 of the CVUHSD LCAP establishes supports for the CV Local Assessment System in order to ensure consistent monitoring systems are in place for these students. However, a system must be in place to ensure that the results of such ongoing assessments are consistently analyzed and used to determine subsequent instructional goals and interventions for Low Income students and English Learners.	Professional learning opportunities are targeted to support teachers in addressing the needs of the Low Income and English Learner student groups. Systemic implementation of professional learning content and strategies allows for consistent learning structures for all Low Income and English Learner students districtwide, ensuring high quality instructional practices are in place at each school. This is important in the context of CVUHSD, as student mobility rates often result in students moving between District schools within the same school year. Addittional actions (1003: Support for Long-Term English Learners; 1004: English Learner Program Coordination; 3002: Instructional Coaching; 3004: CTE Pathways Implementation Support; 3006; Educational Technology Instructional Support) provide the staff necessary to support teachers and administrators in refining practices implemented through this action to respond to identified needs, and improving educational outcomes for Low Income and English Learner student groups. This action is being provided on an LEA-wide basis to maximize impact of the provided professional learning in improving academic outcomes for all students through consistent strategy implementation across all District classrooms.	This action will contribute to improving outcomes for student groups performing in the red on academic indicators (CAASPP Math and CAASPP ELA), and will support an increase in the percentage of students demonstrating mastery on local districtwide benchmarks in ELA, Mathematics, Science, and Social Studies.

3009	English Learner families often struggle to support their students academically due to language barriers. Low Income families face the challenge of lower parent education levels and the need to work multiple jobs impacting their ability and time to provide academic support to their students. When these families connect with the school for support, they may face cultural and linguistic barriers when school staff are not well-equipped to meet their diverse needs when it comes to how to engage in their students' academic experiences and both understand and support their progress. In 2023-24, according to the California Healthy Kids Survey (CHKS): 38.25% of students I feel like they are part of their school; 51.75% of students indicated there is a teacher or some other adult at their school who really cares about them. According to the Community Schools Module of the CHKS, 54% of students who know where to go or who to contact at school for help with language supports. According to the California School Parent Survey (CSPS), 89% of parents who strongly agree or agree that our schools staff treat parents with respect. In 2024–25, the percentage of students who feel like they are part of their school increased to 39.75%, reflecting a modest improvement in students' sense of belonging. Similarly, the percentage of students who indicated that an adult at school really cares about them rose to 53.5%, up from 51.75%. These gains, while incremental, suggest positive movement toward building stronger school climates and adult-student relationships. Additionally, awareness of where to go for language supports improved to 56.5%, up from 54%, indicating progress in outreach and communication regarding available services for English Learners. In contrast, perceptions among parents improved more significantly, with 95% of parents in 2024–25 agreeing that school staff treat them with respect—up from 89%—a strong indicator of enhanced family-school partnerships and positive engagement strategies implemented across the district.	The District will provide comprehensive professional learning for paraprofessionals and classified support staff to ensure they are equipped to provide culturally appropriate and linguistically accessible supports and resources for our Low Income and English Learner students and families. The trainings provided through this action will meet the needs of Low Income and English Learner students and families for culturally competent support staff who are able to support them in navigating the educational system and in engaging in students' academic experiences. This action is being provided on an LEA-wide basis because all students and families will benefit from highly trained paraprofessionals and classified support staff.	Effectiveness of this action will be measured by the percentage of students who strongly agree or agree with the following statements on the California Healthy Kids Survey (CHKS): I feel like I am part of this school; there is a teacher or some other adult at my school who really cares about me. This action will also help to increase the percentage of students who indicate they know where to go or who to contact at school for help with language supports, according to the Community Schools Module of the (CHKS). Effectiveness will also be measured by percentage of parents who strongly agree or agree that our schools staff treat parents with respect on the California School Parent Survey (CSPS).
3010	The District's culturally and linguistically diverse	The District will provide Low Income students and English	Effectiveness of this action will be monitored

Low Income students and English Learners exhibit an intensified need for culturally relevant and sustaining curriculum as well as access to technology both at school and at home. English Learners often struggle to engage with curriculum that does not reflect their cultural and linguistic background, while our culturally diverse Low Income students face similar challenges, wherein culturally relevant and sustaining curriculum - which recognizes socioeconomic status as a critical dimension of culture - is lacking. In 2023-24, California Healthy Kids Survey (CHKS) data shows that 44.5% of students strongly agree or agree that the books and lessons used in their classes include examples of people from different backgroupnds (for example, cultures, ethnicities, languages) and that 31.5% of students strongly agree or agree that the books and lessons used in their classes include examples of people from differnet gender identities and sexual orientations (for example, people who are lesbian, gay bisexual, transgender, queer, or questioning (LGBTQ). In 2024–25, student perceptions of inclusive curriculum showed improvement. The percentage of students who agreed that their classroom materials reflect people from different cultural, ethnic, and linguistic backgrounds increased to 48.5%, up from 44.5% the prior year. Similarly, the percentage of students who agreed that their curriculum includes representation of diverse gender identities and sexual orientations rose to 34.75%, an increase from 31.5%. These gains suggest a growing integration of culturally responsive and identity-affirming content into classroom instruction. While the upward trend is encouraging, continued efforts are needed to ensure that all students see their identities and experiences reflected in the curriculum, especially those from underrepresented and marginalized communities. Additionally, both English Learners and Low Income students often lack the financial resources to be able to access 24/7 technology. According to Pitler, Hubbell, & Kuhn (2012),	Learners with culturally relevant and sustaining supplementary instructional materials, as well as Chromebooks from which students can equitably access digital instructional materials. This action will support an increased understanding of cultural diversity by using instructional materials that are consistent with the 2013 guidelines approved by the SBE in Standards for Evaluating Instructional Materials for Social Content. Though targeted for Low Income students and English Learners, this action is being provided on an LEA-wide basis because all students will benefit from engaging with culturally relevant and sustaining instructional materials.	via the percent of students who strongly agree/agree with the following statements on the Community Schools Module of the California Healthy Kids Survey (CHKS): the books and lessons used in my classes include examples of people from different backgrounds (for example, cultures, ethnicities, and languages); the books and lessons used in my classes include examples of people from different gender identities and sexual orientations (for example, people who are lesbian, gay, bisexual, transgender, queer, or questioning (LGBTQ)). Additionally, effectiveness of this action will be monitored via the percent of staff who strongly agree/agree with the following statement on the California School Staff Survey (CSSS): this school emphasizes using instructional materials that reflect the culture or ethnicity of its students.

	research indicates that student use of technology not only increases student learning, understanding, and achievement but also motivates students to learn, encourages collaborative learning, and helps develop critical thinking and problem-solving skills. The provision of 1:1 Chromebooks for students ensures that Low Income students can fully participate in the District's Digital Learning Initiative (DLI). This provision and associated services are intentionally designed to mitigate the effects of the poverty in which the majority of our students live, wherein access to supplemental materials, libraries, and 24/7 technology is severely limited. Services provided through this action will support an increase in the percentage of students indicating that they see themselves culturally represented in District curriculum according to our Student LCAP & Community Schools Survey.		
3011	Low Income students, English Learners, and Foster Youth require increased academic progress monitoring due to their unique needs, conditions, and circumstances. In order to ensure progress toward English language proficiency, English Learners need ongoing monitoring across multiple measures that will help to indicate when they are ready to classify. Additional, progress monitoring of English Learners needs to continue after reclassification for at least four years to ensure that they were not prematurely exited from the ELD program and are not in need of further English language supports. Due to often inconsistent educational placements and distressed home environments, Foster Youth also need additional academic progress monitoring in order to identify gaps in learning and provide necessary interventions as quickly and precisely as possible. Knowing that Low Income students often lack academic support outside of school and can ultimately suffer from poor educational outcomes, increased academic progress monitoring of these students is also necessary to ensure timely interventions.	The District will consistently monitor the academic progress of Low Income students, English Learners, and Foster Youth utilizing formative, interim, and summative assessment data to establish instructional priorities, inform classroom instruction, and appropriately place and exit students from support programs. The District is engaging with a new, more robust assessment system in order to enable teachers to more strategically and effectively use student performance data to support a relevant and engaging curriculum for students who have traditionally faced barriers to successful transitions to high school, postsecondary, and Career Technical Education (CTE). Though targeted for Low Income students, English Learners, and Foster Youth, this action is being implemented on an LEA-wide basis as it is critical to consistently assess the academic progress of all students in order to ensure that academic outcomes improve across our school system.	Services provided through this action will support an increase in the percentage of students demonstrating mastery on local districtwide benchmarks in ELA, Mathematics, Science, and Social Studies. This action will contribute to improving outcomes for student groups performing in the red on academic indicators (CAASPP Math and CAASPP ELA).

3012	Low Income students, Foster Youth, and English Learners each have an intensified need for expanded course access within the school day due to their unique needs, conditions, and circumstances. Each of these unduplicated student groups needs the opportunity to access courses necessary for graduation as well as for college and career readiness while simultaneously accessing: designated ELD courses and additional literacy interventions (for English Learners); partial credit and credit recovery (for Foster Youth and Low Income students).	To increase college and career ready course access for Low Income students, English Learners, and Foster Youth, the District will supplement staffing to support implementation of College and Career Readiness Academies, Pathways, and Programs and the co-teaching instructional model, ultimately increasing students' access to a broad course of study as identified in LCFF Priority 7. Additionally, this action will provide release periods for experienced and effective teachers to coordinate college and career academies and special programs to support the effectiveness of these programs in meeting student needs. This action is being provided LEA-wide as part of ensuring that all students have access to a broad course of study with appropriate supports for improving academic outcomes, including meeting graduation requirements, A-G requirements, and Career Pathway completion.	The services provided through this action will support increases in the following course enrollment rates: A-G, CTE, 4th year Math, 3rd year Science, 4th year World Languages. Services will also support an increase in the percentage of students deemed "prepared" or "well prepared" according to the College and Career Readiness Indicator. Additional concentration grant add-on funding will be used to retain the staff necessary to support implementation of College and Career Readiness Academies, Pathways, and Programs and the co-teaching instructional model, ultimately increasing students' access to a broad course of study.
3013	Low Income students often lack the opportunities and adult support at home and within their distressed neighborhoods to develop life competencies that are necessary to complement their college and career readiness skills. The District's Graduate Profile is meant to complement academics and test scores as measures of preparedness. While it does not replace a focus on academic achievement, it shows the District community's commitment to investing in educational experiences that educate the whole child.	The District will ensure Low Income students have access to educational opportunities that develop not only their college and career skills, but their life competencies as well. CVUHSD will work to operationalize the District's Graduate Profile by aligning coursework to the GP student outcomes to assure that students have an equitable opportunity to develop and demonstrate the competencies articulated by the GP. The District's five GP outcomes are: college and career ready individuals; effective communicators; ethical leaders; independent and collaborative critical thinkers and problem solvers, and; socially aware and responsive community members. As our GP includes and values civic learning and engagement, this action will also support the implementation of a pathway by which students may earn the California State Seal of Civic Engagement. This action is being provided on an LEA-wide basis to maximize student exposure to opportunities to demonstrate whole-child competencies in addition to academic outcomes.	Progress relative to this action will be measured by the number of students who engage in senior defense presentations or GP Spotlights demonstrating evidence of how they have achieved the five GP outcomes; the number of students who earn the CA State Seal of Civic Engagement each year.

Limited Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1003	CVUHSD is eligible for Technical Assistance in	Long Term English Learners (LTELs) have been identified as	Services provided for LTELs/English Learners

the form of Differentiated Assistance, through 2025, based upon English Learner performance in the following areas: Pupil Achievement - due to CAASPP Math performance (red performance indicator) and CAASPP ELA performance (orange performance indicator), and 2) Pupil Engagement - due to the Graduation Rate (red performance indicator). On the Fall 2023 Dashboard, the “all students” group reported an average score of 11.8 points below standard in ELA, reporting in the Yellow performance level. EL students reported in the Orange performance level (87.3 points below standard). On the Fall 2023 Dashboard, the “all students” group reported an average score of 127.5 points below standard in mathematics, placing the District in the Red performance level. EL students also reported in the Red performance level (182.1 points below standard). This indicates a continuing need to support students in mathematics performance across student groups. On the Fall 2023 Dashboard, 49.5% of ELs were reported as making progress towards English language proficiency as measured by the ELPI, placing the district in the Yellow performance level. Lloyde High School reported in the Red performance level in ELPI on the Fall 2023 Dashboard. These results indicate a need for ongoing support in English language development across sites, in order to continue progress. On the Fall 2024 Dashboard, the “all students” group reported an average score of 13 points below standard in ELA (a decrease of 1.2 points from the prior year), reporting in the Orange performance level. LTEL students reported in the Red performance level (125.3 points below standard), a decline of 18.6 points from the prior year. This indicates a continuing need to support students in ELA performance across student groups, and specifically for LTELs. On the Fall 2024 Dashboard, the “all students” group reported an average score of 120.9 points	an EL for seven or more years, indicating a need for additional targeted services to attain English language proficiency. The District, led by our English Learner Specialist, will provide professional learning on the use of integrated ELD in core content to target the needs of LTELs. LTEL-cohorted ELA courses are designed to support LTELs in improving language acquisition and development leading to increased reclassification specifically from the LTEL group. Targeted intervention during the school day, progress monitoring, and LTEL student data chats will serve to address LTEL's specific identified needs.	through this action are directed at addressing CVUHSD's eligibility for Technical Assistance in the form of Differentiated Assistance, through 2025, based upon English Learner performance in the following areas: Pupil Achievement - due to CAASPP Math performance (red performance indicator) and CAASPP ELA performance (orange performance indicator), and 2) Pupil Engagement - due to the Graduation Rate (red performance indicator). Services provided through this action will also target the following 2024 CA School Dashboard red performance indicators for LTELs: ELPI (District, Hawthorne HS, Leuzinger HS, Lloyde HS), CAASPP ELA (District), CAASPP Math (District). Additionally, services provided through this action will target the following 2023 CA School Dashboard red performance indicators for English Learners: Graduation Rate (District, Leuzinger HS, Lloyde HS); CAASPP Math (District, Lawndale HS, Leuzinger HS); CAASPP ELA (Leuzinger HS); English Learner Progress (Lloyde HS), and; College & Career Readiness Indicator (Lloyde HS). Services provided through this action will also target the following 2024 CA School Dashboard red performance indicators for English Learners: ELPI (District, Hawthorne HS, Leuzinger HS, Lloyde HS) and CAASPP ELA (District). Progress related to this action will also be monitored via the Reclassification Rate and EL performance on the ELPI.

	below standard in mathematics, placing the District in the Orange performance level, an inprovement of 6.6 points from the prior year's Red peformance level. LTEL students reported in the Red performance level (216.9 points below standard), a decline of 12.6 points from the prior year. This indicates a continuing need to support students in mathematics performance across student groups, and specifically for LTELs. On the Fall 2024 Dashboard, 33.3% of LTEL students were reported as making progress towards English language proficiency as measured by the ELPI, a decrease of 17.1% placing the district in the Red performance level. Hawthorne HS, Leuzinger HS, and Lloyde HS also reported in the Red performance level in ELPI on the Fall 2024 Dashboard for LTELs. These results indicate a need for ongoing support in English language development across sites, in order to continue progress.		
1004	CVUHSD is eligible for Technical Assistance in the form of Differentiated Assistance, through 2025, based upon English Learner performance in the following areas: Pupil Achievement - due to CAASPP Math performance (red performance indicator) and CAASPP ELA performance (orange performance indicator), and 2) Pupil Engagement - due to the Graduation Rate (red performance indicator). On the Fall 2023 Dashboard, the “all students” group reported an average score of 11.8 points below standard in ELA, reporting in the Yellow performance level. EL students reported in the Orange performance level (87.3 points below standard). On the Fall 2023 Dashboard, the “all students” group reported an average score of 127.5 points below standard in mathematics, placing the District in the Red performance level. EL students also reported in the Red performance level (182.1 points below standard). This indicates a continuing need to support students in mathematics performance across student groups. On the Fall 2023 Dashboard, 49.5% of ELs were	Support provided by the District English Learner Specialist and partial-release English Language Development (ELD) Coordinators includes weekly high school newcomer meetings, family contacts, and in-class support. Services specific to English Learners provided through this action include 1) effective professional learning for teachers, principals, administrators, and other school staff; 2) enhanced instructional opportunities for newly-arrived immigrant youth, 3) effective programs and activities, including language instruction educational programs, that will help ELs increase their English language proficiency and meet the state academic standards, and; 4) specific assessment preparation to assist ELs in achieving English proficiency based on the ELPAC. In addition, this action provides schools with the ELLevation program specifically used to monitor EL student progress.	Services provided for English Learners through this action are directed at addressing CVUHSD's eligibility for Technical Assistance in the form of Differentiated Assistance based upon English Learner performance in the following areas: Pupil Achievement - due to CAASPP Math performance (red performance indicator) and CAASPP ELA performance (orange performance indicator), and 2) Pupil Engagement - due to the Graduation Rate (red performance indicator). Additionally, services provided through this action will target the following red performance indicators for English Learners: Graduation Rate (District, Leuzinger HS, Lloyde HS); CAASPP Math (District, Lawndale HS, Leuzinger HS); CAASPP ELA (Leuzinger HS); English Learner Progress (Lloyde HS), and; College & Career Readiness Indicator (Lloyde HS). Progress related to this action will also be monitored via the Reclassification Rate and EL performance on the ELPI.

	reported as making progress towards English language proficiency as measured by the ELPI, placing the district in the Yellow performance level. Lloyde High School reported in the Red performance level in ELPI on the Fall 2023 Dashboard. These results indicate a need for ongoing support in English language development across sites, in order to continue progress. On the Fall 2024 Dashboard, the “all students” group reported an average score of 13 points below standard in ELA (a decrease of 1.2 points from the prior year), reporting in the Orange performance level. EL students reported in the Red performance level (86.7 points below standard), a slight increase of 0.6 points from the prior year. This indicates a continuing need to support students in ELA performance across student groups. On the Fall 2024 Dashboard, the “all students” group reported an average score of 120.9 points below standard in mathematics, placing the District in the Orange performance level, an inprovement of 6.6 points from the prior year's Red peformance level. EL students also reported in the Orange performance level (167.4 points below standard). This indicates a continuing need to support students in mathematics performance across student groups. On the Fall 2024 Dashboard, 38.3% 4of ELs were reported as making progress towards English language proficiency as measured by the ELPI, a decrease of 11.2% placing the district in the Red performance level. Hawthorne HS, Leuzinger HS, and Lloyde HS also reported in the Red performance level in ELPI on the Fall 2024 Dashboard. These results indicate a need for ongoing support in English language development across sites, in order to continue progress. These results indicate a need for ongoing support in English language development across sites, in order to continue progress.		

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

Not Applicable.

Additional Concentration Grant Funding

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

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

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

Action Tables

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-2026	$66,259,954.00	$22,973,982.00	34.67%	0.00%	34.67%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$55,996,212.00	$20,209,303.00	$2,496,507.00	$2,502,829.00	$81,204,851.00	$62,467,032.00	$18,737,819.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	College Access, Preparation & Support	All	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	Ongoing	$2,057,283	$439,100	$461,691	$1,995,247	$0	$39,445	$2,496,383	0.00%
1	2	Career Readiness	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$1,264,881	$2,715,460	$669,326	$3,036,964	$0	$274,051	$3,980,341	0.00%
1	3	Support for Long-Term English Learners	Long-term English learner	Yes	Limited	English learner (EL)	All Schools	Ongoing	$92,060	$51,023	$0	$0	$0	$143,083	$143,083	0.00%
1	4	English Learner Program Coordination	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$168,378	$0	$168,378	$0	$0	$0	$168,378	0.00%
1	5	Strategic Academic Supports & Expanded Learning Opportunities	All	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	Ongoing	$1,129,891	$1,440,036	$763,755	$460,874	$0	$1,345,298	$2,569,927	0.00%
1	6	Arts Integration	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$550,085	$715,413	$659,481	$581,017	$25,000	$0	$1,265,498	0.00%
1	7	CVUHSD Summer School	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
2	1	Social, Emotional, and Mental Health Supports	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$2,572,329	$761,992	$980,668	$2,267,162	$24,850	$61,641	$3,334,321	0.00%

2	2	School Safety & Connectedness	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$4,942,634	$872,707	$2,923,658	$1,444,839	$1,446,844	$0	$5,815,341	0.00%
2	3	Family Engagement	All	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	Ongoing	$546,907	$359,035	$800,354	$0	$0	$105,588	$905,942	0.00%
2	4	Athletics as a Means of Improving Student Attendance and Academic Engagement	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$1,996,504	$460,440	$2,456,944	$0	$0	$0	$2,456,944	0.00%
2	5	Community Schools Transformation	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$799,789	$693,000	$0	$1,492,789	$0	$0	$1,492,789	0.00%
3	1	Educational Technology	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$1,066,012	$929,785	$1,207,622	$0	$628,500	$159,675	$1,995,797	0.00%
3	3	Organization-Wide Cultural Proficiency	All	Yes	LEA-wide	English learner (EL), Low Income	All Schools	Ongoing	$157,568	$27,267	$68,744	$0	$0	$116,091	$184,835	0.00%
3	4	CTE Pathways Implementation Support	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$57,995	$0	$57,995	$0	$0	$0	$57,995	0.00%
3	5	Co-Teaching Implementation Support	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$69,027	$25,000	$0	$94,027	$0	$0	$94,027	0.00%
3	6	Educational Technology Instructional Support	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$304,888	$27,000	$326,888	$5,000	$0	$0	$331,888	0.00%
3	7	Hiring and Retaining Diverse Staff	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$3,068	$60,861	$1,250	$62,679	$0	$0	$63,929	0.00%
3	8	Professional Learning Communities (PLC) Implementation Support	All	Yes	LEA-wide	English learner (EL), Low Income	All Schools	Ongoing	$984,166	$150,100	$1,106,166	$20,000	$0	$8,100	$1,134,266	0.00%
3	9	Paraprofessional and Classified Support Staff Training	All	Yes	LEA-wide	English learner (EL), Low Income	All Schools	Ongoing	$20,822	$25,858	$23,822	$22,858	$0	$0	$46,680	0.00%
3	10	Supplemental Instructional Materials	All	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	Ongoing	$85,358	$1,731,700	$1,782,058	$35,000	$0	$0	$1,817,058	0.00%
3	11	CV Local Assessment System	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$915,600	$214,465	$1,130,065	$0	$0	$0	$1,130,065	0.00%
3	12	Course Access and Academy and Special Programs Support	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$6,851,916	$0	$6,360,798	$491,118	$0	$0	$6,851,916	0.00%
3	13	Operationalizing the Graduate Profile	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
3	14	Basic Services - Continuous Improvement Cycle & Data Analysis	All	No				Ongoing	$1,880,466	$225,250	$107,571	$1,635,532	$362,613	$0	$2,105,716	0.00%
3	15	Basic Services - Teachers	All	No				Ongoing	$27,142,268	$0	$26,566,143	$571,225	$4,900	$0	$27,142,268	0.00%

3	16	Basic Services - Instructional Materials	All	No				Ongoing	$0	$1,300,800	$0	$1,297,000	$3,800	$0	$1,300,800	0.00%
3	17	Basic Services - Facilities	All	No				Ongoing	$5,515,334	$4,510,249	$6,225,583	$3,800,000	$0	$0	$10,025,583	0.00%
3	18	Strategic Supports for Students with Disabilities	Student with Disabilities (SWD)	No				Ongoing	$0	$604,800	$0	$604,800	$0	$0	$604,800	0.00%
3	19	Instructional Coaching	All	Yes	LEA-wide	English learner (EL), Low Income	All Schools	Ongoing	$1,277,922	$249,857	$1,147,252	$130,670	$0	$249,857	$1,527,779	0.00%
4	1	Lloyde Equity Multiplier - School Climate	All	No				Ongoing	$13,881	$0	$0	$13,881	$0	$0	$13,881	0.00%
4	2	Lloyde Equity Multiplier - College & Career Readiness	All	No				Ongoing	$0	$146,621	$0	$146,621	$0	$0	$146,621	0.00%
5	1	CVISS Equity Multiplier - Access to A-G Coursework	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%

2025-2026 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
$66,259,954.00	$22,973,982.00	34.67%	0.00% - No Carryover	34.67%	$23,096,915.00	0.00%	34.86%	**Total:**	$23,096,915.00
								LEA-wide Total:	$22,928,537.00
								Limited Total:	$168,378.00
								Schoolwide Total:	$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	College Access, Preparation & Support	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$461,691.00	0.00%
1	2	Career Readiness	Yes	LEA-wide	Low Income	All Schools	$669,326.00	0.00%
1	3	Support for Long-Term English Learners	Yes	Limited	English learner (EL)	All Schools	$0.00	0.00%
1	4	English Learner Program Coordination	Yes	Limited	English learner (EL)	All Schools	$168,378.00	0.00%
1	5	Strategic Academic Supports & Expanded Learning Opportunities	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$763,755.00	0.00%
1	6	Arts Integration	Yes	LEA-wide	Low Income	All Schools	$659,481.00	0.00%
1	7	CVUHSD Summer School	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$0.00	0.00%

2	1	Social, Emotional, and Mental Health Supports	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$980,668.00	0.00%
2	2	School Safety & Connectedness	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$2,923,658.00	0.00%
2	3	Family Engagement	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$800,354.00	0.00%
2	4	Athletics as a Means of Improving Student Attendance and Academic Engagement	Yes	LEA-wide	Low Income	All Schools	$2,456,944.00	0.00%
2	5	Community Schools Transformation	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$0.00	0.00%
3	1	Educational Technology	Yes	LEA-wide	Low Income	All Schools	$1,207,622.00	0.00%
3	3	Organization-Wide Cultural Proficiency	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$68,744.00	0.00%
3	4	CTE Pathways Implementation Support	Yes	LEA-wide	Low Income	All Schools	$57,995.00	0.00%
3	5	Co-Teaching Implementation Support	Yes	LEA-wide	Low Income	All Schools	$0.00	0.00%
3	6	Educational Technology Instructional Support	Yes	LEA-wide	Low Income	All Schools	$326,888.00	0.00%
3	7	Hiring and Retaining Diverse Staff	Yes	LEA-wide	Low Income	All Schools	$1,250.00	0.00%
3	8	Professional Learning Communities (PLC) Implementation Support	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$1,106,166.00	0.00%
3	9	Paraprofessional and Classified Support Staff Training	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$23,822.00	0.00%
3	10	Supplemental Instructional Materials	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$1,782,058.00	0.00%
3	11	CV Local Assessment System	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$1,130,065.00	0.00%
3	12	Course Access and Academy and Special Programs Support	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$6,360,798.00	0.00%
3	13	Operationalizing the Graduate Profile	Yes	LEA-wide	Low Income	All Schools	$0.00	0.00%

3	19	Instructional Coaching	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$1,147,252.00	0.00%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$85,222,930.00	$85,141,899.00

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	College Access, Preparation & Support	Yes	$3,032,105.00	$3,516,382.00
1	2	Career Readiness	Yes	$3,123,271.00	$4,352,875.00
1	3	Support for Long-Term English Learners	Yes	$139,297.00	$223,182.00
1	4	English Learner Program Coordination	Yes	$153,704.00	$168,063.00
1	5	Strategic Academic Supports & Expanded Learning Opportunities	Yes	$3,281,789.00	$2,937,282.00
1	6	Arts Integration	Yes	$647,921.00	$1,164,093.00
1	7	CVUHSD Summer School	Yes	$578,232.00	$578,232.00
2	1	Social, Emotional, and Mental Health Supports	Yes	$3,454,818.00	$3,581,912.00
2	2	School Safety & Connectedness	Yes	$6,672,865.00	$6,371,689.00
2	3	Family Engagement	Yes	$870,486.00	$994,247.00
2	4	Athletics as a Means of Improving Student Attendance and Academic Engagement	Yes	$2,616,770.00	$2,955,884.00
2	5	Community Schools Transformation	Yes	$1,450,000.00	$1,450,000.00
3	1	Educational Technology	Yes	$2,769,711.00	$3,115,492.00
3	2	Instructional Coaching	Yes	$1,915,479.00	$1,746,694.00
3	3	Organization-Wide Cultural	Yes	$303,499.00	$296,454.00

		Proficiency			
3	4	CTE Pathways Implementation Support	Yes	$248,248.00	$212,070.00
3	5	Co-Teaching Implementation Support	Yes	$34,700.00	$34,700.00
3	6	Educational Technology Instructional Support	Yes	$265,267.00	$267,083.00
3	7	Hiring and Retaining Diverse Staff	Yes	$215,472.00	$229,427.00
3	8	Professional Learning Communities (PLC) Implementation Support	Yes	$1,548,890.00	$1,123,635.00
3	9	Paraprofessional and Classified Support Staff Training	Yes	$59,389.00	$86,225.00
3	10	Supplemental Instructional Materials	Yes	$2,034,768.00	$1,745,356.00
3	11	CV Local Assessment System	Yes	$1,376,450.00	$1,121,581.00
3	12	Course Access and Academy and Special Programs Support	Yes	$7,962,728.00	$6,859,878.00
3	13	Operationalizing the Graduate Profile	Yes	$10,000.00	$0.00
3	14	Basic Services - Continuous Improvement Cycle & Data Analysis	No	$487,140.00	$477,455.00
3	15	Basic Services - Teachers	No	$26,657,128.00	$26,982,075.00
3	16	Basic Services - Instructional Materials	No	$1,212,300.00	$613,832.00
3	17	Basic Services - Facilities	No	$10,891,035.00	$11,237,677.00
3	18	Strategic Supports for Students with Disabilities	No	$665,000.00	$510,551.00
4	1	Lloyde Equity Multiplier - School Climate	No	$318,427.00	$0.00
4	2	Lloyde Equity Multiplier - College & Career Readiness	No	$66,828.00	$66,828.00
5	1	CVISS Equity Multiplier - Access to A-G Coursework	No	$159,213.00	$121,045.00

2024-2025 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$22,894,097.00	$24,011,494.00	$23,287,448.00	$724,046.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	1	College Access, Preparation & Support	Yes	$594,969.00	$1,061,318.00	0.00%	0.00%
1	2	Career Readiness	Yes	$524,404.00	$582,049.00	0.00%	0.00%
1	3	Support for Long-Term English Learners	Yes	$0.00	$0.00	0.00%	0.00%
1	4	English Learner Program Coordination	Yes	$153,704.00	$168,063.00	0.00%	0.00%
1	5	Strategic Academic Supports & Expanded Learning Opportunities	Yes	$553,648.00	$674,446.00	0.00%	0.00%
1	6	Arts Integration	Yes	$627,921.00	$1,139,093.00	0.00%	0.00%
1	7	CVUHSD Summer School	Yes	$35,627.00	$0.00	0.00%	0.00%
2	1	Social, Emotional, and Mental Health Supports	Yes	$635,167.00	$743,204.00	0.00%	0.00%
2	2	School Safety & Connectedness	Yes	$3,613,092.00	$2,886,334.00	0.00%	0.00%
2	3	Family Engagement	Yes	$764,270.00	$888,014.00	0.00%	0.00%
2	4	Athletics as a Means of Improving Student Attendance and Academic Engagement	Yes	$2,616,770.00	$2,955,884.00	0.00%	0.00%
2	5	Community Schools Transformation	Yes	$0.00	$0.00	0.00%	0.00%

3	1	Educational Technology	Yes	$1,086,064.00	$1,256,984.00	0.00%	0.00%
3	2	Instructional Coaching	Yes	$1,111,426.00	$933,560.00	0.00%	0.00%
3	3	Organization-Wide Cultural Proficiency	Yes	$74,093.00	$56,657.00	0.00%	0.00%
3	4	CTE Pathways Implementation Support	Yes	$111,382.00	$61,122.00	0.00%	0.00%
3	5	Co-Teaching Implementation Support	Yes	$0.00	$0.00	0.00%	0.00%
3	6	Educational Technology Instructional Support	Yes	$238,215.00	$240,031.00	0.00%	0.00%
3	7	Hiring and Retaining Diverse Staff	Yes	$0.00	$735.00	0.00%	0.00%
3	8	Professional Learning Communities (PLC) Implementation Support	Yes	$1,016,573.00	$599,342.00	0.00%	0.00%
3	9	Paraprofessional and Classified Support Staff Training	Yes	$19,389.00	$46,225.00	0.00%	0.00%
3	10	Supplemental Instructional Materials	Yes	$2,034,768.00	$1,745,356.00	0.00%	0.00%
3	11	CV Local Assessment System	Yes	$1,275,450.00	$1,020,581.00	0.00%	0.00%
3	12	Course Access and Academy and Special Programs Support	Yes	$6,914,562.00	$6,228,450.00	0.00%	0.00%
3	13	Operationalizing the Graduate Profile	Yes	$10,000.00	$0.00	0.00%	0.00%

2024-2025 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)
$67,316,770.00	$22,894,097.00	0.00%	34.01%	$23,287,448.00	0.00%	34.59%	$0.00 - No Carryover	0.00% - No Carryover

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	$1,659,037.00	$297,402.00	$51,023.00	$159,675.00	$0.00	$335,692.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	College Access, Preparation & Support	$0.00	$39,445.00	$0.00	$0.00	$0.00	$0.00	$2,496,383.00
1	2	Career Readiness	$0.00	$0.00	$0.00	$0.00	$0.00	$274,051.00	$3,980,341.00
1	3	Support for Long-Term English Learners	$92,060.00	$0.00	$51,023.00	$0.00	$0.00	$0.00	$143,083.00
1	4	English Learner Program Coordination	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$168,378.00
1	5	Strategic Academic Supports & Expanded Learning Opportunities	$1,345,298.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,569,927.00
1	6	Arts Integration	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,265,498.00
1	7	CVUHSD Summer School	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

2	1	Social, Emotional, and Mental Health Supports	$0.00	$0.00	$0.00	$0.00	$0.00	$61,641.00	$3,334,321.00
2	2	School Safety & Connectedness	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$5,815,341.00
2	3	Family Engagement	$105,588.00	$0.00	$0.00	$0.00	$0.00	$0.00	$905,942.00
2	4	Athletics as a Means of Improving Student Attendance and Academic Engagement	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,456,944.00
2	5	Community Schools Transformation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,492,789.00
3	1	Educational Technology	$0.00	$0.00	$0.00	$159,675.00	$0.00	$0.00	$1,995,797.00
3	3	Organization-Wide Cultural Proficiency	$116,091.00	$0.00	$0.00	$0.00	$0.00	$0.00	$184,835.00
3	4	CTE Pathways Implementation Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$57,995.00
3	5	Co-Teaching Implementation Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$94,027.00
3	6	Educational Technology Instructional Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$331,888.00
3	7	Hiring and Retaining Diverse Staff	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$63,929.00
3	8	Professional Learning Communities (PLC) Implementation Support	$0.00	$8,100.00	$0.00	$0.00	$0.00	$0.00	$1,134,266.00
3	9	Paraprofessional and Classified Support Staff Training	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$46,680.00
3	10	Supplemental Instructional Materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,817,058.00

3	11	CV Local Assessment System	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,130,065.00
3	12	Course Access and Academy and Special Programs Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$6,851,916.00
3	13	Operationalizing the Graduate Profile	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3	14	Basic Services - Continuous Improvement Cycle & Data Analysis	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,105,716.00
3	15	Basic Services - Teachers	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$27,142,268.00
3	16	Basic Services - Instructional Materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,300,800.00
3	17	Basic Services - Facilities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,025,583.00
3	18	Strategic Supports for Students with Disabilities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$604,800.00
3	19	Instructional Coaching	$0.00	$249,857.00	$0.00	$0.00	$0.00	$0.00	$1,527,779.00
4	1	Lloyde Equity Multiplier - School Climate	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$13,881.00
4	2	Lloyde Equity Multiplier - College & Career Readiness	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$146,621.00
5	1	CVISS Equity Multiplier - Access to A-G Coursework	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
    - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
    - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
        - Identify the action as an LREBG action;
        - Include an explanation of how research supports the selected action;
        - Identify the metric(s) being used to monitor the impact of the action; and
        - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

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

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

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

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

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

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

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

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

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

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).